

**NEW**

# English Adventure

## Teacher's Book

### STARTER A

## Contents

• Scope and sequence	A2	• Lesson notes	1
• Course components	A4	• Photocopiable materials	73
• Course methodology	A7	Happy Easter!, Mum and Dad's Day, Happy Christmas! cut-outs	73
• Teaching children	A10	Teacher's notes for worksheets	76
• Assessment	A13	Worksheets for the pre-coursebook period	79
• Cooperation with parents	A15	Worksheets for Pupil's Book Units and Festivals	83
• How to use stories	A16	Revision worksheets	95
• How to use posters	A17	DVD worksheets	99
• How to use the DVD	A20		
• Resource Bank	A21		
• Pre-coursebook period	A26		
• Disney and Disney/Pixar movies	A30		

# Scope and sequence

UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
<b>Pre-coursebook period</b>	<p>Hello! Goodbye! Yes. No.</p> <p>I'm (Anna). And you?</p> <p>Vocabulary: computer, hot dog, hamburger, radio, telephone, teacher.</p>	<p>Stand up. Come here. Listen. Look.</p> <p>Quiet, please. Sit down. What's this?</p>	
<b>Hello</b>	<p>Colours: blue, green, red, yellow, pink.</p>	<p>What colour is it?</p> <p>Classroom language: Chant. Look. Listen. Open your books. Stick.</p> <p>Vocabulary: ducks</p>	<p>Hello. Goodbye.</p>
<b>1 My body</b>	<p>Parts of the body: body, feet, hands, head.</p> <p>Phrases: My (body/feet).</p> <p>Imperatives (body movements): clap your hands, move your body, touch your head, stamp your feet.</p> <p>Numbers 1–5.</p> <p>Vocabulary: right, left.</p>	<p>How many (monsters)? What colour is it? What number is missing? Who am I?</p> <p>Classroom language: Cut out. Today, it's story time!</p> <p>Vocabulary: a green head, girl, boy, foot, go, stop</p>	<p>Colours</p> <p>Vocabulary: Hello. Goodbye.</p>
<b>2 My family</b>	<p>Family: mum, dad, brother, sister, grandma, grandpa, friend.</p> <p>Actions: jump, run, turn around.</p> <p>Vocabulary: big, small.</p> <p>Phrases: Oh, no! Sorry. This is my family.</p>	<p>How many (brothers)? Who's this? Is he your brother? Who's missing? This is my (mum).</p> <p>Vocabulary: happy, sad, baby.</p> <p>Phrases: he's, she's.</p> <p>Classroom language: Cut out.</p>	<p>Colours</p> <p>Imperatives</p> <p>Numbers 1–5</p> <p>Vocabulary: Hello. Goodbye.</p>
<b>3 My classroom</b>	<p>Classroom objects: chair, pen, pencil, table, bag, book, crayon, rubber, board, carpet, desk.</p> <p>Phrases: Pick up a (pen)! Point to a (chair)! What's in your bag? Your bag, please. A (red) (crayon), please. Here you are.</p> <p>a (green) (book), a (big) (bag)</p>	<p>What's this? What colour is it? How many ...? What's in the classroom? Can you see a table? Who's this? Look! It's a carpet. What's missing? It's a (blue) (crayon). Show me (a bag). Touch something (red).</p> <p>Classroom language.</p>	<p>Colours</p> <p>Numbers 1–5</p> <p>Vocabulary: big, small.</p>
<b>4 Animals</b>	<p>Numbers 6–10.</p> <p>Animals: bird, cat, horse, rabbit, dog, fish, hamster, tortoise.</p> <p>Vocabulary: dogs, puppies.</p> <p>Colours: black, white.</p> <p>Phrases: It's a (dog). How many? Let's go!</p> <p>A (big) (dog). A (pink) (rabbit).</p>	<p>These are dogs. How many dogs? Let's go! Spots. What's missing? What number is the bird? Who are these? How many (black) puppies? Ten small puppies. It's (black/white). Look! Oh no! What animals can you see? What is it? What's this? What colour is (the cat)?</p> <p>Vocabulary: house, dance, jump, animal friends, together.</p> <p>Classroom language: Cut out. Look.</p>	<p>Numbers 1–5</p> <p>Colours</p> <p>Vocabulary: big, small.</p>
<b>5 The sea</b>	<p>Sea animals: fish, crab, octopus, seahorse, starfish, shell, turtle.</p> <p>Colours: brown, grey, orange, purple.</p> <p>Vocabulary: happy, sad, beach, clean, dirty.</p> <p>Phrases: I'm (happy). We are happy in the sea. It's (purple). It's (clean).</p>	<p>What's this? What colour is the (fish)? Is it a (shell)? Look! It's (a fish)! What's purple? What is it? Is the fish (happy)? Are the (crabs) (sad)? What animals are big? How many? How many (fish)? How many (fish) missing? Is the (beach) (clean)?</p> <p>Classroom language.</p>	<p>Animals</p> <p>Colours</p> <p>Numbers 1–10</p> <p>Body movements</p> <p>Vocabulary: big, small.</p>

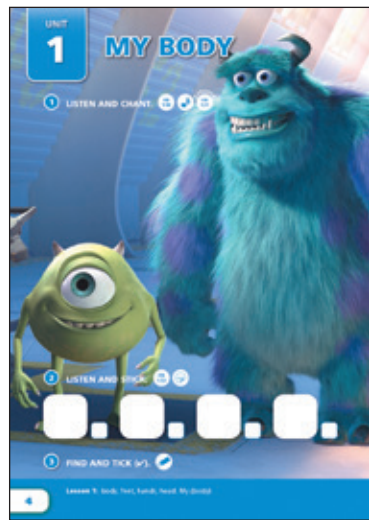
UNIT	TARGET LANGUAGE	RECEPTIVE LANGUAGE	REVISION
<b>6 Toys</b>	<p>Toys: ball, boat, doll, teddy bear, car, kite, train, yo-yo.</p> <p>Vocabulary: old, new.</p> <p>Phrases: It's a (doll). I've got a (car). I've got a (red) (car). Let's fly. Happy Birthday! It's new. It's old.</p>	<p>Is it a (ball)? What's this? What colour is it? Look at my toys. It's a (blue) (doll). It's (green). Come fly with me. What have you got? How many dolls? Which toy is good for Pluto? Look at the (brown) chest.</p> <p>Vocabulary: toys.</p> <p>Classroom language.</p>	<p>Body movements</p> <p>Colours</p> <p>Numbers 1–10</p> <p>Vocabulary: big, small, left, right.</p>
<b>7 Food</b>	<p>Food: cakes, cheese, chicken, milk, apples, bananas, oranges, pears, bread, eggs, juice, carrots, tomatoes.</p> <p>Vocabulary: yum, yuck.</p> <p>Phrases: I don't like (eggs). I like (milk); good for me.</p>	<p>What colour is it? What colour is missing? How many? Do you like (apples)? What colour are the (pears)? Here you are. Is it good for you? Are cakes good for me?</p> <p>Classroom language.</p>	<p>Colours</p> <p>Numbers 1–5</p> <p>Sea animals</p>
<b>8 My holiday</b>	<p>Holidays: beach, sandcastle, sea, lake, mountains.</p> <p>Vocabulary: delicious, picnic.</p>	<p>hot potato, How many (starfish)? What is it? What colour is it? Does Mickey like the beach? Oh no! Jump! What is number (one)? Start. What's missing? How many (shells)?</p> <p>Vocabulary: sea, family.</p> <p>Classroom language.</p>	<p>Numbers 1–10</p> <p>Animals</p> <p>Classroom objects</p> <p>Colours</p> <p>Family</p> <p>Food</p> <p>Numbers</p> <p>Parts of the body</p> <p>Sea animals</p> <p>Toys</p> <p>Phrases: I've got a (ball). It's a (ball). It's (blue). It's (small). It's a (red) and (purple) bag. I like (the beach). I've got a (big) (book). I like (oranges). A (pink) (rabbit). I've got (two) books. I like (bread) and (bananas).</p>
<b>Happy Easter!</b>	<p>Vocabulary: basket, chick, (Easter) egg, (Easter) rabbit</p> <p>Phrases: Happy Easter!</p>	<p>How many (eggs)? What's this?</p> <p>Classroom language.</p>	<p>Numbers 1–10</p> <p>Colours</p>
<b>Mum and Dad's Day</b>	<p>Vocabulary: card, flower.</p> <p>Phrases: Hurray for (Dad)! A flower for you.</p>	<p>What's this?</p> <p>Classroom language.</p>	<p>Family</p> <p>Vocabulary: a present, mum, dad.</p>
<b>Happy Christmas!</b>	<p>Vocabulary: bell, presents, star, stocking.</p> <p>Phrases: Happy Christmas, Christmas card, Christmas tree, Father Christmas.</p>	<p>What colour?</p> <p>Classroom language.</p>	<p>Body movements</p> <p>Imperatives</p> <p>Colours.</p> <p>Numbers 1–10</p>

# Introduction

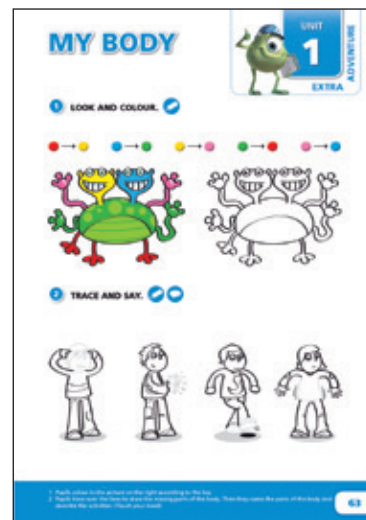
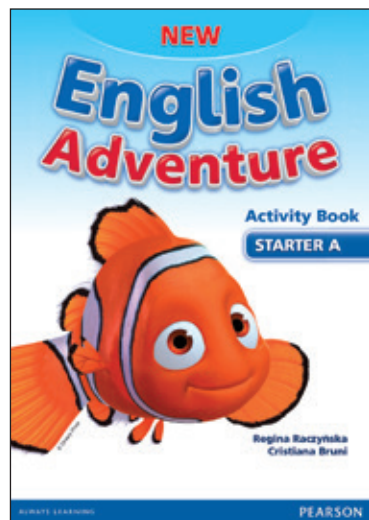
*New English Adventure* is a primary schools course. *New English Adventure Starter A* is the first level of the course, aimed at 6- to 7-year-olds who are beginners and usually have not had any contact with English. *New English Adventure* offers full-colour Pupil's Books and Activity Books as well as additional materials such as CDs, DVDs, puppets, 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 Starter A PUPIL'S BOOK* familiarizes pupils with the world of the English language using fascinating characters from Disney and Disney/Pixar studio films, which are well known to children. It is composed of an introductory unit (*Hello*), eight main units and three additional units related to festivals: *Happy Easter!*, *Mum and Dad's Day* and *Happy Christmas!* At the end of the Pupil's Book there are cut-out materials and stickers. 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; it also has the same page number. One of the innovations in the new edition of the course is listening exercises in the Activity Book. Another innovation is the section with tasks for pupils with more developed fine motor 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 summaries of the plots of 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: worksheets consolidating the covered material from each main unit, lessons to be carried out during the pre-coursebook period and lessons connected with festivals as well as 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 the vocabulary from each unit. They help pupils learn, remember, practise and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Resource Bank, which contain extra games and activities.



The **STORY CARDS** present pictures from the cartoon stories in lesson 4 of each unit of the Pupil's Book. The main characters of these stories are Mickey Mouse, Minnie, Goofy and Pluto the Pup. On the back of each card there is a transcription of the appropriate part of the story recording and questions to be asked before and after listening. More information on how to use the story cards during classes is available on page A16 of the Teacher's Book.



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



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

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

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

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

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

## COURSE METHODOLOGY

### COURSE OBJECTIVES

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

### MAIN CHARACTERS OF THE COURSE

#### The fantasy world

*New English Adventure* features characters from 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 4.

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

#### The real world

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

### NEW ENGLISH ADVENTURE GROWS UP ALONG WITH CHILDREN

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

### VOCABULARY AND LANGUAGE STRUCTURES

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

At the lower levels of the *New English Adventure* course the main emphasis is placed on language acquisition, on learning incidentally, not fully consciously. The course syllabus, appropriately adjusted to the pace pupils work at and reasonably increasing the level of difficulty, goes hand in hand with pupils' development, as it familiarizes them with lexical and grammar structures through receptive listening first, and only later requires active usage of the structures.

Pupils use language actively only when they become familiar with it and they are ready to do so. No activities are forced and every pupil works at his/her own pace. It is important to ensure pupils feel comfortable and confident both linguistically and psychologically.

### SKILLS

#### Listening and speaking

At the beginning of learning, 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.

#### Reading and writing

*New English Adventure Starter A* does not contain any tasks concerning reading or writing. The skills are gradually introduced and developed at higher levels of the *New English Adventure* course.

### 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 continuous memory training and consolidation of words and phrases learned before. Besides, the material introduced earlier constitutes the base for the subsequent unit, and as a result allows pupils to proceed to the next learning stage easily.
- Each unit ends with a revision lesson – exercises included in the Pupil's Book and Activity Book ensure revising the entire material introduced in a given unit. The teacher may also use Review worksheets covering material from two subsequent units, available in the Teacher's Book section with photocopiable materials. Such a cumulative revision additionally stimulates pupils' memory, and at the same time makes them aware how much they have already learned.

## UNIT STRUCTURE

*New English Adventure* teaching methodology is based on the following model: presentation, practice, free production and personalization. Each unit consists of 7 lessons organized in a similar way. The first 3 lessons in a unit focus on presentation and practice of new material. Pupils should use vocabulary acquired in one lesson during the following classes and be aware of what they have learned.

### Lesson 1

This lesson presents and consolidates new vocabulary through listening comprehension exercises. At the beginning of the lesson pupils learn new words and structures by repeating a chant. All chants included in this lesson are available in karaoke versions immediately following the chant recording. In the second part of the lesson pupils consolidate learned words in an exercise with stickers.

### Lesson 2

In this lesson pupils learn more words from the given topic. In order to keep pupils interested, various exercises are used in this lesson in each unit, e.g.: 'Listen and circle/match/number'.

### Lesson 3

In this lesson pupils learn the last set of vocabulary from a given unit. Then they learn a song, in which words from previous units are repeated, but there also appear a few words from unit 3. All songs included in this lesson are available in karaoke versions immediately following the song. It is worth using the flashcards to introduce new material (see: Resource Bank, p. A21).

### Lesson 4

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. At Starter A level of the course, there are no speech bubbles in the stories, but the pictures are always accompanied by an audio recording. Once pupils listen to the story, they can act it out in the classroom.

### Lesson 5

In this lesson pupils revise the most important words and phrases from a given unit, practising various language skills, mainly listening, speaking and interaction, through listening comprehension exercises and games. In order to play the games, pupils need to cut out cards at the back of the Pupil's Book.

### Lesson 6

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 7

This lesson is a summary of the material pupils have learned in the course of the entire unit. It consists of listening tasks. In this lesson pupils also prepare a drawing corresponding to the topic of the unit (personalization). An important part of lesson 7 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 the 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 that effective lessons can be 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 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. Begin each class with the *Hello!* song so as to introduce pupils introduce to the world of the English language. At the end of the classes sing the *Goodbye!* song 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 additionally they make pupils sensitive to the rhythm and intonation of the language. Pupils love them and thanks to them they remember vocabulary very well.

#### Techniques of working with songs and chants

- First allow pupils to listen to the song/chant two or three times.
- Show pupils how they should clap to the rhythm of the song/chant (clapping with two fingers on the other hand will not be as loud as traditional 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 tasks.
- Use songs/chants 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 4 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 6 of each unit. They are designed so that they can be done without a lot of preparation. Before pupils begin to work individually, they should see the final result of the work. Begin with commands in L1. Show pupils step by step how the poster/project etc. should be prepared. English vocabulary should be used at a further stage. When describing the way to perform the task, emphasize such words as: *fold, cut, stick, colour* and names of tools required for the task: *pencil, ruler, glue*, etc.
- When pupils are busy doing the project, quietly play the recording of the song or chant introduced recently. If it is played too loudly, pupils will consequently have to shout out the recording in order to communicate with each other.
- Pupils may collect their works in their school files or you may put them on classroom display.

## PAIRWORK AND GROUPWORK

Working in pairs and groups allows to develop additional fluency in speaking. It is not sufficient to speak English with the teacher only. It is very important that pupils have a chance to 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 organizing educational games and activities are the same as in the 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. That 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 at page A21.

## PUPPET

A puppet 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, singing the *Hello!* song together with the class, initiating games, helping pupils realize their language achievements, playing with them and teaching them as well as singing the *Goodbye!* song. The puppet also plays the role of a friend who provides pupils with a sense of predictability and gives them a sense of linguistic confidence in classes. Therefore, when it is not possible to obtain a puppet of a Disney character, it is advisable to use it with another puppet or soft toy. The puppet may 'live' in the classroom or only 'visit' the English classes.

## WORKING WITH THE COMPONENTS OF THE COURSE

### FLASHCARDS

The set of flashcards for levels *Starter A* and *Starter B* consists of 103 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.

#### 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.

### POSTERS

For every level of the *New English Adventure* course there is a set of four posters. They can be used for introducing or 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 linguistic needs of little children, as it offers stimulating and motivating context for introducing new vocabulary as well as various forms of exercises and activities. Pupils have the opportunity to individualize their language. They speak about things they like and don't like in a simple way. They describe themselves, their toys, animals, favourite colours, etc. The teacher makes sure that pupils are able to realize how much they can already understand and that they can be aware of their language achievements.
- All these actions are supposed to encourage pupils to learn. It is also important that exercises and activities in *New English Adventure* are diversified and a lot of attention is paid to revision. It should be pointed out that the better you use the time during lessons, the more the learning will pay off.

### USING L1 IN THE CLASSROOM

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

- Remember that when you talk to children in English, at the same time you should use gestures and mimics, point to appropriate pictures or touch surrounding objects. In the beginning pupils guess the meanings of given words through visual stimuli and voice tone. Only later 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 sit in one place even for 10 or 15 minutes, and this is not a result of their viciousness or hyperactivity but a 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 to make children accustomed to routine behaviour from the very first lesson, which over time will become their habit and make organizing work during classes easier. Each time when a child wants to say something aloud, ask something or have him 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 of classes, so-called *classroom routines*, is also very helpful in effective organization of classes. Children feel confident when they know what will happen at every stage of a lesson and what they are expected to do. One of such regular elements may be beginning and ending each class with a song, 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 organization of classes and increase the children's interest in the material is short and interesting stories and listening exercises, which are characterized by simple and concise language.

#### STIRRING AND SETTLING ACTIVITIES

- In order to avoid chaos during classes, you need to skilfully control children's conduct. Teachers would like their pupils to learn with enthusiasm, but on the other hand it is difficult to control children who become too excited. Therefore, it is worthwhile to make use of appropriate exercises which can both stimulate and calm pupils down.
- Stirring activities, such as discussions, competitions, TPR games, have an effect in particular when pupils are tired, bored or drowsy. Such exercises may also result in excessive excitement, which is difficult to control, especially in large groups of pupils. You may also use other exercises of this type, e.g., singing, reciting rhymes, chants, describing a poster or performing scenes and stories.
- Relaxing activities help calm down agitated and excited pupils. These exercises include: drawing, colouring, cutting out, eg. 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 settling and stirring exercises. In this way, pupils are stimulated to learn, they do it with joy, and at the same time they perform exercises requiring concentration and creative thinking.

#### PRE-COURSEBOOK PERIOD

- The beginning of the school year is the time for solving organizational problems and purchasing books. In lower grades it also means meeting new classmates and the new teacher; in higher grades it involves sharing memories from summer holidays. It is an extremely precious time, which should be used as efficiently as possible. Pupils are full of energy and eager to work. It is worth 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 familiarise children with the English classes. Pupils meet the puppet who will accompany them to the end of the school year, and they learn the classroom vocabulary, which will make conducting subsequent classes easier for the teacher. Using these ready-made plans will facilitate integration of the peer group and, at the same time, the games and activities included will give children lots of joy.

## ASSESSMENT

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

#### What can be assessed?

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

#### How to assess?

You may assess in two ways: in oral and written form. In each form you should emphasize positive sides of the performed task on the child. 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 an appropriate 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 good 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 can also 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 be an undoubted 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 deal 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 thematic section 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 7 in all units of *New English Adventure Starter A 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 Disney and Disney/Pixar studio movies.

### CHECKING THE LEARNING PROGRESS

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

### CERTIFICATE

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

## COOPERATION WITH PARENTS

### MUTUAL TRUST

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

### THE TYPICAL SITUATION

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

### PARENTS' EXPECTATIONS

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

### MOTIVATING PARENTS

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

### COOPERATION

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



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

Stories are an important element of a foreign language course as they allow pupils to easily acquire or consolidate language material in an interesting way. Lesson 4 in each unit of *New English Adventure Starter A Pupil's Book* includes a story featuring Mickey Mouse, Minnie Mouse, Goofy and Pluto the Pup. These stories, although they feature characters created by Walt Disney, have been designed especially for the purposes of the *New English Adventure* course. The stories are intended to revise and consolidate language material covered in a particular unit. Their additional advantage is that they are recorded in two versions: a version involving actors, in which pupils hear authentic voices of Mickey Mouse, Minnie Mouse and Goofy, and a version with special EFL voice-overs. Furthermore, the teachers have cards with particular pictures of the story (*Story cards*) at their disposal, which may be used in many ways (below we present some ideas for exercises with the cards). On the back of each card, the teachers will find the transcription of the recording of the corresponding part of the story as well as the questions to be asked 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 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 4. 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 4, 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. To make this exercise more interesting, you can bring items to be used as props. You can also ask pupils to make masks of the characters to wear during the role play.

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

### Suggested exercises

#### Exercises with story cards

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

#### Exercises without story cards

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

## HOW TO USE POSTERS

- Colourful posters accompanying the *New English Adventure* course are an interesting idea for consolidating the material covered in the Pupil's Book. 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, persons, 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 up true or false sentences related to them. For example, point to a lion and say: *It's a zebra*. Pupils answer: *No*. Replace names of animals with other names and at the end say: *It's a lion*. Pupils answer: *Yes*.

#### Quiz

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

### Peeping through a keyhole

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

### Singing

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

### VOCABULARY CONSOLIDATED IN THE POSTERS:

**Poster 1:** Units 1 and 2. Body: *body, hands, head, feet; clap your hands, move your body, stamp your feet*. Family: *brother, dad, mum, sister*. Colours: *blue, green, red, yellow*. Numbers 1–5.

**Poster 2:** Units 3 and 4. Animals: *bird, cat, dog, horse, rabbit. Big/small*. Colours: *black, blue, green, red, yellow, white*. Numbers 1–10.

**Poster 3:** Units 5 and 6. The sea: *crab, fish, shell, starfish. Toys: ball, boat, doll, kite, train, teddy bear, yo-yo*. Colours: *brown, orange, pink, purple*.

**Poster 4:** Units 7 and 8. Food: *apples, bananas, bread, cake, cheese, chicken, eggs, orange juice, oranges, pears*. Holidays: *beach, sea, sandcastle. Ball, shell, starfish*. Colours: *red, yellow, green, blue, black, white, purple, pink, orange, brown*.

## Lesson with poster 1

**Lesson aim:** revision of material from units 1 and 2.

**Revision:** colours; numbers 1-5.

**Materials:** Poster 1, CD 1, a soft toy, a large sheet of paper, coloured paper (yellow, green and red).

### Starting the lesson

- Sing the *Hello!* song (track 1.2). Together with the soft toy, say hello to the children. Encourage them to say hello to one another – to wave their hands at the soft toy and at one another.
- Using your fingers show the numbers from 1 to 5. Ask the children to say them out loudly and then to count from 5 to 1.

### Working with the poster

- Hang the poster on the blackboard on in another highly visible place. Ask the children to look closely at it. Repeat the names of the characters which can be seen on the poster (*Mowgli, Baloo, Bagheera*) and say hello to them: *Hello, (Bagheera)!*
- Revise the names of family members. Ask volunteers to show those family members on the poster (*dad, mum, brother, sister*), tell the group to say hello to them.
- Say the names of colours: *red, yellow, blue, green* and ask the children to show things of specific colour on the poster.
- Ask the children to describe what is going on on the poster. Think together where these characters are going or where Mowgli and his friends have come from.
- Together count the bananas, coconuts and yellow flowers on the poster. Ask: *How many (bananas) can you see?*

### TPR

*Touch your head. Touch your feet. Stand up. Jump. Turn around.* You can think of your own dance to the *Hello!* song (track 1.2), e.g.: clap your hands four times, after the fourth clap turn around, stomp your feet four times and wave your hand.

### Artistic work

- Invite the children to prepare a work entitled “Autumn tree”. Hand out coloured paper to the pupils (each child selects a colour from the colours they have learned by now: *red, yellow, green*). Children work in pairs and outline one another’s hand on the paper. Each pupil signs his/her picture with his/her name, if he/she already can do it. You can introduce a new word: *leaf*. Draw a tree stem and branches on a large sheet of paper; together with the children stick the cut-out pictures of outlined hands to the tree like leaves. Talk to the pupils about leaves and autumn.

### TPR

Play the game “*Mowgli says*” (see “Simon Says”, page A24). Give the children instructions: *Mowgli says: turn around, Mowgli says: clap your hands*. Children listen and act as instructed. If you don’t use the words: *Mowgli says*, the pupils do not follow the instructions, e.g.: *Sit down* – children don’t react.

### Ending the lesson

- Together sing the *Goodbye!* song (track 1.4) and wave your hands goodbye at the characters on the poster.

## Lesson with poster 2

**Lesson aim:** revision of material from units 3 and 4.

**Revision:** colours; numbers 1-10; names of animals.

**Materials:** Poster 2, CD 2, flashcards with animals, a soft toy. Optionally: a cup with water or snow.

### Starting the lesson

- Say hello to the children using the soft toy. Then together sing the *Hello!* song (track 1.2). You can encourage the children to say hello using their thumb to the rest of the fingers; in this way, the children will exercise their palm muscles: one by one each finger touches the thumb, first the right hand, then the left, and then both hands at the same time.

### Working with the poster

- Prepare the flashcards. Show them one by one, revealing the content very slowly. Start with the top or the bottom part of the picture, at the beginning showing the children just a small fragment of it. Ask the children: *What is it?*
- Prepare a magic wand (you can use a fun pen etc.). Tell the children that you are a magician and will put a spell on them. Say: *Abracadabra! You are a (dog)!* The children act like the animal whose name you mentioned. Then you can select a pupil who reacted first or played his/her role best, and tell him/her to play the role of the magician. Ask the pupil to whisper the spell to your ear first.
- Show the poster to the children. Try to cover the water well and the water. Let the children have a close look at the picture and guess what Merlin will create by magic. Then uncover the entire poster and ask the children what they can see: *What can you see? How many big/small (rabbits) can you see?* Ask the children what sounds dogs, cats, horses and birds make.
- You can teach the pupils a new word: *water*. If it is possible, bring some water in a cup. Ask the children to dip a finger into the water in the cup and repeat the new word: *water*. At the end, pour the water out or pour it into another container, show the empty cup to the pupils and say: *No water*. If you deliver your lesson in winter, you can use the cup to bring in some snow from the outside and show it to the children at the beginning of the lesson. Tell them that together you will look into the cup later. Talk about how water changes its form.
- Introduction to the play. Explain to the children that you will tell them a story. Once again discuss the scene shown on the poster in L1, and then start to perform it in English. Pretend that you are looking into a well. Say: *No water* and make a sad face. Point at an animal and call: (*Cat, cat*), *help!* You can use flashcards and additionally keep them in front of you so that everyone can see what animal you are calling for help. Explain to the pupils the meaning of the word: *help*. Encourage the children to repeat after you as you point at other animals.

**Arthur:** *Oh, no! Look! No water!* (pretend that you are looking into the well; point at the first cat baby, move your palms close to your mouth and call) *Cat, cat, help!*

**Cat:** *Miaow, miaow! No water... Rabbit, rabbit, help!*

**Rabbit:** *No water... Horse, horse, help!*

**Horse:** *Neigh, neigh! No water... Bird, bird, help!*

**Bird:** *Tweet, tweet! No water... Dog, dog, help!*

**Dog:** *Woof, woof! No water... Puppy, puppy, help!*

**Puppy:** *Woof, woof. No water...*

**Arthur:** *I know! Merlin, help!*

**Merlin:** *No water? Abracadabra! Water!*

**Everyone:** *Hooray!!! Thank you!*

### Acting play

- Perform the above-mentioned story. The scene can be performed by seven children (*dog, horse, cat, puppy, bird, rabbit, Merlin*). You play the role of Arthur to start the scene. Hand out the flashcards to the children or ask them to randomly choose the cards. Encourage the pupils to introduce themselves to the rest of the group, saying: *I’m Arthur, and you?* Once again revise the sounds specific animals make, e.g. call: *Dog, dog*, and the child who is holding the card which shows a dog, says: *Woof, woof*. Pupils stand on one side of the poster, one by one.
- Together prepare a magic wand for Merlin and draw a well on the blackboard. Each animal comes near the well, pretends to be looking into it, and says their lines. Then this animal stands on the other side of the poster and another child, imitating the sound of the given animal, looks into the well. If necessary, help the pupils speak out their roles. Then perform the scene with another group of children.

- **Note:** The preparations can take a long time, so you can just revise the whole story together, and play the scene as a revision during the next lesson.

### Ending the lesson

- Together sing the *Goodbye!* song (track 1.4) and wave your hands goodbye at the characters on the poster.

## Lesson with poster 3

**Lesson aim:** revision of material from units 5 and 6.

**Revision:** colours; numbers; sea animals; *happy/sad*.

**Materials:** Poster 3, CD 2, flashcards with sea animals and toys, DVD Worksheet 3 for each pupil (see: page 101).

### Starting the lesson

- Together sing a song from unit 5. *We are happy* (track 2.21). Use your hands to show a smiling face when you hear the word *happy*, and show waves when you hear the phrase *in the sea*.

### Working with the poster

- Hand out to the children a copy of an activity from the Teacher’s Book (page 101). Ask the pupils to connect the digits from 1 to 10. Then ask them to colour the pictures. As the children are colouring the pictures, check what colours they have chosen. You can make their task easier by choosing a colour for each row of desks. Stand in front of a row and say: *Show me (yellow)*. Wait until each child finds and shows you the right crayon. Say: *Colour the fish (yellow)*. Repeat the task with the remaining rows.
- Show your copy to the children, fold it in half and demonstrate a crab to them. Specify its colour, e.g.: *A red crab*. Ask those children who also have a picture of a crab in this colour to stand up. Ask: *Who’s got red crabs? Stand up*. Then bring your hand close to your eyes to make a gesture as if you were looking for other pictures. Together sing or rhythmically recite the changed verse of the song *We are happy* (track 2.21). T: *Red crabs*. Pupils: *We are happy in the sea!* Repeat three times just like in the song. Name another colour and another animal, e.g. *yellow fish*, and encourage the children by gesture to stand up and reply: *We are happy in the sea*.
- Create the right atmosphere for working with the poster. If you have a recording of the sounds of the sea or water, play it. If not, play the karaoke version of the song *We are happy* (track 2.22). Tell the pupils that you are going to travel under water together. Make a gesture as if pretending to be diving: breathe in some air, plug your nose and bend down.
- Uncover the poster. Ask the children to look at it closely.
- Invite the children to play the game “*I spy*”. Ask the children to look closely at the poster and find objects in the colour which you will say, e.g.: *Show me something orange*. Ask a volunteer to come up to the poster and show the object he/she has found and say its name aloud. Pupils: *Starfish/Fish*. Ask the entire class an additional question: *How many orange (starfish) can you see?* Repeat the activity using different colours: *red – crabs, train; yellow – fish, kite; purple – shells, yo-yo; pink – ball, doll, fish, shells; green – ball, train; brown – boat, teddy bear*.
- Guessing game. Ask the children to guess which object from the poster you are thinking of. As a hint, tell them the colour: *It’s (pink)*. *What is it?* Reply to the pupils’ suggestions: *Yes/No*. Then ask a volunteer to come up to the poster and select an object silently in his/her mind. Ask him/her about the colour and encourage other pupils to guess what this could be. Repeat the activity for a couple of times.
- Ask the children to look closely at the poster and memorize one object they like best. Then tell them that now you will cover the poster, and it will be their task to draw the selected object in their activity books. When the pupils finish, ask some of them to describe their works, e.g.: *I’ve got a (yellow and blue) fish*.
- Invite the children to play the game “The boastful fisherman”. On the blackboard draw the shape of a fishing net and place the flashcards showing sea animals and toys in it. Tell the children that in a moment you will boast about what you have managed to catch. If the object mentioned by you is in the fishing net, the children clap their hands; if not, they say: *No*. Make the activity a bit more difficult by saying different colours from those shown on the cards, e.g.: *I’ve got a (green) shell*.

### Ending the lesson

- Talk to the children about not throwing litter or old, obsolete objects into rivers, lakes, sea etc., and about the need to clean up one’s toys and share them with other children.
- Together sing the *Goodbye!* song (track 1.4) and wave your hands goodbye at the characters on the poster.

## Lesson with poster 4

**Lesson aim:** revision of materials from units 7 and 8.

**Revision:** colours; numbers; foodstuffs; words associated with the beach; *I’ve got...*

**Materials:** Poster 4 with covered foodstuffs, flashcards with foodstuffs, a soft toy. Optional: 2-3 plastic spoons, 2-3 balls made of crumpled paper (to be used during the TPR).

### Starting the lesson

- Say hello to the children using the soft toy. Then together sing the *Hello!* song (track 1.2).
- Lip reading. Put flashcards on the blackboard. Tell the children that in a moment you will say out a name of a foodstuff very silently, and their task will be to guess the word by reading your lips. Then choose one child and ask him/her to come up to the blackboard, show the correct foodstuff and say its name aloud.

### Working with the poster

- Create the right atmosphere. Hang the poster and cover the foodstuffs shown on it with separate cards numbered from 1 to 10. Talk in L1 about where Donald and his nephews are and what is going on in the picture. Ask the children to look closely at the pictures and name in English as many objects they see on the poster as possible. Ask: *What can you see?* Pupils: *A sandcastle, a ball, a starfish, a shell, a boat, the beach, the sea*. The foodstuffs remain covered.
- Game. Read out loud the digits on the cards which cover the poster fragments. Split the group into two teams. Explain to the children that under the cards there are different foodstuffs which Donald took with him for a picnic. It is the pupils’ task to say the name of a product which might be on the poster, covered by the card with a specific number, e.g.: *One – bread*. Encourage the children to make guesses, by pointing at the covered objects and asking: *What’s this?* If the children have difficulties with guessing the product, you can uncover a fragment of it. When the team gives the correct name of the specific product, e.g. *apples*, uncover it and ask additional questions: *What colour are the apples? How many apples can you see? Do you like apples?* Point at Donald and say: *It’s a picnic. I’ve got (red) apples*. After uncovering each product add its name to the sentence. At the end, repeat the entire sentence: *I’ve got (red) apples, (green) pears, bananas, eggs, oranges, cheese, bread, chicken, cake and juice*. Cover the poster and try to repeat the entire sentence again.

### TPR

Split the group into two or three teams. Each team gets a spoon on which to place a paper ball and stands at the wall. The children’s task is to walk through the classroom as fast as possible and come back to the remaining team members, watching out not to lose the ball from the spoon.

### Ending the lesson

- Talk about safety on the beach during holidays and picnics. Remind the children that after playing on the beach or during a picnic it is necessary to clean this place thoroughly and throw the litter to a litter bin instead of leaving it on the sand or in a forest.
- Together sing the *Goodbye!* song (track 1.4) and wave your hands goodbye at the characters on the poster.

## HOW TO USE THE DVD

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

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

### HOW IS THE DVD MATERIAL PRESENTED?

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

### WHEN TO USE THE DVD RECORDINGS?

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

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

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

### HOW TO USE DVD RECORDINGS?

1. Watch the episode with pupils from the beginning to the end. Ask pupils if they have watched 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?

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

#### DVD – Worksheet 1, Units 1 and 2

Prepare one copy of Worksheet 1 from page 99 for each child. The pictures show Ted and Lucy and their families. The pupils name the members of Lucy's family (*mum, grandma, dad, sister, brother*). Then they connect the drawing showing Lucy with the picture of the family member whose name you say in English. Give the names in a different order than the order of the pictures. Repeat the exercise with Ted's family (*grandma, mum, sister, sister*).

#### DVD – Worksheet 2, Units 3 and 4

Prepare one copy of Worksheet 2 from page 100 for each child. The pictures show the shadows of dogs, horses, cats and rabbits. The pupils say the English names of these animals. Then they connect the shadows with the proper drawings of animals shown at the bottom of the page. At the end, the children count the shadows. Check the answers by asking: *How many (dogs)?*

- **Answers:** *one horse, two cats, three dogs, four rabbits.*

#### DVD – Worksheet 3, Units 5 and 6

Prepare one copy of Worksheet 3 from page 101 for each child. The pictures guess what the pictures show and then complement them by connecting the dots. Finally, ask the children to colour the drawings (e.g. according to your instructions).

- **Answers:** *1 – starfish, 2 – fish, 3 – crab.*

#### DVD – Worksheet 4, Units 7 and 8

Prepare one copy of Worksheet 4 from page 102 for each child. The pictures show Ted and Lucy and their favourite food. Ask the children what is on Ted's plate (*chicken*). The pupils say the English names of the objects shown on the pictures at the bottom of the page (*chicken, bread, egg, cheese, apple, banana, jelly, peas*). Ask the children what kind of food Ted doesn't like (*cheese*) and what kind of food Lucy doesn't like (*peas*). Children draw on the characters' plates the products they like.

- **Answers:** Ted – *chicken, peas, apples*; Lucy – *chicken, cheese, apples.*

## 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 you 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.

### Game with the bag

Put a few flashcards belonging to various categories in a non-transparent bag. Ask pupils to pick one card from the bag and name the item it presents. A pupil picks up cards and names pictures until he/she takes a picture he/she is not able to name. Count all the correctly named cards and award the pupil one point for each card. Put the cards in the bag again and repeat the game with another pupil. The winner is the pupil who scores the highest number of points.

### Countdown

Divide the class into small groups. Give each group several shuffled flashcards relating to different units (prepare copies of cards if you want each group to have the same set). Ask the groups to divide the cards into separate categories (e.g. colours, school objects, etc.). The winner is the group which completes the task first.

### Easy or difficult?

Divide 20 flashcards into two groups: 'easy' (e.g. with vocabulary relating to the currently discussed unit) and 'difficult' (e.g. with vocabulary relating to previous units). Divide the class into two teams. Each team scores 5 points for each correctly given word from the 'difficult' group and 1 point for a word from the 'easy' group.

### A hungry dragon

Hand out flashcards showing foodstuffs to the children. When distributing the cards, say: *I've got bread, here you are.* Encourage the child to reply: *Thank you.* Practice this phrase, by handing a couple of pictures to several persons. One person is a hungry dragon which is asleep in its den; the rest of the children are tiptoeing towards the entrance to this den. The dragon wakes up and shouts: *I'm hungry*, pretending that he wants to eat the child nearest to him. Then the child shows his/her card and says: *I've got chicken, here you are!* The dragon takes the card, puts it on a table and says: *Thank you.* At the end, the dragon sits at the table and invites everyone to do the same. Say: *Let's eat!* The children sit down and pretend to be eating. Encourage them to say: *Yum!* Together sing the song *I like bread* (track 3.7).

### Yellow bananas

Prepare flashcards from different units and put them into an envelope decorated with a yellow banana ornament. Play the music and tell the pupils to pass the envelope to one another. Stop the recording. Ask the pupil who is currently holding the envelope, Yellow bananas, to open it in a way resembling peeling a banana and take out one random picture. Ask him/her to name the objects shown on the picture in English.

## 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.

## GAMES WITH A PUPPET / SOFT TOY

### Words and scenes

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

### Questions

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

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

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

### Pass the soft toy

If it is possible, ask pupil 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.

## ADDITIONAL IDEAS FOR INTERDISCIPLINARY ACTIVITIES

### Unit 1

Children work in pairs and prepare the poster "Palms and feet". On a large sheet of paper Pupil A outlines the palms and feet of Pupil B. Then Pupil B outlines the palms and feet of Pupil A. The children cut out the shapes of palms and feet, colour them and sign them with their names. The final stage of the game is for the children to create a poster to which they stick their pictures. Then these posters are arranged in an exhibition.

### Unit 2

Split the pupils into groups and tell them to use the objects present in the classroom, e.g. plastic bottles, rubbers, pencils, glasses, cups, jars, bottle caps, crayons etc. to form "families". Tell the children to decorate the objects they have collected to symbolise the specific family members. Children can cover them with paper, draw a face on the paper, cut them out and stick them to the objects selected to play specific roles. Then each group introduces its family to the rest of the pupils in the class.

### Unit 3

To perform this activity you will need colourful pictures cut out from magazines to illustrate the words introduced earlier. You can gather them on your own or ask the pupils to bring some to class. Stick them to a piece of cardboard and then cut them to resemble a jigsaw puzzle. Put each picture into a separate envelope and give the envelopes to the children and ask them to complete the puzzle.

### Unit 4

- Work in groups. Talk to the children about what groups could animals be divided into: animals grouped according to the number of legs, pets and farm animals, meat-eating animals and plant-eating animals, those which scare us and the animals we are not afraid of. Split the pupils into groups. Each group select the criterion of classification of animals and creates a poster showing this division. Then each work is presented to the rest of the children in the classroom.
- Start to draw a toy or an animal on the blackboard. Progress slowly and encourage the children to guess what you are drawing: *Is it a cat?* During the next lessons you can ask one child to draw.

### Unit 5

Ask the pupils to bring sea shells, sand or other objects associated with the beach to class. Create an exhibition showing a beach. As a background use drawings or pictures of the sea.

### Unit 6

- Prepare a large sheet of paper. Draw a chart on it depicting a ranking of the most popular toys. In place of words stick the pictures of toys and on the side write the names of all the children. Ask the pupils to take turns to come up to the poster. Ask each pupil: *Have you got a (kite)?* If the pupil has got this toy, he/she marks the right field with the ✓ sign. If he/she has not got this toy, he/she marks the right field with the X sign. When the children mark all the fields, count the ✓ signs in all columns to find out which toy is the most popular.

- Ask the children to use the pencil to draw on a large sheet of paper a string in the shape of the letter U. If your pupils cannot write yet, draw the shape on the blackboard. Make sure that the pupils have crayons. The children's task is to draw a string of beads for their mums according to your instructions, e.g. *Draw an orange shell., Draw three yellow shells, one big pink starfish, three yellow shells, one orange shell.* You can also prepare a black-and-white template of a string of beads for each child. Then the children's task would be to colour in the right beads in the colours specified by you.

### Unit 7

Split the pupils into small groups. Give sheets of paper, fruit and vegetable cut in half and paints to each group. The children's task is to make stamps of these fruit and vegetables, i.e. dip them in the paint and press against the paper. Encourage the children to combine different colours and shapes. When the works are dry, arrange them in an exhibition.

### Unit 8

Prepare a large sheet of cardboard and entitle it "Our favourite words in English". Hand out small sheets of paper and paper strips to the children. Ask each pupil to draw, colour in and cut out the word which he/she particularly liked during the classes of English. Tell the pupils to fold the paper strips in the form of a concertina, and then stick one end of it to their pictures. Ask the children to take turns to come up to the large sheet of cardboard, say the word drawn by them out loud and stick the other end of their concertinas to the cardboard. Then hang the cardboard in the classroom.

## GAMES – A BIG REVISION

### A power of observation test (using the coursebook)

If you have finished the coursebook by now, use it to make a revision. Tell the children that you are going to ask them questions, and their task would be to find the characters/ objects mentioned by you in the book, e.g. *Where is a rabbit? Where's a pink doll? Where's a black cat?* The pupil who finds the picture first raises his/her hand and shows it.

### A power of observation test (using pictures)

Draw a large fishing net on the blackboard and place as many as possible different pictures inside it. Tell the children that you are boastful fisherman and their task would be to check if you really have caught the objects you mention. If the specific object is not on the blackboard, the children shout out loud: *No!* and give the name of the object, e.g.: *No! No pens.* You can make the task more difficult by adding colour or numbers.

## 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 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 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.

### Fish and a crab

Draw ten fish and one crab on a sheet of cardboard. Cut them out and place in a bag made of fabric. (You can do it together with the children). Ask one pupil to take out the fish from the bag and count them, without looking into the bag. The pupil stops counting when he/she takes out the crab. Then he/she says: *Crab.* and returns to his/her seat. The game starts anew and another child comes up to the bag. The winner is the person who has managed to count the highest number of fish.

### A fruit ranking

Prepare a large sheet of paper. Draw a chart on it containing the names of the children and of different fruit (stick them into the picture of or draw specific fruit: *banana, apple, pear, orange, coconut*). Ask the pupils to take turns to come up to the poster; ask each of them the question: *Do you like (apples)?* Mark the answer on the poster using the relevant sign: ✓ (Yes) or ✗ (No). Together count the answers and see what the favourite fruit of the children in the classroom are.

### Pass the ball

Ask pupils to sit in a circle. Choose a category of vocabulary. Give pupils a small soft 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.

### Abracadabra

Prepare a magic wand (you can use a fun pen etc.). Tell the children that you are a magician and will put a spell on them. Say: *Abracadabra! You are a dog!* The children act like the animal whose name you mentioned. Then you can select a pupil who reacted first or was the best at animal-pretending, and tell him/her to play the role of the magician. Ask the pupil to whisper the spell to your ear first.

## 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 colorful paper or magnets as pawns (one for each team). Ask pupils questions, e.g. show them flashcards, story cards or objects located in the classroom and ask: *What's this? How many?* the pupil who provides the correct answer scores one point for his/her team and may move the pawn to the next field. The team which reaches the finishing line with the highest score is the winner.

### Answer and draw points

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

### Parachute

Divide pupils into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters as 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.

### 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.

# Pre-coursebook period

## Lesson 1

**Lesson aims:** to make the children familiar with the specific nature of English classes. Teach them phrases used as a greeting and a goodbye. Integrate the peer group.

**Target language:** *Hello! Goodbye!*

**Receptive language:** *Stand up. Come here.*

**Materials:** Mickey or Minnie Mouse soft toy (or another plush toy/ puppet). Optional: Worksheet 1 for each pupil (see: page 79).

### Introduction

- Introduce yourself to the children. Tell them that they are going to learn English and this would be the language used during the lessons. If you know the children's capabilities and have the impression that this will not be a problem for them, you can bring a map of Europe to class and talk with the children about different languages. Then tell the pupils that they will receive their own coursebooks soon. You can explain to them how they will be using their coursebooks.
- Ask the children to sit on the floor (if it is possible) and form a circle. Sit down with them. Ask if any of them has learned English before and if he/she knows a rhyme or a song. Volunteers can recite or sing something. Using the opportunity, explain to the children that if they want to say something, they should raise their hand first. Practice this with them and since this time consistently make sure that the rule is followed; otherwise, later you might have problems with controlling the group. Remember to praise the volunteers for their rhyme or song, but do it in such a way as to make sure that other pupils don't feel less valuable.
- Tell the children that a special guest (a soft toy) will visit the class today and they will be able to see him in a moment.

### Presentation 1: Hello!

- Show the soft toy you have brought to the children. If this toy is Mickey or Minnie Mouse, ask the pupils in L1 if any of them knows this character, and then introduce the soft toy to them, specifying its name, e.g.: *This is (Mickey)*. Tell them that together you will be meeting him throughout the school year. Next, pretending to speak in the soft toy's voice, say: *Hello!* for a couple of times, and then turn the soft toy's face towards you and once again say: *Hello!* Reply to the soft toy: *Hello!* Speaking in the soft toy's voice, say: *Hello!* to the children and ask them to greet the soft toy by replying *Hello!* to it. If you know the children's names, use the soft toy to greet each child by saying: *Hello, (Anna)!* The children one by one reply: *Hello!*

### Game 1: A chain

- If it is possible, ask the children to sit in a circle. Say: *Hello, (Adam)!* to the child on your right. The child replies: *Hello!* Then the child says: *Hello, (Ewa)!* to the person sitting on his/her right, until the question returns to you from the person sitting on your left.

### Game 2: Say Hello

- If the children are sitting at school desks, ask them to stand up – encourage them by gesture to do so and say: *Stand up. Say: Come here and wave at the children to come over to you. Explain to them that now they are going to greet each other. Ask the pupils to imagine that they are very happy and to greet each other in this mood. Pupils: Hello.* Then give other examples, e.g. the children are surprised because they are greeting a person whom they have not seen for a long time.

### Presentation 2: Goodbye!

- Say: *Come here* and wave at the pupils to come over to you. Ask the children to once again sit in a circle or at their desks. Take the soft toy and introduce the word: *Goodbye!* Explain to the children that the soft toy wants to say goodbye to them for today. Say: *Goodbye!* and hide the soft toy behind your back. Since the children already know the greeting word, take the soft toy from behind your back for a couple of times and greet the children saying: *Hello!*, and then say: *Goodbye!* and hide the soft toy behind your back. Ask the children to either greet or say goodbye to the soft toy when you show it to them or hide it behind your back. Repeat the activity until the pupils gain certainty in greeting someone and saying goodbye to them.

### Game 3: Teams say goodbye

- Ask the children to form a row while standing. Then split them into two teams. Explain to the children that now they are going to say goodbye to each other in a specific way. Stand next to one of the teams and demonstrate how you say goodbye to each member of this team one by one. Then ask the teams to stand in rows facing each other. The pupils copy your movements by shaking hands with a pupil from the other team and saying: *Goodbye.*

### Ending the lesson

- Split the children into pairs. Use the soft toy to perform the scene in which you greet and say goodbye to each other. Volunteers perform the scene in the centre of the classroom. Then the children perform this activity in pairs.
- Using the soft toy, say: *Goodbye!* to the children. Ask them to reply: *Goodbye!* to the soft toy, and finish the class.

### Extra activity

Holiday memories. Show a soft toy to the children and explain to them in L1 that it is sad because it doesn't know their names. Ask each child to introduce himself/herself in L1 and tell others how he/she has spent his/her holiday. Let pupils speak, but make sure that nobody speaks too long. Try to memorize the children's names.

### Progress assessment

- Additionally you can use Worksheet 1 (page 79). Photocopy the sufficient number of pages for all pupils. Guidelines on using the worksheet are presented on page 76.

## Lesson 2

**Lesson aims:** to be able to introduce oneself. To integrate the peer group.

**Target language:** *Yes. No. I'm... And you?*

**Revision:** *Hello! Goodbye!*

**Receptive language:** *Come here. Stand up.*

**Materials:** Soft toy, soft ball. Optional: Worksheet 2 for each pupil (see: page 80).

### Starting the lesson

- Greet the children in English saying: *Hello!* Encourage them to reply: *Hello!* Explain to the children that now they are going to greet each other. It would be preferable if the pupils could gather in a circle; however, if this is not possible, perform this activity with the children sitting at their desks. Show them what the activity involves. Throw a ball at one of the children. Say: *Hello!* and ask the child to reply to you. Then another child throws the ball at a different pupil, at the same time saying: *Hello!* etc.

### Presentation 1: I'm (Mickey). And you?

- Show the soft toy to the children. Say: *I'm (Mickey)*. Then point at yourself and say: *I'm (Anna)*. Explain in L1 that (Anna) is your name. Repeat the entire phrase in a loud and clear voice. Ask one of the children: *And you?* Say: *I'm (Anna)* once again and ask the same child again: *And you?* Encourage the child to introduce himself/herself: *I'm (Adam)*, and then to ask another pupil he/she selects: *And you?* Make sure that all children have the opportunity to introduce themselves. You can repeat the activity using a ball – the children throw the ball at one another, introducing themselves at the same time: *I'm (Ewa)* and asking others: *And you?* Try to memorize the children's names.

### Presentation 1: Yes/No

- The children probably have had the chance to meet each other and memorize each other's names by now. Point at a person whose name you know/remember, and ask him/her, using his/her name: *(Klaudia)? Nod your head and say: Yes!* Repeat the activity with three other children whose names you remember. Then come up to another pupil (choose one whose name is certainly different) and ask: *(Klaudia)? Shake your head and say: No!* Repeat the activity pointing at the other children in the group and encourage the pupils to reply together: *Yes!* or *No!*

### Game 1: Yes/No

- Explain to the children in L1 that the words *Yes* and *No* can be said in a number of ways. When we are joyful, we pronounce them differently than when we are sad. When we are angry, we pronounce them differently than when we are sleepy. Show the children how one can express different states of mind and emotions, pronouncing one word. Say: *Yes* and *No*, acting joyful, sad, angry and sleepy. Encourage the children to repeat after you.

### Game 2: Guess my name

- Ask the children to stand up. Say: *Stand up* and make the relevant gesture. Say: *Come here* and ask the children to come closer to the blackboard. Choose one pupil. Ask him/her to stand right at the blackboard facing it. Tell him/her that his/her task would be to listen to the voice and guess the name of the child who says: *Hello!* in a loud voice. He/she must not turn around. Ask the rest of the children to stand at a two-meter distance from the one standing at the blackboard. Ask them to be silent. Point at the child who will say in a loud voice: *Hello!* If the name of the person saying: *Hello!* is guessed, the other children jump and together say: *Yes*, and this child comes up to the blackboard and becomes the guessing person. If the child standing at the blackboard does not guess the name of the person saying: *Hello!*, the children squat and together say: *No*. They do it until the correct name is said. If the child has a problem guessing the name, ask him/her to turn around, look at the entire group and try again.

### Ending the lesson

- Tell the children that you want to check if you remember their names. Ask the pupils to stand in a circle, and approach each of them saying: *(Adam), yes?* Interchangeably give correct and incorrect names of the children. The children reply: *Yes* or *No*.
- Take a soft toy. While holding it say: *Goodbye!* to the pupils and wave at them goodbye. Ask the children to say goodbye to you in the same way and end the lesson.

### Extra activity

Tell the children that now you will say the word *yes* or *no*, and their task would be to guess your mood, e.g. say: *No* in a sad voice and ask: *What is my mood?* Pupils: *Sad!* etc. Let volunteers take your place in saying the words *yes* and *no* in the proper way. Then the children perform this activity in pairs.

### Progress assessment

- Additionally you can use Worksheet 2 (page 80). Photocopy the sufficient number of pages for all pupils. Guidelines on using the worksheet are presented on page 76.

## Lesson 3

**Lesson aims:** to teach the children the *Hello!* song. To integrate the peer group. To make the children understand the instructions (*classroom language*).

**Revision:** *Hello! Goodbye! Yes/No.*

**Receptive language:** *Come here. Listen. Look. Quiet, please. Stand up. Sit down.*

**Materials:** CD 1, one sheet of paper for each pupil, crayons, a soft toy. Optional: Worksheet 3 for each pupil (see: page 81).

### Starting the lesson

- Greet the children using the soft toy and saying: *Hello!* Encourage them to greet you and the soft toy in the same way.
- Invite the children to play the game called "A chain" (see: lesson 1), to revise the words learnt during the previous lesson. Say: *I'm (Anna). And you?* to the pupil sitting at the front desk. The pupil replies and passes the same question to the next person. One by one all children answer this question and pass it to the children at the subsequent desks. You can perform this activity in the centre of the classroom, asking the pupils to sit in a circle, and asking the question to the child sitting on your left.

### Presentation 1: Hello song

- Explain to the children that now they are going to listen to a song. Ask the pupils to memorize the word mentioned repeatedly in this song. Bring your palm to your ear and say: *Listen.* Play the CD.

Hello! Hello!  
Hello! Hello!  
Hello! Hello!  
Hello to you!  
(x2)

1.2

- When the children finish listening to the song, ask them about the word which is repeated in it. Pupils: *Hello!* Tell the children that they will be singing this song at the beginning of each lesson. Play the track again and encourage the children to sing the song and wave at each other.
- When the children familiarize themselves with the song, encourage them to sing it along the karaoke version (track 1.3).

### Presentation 2: Understanding the instructions

- Say: *Come here!* and wave at the children. If it is possible, together sit on the floor in a circle. Say: *Sit down* and make the appropriate gesture.
- Explain to the children in L1 that from now on some instructions will always be given by you in English. Ask the children to do what you do. Say: *Stand up* and stand up, then say: *Sit down* and sit down. Repeat the activity for a couple of times.
- Explain to the children in L1 that each time you say: *Look*, their task would be to look at you, and when you say: *Listen*, their task would be to bring their palm to their ear. Repeat the instructions for a couple of times, asking the children to follow them. Finally, introduce the last phrase: *Quiet, please.* Put your finger on your lips and say: *Shhh*, to make the children understand that you are asking them to calm down, then say: *Quiet, please.*
- Repeat all the instructions changing their order and asking the children to follow them.

### Game 1: Listen and do

- Ask the children to move freely across the classroom. Tell them that once in a while you will clap your hands and then give them instructions in English that they should follow: *Sit down. Stand up. Listen. Look. Quiet, please.* When the children hear you say *Sit down*, they are supposed to sit down; when they hear *Stand up* – they stand up; when they hear *Quiet, please*, they should put their fingers on their lips and say *Shhh*; when they hear *Listen*, they are supposed to bring their palms close to their ears, and when they hear *Look* – they are supposed to stop and look at you. To make the game more interesting, give the instructions a different order.

### Artistic work

- Split the children into five groups. Give each group one instruction: *Look. Listen. Quiet, please. Stand up. Sit down.* Ask all groups to copy to their sheets of paper the symbol associated with the instruction they have been given. On the blackboard draw a chair with an arrow pointing towards the seat and explain that this picture means *Sit down*. A chair with an arrow pointing upwards means *Stand up*, crossed lips mean – *Quiet, please*, an eye – *Look*, an ear – *Listen*. Make sure that the children understand which picture means which activity. You can ask a volunteer to come up to the blackboard and point to the drawings which illustrate the instructions as you give them. Make sure that the pictures drawn by the children are large. Then fix the pupil's drawings in various places in the classroom.

### Ending the lesson

- If it is possible, sit with the children in a circle. In your hand hold the children's drawings from the previous activity. Select one and show it to the children. The pupil who is first to guess the instruction chooses the next picture to be shown to the group.
- Together with the soft toy say: *Goodbye!* to the children and wave your hand at them. Ask the children to say goodbye to you in the same way and end the lesson.

### Extra activity

It is worth performing this activity right after the artistic work (above). Saying: *Stand up*, ask the children to stand up. Explain to the children that you are going to give them instructions and their task would be to quickly turn around towards the relevant picture and point their fingers at it. The game is more interesting when individual instructions are given at a different speed.

### Progress assessment

- Additionally you can use Worksheet 3 (page 81). Photocopy the sufficient number of pages for all pupils. Guidelines on using the worksheet are presented on page 76.

## Lesson 4

**Lesson aims:** to teach the words which sound similar in English and in L1, the so-called *good friends*. To integrate the peer group.

**Target language:** *computer, hot dog, hamburger, radio, telephone.*

**Revision:** *Hello! Goodbye! I'm... And you? Yes. No. Look. Listen. Quiet, please. Stand up. Sit down.*

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

**Materials:** CD 1, soft toy, self-prepared flashcards or large photos showing a computer, a hot dog, a hamburger, a radio, a telephone. Optional: a string, Worksheet 4 for each pupil (see: page 82).

### Starting the lesson

- Greet the children by saying: *Hello!*, and encourage them to greet you in the same way. Play the *Hello!* song from the previous lesson (track 1.2) and encourage the children to sing along.
- Then revise with the children the vocabulary they have learnt during the previous lessons. Fix the drawings made during the previous lesson to the walls. Give instructions, e.g.: *Listen*, and the pupils' task is to come up running to the relevant drawing.

### Presentation 1: Good friends

- Talk to the children in L1 about the English language. Tell them that some English words are very similar to the words in L1. Show to the children a picture of a computer and ask: *What's this?* In a loud and clear voice say: *Computer.* If the word for *computer* is similar in L1, draw the children's attention to this fact and explain it is easy to memorize it. Mention also that there are more such words. In the same manner introduce the words: *hot dog, hamburger, radio* and *telephone*. Fix all pictures showing new words to the blackboard. Point at them and say the relevant words in a clear voice. Ask the children to repeat the given word after you each time.
- Remind the pupils about the words *yes/no*. Ask the children to reply during this activity using the words *yes/no*. Show a picture of a computer and ask: *Computer?* The children say: *Yes.* Then show another picture and ask: *Computer?* The children reply: *No.* Repeat the activity for a couple of times using the remaining pictures.

### Game 1: What's this?

- Fix pictures showing new words to the blackboard. Point at them in a random order and say: *What's this?* Make sure that the children understand what you are asking about. You can repeatedly point at various pictures, ask a question and answer it, before you ask the pupils to reply. Point at the objects shown on the pictures and ask: *What's this?* The children reply collectively or – at a later stage of this activity – individually: (*Computer*).

### Game 2: Yes/No

- Split the group into two parts, e.g. by using the string placed on the floor. Point at the two ends of the room saying *Yes* and *No*. All children stand at the centre of the room. On the blackboard draw a fragment of an object whose name the children have learnt during the lesson. Ask: *Is it a computer?* If the picture indeed shows a computer, the children say out loud: *Yes* and move towards this end of the classroom which means *Yes*. If the picture shows a different object, the children say: *No* and move towards the end of the classroom which means *No*. Continue the activity with subsequent objects. You can also ask a volunteer to replace you in the drawing task.

### Presentation 2: Goodbye song

- Using the soft toy, make the pupils recall the scene from *Hello* and *Goodbye* (see: lesson 1, presentation 2). Talk to the children about the presented scene and ask them how they greet you and each other at the beginning of each class (by singing the *Hello!* song). Explain to them that today they will learn a song which they will be singing at the end of each class. Ask the children what word will be mentioned in the song. Pupils: *Goodbye.*
- Play the recording. T. *Listen.* The children listen and check if their expectations turn out to be true.

Goodbye! Goodbye!  
Goodbye! Goodbye!  
Goodbye! Goodbye!  
Goodbye, everyone!  
(x2)

1.4

- Then play the recording once again and encourage the children to sing along.
- When the children familiarize themselves with the song, encourage them to sing along the karaoke version (track 1.5).

### Ending the lesson

- Praise the children for their quick progress in learning English and ask them if they agree that learning English is fun. The aim of this question is to boost the children's self-confidence and self-esteem.
- Say: *Goodbye!* to the children. Ask them to say goodbye to you in the same way. Play the recording of the *Goodbye!* song and sing it together with the pupils.

### Extra activity

Artistic work. Ask the children to illustrate the words which were practiced during the lesson. As the children are drawing, come up to each one of them and ask about the names of the objects the child has drawn: *What's this?* Pupils: (*Hamburger*).

### Progress assessment

- Additionally you can use Worksheet 4 (page 82). Photocopy the sufficient number of pages for all pupils. Guidelines on using the worksheet are presented on page 76.

# DISNEY AND DISNEY/PIXAR STUDIO FILMS

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

The characters appearing in Disney and Disney/Pixar studio animated films have an incredibly motivating effect on young learners. This is because children recognize the characters and their environment, and what is more, 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 Starter A and their main characters are provided below.

**UNIT 1 My body** is based on *Monsters, Inc.* The movie's main characters are monsters Sulley and Mike.

Sulley and Mike are friends and colleagues working with the Monsters Inc. factory based in the city of Monstropolis. Each night the monsters leave the factory and appear in children's rooms through wardrobes to scare the kids and make energy out of their screams. The monsters are convinced that any contact with children is dangerous because their touch is toxic. Therefore, when one day Sulley by mistake lets a girl named Boo into the monsters' world, panic begins to spread in Monstropolis. Helped by Mike, Sulley tries to repair his mistake, but it turns out that it isn't easy. Thanks to a series of common adventures, the monsters find out that Boo is completely non-toxic and they make friends with her.

**UNIT 2 My family** is based on *Lady and The Tramp II*. The main characters are: puppy Scamp, his friend Angel and Buster (the leader of the Junkyard Dogs).

A sequel of the classic movie of 1955. Lady and the Tramp raise their puppies, the most troublemaking of which is called Scamp. The adventurous dog runs away from home. In the street he meets Angel and other stray dogs living in the junkyard under the leadership of smart Buster. Scamp enjoys his new life very much, until because of him Angel is discarded from the pack. At that moment, Scamp realizes how much he has lost and desires to get all that back.

**UNIT 3 My classroom** is based on *Toy Story 3*. The movie's characters are toys including the sheriff Woody, the space guardian Buzz Lightyear, the cowgirl Jessie and the dinosaur Rex.

Andy, a boy featured in the first part of *Toy Story*, has grown and now wants to enrol at a university. He wants to take his favourite childhood toy – the sheriff Woody with him, and transfer the rest of the toys to the attic. By accident all Andy's toys are passed to the Sunnyside Daycare. There they make new friends and again feel needed; therefore, all except Woody decide to stay at the Sunnyside. In the meantime, Woody desperately wants to return to Andy. When by accident he finds out that his friends at the Sunnyside are threatened by Lotso, who rules the place with an iron fist, he implements a plan of a big escape from the Sunnyside.

**UNIT 4 Animals** is based on *101 Dalmatians*. The movie's characters are: a dalmatian couple Pongo and Perdita, their owners – Roger and Anita and Anita's schoolmate Cruella De Vil.

Roger and Anita live in a quiet London neighbourhood together with their pets – two dalmatians named Pongo and Perdita, a happy couple awaiting their 15 puppies soon to be born. But when Cruella appears with her two clumsy henchmen Horace and Jasper, suddenly the puppies are gone without a trace along with all baby dalmatians from the city! Pongo and Perdita now have to gather their dog friends to track down Cruella's hiding place and free the puppies.

**UNIT 5 The sea** is based on *Finding Nemo*. The movie's characters are the fish Marlin and his son Nemo, Marlin's friend Dory and a group of fish from the fish tank including: Gill, Peach, Bloat, Bubbles, Deb and Flo, Jacques and Gurgle.

The movie tells a story of great underwater adventure of an overprotective clownfish named Marlin and his son Nemo. By a twist of fate they get separated near the Great Barrier Reef where Nemo is suddenly taken out from the ocean and finds himself in a fish tank at a dentist's. Supported by Dory, a sociable yet terribly forgetful fish, Marlin starts a dangerous journey to save his son. In the meantime Nemo prepares his own plan of his return home.

\*Fish species: Marlin, Nemo – ocellaris clownfish, Dory – regal blue tang, Idol – moorish idol, Peach – starfish, Bloat – puffer fish, Bubbles – yellow tang, Deb i Flo – blacktailed humbug, Jacques – cleaner shrimp, Gurgle – royal gramma.

**UNIT 6 Toys** is based on *Peter Pan*. The movie's characters are: three siblings – Wendy, John and Michael and their friends from the Neverland – Peter Pan and the fairy Tinker Bell.

Peter Pan – a boy who did not want to grow up – is the favourite character of bedtime stories for Wendy, John and Michael. When he takes them to the magic kingdom of Neverland, where childhood lasts forever, real fun begins. Thanks to Tinker Bell and the magic powder, everyone can fly and have extraordinary adventures culminating in the final clash between Peter Pan and his eternal enemy – the evil Captain Hook.

**UNIT 7 Food** is based on *The Princess and the Frog*. The movie's characters are: Tiana, prince Naveen, alligator Louis and firefly Ray.

Tiana, a 19-year-old girl dreaming of opening her own restaurant, lives in New Orleans, a city full of great music. One day a frog comes to her home. Interestingly, it can speak and moreover, it claims to be a prince turned into a frog by an evil magician. A magic kiss is not a finish, rather the beginning of the story of a princess, a daring frog, singing alligators and many more fairy-tale characters.

**UNIT 8 My holiday** is based on *Lilo and Stitch*. The movie's characters are: a small girl named Lilo, her elder sister Nani and an alien called Stitch.

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



**NEW**

# English Adventure

## Lesson notes

<b>Hello</b>	<b>2</b>
<b>1 My body</b>	<b>4</b>
<b>2 My family</b>	<b>12</b>
<b>3 My classroom</b>	<b>20</b>
<b>4 Animals</b>	<b>28</b>
<b>5 The sea</b>	<b>36</b>
<b>6 Toys</b>	<b>44</b>
<b>7 Food</b>	<b>52</b>
<b>8 My holiday</b>	<b>60</b>
<b>Happy Easter!</b>	<b>68</b>
<b>Mum and Dad's Day</b>	<b>70</b>
<b>Happy Christmas!</b>	<b>71</b>

# Hello

## Lesson 1

**Lesson aims:** to say hello/goodbye, for pupils to introduce themselves. To teach names of colours. To learn a chant.

**Target language:** *blue, green, red, yellow.*

**Revision:** *hello, goodbye.*

**Receptive language:** *Chant. Listen. Open your books. Stick.*

**Materials:** CD 1, self-made flashcards with colours, classroom items. Optional: colour pencils or marker pens.

### Starting the lesson

- Have pupils listen to a song you will always sing at the beginning of each lesson. T: *Listen.* Play track 1.2 (song lyrics are on page A26).
- Play the track again and encourage all pupils to sing along.
- Play the track once more. Pupils walk around the classroom and say *hello* to each other.
- Point to yourself. T: *I'm (Cathy).* Then point to a pupil. T: *You are (Mark).* Repeat a few times with different pupils.
- Encourage pupils to say their names as you point to them. T: *Hello, I'm (Anna).*

### Presentation

- Stick flashcards on the board and say each colour as you point to it. Have pupils repeat after you. Then point to clothes, bags or classroom items and say their colours, e.g. (pointing to a red bag) *Red!* Encourage pupils to point and say the colours of items of their choice.
- Say a colour and have pupils point to any classroom item of that colour.

### Pupil's Book, page 2

#### 1 Listen and chant.

- Have pupils look at Activity 1. T: *Look! It's Donald Duck and Huey, Dewey and Louie.* If necessary, explain that these are the names of the characters in English. Then say the target colours and have pupils point to them. Have pupils listen to track 1.6. Encourage them to point to the colours as they listen.

Red, blue, yellow and green. (x5)

1.6

- Play the chant again. Encourage pupils to join in the chant.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 1.7).

#### 2 Listen and stick.

- Point to the flashcards on the board and have pupils tell you their colours. Then direct pupils to the sticker page at the end of the book and have them look at the stickers for this activity. Encourage them to say the colours they see.
- Play track 1.8 and have pupils point to the correct stickers.

Red, yellow, blue, green.

1.8

- Explain to pupils that they have to choose the appropriate sticker and place it in the correct box on page 2.
- Replay the track, pausing for pupils to complete the activity.
- Check answers as a class, asking volunteer pupils to tell you the colours of the stickers in the order that they placed them.

#### 3 Find and tick (✓).

- Ask pupils to look at their stickers from Activity 2.
- Have pupils say each colour and then tick (✓) the colours they see in the main picture.
- Ask each pupil to say the colour represented in each sticker.

### TPR

On the board draw squares and colour them in with one of the target colours. Explain in L1 that pupils have to come to the front of the class, introduce themselves, point to a square and say its colour. T: *Hello. I'm (Cathy). (Red).*

### Activity Book, page 2

#### 1 Colour. Then point and say.

- Have pupils look at the first picture. T: *Look! It's Goofy, Huey, Louie and Dewey.* Say: *Hello Goofy.* Pupils: *Hello, Goofy. Hello, Huey etc.*
- Then have pupils look at the second picture. Say *Goodbye, Goofy* and have pupils repeat after you, again for each character.
- Have pupils colour each picture. Place pupils in pairs and have them say the colours. Encourage pupils to say all the colours and the key words *hello, goodbye* if possible.

### Ending the lesson

- Pick up a classroom item and say your name and the colour of the item: *Hello, I'm (Cathy). (Red).* Put the item down and wave goodbye. T: *Goodbye.* Have pupils do the same with an item of their choice.
- Have pupils listen to a song you will always sing at the end of each lesson. T: *Listen.* Play track 1.4 (song lyrics are on page A26).
- Play the track again and encourage all pupils to sing along.
- Play the track once more. Pupils walk around the classroom and say *Goodbye* to each other.

### Extra activity

Ask pupils to draw a picture of their choice or a character from the Pupil's book and colour it in. Then have them tell you or their partner what colours they have used.

**HELLO**

1 LISTEN AND CHANT.

2 LISTEN AND STICK.

3 FIND AND TICK (✓).

red ✓ yellow ✓ blue ✓ green ✓

Lesson 1: blue, green, red, yellow

## Lesson 2

**Lesson aims:** to revise colours.

**Target language:** *pink.*

**Revision:** *blue, green, red, yellow.*

**Receptive language:** *ducks; Look! What colour is it?*

**Materials:** CD 1, self-made flashcards with colours, colour pencils or marker pens. Optional: Worksheet 5 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Play the track once more. Pupils walk around the classroom and say hello to each other. Pupils: *Hello. I'm (David).*
- Mime opening a door and coming into the class. Wave to the pupils. T: *Do I say goodbye?* (emphasis on *goodbye*). Pupils: *No! Hello!*
- Then mime opening the door, waving goodbye and closing the door. T: *Goodbye.* Have pupils repeat after you.
- Bring volunteers to the front of the class. Explain that they have to mime the words they hear. T: *Hello!* Pupils mime *hello*. T: *Goodbye.* Pupils wave *goodbye*.

### Presentation

- Place flashcards with colours on the board. Point to each one, say the colour it represents and have pupils repeat after you. Ensure that the new word *pink* is taught by pointing to the corresponding flashcard and then to different pink items in the classroom.
- Then point to each flashcard. T: *What colour is it?* Elicit the correct answer from pupils.
- Point to different classroom items. T: *What colour is it?* Encourage pupils to answer correctly.
- Ask a pupil to come to the front of the class. Point to any classroom item or flashcard. T: *What colour is it?* The pupil answers.
- Have the pupil to point to a colour and ask a classmate to name it. Ensure that all pupils have had a chance to point and answer.

### Pupil's Book, page 3

#### 4 Listen and circle.

- On the board draw two ducks. T: *Look! Ducks.* Ask pupils to open their books at page 3. Point to the ducks. T: *Look! More ducks. A pink duck, a yellow duck, a blue duck, a red duck and a green duck.*
- Then say the colour of each duck in the order that they appear and have pupils repeat after you as they point to each one. Then say a colour and have pupils point to the appropriate duck.
- Explain to pupils that they will listen to the CD and circle the colour they hear.
- Play audio track 1.9 and have pupils complete the activity. Repeat the audio track for pupils to check answers.
- Check answers by picking up a Pupil's Book, pointing to the ducks and saying the answers.

Look! Pink ... Red ... Green!

1.9

#### 5 Find and colour.

- Direct pupils to Donald Duck. T: *What colours can you see?*
- Place pupils in pairs. Have them trace the rods with their fingers and tell their partners what colour each duck is.
- Then have pupils colour the ducks. Once completed, have pupils tell you what colours they used. T: *Are the ducks blue?* Pupils: *No.*
- On the board draw a small pool with water. Point to the water in the pool. T: *What colour is it?* Elicit *Blue.* Have pupils colour the water in the activity blue. Alternatively, you can ask them to draw a blue duck in the pool.

### TPR

Place pupils in small groups and assign each group a colour. Explain that you are going to play "Simon Says". (See also Resource Bank, p A24). T: *Simon says red and blue.* Use *Teacher says* if preferred. Have the red and blue groups stand up. Play the game using all the colours taught.

### Activity Book, page 3

#### 2 Follow. Then colour and say.

- Direct pupils to each mask. Name the animal it represents in L1. Then ask pupils to tell you what colours they see.
- Have pupils connect the masks to the colours and ask pupils to colour them. Then have pupils point to each mask and say what colour it is.

### Ending the lesson

- Place pupils in small groups. Show each group a flashcard and intentionally say the wrong colour. For example, show the pink flashcard and say *blue*. Have pupils correct you. If a group gives an incorrect answer, it stops playing. Continue until the winning group remains.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

On the board draw a pool. In it draw various animals such as fish, ducks and starfish. Tell pupils to draw a pool with items of their choice in it and to colour them. Have them tell you or their partners what colours they have used.

### Progress assessment

- Photocopiable materials, Worksheet 5, page 83. The guidelines for using the sheet can be found on page 76.

4 LISTEN AND CIRCLE.

5 FIND AND COLOUR.

Lesson 2: pink, blue, green, red, yellow

# 1 My body

## Lesson 1

**Lesson aims:** to learn parts of the body. To learn a chant.

**Target language:** *body, feet, hands, head; my (body).*

**Receptive language:** *A (green) (head).*

**Materials:** CD 1, flashcards with parts of the body, colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Say a colour and ask pupils to point to an item of that colour. Revise all colours and pick up speed as you play to add excitement.

### Presentation

- Stick flashcards that show relevant parts of the body on the board. Point to each item. T: *Eyes.* Pupils: *Eyes.* Encourage pupils to repeat the words after you.
- Have a volunteer pupil stand in front of the class next to you. Point to your own parts of the body and have the pupil copy you. T: *My feet, my eyes, my head etc.* Then have the pupil say the target language as he or she points to them. Have the rest of the class copy the pupil.
- Repeat the activity with more pupils.

### Pupil's Book, page 4

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 4. Ask pupils in L1 if they recognise the characters and what film they are from. (*Monsters Inc.* For a detailed description of the film, see page A30).
- Then describe each monster. T: *Look! This is Sulley. He's blue. This is Mike. He's green. They're monsters.* Emphasize the names and colours.
- Say a colour and have pupils find it on the monsters. Point to their parts of the body. T: *A (green) (head).* Pupils: *A (green) (head).* Then say a body part and have pupils point to it.
- Point to flashcards on the board and encourage pupils to describe the parts of the body they see on their own. Pupils: *My hands, my head etc.*
- Have pupils listen to track 1.10. Have pupils point to the parts of the body as they listen.

My hands, my hands. My head, my head.  
My feet, my feet. My body, my body.

1.10

- Play the chant again. Encourage pupils to join in the chant and point to the appropriate parts of their own body.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 1.11).

#### 2 Listen and stick.

- Point to the flashcards on the board and have pupils tell you what body part they represent.
- Direct pupils to the sticker page at the end of the book and have them look at the stickers for this activity. Encourage pupils to say the parts of the body they see.
- Play track 1.12 and have pupils point to the correct stickers.

Feet, body, head, hands.

1.12

- Replay the track, pausing for pupils to place stickers in the appropriate box.
- Check answers as a class by having a volunteer pupil call out the stickers in the order they are placed.
- Ask each pupil to say the parts of the body represented in the stickers.

#### 3 Find and tick (✓).

- Ask pupils to look at their stickers from Activity 2.

- Have pupils say each part of body and then tick (✓) the corresponding body part they see in the main picture.

### TPR

Explain to pupils, in L1, that you are going to play a game. You will point to and say a body part. If it's correct, pupils clap their hands. If it's wrong, pupils stamp their feet. Pick up speed as you play to add excitement.

### Activity Book, page 4

#### 1 Look and match. Then say.

- Direct pupils to Activity Book page 4 and look at activity 1. T: *This is Boo.*
- Say each body part and have pupils repeat after you. Then have pupils draw lines to match the parts of the body to Boo. Check if they have completed this part of the activity correctly. Have pupils say each body part to you or their partners. Pupils: *My (hands).*

#### 2 Look and draw. Then say.

- Ask pupils to draw the body part that should be next in line. Have them use colour pencils or marker pens if they like. Have pupils say the parts of the body they have drawn to you or their partners.
- **Answers:** 1 – head, 2 – feet.

### Ending the lesson

- Ask pupils to draw a picture of themselves or a monster and to colour it. Then have pupils present their drawing to the class describing it. Pupils: *My head. Yellow. My feet. Blue. etc.*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 63

#### 1 Look and colour.

Have pupils look at the colour code and to tell you what colours they see. Explain they have to colour the pictures according to the colour code.

UNIT 1 MY BODY

1 LISTEN AND CHANT. CD 1.10

2 LISTEN AND STICK. CD 1.12

3 FIND AND TICK (✓). CD 1.11

feet body head hands

Lesson 1: body, feet, hands, head. My (body)

## Lesson 2

**Lesson aims:** to learn body movements.

**Target language:** *clap your hands, move your body, touch your head, stamp your feet.*

**Revision:** *body, feet, hands, head.*

**Materials:** CD 1, self-made flashcards with parts of the body.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place flashcards from previous lesson on the board and quickly revise them.
- Ask pupils in L1 what they can do with their feet, hands and so forth. With the pupils, mime as many actions as you can.

### Presentation

- Have pupils form a line. Stand in front of them and mime *clap your hands* as you say the action.
- Walk around the class with pupils following you and repeating what you say, as you continue the activity with all the target language. Then have different pupils take your place and have the class follow their actions.

### Pupil's Book, page 5

#### 4 Listen and say. Then listen and circle.

- Direct pupils to Pupil's Book, page 5, activity 4. In L1, ask them to describe what they see.
- Say each action in the order that they appear and have pupils repeat after you. Explain to pupils that they will listen to the CD and circle the action they hear.
- Play track 1.13 and have pupils complete the activity.

4 LISTEN AND SAY. THEN LISTEN AND CIRCLE. CD 1.13

5 MATCH. THEN SAY. CD 1.14

Lesson 2: clap your hands, move your body, stamp your feet, touch your head. Body.

### Part 1

Move your body.  
Clap your hands.  
Touch your head.  
Stamp your feet.

1.13

### Part 2

Move your body.  
Touch your head.  
Stamp your feet.  
Clap your hands.

- Repeat the track for pupils to check answers.
- Check answers as a class.
- Have pupils form a circle. Play track 1.13 again and have them say and mime each action.

#### 5 Match. Then say.

- Direct pupils to activity 5. Explain that you will say an action and they will have to point to it. Mime each action as you say it to ensure pupils point to the correct action.
- Have pupils look at the picture again and ask them to match the similar pairs. Then have pupils compare their answers with their partners.
- Check answers as a class, asking a pupil to say the answers.
- Place pupils in pairs and have them point to an action in the activity. Their partner has to say what it is. Ensure that pairs swap roles.

### TPR

Divide the class into four small groups and give each group a colour, e.g. red (*Red group*). In L1, explain to pupils that you are going to mime an action to each group and they have to tell you what it is. Then you are going to say an action and they have to mime it. T: (*Red group*), (*clap your hands*). On the board make a score board. Every time a group is correct, add a point to it.

### Activity Book, page 5

#### 3 Look and match. Then say.

- Have pupils look at the activity and explain that the shadows show an action which they have to match to the colour picture by drawing a line.
- Ask pupils to complete the activity and check answers.
- **Answers:** 1 – touch your head, 2 – clap your hands, 3 – stamp your feet, 4 – move your body.

#### 4 Follow and colour. Then say.

- Have pupils tell you what colours they see. With their fingers, ask them to trace the dots to their frames and to tell you what action is being shown.
- In L1, explain to pupils that they have to colour the pictures they have traced with their fingers.
- Ask pupils to say the actions the dots formed to their partners. Pupils: (*Red*) – (*Touch your head*).
- **Answers:** red – touch your head, blue – clap your hands, green – stamp your feet, yellow – move your body.

### Ending the lesson

- Bring four pupils to the front of the class and give each one a self-made flashcard with the body movements. Tell them not to show it to the rest of the class.
- Divide the class into four groups. The pupils with the self-made flashcards have to go to each group and mime the action for the group to guess. If the group makes a mistake, the flashcard holders move to the next group. The group that finishes first, wins.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 63

#### 2 Trace and say.

Explain to pupils they have to find what body part is missing and then to trace it. Have the pupil tell you or a partner what part of the body it is.

## Lesson 3

**Lesson aims:** to learn to count, to revise the colours and to sing a song.

**Target language:** numbers 1–5.

**Revision:** parts of the body; colours.

**Receptive language:** *How many (children/teachers/monsters)? What colour?*

**Materials:** CD 1, self-made flashcards with numbers and colours, colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Play track 1.10 from lesson 1 again and have pupils repeat it as they point to the appropriate parts of the body.

### Presentation

- On the board draw five boxes. In each one draw 1–5 items, e.g. in box one draw two stars.
- Point to each box. T: *How many?* Pupils: *Two.*
- Continue with all the numbers. Then write the numbers 1–5 above the appropriate numbers.

### Pupil's Book, page 6

#### 6 Listen and chant. Then match.

- Direct pupils to page 6, activity 6. Ask pupils what colour each number is.
- On the board, draw the dice exactly as they are in the activity. Point to each one and have pupils tell you the number represented.
- Explain to pupils that they will listen to a chant. Play track 1.14. Encourage them to point to the numbers as they listen.

One... two... three... four... five...  
One, two, three, four, five.  
(x2) 1.14

- Play the chant again. Encourage pupils to join in the chant.
- Play the chant again for pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 1.15).

#### 7 Listen and sing.

- Direct pupils to the Pupil's Book, pages 6–7 and have them look at the monsters. T: *How many monsters?* Pupils: *Five.* Ask pupils in L1 to look at the monsters only on page 6. T: *How many feet?* Pupils: *Four.* Continue in this manner with all the monsters.
- Tell pupils that they will listen to a song. Play track 1.16 and mime the actions. Encourage pupils to copy you.

One head, one head  
Touch your head.  
One, two, three, four, five!  
Two hands, two hands  
Clap your hands.  
One [clap x1] two [x2] three [x3] four [x4] five [x5]!  
One body, one body  
Move your body.  
One, two, three, four, five!  
Two feet, two feet  
Stamp your feet.  
One [clap x1] two [x2] three [x3] four [x4] five [x5]!  
One, two, three, four, five!

- Repeat and encourage all pupils to sing along and mime the actions.
- Once the pupils have learnt the song, ask them to chant to the karaoke version (Track 1.17).

**6 LISTEN AND CHANT. THEN MATCH.** CD 1.14 KARAOKE CD 1.15

1 2 3 4 5

2 5 1 3 4

7 LISTEN AND SING. CD 1.16 KARAOKE CD 1.17

Lesson 3 Song: 1-5. (two) (feet). Body. Colours. Imperatives.

#### 8 Look and say. Then count and draw.

- Draw pupils' attention to pages 6 and 7. Have them tell you what they see. Have pupils look at each monster and ask how many heads, hands and feet each one has. Then ask what colour numbers three and four are.
- Point to pupil monsters and ask: *How many pupil monsters?* Pupils: *Four.* T: *How many teacher monsters?* Pupils: *One.* T: *How many monsters?* Pupils: *Five.*
- With the pupils count all the monsters and have them draw five dots in the box.

#### TPR

Quickly revise body movements by saying each one and having pupils mime and say it. Explain to pupils that you will say an action and a number and they will do it. T: *Three – Clap your hands – Three.* Mime clapping your hands three times. Continue with all the body movements taught and numbers. To make the activity a little more challenging, assign each number two activities.

### Activity Book, page 6

#### 5 Listen and colour.

- Tell pupils they are going to hear a number and what colour it is.
- Play track 1.18 and have pupils listen. Ask them what colours were mentioned and if they remember what colour each number is. Explain to pupils that they have to colour the numbers in.
- Play the track again, pausing for pupils to complete the activity.

1 Blue.  
2 Red.  
3 Pink.  
4 Green.  
5 Yellow. 1.18

#### 6 Count and match. Then say.

- Have pupils look at each frame and ask how many characters they see. In L1, ask pupils if they know who the little girl is (Boo). Have them complete the activity and compare their answers with their partners.
- Ask pupils which numbers are not used. (*Four, five*).
- Answers: *two, three, one.*

#### Ending the lesson

- Stand in front of the class. Say a number and show it with your fingers and a body action and mime it. T: *Four* (show four fingers). T: *Clap my hands.* (Mime clapping your hands).
- Bring volunteer pupils to the front of the class to do the same.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

#### Extra activity

Have pupils draw five dice, one for each number, to colour each one with a colour of their choice and then say what number and colour each die is to the class or partner. Place drawings on classroom display.

UNIT  
1

8 LOOK AND SAY. THEN COUNT AND DRAW. CD 1.18

9 LISTEN AND SING. CD 1.19 KARAOKE CD 1.20

## Lesson 4

**Lesson aims:** to revise topic vocabulary and structures. To listen to a story.

**Target language:** *My (feet)!*

**Revision:** parts of the body; colours; numbers.

**Receptive language:** *Today, it's story time. What colour is it? What number is missing?*

**Materials:** CD 1, story cards.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Ask pupils what colours they remember.

## Presentation

- Collect some items from each pupil. Then hand it back. T: *Here you are. Your (bag, rubber, book).*

## 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.
- T: Today, it's story time! Ask pupils to open their Pupil's Books to page 8.
- Hold up your book and point to the characters from the story. T: *This is Mickey, This is Goofy.*
- Have pupils tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey Mouse is painting a house and Goofy wants to help. He knocks over Mickey's ladder and they end up with paint all over their heads).
- Ask volunteers to count the cans of paint in the pictures and to tell you what colours they are.

## 9 Listen and answer.

- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *What colour is number 3?* (Yellow).
- Play track 1.19. Use the story cards or your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with original Disney characters (track 1.19) and with special EFL voice-overs (path 1.20).

- 1 Goofy: Hi, Mickey!  
Mickey: Oh! Hello, Goofy!
- 2 Goofy: One... , two... , four... , five. One... ? Two... ? Four... ? Five... ?
- 3 Mickey: Goofy, look! Yellow!  
Goofy: Yellow? Oh yes! One, two, three, four, five!
- 4 Mickey: Goofy, green, please!  
Goofy: Green? OK!
- 5 Mickey and Goofy: Ooooh nooooo!
- 6 Mickey: My feet! My hands! Yellow!!!  
Goofy: My head! My body! Green!!!
- 1.19/1.20

- T: *What colour is number 3?* Encourage pupils to answer correctly (Yellow).
- Ensure pupils have understood the story by asking them to briefly summarise it.
- Replay track 1.19, stopping at each frame to ask the following questions. Picture 1: (point to Mickey's can) *What colour is it?* (Yellow). Picture 2: *What colour is number (1/2/4/5)?* (Red / Pink / Green / Blue). *What number is missing?* (Three). Picture 3: *What colour is number 3?* (Yellow). Picture 4: (point to Goofy's can) *What colour is it?* (Green). Picture 5: *What colours can you see?* (Yellow and green). Picture 6: (Look at Mickey's hands and feet) *What colour are his feet / hands?* (Yellow). (point to Goofy's head and body) *What colour is his head / body?* (Green).
- Replay the track stopping at each sentence. Encourage pupils to repeat what they hear and then choose individual pupils to repeat the sentences together and then point to individual pupils and ask them to repeat.

## 10 Now act the story out.

- Place pupils in pairs and assign the role of Goofy or Mickey. Encourage them to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.
- 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 7

## 7 Find and circle. Then colour and say.

- Tell pupils they have to help Mickey and Goofy find their way in the maze and circle the correct paint cans. Then they colour the brushes the correct colours and say: (*Goofy*) – (*green*).
- Have pupils complete the activity.
- **Answers:** Goofy – *green*, Mickey – *pink*.

## 8 Look and colour. Then say.

- Tell pupils that they have to colour the picture in using the colour code. Ask what colour each number is and have them complete the activity.

## Ending the lesson

- Have pupils look at the story in their books. Say a sentence from the story and have pupils point to the frame it came from in their books.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Have pupils make their own colour code and draw five cans of paint, a ladder and a house and number them from 1–5. Have them colour their drawing according to their code.

9 LISTEN AND ANSWER.  



10 NOW ACT THE STORY OUT. 

Lesson 4 Story: Body, Colours, Numbers.

## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4.

**Revision:** colours; numbers 1–5; parts of the body.

**Receptive language:** *Cut out. How many?*

**Materials:** CD 1, self-made flashcards with colours and numbers, flashcards with parts of the body, colour pencils and markers.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in pairs or small groups. Shuffle the colour flashcards and number flashcards. Hand one to each group. Have the group tell you which card they have.
- Then ask groups to exchange cards and repeat the activity.
- Have pupils go to Pupil's Book, page 3, activity 4. T: *How many ducks?* Pupils: *Five* T: *What colour are they?* Pupils: *Pink, yellow, etc.* Repeat activity for pages 6–7.



## Presentation

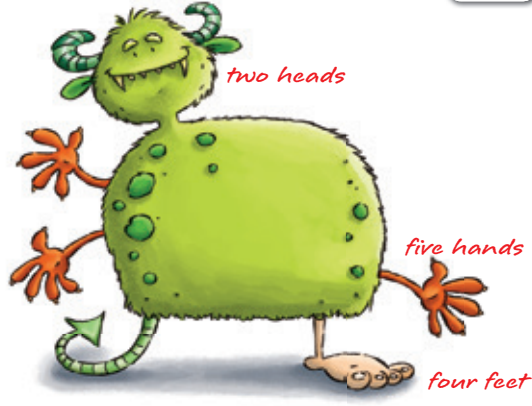
- Ask pupils to look at page 9, activity 11. T: *Is this a duck?* Pupils: *No! A monster.*
- On the board draw a body in the shape of a monster. T: *Head. What colour?* Pupils: *Red!* T: *How many feet?* Pupils: *One.* Continue in this way for all the parts of the body.
- Ask pupils to close their books. In L1, ask them if they remember what the monster looks like. Pupils: *Green, three hands etc.*



## Pupil's Book, page 9


## 11 Listen and draw. Then say.

- Direct pupils to Pupil's Book, page 9, activity 11. T: *What's this?* Pupils: *A monster.* Have pupils describe the colours and how many hands and feet they see.
- In L1, explain to pupils that they will listen to the CD which will describe the monster but they will have to add the missing elements to the picture.
- Play track 1.21 once, while pupils point to the parts mentioned.

11 LISTEN AND DRAW. THEN SAY.  



12 CUT OUT (PAGE 73). THEN LISTEN AND PLAY.  



Lesson 5 Skills: Body, Imperatives, Numbers.

One body.  
Two heads.  
Four feet.  
Five hands.

1.21

- Repeat the track, this time with pauses to allow pupils to complete the activity.
- Have pupils check the answers with their partners. Then check answers as a class by having a volunteer pupil come to the front of the class with their book and showing their monster.

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

- Direct pupils to page 73 and have them cut out the cards. T: *Cut out.*
- Have pupils listen to the recording.

A: Clap your hands. Five.  
B: [5 claps]

1.22

- In L1, explain to pupils that they are going to play a game where pupils put four cards with actions face up and chosen numbers for the actions (there is one extra number). Pupil B mustn't look at Pupil A's cards. Pupil A describes the cards: *Clap your hands.* Pupil B listens and matches his/her cards accordingly. Then he/she performs the actions. Pupil A looks at the cards and checks if the actions correspond to the cards. Then pupils swap.
- Check that pupils are playing correctly.

## TPR

Place pupils in small groups. Play track 1.15 from Lesson 3. Have pupils mime the song as they sing it. Then have each group make up their own song consisting of actions to present to the class.

## Activity Book, page 8

## 9 Find and circle. Then say.

- Ask pupils to describe what action or body part they see in each line. In L1, explain to pupils that they have to circle the identical pictures.
- Have pupils check their answers with their partners. Then ask each pupil to tell you what they see.
- **Answers:** 1 – *head*, 2 – *clap hands*, 3 – *move your body*.

## 10 Find, count and circle. Then say.

- Show two fingers and intentionally say another number. Have pupils correct you. Continue with a few more numbers.
- Then look at activity 10 and ask pupils to tell you what actions they see portrayed and how many children are doing them.
- Have pupils complete the activity and check answers as a class.
- **Answers:** 1 – *stamp your feet*, 2 – *move your body*, 3 – *clap your hands*, 4 – *touch your head*.
- Say the answers to the class and have pupils mime them the same number of times as you say them.

## Ending the lesson

- Shuffle flashcards from all lessons taught. Show them to the pupils one by one and intentionally say the wrong colour, number or action. Have pupils correct you.
- Then place pupils in small groups and have them choose a leader. Give the leader a few flashcards to show his group. They have to mime and say the action.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra Activity

Have pupils draw a monster doing a certain action. Encourage him/her to colour it and to give it a name. Place work on classroom display.

## Lesson 6

**Lesson aims:** Social science – to distinguish between right and left. To learn how to cross the street.

**Target language:** *left, right.*

**Receptive language:** *boy, girl; foot, go, stop.*

**Revision:** parts of the body; colours red and green; numbers 1–5; *My hand.*

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

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Give each pupil a sheet of paper. Have them draw two big circles and colour one red and the other green.
- Ask them to cut around each box. Have pupils show you the red or green boxes on command.

### Presentation

- Stand with your back to the class. Raise your left hand. T: *This is my left hand.* Emphasise *left.* Repeat for right hand.
- Have the boys sit on the left and the girls on the right. Standing with your back to the class, point to each side, saying their gender and position. T: *You are boys* (emphasis on *boys*), *left.*
- Then have pupils sit wherever they like. Explain that when you say *boys, left*, all the boys on the left have to stand up. Continue with both genders and sides.

### Pupil's Book, page 10

#### 13 Listen and circle with red or green. Then match.

- Hold the red flashcard in your left hand. T: *This is my left hand. Red.* Repeat with green and your right hand.
- Have pupils take out the flash cards they made earlier and repeat the activity. Have each pupil show you their left and right hand. Pupils: *My left hand. Red. My right hand. Green.*
- Direct pupils to activity 13. Explain that pupils are going to listen to a CD and they have to circle the left hand red and the right one green. Direct their attention to which side the girl is facing and show the pupils the left and right sides.
- Play track 1.23 and have pupils point to the correct picture. Repeat and have pupils complete the activity independently.

My left hand. My right hand. **1.23**

- After the pupils circle the hands, have them draw lines to match the left hands on both pictures and then right hands on both pictures. Check answers by having a volunteer pupil come to the front of the class and show his or her answers.

#### 14 Look and say. Then colour.

- Stick the green and red flashcards on the board and draw around them to make a set of traffic lights. Mime stop and go as you point to the corresponding colour. Have pupils repeat the words after you.
- Then mime crossing the road. T: *Right, left, right. No cars. Stop or go?* In L1, explain to pupils *stop* is the correct answer because the car will be coming from the left. T: *Left, right, left. No cars. Stop or go?* Pupils: *Go.* Again explain why this is correct.
- Have pupils look at activity 14. Together, say which way the boy is looking and then have the pupils colour the circles red (1) or green (2). **Note:** the answers for this exercise will be true for countries with right-hand traffic.
- Check answers as a class.

#### 15 Make a poster.

- On the board write the words STOP and GO. Next to them place the red and green flashcards and draw stick men walking and or standing. Explain that this shows how to cross the street safely.

- Give each pupil a sheet of paper. Tell them to draw a picture which shows how to cross the street safely. Explain that they can copy the words *stop* and *go* if they like, draw people or red and green boxes.
- Place work on classroom display.

### TPR

Ask pupils to stand on one side of the classroom as if they are on one side of the street and want to cross it. Show a red flashcard and ask pupil if they should move. Then show a green flash card. T: *Left – right – left.* Have pupil look to their left-right-left. Then everybody crosses the street. Repeat for enjoyment.

### Activity Book, page 9

#### 11 Look and say. Then trace.

- Have pupils show you their left and right side. Then ask them to look at activity 11 and tell you which side is missing.
- Ask pupils to name the missing sides and then draw them. Have them tell their partners which sides they drew.
- **Answers:** 1 – *right*, 2 – *left*.

#### 12 Draw. Then say.

- Ask pupils to trace one of their hands in the box. Then have them tell their partner which hand it is. Pupils: *My left/right hand.*

### Ending the lesson

- Point to your left and right feet and hands. T: *My left foot. My right foot, etc.* Have pupils repeat after you. Play "Simon Says" (see also Resource Bank, p24) using *left/right hand/foot*.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper and have them fold it in half. Ask them to draw their right hand on the right and to colour it green, and their left hand on the left and to colour it red.

**13 LISTEN AND CIRCLE WITH ○ OR ○. THEN MATCH.**

1

2

**14 LOOK AND SAY. THEN COLOUR.**

1

2

**15 MAKE A POSTER.**

Lesson 6 CLIL: left, right. My (left) (hand).

## Lesson 7

**Lesson aims:** to revise material from lessons 1–7. Self-assessment.

**Target language:** colours; imperatives; numbers; parts of the body.

**Receptive language:** *Who am I?*

**Materials:** CD 1. Self-made flashcards with colours and numbers, flashcards with parts of the body, a sheet of paper for each pupil, colour pencil or marker pens. Optional: Worksheet 6 for each pupil.

### Starting the lesson

- Starting the lesson: Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Ask pupils to tell you what they remember from the unit and what their favourite chant or song was.
- Play their favourite track and have pupils sing or chant it. Encourage pupils to mime the song or chant if possible.

### Revision

- Place pupils in small groups. Stick flashcards from all the lessons taught on the board. Have one group come to the front of the classroom. T: *Three!* Have the pupils point to the corresponding flashcards.

### Pupil's Book, page 11

#### 16 Listen and tick (✓).

- Direct pupils to Pupil's Book, page 11, activity 16. T: *Look, monsters! Oh, look, children monsters!* Then ask each pupil to describe a monster of their choice.
- Explain to pupils that they will listen to the CD which will describe some of the monsters.
- Play track 1.24 and have pupils point to the monsters described.

Who am I? Four feet, three hands, one head. **1.24**  
 Who am I? Three hands, one body, three heads.  
 Who am I? Two heads, five feet, four hands.

- Explain that pupils have to tick the appropriate boxes.
- Replay the track again, pausing to allow pupils to complete the activity.
- Check answers as a class by having pupils look at each other's answers.
- Place pupils in pairs. One pupil describes a monster and the other points to it. Make sure pupils swap roles.

**16 LISTEN AND TICK (✓).**

UNIT  
**1**

**17 DRAW AND SAY.**

Lesson 7 Review: Body. Colours. Imperatives. Numbers.

#### 17 Draw and say.

- Explain to pupils that they can draw a picture of a monster or themselves in a monster costume. Encourage them to use different colours and as many hands, feet or heads as they like.
- Play the song or chant from this unit as background music while the children are working.
- Have pupils present their work to the class.

### TPR

Place pupils in small groups. Point to a group and say a colour, body part, body movement, number, left or right and have them mime it or show you a classroom item with that colour or show you the number with their fingers.

### Activity Book, page 10

#### 13 Listen and tick (✓) or cross (X).

- Direct pupils to the first picture in activity 13. Intentionally ask wrong questions about each picture.
- Have pupils look at the first picture. T: *Clap your hands?* Encourage pupils to correct you. Continue with all the items. Then have pupils look at the fourth picture. T: *Stamp your feet?* Pupils: *Yes.*
- Explain to pupils that they will hear a description for each picture and they have to put a tick (✓) or a cross (X).

1 Touch your head. **1.25**  
 2 Three feet.  
 3 Stamp your feet.  
 4 One body.

- **Answers:** 1 – *yes*, 2 – *no*, 3 – *no*, 4 – *yes*.

#### 14 Say and stick.

- Pupils assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.
- Play unit songs or chants as pupils work.

### Ending the lesson

- Place pupils in pairs. Ask them to choose their favourite activity from the unit and act it out in front of the class. Have the class guess which activity it is.
- Congratulate the pupils for having completed Unit 1.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra Activity

Give each pupil a sheet of paper. Ask them to draw different things from the unit that they particularly enjoyed. Encourage them to use colours, numbers, to draw monsters and body movements. Have them present their work to pupils who have also finished early. Then place their work on classroom display.

### Progress assessment

- Photocopiable materials, Worksheet 6, page 84. The guidelines for using the worksheet can be found on page 76.
- *New English Adventure Starter A*, Test Book, Test 1.

# UNIT 2 My family

## Lesson 1

**Lesson aims:** to learn the names of family members. To learn a chant.  
**Target language:** *brother, dad, mum, sister; This is my (family).*  
**Revision:** colours; numbers: *one, three; Hello! Goodbye!*  
**Receptive language:** *How many? Who's this?*  
**Materials:** CD 1, flashcards with family members, self-made flashcards with colours.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Go through the colour flashcards: say each colour and have pupils repeat. Point to an item in the classroom and intentionally say its wrong colour. Pupils correct you. T: (pointing to a white item) *Red!* Pupils: *No, white.*

### Presentation

- Direct pupils to Pupil's Book, page 12 and ask if they know the characters. Ask if they have seen the film *Lady and The Tramp II* (see page A30). Point to the characters and have pupils repeat: *Mother, father, brother and sisters.*
- Stick flashcards of family members on the board. Go through them and have pupils repeat. Then point to a random card. T: *Who's this?* Pupils: *It's mum.* Continue until all pupils have had a turn.

### Pupil's Book, page 12

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 12 and ask if they know the names of the characters. Have pupils repeat after you as they point to each character. T: *Mum, Lady, Dad, Tramp, Three sisters, Annette, Danielle and Collette. One brother, Scamp.* If necessary, explain that these are the names of the characters in English.
- Have pupils listen to track 1.26. Encourage them to point to the family members in the books as they listen.

My mum, my dad, my sisters and my brother. (x2)  
 This is my family. (x2)  
 (x2) 1.26

- Play the chant again. Encourage pupils to join in the chant.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 1.27).

#### 2 Listen and stick.

- Direct pupils to the end of the book and have them look at the stickers for this activity. Encourage them to say the family members they see.
- Play track 1.28 and have pupils point to the correct stickers.

Mum, dad, sister, brother. 1.28

- Replay the track, pausing for pupils to attach stickers in appropriate places. Check answers as a class by pointing to the stickers in their correct place.
- Ask each pupil to say the family members represented in the stickers.

#### 3 Find and tick (✓).

- On the board draw a tick and a cross. Explain that pupils have to find the toys in the picture. If they are the same number as the number given in the side bars, they have to tick (point to the board) the box. If not, they cross it (again point). T: *How many dolls?* Pupils: *Three.* T: *Tick or cross?* Pupils: *Tick.*
- Continue with all the items. Point to tick and cross as you do this.

### TPR

Stick flashcards on the board. Place pupils in four groups. Assign a family member and colour to each group. Explain that when you say the family member, the group stands up and says its colour. T: *Mum.* Pupils: *Yellow.* Then give each group a different family member name and colour and continue the game.

### Activity Book, page 11

#### 1 Listen and circle.

- Ask pupils to circle the family member they hear.
- Play track 1.29 and have pupils point to the correct figure.

Sister. Mum. Brother. Dad. 1.29

- Replay the track with pauses for pupils to answer.
- Check answers as a class. Have each pupil tell you all the family members in the picture.

#### 2 Count, tick (✓) and say.

- Ask pupils to look at the black and white picture. T: *How many sisters?* Pupils: *Three.* Repeat with the colour picture.
- Have pupils tick the picture that shows the family with the most members.
- Answers:** colour picture.

### Ending the lesson

- Explain to pupils that you are going to say the names of your family members. T: *Pete, dad, Sophie, mum* etc. Bring volunteer pupils to the front of the class and have them do the same.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 64

#### 1 Look and draw.

- Have pupils look at the sequence of images depicting family members. Then have them draw the missing picture in the box at the end of the row.
- Answers:** 1 – *mum*, 2 – *grandpa*.

UNIT 2 MY FAMILY

1 LISTEN AND CHANT. CD 1.26, 1.27

2 LISTEN AND STICK. CD 1.28

3 FIND AND TICK (✓). CD 1.29

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

## Lesson 2

**Lesson aims:** to learn the names of more family members.

**Target language:** *friend, grandma, grandpa.*

**Revision:** colours; imperatives; *brother, dad, mum, sister; This is my (brother).*

**Receptive language:** *Who's this? Is he your (brother)?*

**Materials:** CD 1, flashcards with family members, self-made flashcards with colours, colour pencils or marker pens.

### Starting the lesson

- Shuffle flashcards of family and colours. Flick through them slowly and have pupils tell what they see.
- Pick up speed as you repeat the activity a few times.

### Presentation

- Stick flashcards of family members on the board. Go through the taught family members. Point to the image of the grandpa. T: *Who's this?* Then point to the grandma. T: *Who's this? This is grandma and this is grandpa* (point back to grandpa).
- Say the names a few times and have pupils repeat after you. Then point to a pair of pupils. T: *Is he your brother? Is she your sister?* Pupils: *No.* T: *No. He's your friend.* Then point to the flashcard of the friend.
- Point to a random flashcard. T: *Who's this?* Have pupils answer accordingly.

### Pupil's Book, page 13

#### 4 Listen and circle.

- Direct pupils to Pupil's Book, page 13, activity 4. Ask them to tell you the family members they see.
- Tell pupils in L1 that they are in a park doing different things.
- Explain to pupils that they will listen to the CD and circle the members they hear.
- Play track 1.30 and have pupils point to the members they hear.

4 LISTEN AND CIRCLE. CD 1.30

5 LOOK AT EXERCISE 4 AND COLOUR. THEN PLAY. CD 1.31

Lesson 2: friend, grandma, grandpa. Colours. Family. This is my (brother).

- (snoring) Who's this? (...) This is my grandpa. 1.30
- (bouncing ball) Who's this? (...) This is my dad.
- (page turning) Who's this? (...) This is my grandma.
- (rubbish falling into a bin) Who's this? (...) This is my sister.
- (eating) Who's this? (...) This is my mum.
- (ping-pong) Who's this? (...) This is my friend.

- Repeat the track with pauses for pupils to complete the activity.
- Ask which family member hasn't been circled (brother).

#### 5 Look at Exercise 4 and colour. Then play.

- Encourage pupils to describe who they see. T: *Who's this?* Pupils: *This is dad.*
- Draw pupils' attention to the family members' clothes. Explain that pupils have to look at the big picture in activity 4 and colour the pictures accordingly.
- Check the answers by saying the colour of an item worn for pupils to give you the name of the appropriate family member. T: *Blue.* Pupils: *Grandma.*
- Then play a guessing game with pupils about the family members in the picture. T: *Pink and blue.* Pupils: *Sister!* Continue in this way with all the family members.
- Place pupils in pairs and have them continue the game.

### TPR

Divide pupils into two groups: *grandmas* (girls) and *grandpas* (boys). T: *Grandma. Clap your hands. Three.* Pupils who are 'grandmas' stand up and clap three times. T: *Grandpa. Stamp your feet. Four.* etc. Speed up and add keep changing body actions to make the game more challenging and fun.

### Activity Book, page 12

#### 3 Find and cross out.

- Direct pupils to activity 3. Have them look at row one. T: *Who's this?* Pupils: *Sister.* Continue with all family members and both rows.
- Explain that pupils have to cross out the family member that does not match. Check answers as a class.
- Answers:** 1 – *friend*, 2 – *sister*.

#### 4 Follow, colour and say.

- Ask pupils what colours they see in the basket. Then say the name of a family member and have pupils point to it.
- Have pupils trace over the lines and colour the family members appropriately. Check answers as a class.
- Say a colour and have pupils tell you which member is associated with it. T: *Red.* Pupils: *Grandpa.*
- Answers:** *blue – dad, pink – mum, yellow – brother, red – grandpa.*

### Ending the lesson

- Ask pupils to draw their best friend. Have them tell you their names and what colour clothes they are wearing.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 64

#### 2 Look and trace.

Ask pupils to look at the pictures and the lines. Have them trace each line.

## Lesson 3

**Lesson aims:** to learn action verbs. To sing a song.

**Target language:** *jump, run, turn around.*

**Revision:** family members; numbers 1–5.

**Receptive language:** *Who's this? How many (sisters)?*

**Materials:** CD 1, flashcards with family members and self-made flashcards with body movements, a sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Using flashcards of body movements, show pupils each one and have them mime it.

### Presentation

- Bring three volunteer pupils to the front. Tell them to copy each action that you mime. Say and mime *jump, run* and *turn around*. Encourage pupils to repeat the words after you.
- Then place pupils in three groups. Give each group a body movement. Explain that when you say the body movement, the specific group stands up and performs it.
- Change each group's body movement so that all groups perform all new vocabulary.

### Pupil's Book, page 14

#### 6 Listen and point. Then say.

- Ask pupils to look at pages 14–15 and tell you which family members they see and say their names.
- Have pupils look at the pictures in the box. Point to each action, say it and have pupils repeat after you.
- Explain to pupils that they will hear and point to the three actions they hear.
- Play track 1.31. Check that pupils are pointing to the correct pictures.

Run, jump, turn around. (x3)

1.31

#### 7 Listen and sing.

- Have pupils look at pages 14–15. T: *How many mums?* Pupils: *One.* T: *How many sisters?* Pupils: *Three.* Continue with all the family members.
- Tell pupils that they will listen to a song. Ask them to point to the family members and point to the actions they hear.
- Play track 1.32. Check that pupils are pointing to the correct items.

**1.32**

This is my home and my family  
Mum! Dad! Look at me!  
This is my home and my family  
Mum! Dad! Look at me!

Run, jump, turn around!  
Run, jump, turn around!

This is my home and my family  
Sisters! Sisters! Look at me!  
This is my home and my family  
Sisters! Sisters! Look at me!

Run, jump, turn around!  
Run, jump, turn around!

- In L1, tell pupils they will hear the song again but this time to raise their hands when they hear a family member and to clap when they hear an action. Play track 1.32.
- Repeat and encourage all pupils to sing along and mime the actions.
- Once the pupils have learnt the song, ask them to chant to the karaoke version (Track 1.33).

#### 8 Find and tick (✓). Then say.

- Direct pupil's attention to the puzzle pieces. Explain that they have to find them in the picture and place a tick (✓) next to them when they find it.
- Point to each picture and ask pupils who each puzzle piece belongs to. Intentionally make mistakes to encourage pupils to give you an answer. T: *Is this sister?* Pupils: *No! Mum.*

#### TPR

Place pupils in three groups. Have each group stand in a circle. Whisper an action to one member of the group. He has to whisper it to the person on his left, who whispers it to the person on his left and so on. The last person of the group has to mime the action whispered to him/her. Continue until the groups have mimed all the actions. Add more actions from unit 1 to continue the game.

### Activity Book, page 13

#### 5 Listen and tick (✓).

- Direct pupils to Activity Book, page 13, activity 5. Ask them to tell you which family member they see and what they are doing.
- Explain that they will tick the family member they hear doing an action.
- Play track 1.34 and have pupils point to the corresponding picture.
- Repeat the track with pauses allowing pupils to place ticks next to the appropriate pictures.
- Check answers as a class.

- 1 Dad! Run!
- 2 Grandpa! Turn around!
- 3 Sister! Jump!

1.34

#### 6 Find and match. Then say.

- Have pupils look at the colour picture. T: *Dad, jump?* Pupils: *No. Run.*
- Then have the pupils match the silhouettes to the main picture by drawing lines.
- Have pupils check answers with their partners by saying what each silhouette is doing.

### Ending the lesson

- Place pupils in four groups. Name each one *grandpa, grandma, friend* and *brother*. Explain that you will say a family member and an action. The group has to stand up and mime it. T: *Grandpa, run!* Pupils in the grandpa group stand up and mime *run*.
- Add all body movements taught from the previous lessons to add to the excitement.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

#### Extra activity

Give pupils a sheet of paper and ask them to draw a family portrait showing family members doing different actions.

**14**

**6 LISTEN AND POINT. THEN SAY.**

**7 LISTEN AND SING.**

Lesson 3 Song: jump, run, turn around. Family. This is my (mum).

**UNIT 2**

**8 FIND AND TICK (✓). THEN SAY.**

**15**



## Lesson 4

**Lesson aims:** to revise language from lessons 1–3. To listen to a story.  
**Target language:** *Oh no! Sorry.*  
**Revision:** colours; *jump, run, turn around.*  
**Receptive language:** *happy, sad; How many? This is my friend.*  
**Materials:** CD 1. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Using story card 1 or pointing to the first picture from the story, have pupils describe it as best as they can. T: *Is Mickey dad?* Pupils: *No.* T: *Is Minnie mum?* Pupils: *No.* T: *Is Goofy brother?* Pupils: *No.* T: *That's right. They are friends.*

### Presentation

- Ask pupils to open their books on the story from the previous unit (page 8). If you have the story cards, stick them on the blackboard.
- Point to fragments of the story and revise characters' names, the colours and the numbers, e.g. T: *Who's this?* Pupils: *Mickey.* T: *What colour?* Pupils: *Yellow.* Then ask pupils to tell you in L1 what the story was about.

### 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 picture flashcards with the story, use them during the lesson.
- T: *Today, it's story time!* Ask 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 Goofy. This is Minnie and Pluto.*
- Explain a new character appears, which pupils do not know yet (Goofy's dog, Sam).
- Have pupils tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Goofy comes with his new dog Sam to visit Minnie Mouse. Mickey Mouse and Pluto are there, too. Goofy throws a bone to showcase his dog's skills, but Sam falls into Minnie's flowers.)
- Ask volunteers to count all the characters in the story. T: *How many?* Pupils: *Five.*

### 9 Listen and answer.

- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *What does Goofy say to Sam? (Run, jump).*
- Play track 1.35. You can use the story cards (if available) or your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of original Disney characters (track 1.35) and with special EFL voice-overs (track 1.36).

1 Goofy: Hi, Minnie! Hello Mickey!  
 Minnie and Mickey: Good morning Goofy!  
 2 Goofy: Look, Minnie! This is Sam.  
 Minnie: Oh, hello Sam!  
 3 Goofy: Sam, run!  
 4 Goofy: Sam, jump!  
 5 Goofy: Oh, no! Sam! Turn around!  
 6 Goofy: Sorry, Minnie.  
 Minnie: Oh, Sam!

**1.35/1.36**

- Repeat the question: *What does Goofy say to Sam?* Encourage pupils to answer correctly (*run, jump*).
- Ensure pupils have understood the story by asking them to briefly summarise it.
- Replay track 1.35 stopping at each frame to ask the following questions. Picture 1: *How many (characters)? (Four).* Picture 2: (point to the dog) *Who's this? (Sam).* Pictures 3 and 4: *Goofy says... (Sam, run / jump!).* Picture 5: *Where's Sam now? (In the flowers).* Picture 6: (point to Sam's ribbon) *What colour is it? (Blue);* (point to the laughing characters) *Are they sad? (No.)*

- Replay the track stopping at each frame. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

### 10 Now act the story out.

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

### Activity Book, page 14

### 7 Match and say.

- Ask pupils to tell you what action each picture represents.
- Then have pupils match the similar pictures. Have them check their answers with their partners.

### 8 Colour and say.

- In L1, ask pupils who they see in the picture. Accept answers in L1 and then say and have pupils repeat after you: *This is my friend.*
- Ask pupils what colours they can use to colour the picture.
- Have them complete the activity and say *This is my friend* as they show their picture.

### Ending the lesson

- Ask pupils to look at the story. Say a sentence from it and have pupils point to the frame it comes from. Say the sentence again and have pupils repeat after you. Continue with all sentences from the story.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper. Ask them to draw their favourite scene from the story. Place work on classroom display.

**9 LISTEN AND ANSWER.**

**10 NOW ACT THE STORY OUT.**

Lesson 4 Story: Imperatives. This is ...

## Lesson 5

**Lesson aims:** to revise language from lessons 1–4; play a game with cut-out cards.  
**Revision:** names of family members and actions, numbers 1–5; *This is my (mum).*  
**Receptive language:** *Who's missing? Cut out.*  
**Materials:** CD 1, flashcards with family members.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place flashcards of family members on the board and have pupils identify each one. Ask pupils to close their eyes. Take one away and have pupils tell you which one is missing.
- Have a volunteer pupil come to the front of the class and do the same. Continue until all or most pupils have had a turn.

### Revision

- Mime a body movement or action from previous lessons from both units and have pupils guess it.
- In L1, explain to pupils that you will say an action and a number for pupils to act out. T: *Stamp your feet. Three.* Pupils stamp their feet three times.
- Bring a volunteer pupil to the front. Ask him/her to say an action and a number for the class to mime. Repeat until all actions and verbs have been covered and until all or most pupils have come to the front of the class.

### Pupil's Book, page 17

### 11 Match. Then say.

- Direct pupils to Pupil's Book, page 17, activity 11. Ask them to tell you which family members they see and what they are doing.
- Explain to pupils they have to draw lines to match the family members doing the same activity. Have pupils complete the first part of the activity and then compare answers with their partners. Then have pupils say which family members are doing the same action. Pupils: *Mum, sister, run.*

**11 MATCH. THEN SAY.**

**12 CUT OUT (PAGE 75). THEN LISTEN AND PLAY.**

Lesson 5 Skills: Family, Imperatives.

- Mime an action and have pupils tell you which family member from the picture is doing it, e.g., Teacher mimes *jump*. Pupils: *Grandma.* Place pupils in pairs and have them continue the activity.

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

- Have pupils cut out the cards on page 75 and to identify each family member.
- Have pupils look at the photo on page 17 and tell you what they see. Ask if they can guess what game they will play.
- Play track 1.37.

A: Grandma. Sister.  
 B: Grandma. Grandma!

**1.37**

- Explain, in L1, that the aim of the game is to find two identical cards.
- Place pupils in pairs. Have them shuffle two sets of cards and place them face-down on their desk.
- Have one pupil choose two cards and identify them. If they are the same, he scores a point.
- Monitor pupils to make sure they take turns and to help them if necessary.
- Extend the game by having pupils find matching pairs, i.e. *mother – father, brother – sister, grandma – grandpa.*

### TPR

Give each pupil the name of a family member. Explain that you will say an action and the name of a family member. The person with that name has to get up and mime the action. T: *Grandma, jump and turn round.* Pupils labeled *grandma* stand up and jump. Add body movements and pick up speed to make the activity more challenging.

### Activity Book, page 15

### 9 Find and tick (✓). Then say.

- Have pupils look at the rows of pictures under the maze, find the paths in the maze which show the same characters and tick the rows once they have found the paths. Then ask pupils to name the family members and actions in each row. Ask each pupil to tell you the answers.
- **Answers:** 1 – *Friend. Turn around!* – *Brother. Run!* – *Sister. Turn around.* – *Mum, Run!* 2 – *Dad. Run!* – *Grandma. Jump!* – *Grandpa. Turn around!* – *Friend. Jump!*

### Ending the lesson

- Have a volunteer pupil come to the front. Ask him/her to draw a family member doing a certain action. Have the class guess the answer. Continue until all or most pupils have had a chance to come to the board.
- Remind pupils to bring their cards to the next lesson.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw a family member, a colour blob, a number and an action or body movement of their choice. Have them tell you or a classmate who has finished work what they have drawn.

## Lesson 6

**Lesson aims:** Maths – to compare sizes. To talk about older/younger brothers and sisters. To make a poster.

**Target language:** *big, small.*

**Revision:** names of family members; *This is my (mum).*

**Receptive language:** *baby, he's, she's.*

**Materials:** CD 1, flashcards with family members, a sheet of paper for each pupil, classroom items, colour pencils/markers. Optional: glue, magazine pictures of big/small items.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Stick flashcards of family members on the board.
- In L1, explain to pupils that you will play a game where you will say the name of one family member and point to each card on the board. Pupils call out *Snap!* when the word you are saying corresponds to the card you are pointing to.

### Presentation

- On the board draw two male stick figures, a small one and a big one. Point to each figure. T: *Look at the brothers. This brother is small, this brother is big.*
- Choose a few similar classroom items such as rubbers, books and school bags and ask pupils to say *big* or *small*.

### Pupil's Book, page 18

#### 13 Listen and tick (✓). Then say.

- Direct pupils to Pupil's Book, page 18, activity 13. Ask them to look at the photos, then encourage and help them to answer the following questions. T: *Look at 1. Are they sisters?* (emphasis on sisters) Pupils: *No! Brothers.* T: *Look at 2. They're big sisters.* Pupils: *No. A big sister and a small sister.*
- Explain to pupils that the small children in the pictures are babies. Have pupils repeat after you. T: *Look at 1. A big brother. A baby brother. Look at 2. A big sister. A baby sister.*
- Tell pupils they will listen to a CD and they have to tick the correct picture.
- Play track 1.38.

Hello! I'm Martha and this is my sister. She's small. She's a baby! **1.38**

- Have pupils check answers with their partners.
- Ask pupils to point to picture 1 and say *big brother, baby brother.* Repeat with picture 2.

#### 14 Match and circle with ○ or ○.

- Have pupils look at the circles in the rubric. Say and have pupils repeat after you. T: *Red big, green small.*
- Ask pupils to look at picture 1. T: *Big or small?* Pupils: *Big.* T: *Yes, big and red.* Have pupils draw a big red circle on the first picture.
- Ask pupils to draw lines matching two things of the same type. Check by pointing to pictures in your book.

#### 15 Make a poster.

- On the board draw ducks, stars, flowers, balloons and stick men that are big and small. Circle the big items red and the small items green.
- Tell pupils that they will make a poster depicting big and small things. Hand out sheets of paper (and if appropriate, optional materials prepared by you or pupils, e.g. coloured paper or pictures cut out from magazines). Encourage them to circle or colour them red or green, according to their size.
- Play a song or chant from this unit while pupils are working.
- Place posters on classroom display.

### TPR

Explain to pupils that when you say *big*, pupils have to jump and when you say *small*, pupils have to turn around. As you do the activity, add excitement by picking up speed.

### Activity Book, page 16

#### 10 Listen and tick (✓).

- Direct pupils to Activity Book, page 16, activity 10.
- Ask pupils to describe what they see. Pupils: *Big feet, small feet.*
- Explain that they have to tick the correct picture they hear on the CD.
- Play track 1.39 and have pupils point to the correct pictures.

1 Look! Feet. Big feet. **1.39**  
2 Look! Hands. Small hands.

- Replay the track and have pupils complete the activity.
- **Answers:** 1 – *big*, 2 – *small*.

#### 11 Look and draw. Then colour.

- Ask pupils to describe what they see in the three rows. Encourage them to use sizes and colours. Pupils: *Pink. Big.*
- Explain to pupils they have to draw the next item in each row, and then colour all the pictures.
- Have pupils complete the activity and check answers as a class.
- **Answers:** 1 – *big pink ball*, 2 – *small blue ball*, 3 – *small yellow ball*.

### Ending the lesson

- On the board place draw a duck and a dog and place flashcards of a boy (brother), a girl (sister) on it.
- Ask pupils to draw one of the items either as big or small and to colour it. Have them tell you what they have drawn. Pupils: *A big red dog.*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw a big or small monster with big/small feet, etc. Have them present and describe it to the class.

**13 LISTEN AND TICK (✓). THEN SAY.**  



**14 MATCH AND CIRCLE WITH ○ OR ○.** 



**15 MAKE A POSTER.**  

Lesson 6 CLIL: big, small. Family. This is my (sister).

## Lesson 7

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

**Revision:** names of family members and actions; *big, small.*

**Receptive language:** *This is my (mum). How many? Who's this?*

**Materials:** CD 1, flashcards, a sheet of paper for each pupil, colour pencils or marker pens. Optional: Worksheet 7 and 17 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in small groups. Have them choose their favourite song or chant to present to the class.
- Play the song or chant for each group. Encourage them to mime it.

### Revision

- Ask different pupils to look through the unit and choose their favourite lesson and to tell you as much as they can about it.

### Pupil's Book, page 19

#### 16 Listen and tick (✓) or cross (X). Then say.

- Direct pupils to Pupil's Book, page 19, activity 16.
- Look at the numbers and ask pupils to describe the image they see. Pupils: *One, sister.*
- In L1, explain to pupils that they have to tick the boxes that match the words they hear and cross the boxes which do not match the words they hear.
- Play track 1.40 and have pupils point to the pictures.

1 Sister. (...) Yes! **1.40**  
2 Dad. (...) Yes!  
3 Grandma. (...) No!  
4 Friend. (...) No!  
5 Brother. (...) Yes!

- Replay the track and have pupils complete the activity.
- Then quiz pupils. T: *Three, friend?* Pupils: *Yes.* T: *Two, mum?* Pupils: *No, dad.*

**16 LISTEN AND TICK (✓) OR CROSS (X). THEN SAY.**   **UNIT 2**



**17 DRAW AND SAY.**  



Lesson 7 Review: Family. **19**

#### 17 Draw and say.

- On the board draw a picture that represents your family. Go through each member. T: *This is my mum, this is my big sister*, etc.
- Tell pupils to draw their families in the box and have them describe their picture to the class.
- Encourage them to use the words *big, small* and to draw grandparents.

### TPR

Place pupils into seven groups and assign each one a family member and the term friend. Explain that you will call on a group to mime a certain action. T: *Dad, run.* As you play, pick up speed and add body movements.

### Activity Book, page 17

#### 12 Find, match and say.

- Direct pupils to Activity Book, page 17, activity 12. Ask pupils questions about the big picture. T: *Who's this?* Pupils: *Dad.* T: *How many?* (point to the apples) Pupils: *Four.* T: *Jump.* Pupils: *Dog* etc.
- Explain to pupils in L1 that the puzzle pieces are taken out from the bigger picture.
- Have pupils match the puzzle pieces to the grey fragments in the main picture by drawing lines.
- Ask pupils to say to their partners who each character in the picture is.

#### 13 Say and stick.

- Direct pupils to the sticker page at the end of the Activity Book and look at the stickers for this activity. Ask pupils what each sticker represents. Pupils assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box. Gently correct pupils if they make mistakes and help weaker pupils to answer correctly.

### Ending the lesson

- Place pupils in pairs and give them sheets of paper. Tell pupils they will make a set of flashcards of things they have learnt so far. Explain that they can draw numbers, colour blobs, family members, body parts and so forth. Have the pairs show their cards to the class for them to guess.
- Play songs and chants from this and previous units as background music.
- Congratulate the pupils for having completed Unit 2.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper and ask them to draw what they enjoyed the most in this unit. Place work on classroom display.

### Progress assessment

- Photocopiable materials, Worksheet 7, page 85. The guidelines for using the worksheet can be found on page 77.
- Review Units 1 and 2, Worksheet 17, page 95. The guidelines for using the worksheet can be found on page 78.
- *New English Adventure Starter A*, Test Book, Test 2.

# 3 My classroom

## Lesson 1

**Lesson aims:** to learn about school objects. To learn a chant.  
**Target language:** chair, pen, pencil, table; Pick up a (pen)! Point to a (chair)!  
**Revision:** colours.  
**Receptive language:** What's this? What colour is it?  
**Materials:** CD 1, flashcards with classroom objects, self-made flashcards with colours, colour pencils and marker pens.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Sing the Hello! song together.
- Using the colour flashcards, quickly revise colours by going through the cards, saying their colour and having pupils repeat after you.
- Place the colour flashcards in different corners of the classroom. In L1, explain to pupils that you will say a colour and the pupils have to go to the corner it is in.

### Presentation

- Stick flashcards that show classroom objects on the board. Point to each item T: Chair. Pupils: Chair.
- Pick up a coloured pen and pencil. T: What's this? Pupils: A pen. T: What colour is it? Pupils: It's (red). Then say different colours and classroom objects for pupils to point to. T: A (red) (pencil). A (white) (chair).
- Mime and say point as you point to an object and pick up as you pick an object up. T: Point to a table. Pupils repeat after you and copy your actions. T: Pick up a red pencil. Again pupils say and mime your actions.

### Pupil's Book, page 20

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 20, activity 1. T: Look! This is a classroom. Look at the red and blue pencils. Look at the yellow chair and a big table. Emphasise the names and colours.
- Say an object and its colour or size and have pupils find it in the picture and repeat after you. T: Point to a red pencil. Point to a big table, etc.
- Play track 1.41. Encourage pupils to mime the actions as they listen.

A pencil. A pencil. Pick up a pencil.  
 A chair. A chair. Point to a chair.  
 A pen. A pen. Pick up a pen.  
 A table. A table. Point to a table.  
 (x2) 1.41

- Play the chant again. Encourage pupils to join in the chant and point to or show the items mentioned.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 1.42).

#### 2 Listen and stick.

- Direct pupils to the sticker page at the end of the book and have them look at the stickers for this activity. Encourage them to say the classroom objects they see.
- Play track 1.43 and have pupils point to the correct stickers.

Table, chair, pen, pencil. 1.43

- Replay the track, pausing for pupils to place the stickers in appropriate places. Check answers as a class.
- Ask each pupil to look at the stickers. T: What's this? Pupils: It's a (table).
- Place pupils in pairs and have them ask each other about the items. Ensure that pairs swap roles.

#### 3 Find and tick (✓).

- Ask pupils to look at their stickers from Activity 2.
- Have pupils name each classroom item and then tick (✓) the corresponding item they see in the main picture.

### TPR

Give each pupil a name of a classroom object. Explain that when you say the item, the pupil has to stand up. Have pupils place a pen and pencil on their desks. T: Point to a pen. Pick up your pencil. Point to a table. Pick up your chair. Have pupils follow the order you give them.

### Activity Book, page 18

#### 1 Trace and say.

- Direct pupils to Activity Book, page 18, activity 1. Ask them to trace the dots with their fingers and guess what object it may be. Then have them trace each object with their pencils and to colour it in.
- Ask each pupil about their object. T: What's this? Pupils: This is a (pencil). T: What colour is it? Pupils: (Green).
- Answers: pen, table, chair, pencil.

#### 2 Match and say.

- Ask pupils to identify close-up items in the top row and name the objects. Describe the colours of the objects, too. Have pupils repeat after you. T: A (blue) (pen).
- Have pupils match the fragments with the pictures in the bottom row and check answers with their partners.

### Ending the lesson

- Ask volunteer pupils to point to two classroom objects of their choice and to describe them. Pupils: A red pencil and a blue chair.
- Sing the Goodbye! song together.
- Say Goodbye! and wave goodbye to the class.

### Extra activity, Activity Book, page 65

#### 1 Count and draw.

Have pupils look at the items, count them and then draw the missing items.



Lesson 1: chair, pen, pencil, table. Pick up a (pen). Point to a (chair).

## Lesson 2

**Lesson aims:** to learn more classroom objects. To describe colours and quantities.

**Target language:** bag, book, crayon, rubber; A (green) (book).

**Revision:** numbers 1–5; colours; chair, pen, pencil, table.

**Receptive language:** How many...? What colour?

**Materials:** CD 1, flashcards with classroom objects, colour pencils or crayons.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Sing the Hello! song together.
- Place flashcards from previous lesson on the board and quickly revise them.
- Say an item and have pupils point to it in the classroom.
- Have pupils point to classroom objects, tell you what they are and what colour they are. Pupils: Table. Green.

### Presentation

- Place flashcards of new items on the board. Point to each one and say the item represented. Have pupils repeat after you.
- In L1, ask pupils to place on their desk a bag, book, crayon, rubber, pen and pencil.
- Go to a pupil's desk and point to his/her items. T: A (yellow) bag. A (green) rubber etc. Have each pupil describe his items in the same manner.

### Pupil's Book, page 21

#### 4 Listen, point and say. Then listen and tick (✓) or cross (X).

- Direct pupils to Pupil's Book, page 21, activity 4. Ask pupils to tell you what items they see and what colour they are. Pupils: A yellow bag.
- Deliberately ask pupils wrong questions. T: A big red bag. Pupils: No! A big yellow bag. T: A small pink book. Pupils: No! A big green book. Continue with as many variations as possible.
- Direct pupils' attention back to the activity. Explain that have to tick the item they hear.
- Play part one of track 1.44 and have pupils point to the items. Then play part two and have pupils point to the correct items.



Lesson 2: bag, book, crayon, rubber. A (red) (book). Colours. Numbers. School objects.

### Part 1

It's a bag.  
 It's a rubber.  
 It's a crayon.  
 It's a book.

1.44

### Part 2

Look! It's a yellow bag.  
 Look! It's a blue rubber.  
 Look! It's a red crayon.  
 Look! It's a green book.

- Play the second part of track 1.44 with pauses for pupils to complete the activity. Check answers as a class.
- Then point to the bag. T: What colour is it? Pupils: Yellow. Continue with all the items.
- Place pupils in pairs and have them ask and answer. Ensure that partners swap roles.

#### 5 Look and colour. Then say.

- Ask pupils to look at activity 5. T: Are these pencils? Pupils: No! Crayons. T: What colours are they? Pupils: Red, etc. T: How many crayons? Pupils: Five.
- Have pupils complete the activity. Explain that they they have to colour the crayons in reverse order as the example. Then have each pupil tell you what colours their crayons are.

### TPR

Place pupils in small groups and ask them to pool pens, pencils, bags, books and rubbers. Explain that you are going to say an object and a number and the groups have to show you them. T: Five pencils. Pupils show five pencils. Add colours to the game, e.g. five red pencils, and pick up speed to add fun to the activity.

### Activity Book, page 19

#### 3 Listen and circle. Then say.

- Direct pupils to Activity Book, page 19, activity 3. Ask them to tell you what items they see.
- Play track 1.45 and have pupils point to what they hear.

1 A red book.  
 2 A yellow crayon.  
 3 A green rubber. 1.45

- Replay track 1.45 and have pupils circle the correct item in each pair.
- Have pupils point to an item for their partners to say what colour it is. Pupil 1: Bag. Pupil 2: Red.
- Answers: 1 – book, 2 – crayon, 3 – rubber.

#### 4 Find and colour. Then say.

- Have pupils look at the main picture and tell you if they can see any objects. Then have them look at the small pictures and name the objects and colours. Pupils: A yellow rubber.
- Then have pupils colour the spaces containing a dot the colours of objects presented in the small pictures.
- Ask each pupil to tell you the answers. Place pupils in pairs. One pupil points to an item for the other to say what it is. Pupil: A yellow rubber.
- Answers: yellow rubber, blue book, pink pen, green bag.

### Ending the lesson

- On the board draw three red pencils, a small green rubber and a big yellow bag. T: Look! Three red pencils, a small green rubber and a big yellow bag.
- Have pupils draw classroom objects of their choice to present to the class.
- Sing the Goodbye! song together.
- Say Goodbye! and wave goodbye to the class.

### Extra activity, Activity Book, page 65

#### 2 Count and draw.

Have pupils look at the main picture and find the classroom objects shown in the top row. Explain that they have to draw as many dots as the number of items they see.

## Lesson 3

**Lesson aims:** to describe classroom objects. To learn a song.

**Target language:** a (big) (bag); What's in your bag?

**Revision:** classroom objects; colours; numbers 1–5; big, small.

**Receptive language:** What's in the classroom? Can you see a table?

**Materials:** CD 1, flashcards of classroom objects, self-made flashcards with colours and numbers.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Give each pupil a flashcard from the classroom objects, numbers and colour groups. T: *Colours!* All pupils with colour flashcards stand up and say their colour.
- Continue with classroom objects and numbers.

### Presentation

- Stand in front of the class, say and mime *big* and *small*. Have pupils repeat after you.
- Ask pupils to show you something *big* in the classroom. Then have them show you something *small*.
- Explain that you will say a classroom item and pupils have to point to it. T: *A (big) (red) (chair).* Pupils point to the chair. Do this with at least five classroom objects.

### Pupil's Book, pages 22–23

#### 6 Listen and colour.

- Direct pupils to Pupil's Book, pages 22–23. Say different items and have pupils point to them. T: *Look at the chair. What colour is it?* Pupils: *Red.* T: *Is it big or small?* Pupils: *Big.*
- Ask pupils to look at the toys and if they know who they are. In L1, ask if pupils have seen the film these characters are in (Woody and other characters come from the *Toy Story* films). If possible, have pupils describe them in L1. If necessary, explain that the characters have different names in English. (See page A30 for details of the characters).
- Direct pupils to activity 6. T: *Point to the small bag.* Pupils point to it. Explain that pupils have to colour the bags according to what they hear.
- Play track 1.46. Have pupils point to the bags.

- 1 It's a big bag. It's blue.
- 2 It's a small bag. It's green.

- Replay track 1.46 and have pupils colour the pictures.
- Check answers as a class. T: *What colour is number 2?* Pupils: *It's green.* T: *Is the blue bag small?* Pupils: *No! Big.*

6 LISTEN AND COLOUR. CD 1.46

1 blue

2 green

Lesson 3 Song: A (big) (bag), big, small, Colours, School objects, A (red) (book).

22

#### 7 Listen and sing.

- Have pupils take out their notebooks. Explain that you will say an object and they will draw it. T: *A pencil. A crayon. A book.* Check what pupils have drawn.
- Tell pupils that they will listen to a song. Ask them to point to the objects they have drawn when they hear them.
- Play track 1.47. Check that pupils are pointing to the correct items.

Chorus: *A big bag, a small bag.*  
*What's in your bag?*  
(x2)

A red pencil  
A red pencil  
A red pencil  
(Chorus)  
A blue crayon  
A blue crayon  
A blue crayon  
(Chorus)  
A green book  
A green book  
A green book  
(Chorus)

1.47

- Tell pupils they will hear the song again but this time to raise their hands when they hear red, clap when they hear blue and stamp their feet when they hear green. Play track 1.47.
- Repeat and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to sing with the karaoke version (Track 1.48).

7 LISTEN AND SING. CD 1.47 KARAOKE CD 1.48

8 LISTEN AND CIRCLE, THEN SAY. CD 1.49

UNIT 3

23

#### 8 Listen and circle. Then say.

- Ask pupils look at activity 8. Have them tell you what they see. Pupil: *A red book.*
- Explain that pupils have to circle the object they hear.
- Play track 1.49 and have pupils point to the objects they hear.

A: What's in your bag?  
B: A red book and a yellow crayon.

1.49

- Replay track 1.49 and have pupils circle the correct objects. Ask each pupil to say the answer.

### TPR

Ask pupils to take out their colour pencils and to place them on their desk. Explain that you will say a colour and they have to put that pencil in their bag or leave it on their desk. T: *Red pencil in your bags. Blue pencil in your bag. Yellow pencil on your table.*

### Activity Book, page 20

#### 5 Listen and draw.

- Ask pupils what they usually have in their bags. T: *What's in your bag?*
- Direct pupils to the activity. Have pupils guess what could be in the bag.
- Play the song from exercise 7 (1.50). Ask pupils to tell you the objects they heard.

Chorus: *A big bag, a small bag.*  
*What's in your bag?*  
(x2)

A red pencil  
A red pencil  
A red pencil  
(Chorus)  
A blue crayon  
A blue crayon  
A blue crayon  
(Chorus)  
A green book  
A green book  
A green book  
(Chorus)

1.50

- Replay track 1.50 with pauses so pupils can draw and then colour the objects. Check answers as a class.
- **Answers:** *A red pencil, a blue crayon, a green book.*

#### 6 Find and circle. Then say.

- Have pupils look at each row and tell you what they see.
- Explain that pupils have to circle the odd one out. Check answers as a class. Have each pupil tell you the answer. Pupils: *One, book.*
- **Answers:** 1 – *book*, 2 – *chair*, 3 – *bag*.

### Ending the lesson

- Place pupils in a circle. Give each second pupil a flashcard. The pupil with the flashcard has to turn to the pupil on his/her left and then right. Those pupils say the items they see.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs. Ask each pupil to draw four items and to colour them. Have pupils give their drawings to their partners to describe.

## Lesson 4

**Lesson aims:** to revise language from lessons 1–3. To listen to a story.  
**Target language:** *Your bag, please. Here you are.*  
**Revision:** classroom objects; *What's in your bag?*  
**Receptive language:** *Who's this? What colour is your bag?*  
**Materials:** CD 1. Optional: story cards from this and previous lessons, a sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Show pupils the set of story cards from units 1 & 2. Alternatively, hold Pupil's book facing the class, opened to the stories. Ask them to tell you who the main characters are and what they remember about the stories. Alternatively, hold the Pupil's book facing the class, opened to the stories to complete the activity.

### Presentation

- Choose a pupil. T: *Your bag, please.* When the pupil hands you their bag, have them to repeat after you: *Here you are.* Continue with a few more items and then have pupils continue in pairs.

### 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 the story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 24.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Goofy. This is Minnie and Pluto.*
- Have pupils tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (They are going on a trip. Mickey places the bags in the car he asks what's in them. Pluto has packed a bag full of bones, which he tries to hide under a box of crayons).

### 9 Listen and answer.

- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Pluto, what's in your bag?*
- Play track 1.51. You can use your own book or story cards to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with original Disney characters (track 1.51) and special EFL voice-overs (track 1.52).

- 1 Mickey: Hi Minnie! Your bag, please. 1.51/1.52  
 Minnie: Here you are.  
 2 Mickey: What's in your bag?  
 Minnie: A big book... and a big pencil.  
 3 Mickey: Hello Goofy! Your bag, please.  
 Goofy: Here you are.  
 4 Mickey: What's in your bag?  
 Goofy: A blue pen... and a small pencil.  
 5 Mickey: Pluto? What's in your bag?  
 6 Mickey: A red crayon... a blue crayon... and...  
 Minnie: Oh Pluto!

- Repeat the question: *Pluto, what's in your bag?* Encourage pupils to answer correctly (*Crayons*).
- Ensure pupils have understood the story by asking them to briefly summarise it.
- Replay track 1.15 stopping at each frame to ask the following questions. Picture 1: *What colour is Minnie's bag? (Green.)* Picture 2: *Is it a big bag or small bag? (A big bag.)* Minnie, *what's in your bag? (A big book and a big pencil.)* Picture 3: Point to the car: *What colour is it? (Red.)* How many people can you see? (*Three.*) Picture 4: *Is it a big bag or a small bag? (A small bag.)* Goofy, *what's in your bag? (A blue pen and a small pencil.)* Picture 5: *Is it a big bag or small bag? (A big bag.)* Picture 6: *Pluto, what's in your bag? (Crayons.)*
- Replay the track stopping at each frame. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

### 10 Now act the story out.

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

### Activity Book, page 21

### 7 Follow, colour and say.

- Point to a bag and ask pupils to describe its contents.
- Ask pupils to follow the lines from the characters to the bags with their fingers. Ask pupils to colour in the bags using the colours of the portrait frames. Check answers as a class. T: *Goofy?* Pupils: *Yellow.*
- **Answers:** *Mickey (blue), Minnie (pink), Goofy (yellow).*

### 8 Choose, circle and colour. Then say.

- Ask pupils to choose two items they would like to have in their bags and to colour them in. Ask each pupil describe what they have chosen. Pupil: *A (blue) (pen).*

### Ending the lesson

- Place pupils in pairs. Ask each pair come to the front of the class with their bags. Have them ask each other what's in their bag and answer appropriately. Encourage pupils to use adjectives they have learnt.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper and have them draw their bags with items of their choice in it.

**9 LISTEN AND ANSWER.** CD 1.51 1.52

**10 NOW ACT THE STORY OUT.**

**Lesson 4 Story:** Your (bag), please. Here you are. big, small. Colours. School objects. A (small) (bag). A (red) (book).

## Lesson 5

**Lesson aims:** to revise language from lessons 1–4. To play a game with cut-out cards.  
**Target language:** *A (red) (crayon), please. Here you are.*  
**Revision:** colours; numbers 1–5.  
**Receptive language:** *What colour is it? Show me (a bag). Touch something (red).*  
**Materials:** CD 1, colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Tell pupils they have to show or pick up an item you say. T: *Show me a bag. Touch something red.*
- Have a few volunteer pupils come to the front of the class to continue the game.

### Revision

- Place pupils in small groups. Have them draw five school items of their choice. Explain that you will say a few school items and the first group that will have all the items must say *Bingo!* to win.

### Pupil's Book, page 25

### 11 Listen, colour and draw. Then say.

- Direct pupils to Pupil's Book, page 25, activity 11. Have them tell you what the two objects are and what items they could possibly add to them.
- Explain that they have to complete the drawings with the items they hear.
- Play track 1.53 and have pupils tell you the items they heard. Place flashcards of the items mentioned on the board.
- Replay the track and this time ask pupils to tell you what colours they heard.

- 1 Look! It's a bag. (...) A green bag. (...) And a crayon. 1.53  
 (...) A small blue crayon.  
 2 Look! It's a table. (...) A red table. (...) And a book.  
 (...) A big yellow book.

**11 LISTEN, COLOUR AND DRAW. THEN SAY.** CD 1.53 UNIT 3

*green bag, red table, small blue crayon, big yellow book*

**12 CUT OUT (PAGE 77). THEN LISTEN AND PLAY.** CD 1.54

**Lesson 5 Skills:** big, small. Colours. School objects. A (small) (bag). A (red) (book).

- Play the track again, this time with pauses for pupils to draw the missing items. Then have pupils colour them. Check answers as a class. Then say: T: *The (bag). What colour is it?* Pupils: (*Green*). T: *What's in the bag?* Pupils: *A (small, blue crayon).* Repeat with the table.
- Place pupils in pairs. One pupil describes an item from the activity in as much detail as he can for his/her partner to guess which one it is.

### 12 Cut out (page 77). Then listen and play.

- Have pupils cut out the cards on page 77. Have each pupil choose four objects to describe to you.
- Have pupils look at the photo on page 25 and tell you what they see. Ask if they can guess what game they will play.
- Play track 1.54.

- A: A green pencil and a small bag, please. 1.54  
 B: Here you are.

- Explain that the aim of the game is for pupils to hand each other the card their partner asks for.
- Place pupils in pairs. Ask them to place the two sets of cards face-up.
- Have one pupil choose a card and ask the partner for the same one.
- Monitor pupils to make sure they take turns and to help them if necessary.
- Extend the game by having pupils place cards face down and find matching pairs.

### TPR

Tell pupils to choose one of their cut-outs. Then have pupils go around the class and try to find classmates with the same cut-out. (If a pupil cannot find a matching classmate, have him/her choose another card). When they have done so, the pupils describe their cut-out.

### Activity Book, page 22

### 9 Listen and circle. Then say.

- Have pupils look at each row and to describe each item in it.
- Explain to pupils that they have to circle the item they hear.
- Play track 1.55 and have pupils point to the items they hear.

- 1 Look! It's a table. It's a big table. It's a big red table. 1.55  
 2 Look! It's a book. It's a small book. It's a small pink book.  
 3 Look! It's a crayon. It's a big crayon. It's a big blue crayon.

- Replay the track with pauses for pupils to complete the activity.
- Have pupils check their answers with their partners. Ask each pupil to tell you the correct answers.
- **Answers:** 1 – *It's a big red table.* 2 – *It's a small pink book.* 3 – *It's a big blue crayon.*

### 10 Find and match. Then draw and colour.

- Have pupils look at the books and tell you which pairs they see. (*A small green book – a big green book*). Explain to pupils they have to complete the picture with the missing pairs.
- Have pupils complete the activity and then tell you what the pairs they have drawn.
- **Answers:** *big pink book, small yellow book.*

### Ending the lesson

- Have pupils choose three of their cut-outs and to place them on their desks. In L1, explain that you will describe a card and the pupils who have it clap their hands. Repeat as many times as possible if time allows.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs. Each pupil has to describe four objects for his/her partner to draw and colour, e.g. *A big blue table.* Encourage pupils to use the adjectives learnt. Have pupils present their drawings to the class.

## Lesson 6

**Lesson aims:** Social science – to revise and describe classrooms. To extend classroom objects vocabulary. To make a poster.

**Target language:** board, carpet, desk.

**Revision:** classroom objects; colours; big, small.

**Receptive language:** Look! It's a carpet.

**Materials:** CD 1, flashcards with school objects; a sheet of paper for each group of pupils, scissors and glue.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Have each pupil come to the front of the class with one of their classroom objects e.g. bag, pencil, etc. Encourage them to use colours and sizes.

### Presentation

- Draw new vocabulary items on the board, saying each item and having pupils repeat after you. Then have pupils come to the front of the classroom. Say an item from the drawings for the pupil to point to.
- Extend by placing all flashcards of classroom objects learnt earlier in the unit on the board, pointing to them and having pupils tell you what they are.

### Pupil's Book, page 26

#### 13 Listen, point and say. Then tick (✓) or cross (X).

- Direct pupils to Pupil's Book, page 26, activity 13. T: *Look at 1. What's this? Pupils: A carpet.* Ask pupils to look around in their classroom and to point to different school objects they have learnt.
- Explain to pupils that they have to point to and repeat the item they will hear. Play track 1.56.

- 1 It's a carpet. Carpet. 1.56  
 2 It's a chair. Chair.  
 3 It's a desk. Desk.  
 4 It's a board. Board.

- Tell pupils you are going to replay the track and that this time they have to point to the item in their classroom. Replay track 1.56.
- Have pupils tick or cross the items they have or not have in their classroom. Check answers by saying an item and having pupils say yes or no.

#### 14 Listen and circle. Then say.

- Direct pupils to activity 14 and have them describe each picture as best they can. T: *One.* Pupils: *board, red, yellow, carpet, small tables.*
- Ask which photo is most similar to their own classroom and which one they like best.
- Explain that they have to circle the classroom described in the listening.
- Play track 1.57 and have pupils circle the correct picture.

Look at my classroom!  
 A red and blue carpet... small tables... and small chairs. 1.57

- Then place pupils in pairs and ask them to describe a picture for their partners to guess. Ensure that pupils swap roles.

#### 15 Make a poster.

- Have a class discussion in L1 on what pupils like and don't like about their classroom. Ask them what they would like it to have and what colours they'd like their tables, chairs, carpets and so forth to be.
- Place pupils in small groups. Give each group a sheet of paper. Explain that they have to draw their ideal classroom in as much detail as possible.
- As pupils work, play a song or chant from this unit while pupils are working.
- Have pupils present their work to the class and then place their posters in classroom display.

### TPR

In L1, explain to pupils that you will describe a classroom object. If you describe it using a colour, they have to stand up. If you describe it using a size, they have to stamp their feet. T: *A red carpet.* Pupils stand up. T: *A big chair.* Pupils stamp their feet.

### Activity Book, page 23

#### 11 Listen and colour.

- Direct pupils to Activity Book, page 23, activity 11. Ask what colours they would like the carpets to be.
- Explain that they will colour the carpets according to what they hear.
- Play track 1.58. Ask pupils what colours were mentioned.

- 1 Look! It's a green carpet. 1.58  
 2 Look! It's a yellow carpet.  
 3 Look! It's a red carpet.  
 4 Look! It's a blue carpet.

- Replay track 1.58 with pauses for pupils to complete the activity.
- Have each pupil tell you what colour their carpets are.
- **Answers:** green, yellow, red, blue.

#### 12 Trace.

- Have pupils look at activity 12. Say a colour and have pupils point to it.
- Ask pupils to trace over the lines and then have them tell their partners the colours they have used.

### Ending the lesson

- Tell pupils you are going to say a few objects or adjectives and they have to find the odd one out in each phrase. T: *Red, blue, turn around, green.* Pupils: *Turn around.* Use flashcards to illustrate the words.
- Pick up speed as you continue the activity to add to the excitement.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have each pupil draw three big and three small school objects and to colour them in using different colours. Then ask them to describe them either to you or to present them to the class.

13 LISTEN, POINT AND SAY. THEN TICK (✓) OR CROSS (X). CD 1

1  2  Pupils' own answers

3  4 

14 LISTEN AND CIRCLE. THEN SAY. CD 1

1 

2 

15 MAKE A POSTER. CD 1

Lesson 6 CLIL: board, carpet, desk, big, small. School objects. A (small) (chair).

## Lesson 7

**Lesson aims:** to revise the material from unit 3. Self assessment.

**Revision:** classroom objects; big, small; A (big) (book). A (red) (rubber).

**Receptive language:** What's missing? It's a (blue) (crayon).

**Materials:** CD 1, flashcards with vocabulary of all units taught. Optional: Worksheet 8 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils into two teams. On the board stick a number of flashcards from all the previous Units (1– 3). Have a pupil from each team stand in front of the board. Say an item from the flashcards and the first pupil to touch it, scores a point for their team. Continue until all pupils have had a turn at the board.

### Revision

- Hold up or point to a school object. T: *What's this?* Pupils: *(A pencil).* T: *What colour is it?* Pupils: *(Red).*
- Continue with all school objects taught.
- Then collect from the pupils different school objects. Hold them up to show the pupils. T: *(holding three pencils) How many pencils?* Pupils: *Three.* T: *What colours are they?* Pupils: *(Red, green, blue).* T: *Are they big or small?* Pupils: *Big.*
- Continue with other school objects.

### Pupil's Book, page 27

#### 16 Listen and tick (✓). Then say.

- Direct pupils to Pupil's Book, page 27, activity 16.
- Ask them to look at the two desks and have two volunteer pupils describe each one. Then say an item and have pupils point to it. T: *A pink bag.* Pupils point to the pink bag. Continue until all items have been mentioned.
- Explain to pupils that they have to tick the picture being described.
- Play track 1.59 and have pupils tick the correct box. Replay the track for pupils to check their answers.

Look! It's a blue crayon ...  
 A green pen ...  
 A small rubber ...  
 A big red book ...  
 And my bag!  
 It's big and yellow!

1.59

- Place pupils in pairs. Explain that one pupil will say an item for their partner to point to. Ensure that pupils swap roles.

#### 17 Draw and say.

- Ask pupils to pick up their bags. Then ask each pupil to tell you what's inside it.
- Have pupils draw their bags and a few items that are inside it. Ask them to colour their drawings and then to present them to the class.

### TPR

Have pupils sit in small groups of four or five. Give each pupil a flashcard facing downwards. Explain that as you play music, the pupils have to keep passing their flashcard faced downwards to the person on their right. When the music stops, you will say *colour, number, school object, family member* or *body parts* and the pupils with a card from that group have to stand up and say it to the class.

### Activity Book, page 24

#### 13 Find and tick (✓).

- Direct pupils to Activity Book, page 24, activity 13.
- Ask pupils to describe all the objects they see.
- Explain that pupils have to find their way out of the maze and tick off the objects they come across as they do so.
- Have pupils complete the activity and to check their answers with their partners.
- **Answers:** a blue book, a green pencil, a pink rubber, a yellow bag, a blue crayon.

#### 14 Say and stick.

- Direct pupils to the sticker page at the end of the Activity Book and look at the stickers for this activity. Pupils assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.
- Gently correct pupils if they make mistakes and help weaker pupils to answer correctly.

### Ending the lesson

- Congratulate the pupils for having completed Unit 3.
- Place pupils in small groups and have them choose a song or chant they particularly like from the unit. Ask them to perform it in front of the class. Play the track to assist the pupils with their presentation.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to look at activity 16 in their Pupil's Books. Explain that they have to draw two desks with the same items on each one but in different colours and sizes, just like in the activity. Alternatively they can draw a classroom. Next, have the pupils describe a picture for their partners to point to.

### Progress assessment


- Photocopiable materials, Worksheet 8, page 86. The guidelines for using the worksheet can be found on page 77
- *New English Adventure Starter A*, Test Book, Test 3.

16 LISTEN AND TICK (✓). THEN SAY. CD 1

UNIT 3

17 DRAW AND SAY. CD 1



Lesson 7 Review: big, small. Colours. School objects. A (small) (bag). A (red) (book).

# 4 Animals

## Lesson 1

**Lesson aims:** to learn the numbers 6–10. To learn a chant.

**Target language:** numbers 6–10; *Dog, dogs.*

**Revision:** numbers 1–5.

**Receptive language:** *These are dogs. How many dogs? Let's go! Spots. What's missing?*

**Materials:** CD 2, self-made flashcards with numbers 1–10.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Show pupils three fingers. T: *How many?* Pupils: *Three.* Ask pupils to show three fingers and count with them. T: *One, two, three.*
- Continue with numbers 1–5. Have pupils repeat the activity in pairs.

### Presentation

- Place flashcards of numbers 1–10 on the board. Teach numbers 6–10 by pointing to a flashcard, saying the number and having pupils repeat.
- Then repeat the activity from *Starting the lesson*, extending to use the numbers 6–10. When pupils are confident with the numbers, have them count from 10 to 1 and then back up from 1 to 10.

### Pupil's Book, page 28

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 28, activity 1. Ask if they recognise the dogs in the picture (from the film *101 Dalmatians*: see page A30). Explain they are Dalmatians and that they usually have black spots. Draw some spots on the board.
- Then count the dogs in unison as pupils point to each one. T: *How many dogs?* Pupils: *Ten dogs.*
- Ask pupils to point to a dog of their choice. T: *How many spots?* Pupil answer according to the dog they have chosen.
- Have pupils listen to track 2.1. Encourage pupils to show on their fingers the numbers they hear in the chant.

Dogs, dogs. How many dogs? (x2)  
 1, 2, 3 (Woof, woof, woof!)  
 4, 5, 6 (Woof, woof, woof!)  
 7, 8, 9 (Woof, woof, woof!)  
 10!  
 Let's go!  
 (x2)

- Play the chant again. Encourage pupils to join in the chant. Ask them to show the numbers they hear with their fingers.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 2.2).

#### 2 Listen and stick.

- Point to the flashcards on the board and have pupils tell you the numbers they see.
- Direct pupils to the end of the book and have them look at the stickers for this activity. Encourage them to say the numbers.
- Play track 2.3 and have pupils point to the correct stickers.

Six. Seven. Eight. Nine. Ten.

- Replay the track, pausing for pupils to attach stickers in appropriate places. Check answers as a class by having a volunteer pupil call out the answers.
- Place pupils in pairs and have one pupil say a number for his partner to say. Pupil 1: *Six.* Pupil 2 points to six. Ensure pairs swap roles.

#### 3 Count and tick (✓).

- Explain to pupils that they have to count the spots on each dog. If the number is between 6–10, they have to tick the number.
- Then say a number and have pupils point to the dog with that amount

of spots. T: *Seven.* Pupils point to the dog with seven spots. Have pupils continue the activity in pairs.

### TPR

Quickly revise body movements and action verbs taught in previous lessons. Place pupils in small groups. Explain to pupils that you will say a number and an action and that group has to mime it that many times. T: *Eight, stamp your feet.* Continue until all numbers and actions have been covered.

### Activity Book, page 25

#### 1 Find and match.

- Ask pupils if they remember what they call the items in the bowl (bones).
- Ask pupils to count the bones in the bowls and draw lines to match them with the numbers. Check answers as a class.
- Answers: 6, 9, 7, 10, 8.

#### 2 Count and circle. Then say.

- Have pupils count the spots on each dog and circle the one with the most spots in each pair. Check answers with each pupil.
- Answers: *four and nine spots; ten and three spots.*

### Ending the lesson

- On the board draw three big boxes. Draw eight monsters in one, ten books in another and six stars in the last one. Point to each box. T: *How many monsters?* Pupils: *Eight.* Continue with all the boxes.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 66

#### 1 Find and colour. Then count and say.

Explain to pupils that they have to colour from the main group as many animals as shown in the dark shadows.

## Lesson 2

**Lesson aims:** to learn the names of animals.

**Target language:** *bird, cat, horse, rabbit, It's a (cat).*

**Revision:** colours; numbers 1–10; *dog.*

**Receptive language:** *What number is the (bird)?*

**Materials:** CD 2, flashcards with animals, parts of the body, classroom objects, self-made flashcards with colours and numbers.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Play the karaoke version of the chant from the previous lesson, track 2.2, for pupils to chant.
- On the board place three flashcards of school objects. Explain that pupils will substitute the word *dogs* in the chant with one of the items.
- Have a volunteer pupil choose an item for the class to practice the chant with. Continue with as many school objects as time allows.

### Presentation

- Stick flashcards of new vocabulary items on the board. Ask pupils if they know the names of any. If so, point to the animal mentioned and then say its name for pupils to repeat.
- Teach the new vocabulary items by pointing to them, saying them and having pupils repeat after you.
- Then point to a picture and intentionally say a wrong name. T: (*pointing to the horse*) *Bird.* Pupils: *No! Horse.* Continue in this way for all items.
- Then ask pupils what other animals they know from the Disney series. (Mickey Mouse, Donald Duck, Pluto the Dog).

### Pupil's Book, page 29

#### 4 Listen and point. Then match.

- Direct pupils to Pupil's Book, page 29, activity 4. Ask pupils to look at the pictures of the animals.
- Have each pupil tell you what animals are shown in the activity.
- Then ask pupils what animal each number is. T: *What number is the bird?* Pupils: *Four.*
- Explain to pupils that they have to point to the animal they hear and then match the pictures below.

- Play track 2.4 and have pupils point the animals mentioned.

1 A horse. It's a horse.  
 2 A rabbit. It's a rabbit.  
 3 A cat. It's a cat.  
 4 A bird. It's a bird.  
 5 A dog. It's a dog.

- Then have pupils look at the smaller pictures. Have each pupil tell you which animals they represent.
- Ask pupils to draw lines to match the small pictures to the large ones. Check answers as a class.

#### 5 Look and tick (✓) or cross (X).

- Direct pupils to activity 5. Ask them to tell you which animal they see. Then have them look at the footprints below. Explain that this is how animal's feet look but some of these aren't in the correct place.
- Give pupils some time to complete the activity before checking answers as a class.
- Extend the activity by having pupils draw lines to connect the footprints to the proper animal.

### TPR

Have each pupil choose an animal of their choice. Ask each pupil to come to the front of the class and mime the animal it has chosen for their classmates to guess. Then explain that you will say an animal and the pupils who have chosen it have to stand up and clap six times.

### Activity Book, page 26

#### 3 Listen and tick (✓).

- Direct pupils to Activity Book, page 26, activity 3. Ask pupils to guess what animals could be hiding behind the bushes.
- Explain that they have to tick the box if they hear the correct animal.
- Play track 2.5 and have pupils point to the correct answers.

1 It's a bird.  
 2 It's a rabbit.  
 3 It's a dog.  
 4 It's a cat.

- Replay track 2.5 and have pupils complete the activity.
- Have pupils check answers with their partners.
- Answers: ✓, X, ✓, X.

#### 4 Trace and say.

- Have pupils look at each animal represented in the pictures. Ask them to tell you what animals they think they are. Next, pupils trace the outlines and say what each animal is.
- Play chants from this and previous units as background music.
- Answers: *cat, bird, horse, rabbit.*

### Ending the lesson

- Place flashcards of body parts on the board and quickly revise them.
- Draw on the board a cat with three feet and colour it blue. T: *A blue cat. Three feet. It's a silly animal.*
- Then have pupils draw their own silly animal to present to the class. Encourage them to be as descriptive as possible. Place all drawings on classroom display.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 66

#### 2 Find and circle 3 differences.

Explain to pupils that they have to look carefully at the pictures and to circle the three differences they find. Have pupils check their answers with their partners.

## Lesson 3

**Lesson aims:** to learn new colours and animals. To sing a song.

**Target language:** *black, white; puppies.*

**Revision:** names of animals; numbers 1–10.

**Receptive language:** *Who are these? How many (black) puppies? Ten small puppies, animal friends, together, It's (black/white).*

**Materials:** CD 2, flashcards with animals and family members, self-made flashcards with colours and numbers.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Hand each pupil a flashcard from all units taught so far. Ask pupils to look at them and tell you what they represent.
- Then point to a corner. T: *Colours.* Have pupils holding a colour run to that corner. Continue with all the vocabulary groups.

### Presentation

- Place all flashcards of family members on the board. Revise each one. Remind pupils of the term *baby*.
- Direct pupils to page 30. T: *Look! Baby dogs! Puppies!* Have pupils repeat after you.
- Ask pupils to count the puppies. T: *How many puppies?* Pupils: *Ten.*
- Place colour flashcards on the board. Teach *black* and *white*. Ask pupils to point to a black classroom object and then a white one.

### Pupil's Book, pages 30–31

#### 6 Listen and circle.

- Direct pupils to activity 6. Ask them to describe each animal. T: *Dog. What colour?* Pupils: *Black.*
- Have pupils ask and answer with their partners.
- Explain that pupils have to circle the animal they hear being described.
- Play track 2.6 and have pupils point to the animals described.

- 1 It's black. It's a cat.
- 2 It's black. It's a dog.
- 3 It's white. It's a horse.
- 4 It's white. It's a bird.

2.6

- Replay track 2.6 and have pupils circle the animals in the order they are being described.

6 LISTEN AND CIRCLE.  



Lesson 3 Song: black, white, puppies, big, small, Animals, Numbers, It's a (cat).

30

#### 7 Listen and sing.

- Have pupils look at pages 30–31. Ask them to tell you what animals they see.
- Then say an animal and have pupils tell you what colour it is. T: *What colour is the bird?* Pupils: *Red.*
- Tell pupils that they will listen to a song. Ask them to point to the animals when they hear them.
- Play track 2.7. Check that pupils are pointing to the correct animals.



Chorus: *Animal friends, animal friends* **2.7/2.8**  
*Animal friends, together.*


Ten small puppies  
All black and white  
With their mum and their dad.  
And a bird  
And a cat  
And a horse  
And a dog.  
(Chorus)  
(x2)

- Tell pupils they will hear the song again but this time they should clap when they hear an animal. Play track 2.7.
- Repeat and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to sing to the karaoke version (Track 2.8).

#### 8 Find and draw.

- Direct pupils to activity 8. T: *What's this?* Pupils: *A puppy.* T: *What colour is it?* Pupils: *Black and white.* T: *What's missing?* Pupils: *Spots.*
- Tell pupils they have to find the same puppy somewhere on the two pages and to add his spots.
- Have pupils complete the activity. T: *How many spots?* Pupils: *Six.*

7 LISTEN AND SING.    

8 FIND AND DRAW. 



UNIT  
4

31

### TPR

Place the animal, colours, numbers and family flashcards around the room and have pupils form five small groups. Bring one group to the front. Explain they have to find all the flashcards that only represent animals and bring them to the front as quickly as possible. Place flashcards around the classroom again in different places. Bring another group to the front and continue with another vocabulary group. Time the groups. The fastest group which brings forward all the correct cards, wins.

### Activity Book, page 27

#### 5 Listen and colour.

- Direct pupils to Activity Book, page 27, activity 5.
- Ask each pupil to tell you the animals represented. Then have pupils tell you what colour they could be.
- Explain to pupils that they have to colour the animals according to what they hear.
- Play track 2.9. Ask pupils what colour each animal is.

- 1 It's a cat. It's white.
- 2 It's a rabbit. It's black.
- 3 It's a bird. It's black.

2.9

- Replay track 2.9 with pauses for pupils to complete the activity. Check answers as a class.
- Place pupils in pairs to ask and answer. Pupil 1: *Cat. What colour?* Pupil 2: *White.* Ensure that pupils swap roles.

#### 6 Look, draw and say.

- Ask pupils to look at each row downwards. Have them say what animal they have to draw in each box. Pupil: *It's a (horse).*
- **Answers:** 1 – a horse, 2 – a dog, 3 – a cat.

### Ending the lesson

- Place pupils in five groups and give each group an animal flashcard. T: *Horses. Stamp your feet.* The horse group stamp their feet. Repeat with other animals and actions.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils draw as many animals of their choice as they like, to colour them and to present them to the class.



## Lesson 4

**Lesson aims:** to revise language from lessons 1–3. To listen to a story.

**Target language:** *Let's go.*

**Revision:** *A (black) (horse). Three white horses.*

**Receptive language:** *Look! Oh no! What animals can you see? How many dogs?*

**Materials:** CD 2; animal, colours and number flashcards; a sheet of paper for each pupil, colour pens or marker pens. Optional: story cards from this and previous units.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in small groups. Have each group choose a story from Units 1–3. Ask the groups to come to the front of the class act out their story.

### Presentation

- Stick flashcards showing *white, three* and *horse* on the board. Ask a volunteer pupil to come to the front. T: *Three white horses.* The pupil points to the flashcards. T: *Yes. Three white horses.* Pupils repeat after you. Continue until all or most pupils have had a turn at the board.
- To make the activity more fun, make silly phrases i.e. *Two blue cats. Silly cats.*

### Pupil's Book, page 32

#### 9 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have picture flashcards with the story, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 32.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Goofy. This is Minnie and Pluto.*
- Have pupils tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (They are at the fairground, counting the animals they see. When it's time to go, they see Pluto on the merry-go-round with dogs.) Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *What animals can you see?*
- Play track 2.10. Use the story cards to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with original Disney characters (track 2.10) and special EFL voice-overs (track 2.11).

- 2.10/2.11
- Mickey: Look! It's a rabbit!  
Minnie: Yes, and a horse!  
Goofy: A big horse!
  - Goofy: Look! It's a cat!  
Minnie: And a bird!  
Mickey: A black bird!
  - Mickey: Look, dogs!  
Minnie: White dogs!  
Goofy: How many?
  - Mickey: 1, 2, 3 ...  
Minnie: ... 4, 5, 6 ...  
Goofy: 7, 8, 9 ...
  - Mickey: Ten!  
Minnie: Let's go! Pluto! ... Pluto!  
Goofy: Look!  
Mickey: Oh no!  
Mickey: Oh Pluto!

- Repeat the question: *What animals can you see?* Encourage pupils to answer correctly. Ensure pupils have understood the story by asking them to briefly summarise it.
- Replay track 2.10 stopping at each frame to ask the following questions. Picture 1: *What animals can you see? (A rabbit and a horse). Big or small? (Big). What colour?* Picture 2: *What animals can you see? (A cat and a bird). What colour?* Picture 3: *What animal is it? (A dog). What colour?* Picture 4: *How many dogs?* Picture 5: *How many dogs? What number is it? What colour?* Picture 6: *Where is Pluto?*

- Replay the track stopping at each frame. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

#### 10 Now act the story out.

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

### Activity Book, page 28

#### 7 Follow and colour. Then say.

- Have pupils follow the dots to find the capsule for character. Have them say its number.
- Then ask pupils to colour the capsules the colours of the portrait frames.
- Have them ask and answer with their partners. Pupil 1: *Mickey, what number?* Pupil 2: *Number 6.*
- **Answers:** Mickey – 6, Minnie – 4, Goofy – 1, Pluto – 2.

#### 8 Find and circle. Then say.

- Explain to pupils they have to find the odd animal and circle it.
- Have each pupil tell you which animal is the odd one out. Pupil: *A (black horse).*
- **Answers:** *black horse, yellow and orange cat.*

### Ending the lesson

- Place pupils in small groups. In L1, explain to pupils that you will say a phrase from the story to a group and it has to tell you which frame it is from. Say three phrases to each group. The group that gets all the answers correct, wins.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give each pupil a sheet of paper. Have them draw a merry-go-round with a few animals on it. Place work on classroom display.

9 LISTEN AND ANSWER. CD 2.10 CD 2.11

10 NOW ACT THE STORY OUT.

Lesson 4 Story: *big, small. Animals. Colours. Numbers. It's a (cat).*

## Lesson 5

**Lesson aims:** to revise language from lessons 1–4. To play a game with cut out cards.

**Revision:** numbers 1–10; *It's a (dog). A (big) (dog). A (pink) (rabbit).*

**Receptive language:** *Cut out. Look. How many (birds)? What is it? What colour is (the cat)?*

**Materials:** CD 2; flashcards of animals, self-made flashcards with numbers and colours, colour pens or marker pens, a sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together. Place pupils in two groups.
- Stick animal flashcards to the board and bring a volunteer pupil from one of the groups to the front.
- Ask another pupil to name three animals for the volunteer pupil to point to. If he gets them all right, his group scores a point. Continue until all pupils from both groups have had a turn at the board. The group with the most points wins.

### Revision

- Ask pupils to take out their notebooks and colour pens. Tell them that you will tell them to draw an animal as best they can. T: *A big black cat.* Give pupils a few animals to draw. Check that pupils have drawn the correct animals.
- Next have each pupil tell you what they have drawn.

### Pupil's Book, page 33

#### 11 Listen, find and tick (✓). Then say.

- Direct pupils to Pupil's Book, page 33, activity 11. Have pupils tell you what animals they see.
- Ask them a few questions about the picture. T: *How many big cats?* Pupils: *One.* T: *What colour is the cat?* Pupils: *White.* Continue until all animals have been covered.
- Explain that pupils have to tick the animals they hear.
- Play track 2.12 and have pupils point to the correct animals. Then ask pupils if they can remember which animals were mentioned.

11 LISTEN, FIND AND TICK (✓). THEN SAY. CD 2.12

12 CUT OUT (PAGE 79). THEN LISTEN AND PLAY. CD 2.10 CD 2.11

Lesson 5 Skills: *big, small. Animals. Colours. Numbers. It's a (cat).*

A: Look, a big cat and a small dog.

B: And birds!

A: How many birds?

A: Three black birds and two white birds.

B: Yes... And look! A green horse and a pink rabbit!

2.12

- Replay track 2.12 and have pupils tick the correct pictures. Ask which animals were not mentioned (*two black cats*).
- Ask each pupil to tell you the animals they ticked.

#### 12 Cut out (page 79). Then listen and play.

- Have pupils cut out the cards on page 79. T: *Cut out.* Have each pupil choose four cards to describe to you. Pupils: *Three spots.*
- Have pupils look at the photo on page 33 and tell you what they see. Ask if they can guess what game they will play.
- Play track 2.13.

A: Five spots.

B: Number 5!

2.13

- In L1, explain that the aim of the game resembles dominoes. Pupils have to match the spots with the numbers.
- Place pupils in pairs. Explain that the first player chooses a card and the second player places the spots next to the number shown and this is how they are to continue.
- Monitor pupils to make sure they take turns and to help them if necessary.

### TPR

Have pupils draw and colour a number from 1–10. Explain that you will say a number and the pupils who have it must stand up, show it and say what colour it is.

### Activity Book, page 29

#### 9 Count. Then look and colour.

- Direct pupils to Activity book, page 29, activity. Ask them to look closely at the picture. T: *How many dogs?* Pupils: *Five.* T: *What colour are the dogs?* Pupils: *Black.* Continue for all the animals.
- Explain to the pupils that they have to colour the animals whatever colour their number is.
- Then ask pupils to tell you what they have drawn. Pupils: *Eight blue birds etc.*
- **Answers:** *8 blue birds, 3 pink horses, 5 black puppies.*

#### 10 Find and circle. Then say.

- Have pupils circle animals that are the same type. Ask which animals haven't been circled (*yellow rabbit, white cow, blue cat*).
- Then have each pupil describe the groups they have circled. Pupils: *A (green) (cat) and a (black) (cat).*
- **Answers:** *green & black cat, pink and white rabbit, orange and green cow.*

### Ending the lesson

- Hand each pupil a sheet of paper. Ask them to fold it in half horizontally, again in half from left to right and again. The sheet of paper should have six boxes.
- Ask pupils to write a number from 1–10 in each box.
- Explain that you will say a number and they have to tick it. The first pupil to tick all his numbers, calls out *Bingo* and wins.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs. They have to tell each other an animal to draw and colour. Pupils: *A small white cat.*

## Lesson 6

**Lesson aims:** Natural science – to talk about pets. To extend animal vocabulary. To make a poster.

**Target language:** *fish, hamster, tortoise; It's a (fish).*

**Revision:** animals; numbers 1–10; *small, big.*

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

**Materials:** CD2; flashcards with animals; a sheet of paper for each pupil; colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Explain that a *pet* is an animal we keep at home.
- Stick flashcards on the board. Ask pupils which animals they can keep as pets. T: *Is a horse a pet?* Pupils: *No! It's big.*
- Have a volunteer pupil come to the board. Ask him to point to an animal he would like to have as a pet. Continue until all pupils have come to the board.

### Presentation

- Teach the new words by pointing to the flashcards, saying the word and pupils repeating after you.
- Then place pupils in three lines. On the board stick only the flashcards of the hamster, tortoise and fish.
- When you say the name of an animal, the pupils at the front of the line have to come to the board and point to it. Their line has to then say the name of the animal.
- Add the remaining animal flash cards.

### Pupil's Book, page 34

#### 13 Listen and match. Then say.

- Direct pupils to Pupil's Book, page 34, activity 13.
- Ask pupils to describe the three pets they see.
- Explain that they have to match the pets to the children as they hear the CD.
- Play track 2.14 and have pupils point to the pet's owner. Ask pupils if they remember which pet belongs to whom.

- 1 Look! This is my pet. It's a tortoise!
- 2 Look! This is my pet. It's yellow. It's a fish!
- 3 This is my pet. It's small. It's a hamster!

2.14

- Replay track 2.14 and have pupils draw lines that connect owners to their pets.
- Check answers as a class by having a volunteer pupil call out the answers. Pupil: *Girl. Tortoise.*
- Have pupils tell you which child has each animal. T: *The hamster. Pupils: Three etc.*

#### 14 Look and draw. Then say.

- Ask pupils what items they think are shown in the pictures. Explain that these are things that make pets happy.
- Say an animal and have pupils tell you which picture would make it happy. T: *Hamster.* Pupils: *Three.*
- Tell pupils to draw the correct animal under the picture that would make it happy.
- Place pupils in pairs. One pupil says a pet for his partner to point to the correct number. Pupil 1: *Fish.* Pupil 2 points to picture number two. Check that pupils swap roles.

#### 15 Make a poster.

- On the board place the flashcards of the dog, cat, bird and fish. Ask pupils to tell you what they live in to make them happy (bird – cage, dog – dog house, cat – pillow, fish – fish tank). Draw these items on the board next to each animal.
- Hand out sheets of paper. Explain to pupils that they have to draw one or two pets and where they live to make them happy.
- Play a song or chant from this unit while pupils are working.
- Have pupils complete the activity in pairs. Put all work on classroom display.

### TPR

Place pupils in six small groups. Explain that you will show each group a flashcard and they have to mime the animal it shows for the other groups to guess. Continue until all groups have had a turn miming an animal.

### Activity Book, page 30

#### 11 Look and match. Then say.

- Ask pupils which pets are shown in the pictures.
- Then point to the different foods shown. Say each one and have pupils repeat after you. Explain that they have to match the correct food item to a pet by drawing lines.
- Have pupils complete the activity in pairs. Then say each animal and its food and have pupils repeat after you. T: *Dog, bone. Fish, fish food. Tortoise, lettuce.*

#### 12 Trace and colour. Then say.

- Ask pupils to look at the picture and tell you what animal it is. T: *What's this?* Pupils: *A hamster.*
- Have pupils trace and colour the picture in. Ask each pupil to describe their picture. Pupils: *It's a (yellow) hamster. It's small.*

### Ending the lesson

- Place pupils into four pet groups: *hamsters, rabbits, tortoise, fish.* Explain that you are going to call out an animal, an action and a number. The animal group has to do what you say. T: *Tortoise, jump, six.* The tortoise group has to jump six times. Continue until all action verbs have been covered. Pick up speed to add excitement.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Place pupils in pairs. One pupil has to describe an animal as best he can using adjectives, actions or mime, for his partner to guess what it is. Pupil 1: *It's small. It's a pet. Woof, woof.* Pupil 2: *It's a dog.*

UNIT  
**4**

**13 LISTEN AND MATCH. THEN SAY.**

1 

2 

3 

3 

1 

2 

**14 LOOK AND DRAW. THEN SAY.**

1 

2 

3 

  
*tortoise*

  
*fish*

  
*hamster*

**15 MAKE A POSTER.**

Lesson 6 CLIL: fish, hamster, tortoise. It's a (fish).

## Lesson 7

**Lesson aims:** to revise material from unit 4. Self-assessment.

**Revision:** animals; numbers 1–10; *black, white; big, small.*

**Receptive language:** *How many (big) (dogs)? Dance, jump.*

**Materials:** CD 2; flashcards, story cards; a sheet of paper for each pupil, colour pencils or marker pens. Optional: Worksheets 9 and 18 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in pairs and ask them to turn to pages 30 and 31. Have them ask each other how many animals they see and what colours they are. Then have them turn to pages 6 and 7. Have them ask each other how many monsters, eyes, hands, feet and so forth they see.

### Revision

- Place pupils in pairs. Explain that they have to draw one item from the vocabulary group you are going to say. T: *Family.* Pupils draw a mum, dad etc. T: *Colour.* Pupils draw a blob of a colour.
- Use only three vocabulary items (family, colours, numbers) for pupils to work with.


### Pupil's Book, page 35


#### 16 Count and circle. Then say.


- Direct pupils to Pupil's book, page 35, activity 16. Ask pupils to tell you what animals they see. Then say an animal and have pupils point to it.
- Explain that pupils have to count the animals they see and circle the correct numbers.
- Once pupils have completed the activity, have them check their answers with their partners.
- Ask about the picture. T: *How many (dogs)?* Pupils: *(Six).*
- Place pupils in pairs. One says an animal and his partner says how many are in the picture. Pupil 1: *Dogs.* Pupil 2: *(Six).*


UNIT  
**4**


**16 COUNT AND CIRCLE. THEN SAY.**



5  6

2  8

1  7

4  9

**17 DRAW AND SAY.**

Lesson 7 Review: big, small. Animals. Colours. Numbers. It's a (cat).

#### 17 Draw and say.

- Ask pupils to look back at all the animals in the lesson and to tell you which one they would like to keep as a pet.
- Have pupils draw their pet. Encourage them to use colours and to draw it as big or small.
- Go around the class and ask pupils about their drawings. T: *What's this? What colour is it? Is it big or small?*
- Place drawings on classroom display and have pupils count how many different pets they see. Ask pupils to tell you which pet is the most popular.

### TPR

Explain to pupils they are going to play "Simon Says" (see Resource Bank, p. 24). T: *Simon Says 'horse'.* Pupils have to mime being a horse. Remind pupils that if they mime an animal without hearing *Simon Says*, they can no longer play the game. Play the game until all animals have been covered. Pick up speed to add excitement.

### Activity Book, page 31

#### 13 Listen, find and tick (✓).

- Direct pupils to Activity Book, page 31, activity 13. Ask each pupil to describe a frame of their choice. Pupils: *It's a (big) (horse). It's a (white) (dog).*
- Explain to pupils that they have to tick the correct animal in each pair.
- Play track 2.15 and have pupils complete the activity.

- 1 This is a horse. It's big.
- 2 This is a rabbit. It's black.
- 3 This is a bird. It's small.
- 4 This is a dog. It's white.

2.15

- Check answers as a class by having a volunteer pupil call out the correct answer.
- **Answers:** 1. *big horse*, 2. *black rabbit*, 3. *small bird*, 4. *white dog*.

#### 14 Say and stick.

- Direct pupils to the sticker page and look at the stickers for this activity. Pupils assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box. Gently correct pupils if they make mistakes and help weaker pupils to answer correctly.

### Ending the lesson

- Congratulate the pupils for having completed Unit 4.
- Place pupils in small groups and have them choose a song or chant they particularly liked from the unit. Ask them to perform it in front of the class. Play the track to assist the pupils with their presentation.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper each. Ask them to look at each lesson and to draw one thing from it. Have them present their work to the class.

### Progress assessment

- Photocopiable materials, Worksheet 9, page 87. The guidelines for using the worksheet can be found on page 77.
- Review Units 3 and 4, Worksheet 18, page 96. The guidelines for using the worksheet can be found on page 78.
- *New English Adventure Starter A*, Test Book, Test 4.

# UNIT 5 The sea

## Lesson 1

**Lesson aims:** to learn the names of sea animals. To learn a chant.  
**Target language:** *fish, octopus, seahorse, starfish.*  
**Revision:** colours; body movements; *It's a...*  
**Receptive language:** *What's this? What colour is the (fish)? Is it a...? How many...?*  
**Materials:** CD 2, self-made flash cards with colours, flashcards with sea animals. A sheet of paper for each pupil. Colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Stick all colour flashcards on the board. Give pupils a few minutes to look at them. Ask them to close their eyes, remove one and then ask pupils to open their eyes. T: *What colour is missing?* Pupils: *(Red).*

### Presentation

- On the board draw the sea. T: *Do you like the sea?* T: *What can you see there?* Pupils: *Birds, the sea, etc.*
- Take out the sea animal flashcards and place them on the board. Go through each animal saying its name as pupils repeat after you.
- Explain that you will say two group names and an action to mime. T: *Fish and octopus, jump!* Continue with all the sea animals and with actions that the pupils know.

### Pupil's Book, page 36

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 36, activity 1. Ask if they know who these characters are and what film they are from. (*Nemo* and his friends from *Finding Nemo*.) Then ask what sea animals they see.
- Have pupils listen to track 2.16. Encourage pupils to clap when they hear a sea animal in the chant.

What's this? What's this? It's a starfish, it's a starfish. **2.16/2.17**  
 What's this? What's this? It's an octopus, it's an octopus.  
 What's this? What's this? It's a seahorse, it's a seahorse.  
 What's this? What's this? It's a fish, it's a fish.  
 A starfish, an octopus, a seahorse and a fish.

- Play the chant again. Encourage pupils to join in the chant.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 2.17)

#### 2 Listen and stick.

- Direct pupils to the sticker page and have them look at the stickers for this activity. Encourage them to say the animals they see.
- Play track 2.18 and have pupils point to the correct stickers.

Fish, octopus, seahorse, starfish. **2.18**

- Replay the track, pausing for pupils to attach stickers.
- Ask each pupil to look at the stickers. T: *What this?* Pupils: *It's a (fish).*
- Place pupils in pairs and have them ask each other about the items. Ensure that pairs swap roles.

#### 3 Find and tick (✓).

- Ask pupils to put a tick next to the boxes once they find the sea animals in the main picture.
- Check answers as a class. T: *Is it a (starfish)?* Pupils: *Yes.*

#### TPR

Ask pupils to choose a sea animal. T: *Stand up, (octopus). Clap. Three.* Pupils who have chosen the octopus stand up and clap three times. Continue with all the sea animals and with different body movements taught. Pick up speed to add to the excitement.

### Activity Book, page 32

#### 1 Draw. Then colour and say.

- Have pupils look at picture 1 and ask them to trace the lines with their fingers. T: *What's this?* Pupils: *It's a starfish.* Continue with pictures 2 and 3. Pupils complete the activity individually.
- Have pupils ask their partners what sea animal each one is. Pupil 1: *What's this?* Pupil 2: *It's a starfish.* Check that pupils swap roles.

#### 2 Join the dots. Then circle and say.

- Ask pupils to look at the drawing and then at the colour pictures of the sea animals. T: *How many sea animals?* Pupils: *Four.* Then have them tell you what sea animals they see. Pupils: *A red starfish.*
- Then ask pupils to look at the main picture. T: *Is it a fish?* Pupils: *No!* T: *What is it?* Pupils: *It's a starfish.*
- Pupils join the dots and colour the picture. Ask pupils to describe it.

### Ending the lesson

- Give each pupil two sheets of paper. Have pupils draw and colour a different sea animal on each one.
- Play the chant (track 2.16). Pupils lift their drawing when they hear the animal they have drawn.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 67

#### 1 Match and colour.

- Explain that pupils have to draw lines to connect the matching fish and colour them appropriately.

**UNIT 5 THE SEA**

**1 LISTEN AND CHANT.** CD 2.16 KARAOKE CD 2.17

**2 LISTEN AND STICK.** CD 2.18

fish ✓ octopus ✓ seahorse ✓ starfish ✓

**3 FIND AND TICK (✓).**

**Lesson 1:** fish, octopus, seahorse, starfish. *It's a (fish).*

## Lesson 2

**Lesson aims:** to learn new sea animal names and colours.  
**Target language:** *crab, shell; brown, grey, orange, purple; It's (purple).*  
**Revision:** *fish, octopus, seahorse, starfish.*  
**Receptive language:** *Is it (a crab)? Look! It's (a fish). What's purple?*  
**Materials:** CD 2, flashcards of sea animals and self-made colour flash cards, a sheet of paper for each pupil. Colour pencils.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Ask pupils to take out their drawings from the previous lesson and present them to the class.
- Encourage them to describe them as best they can using colours and sizes.

### Presentation

- On the board place the sea animal flashcards from the previous lesson and this one. Point to a card and intentionally ask pupils wrong names. T: (pointing to the octopus) *Is it a fish?* Pupils: *No! An octopus.*
- Continue with all the sea animals. When you get to the new vocabulary items, say the animal with the pupils. T: (pointing to the crab) *Look! It's a crab.*
- Give each pupil a sheet of paper and have them draw four big squares on it. Explain that you will show them a colour pencil and they have to draw a box with that colour. T: (showing an orange pencil) *Orange.* Continue with *purple, brown* and *grey.* Then pupils repeat the colour after you and point to it in their drawings.
- Stick the new colour flashcards on the board with a new sea creature next to each one. Then point to the pairs and have pupils tell you what they see. Pupils: *A brown shell. A grey crab etc.*

### Pupil's Book, page 37

#### 4 Listen and circle. Then say.

- Direct pupils to Pupil's book, page 37, activity 4 and have each pupil describe all the pictures they see. Encourage them to use the new colours taught. Pupils: *An orange crab, a white shell etc.*
- Explain to pupils they have to circle the sea creature they hear. Tell them to pay attention to the colours they will hear.

**4 LISTEN AND CIRCLE. THEN SAY.** CD 2.19

**5 FOLLOW AND COLOUR.**

purple  
grey  
orange  
brown

**Lesson 2:** crab, shell; brown, grey, orange, purple. *It's (purple). Sea animals. It's a (fish).*

- Play track 2.19 and have pupils point to the sea animals they hear.
- Ask pupils if they remember what creatures were mentioned.

Look! It's a shell. It's purple.  
 Look! It's a crab. It's orange.  
 Look! It's a crab. It's grey.  
 Look! It's a shell. It's brown.

**2.19**

- Replay the track for pupils to check their answers.
- Ask a volunteer pupil to tell the class the answers. Pupils: *A purple shell, an orange crab, a grey crab, a brown shell.*
- Ask pupils which sea animal isn't represented. (*The white shell.*)

#### 5 Follow and colour.

- Direct pupils to activity 5. Say a colour and have pupils point to it. Then say a sea animal and have them point to it.
- Have pupils trace with their fingers the lines from the colour blobs to the sea animals. T: *What's purple?* Pupil: *Fish.* Continue for all colours.
- Have pupils complete the activity. Place pupils in pairs and have them ask and answer: Pupil 1: *What colour is the fish?* Pupil 2: *Purple.*

#### TPR

Chant: *Red and yellow and pink and green. Purple and orange and blue. I can chant a rainbow, chant a rainbow, and chant a rainbow too.* Repeat the chant as many times as necessary for pupils to be able to chant along with you. Place pupils in seven small groups. Give each one a flashcard with a colour of the rainbow. Explain that you will say a chant and when they hear their colour, they have to stand up. Have pupils exchange colour flashcards and repeat the activity.

### Activity Book, page 33

#### 3 Find, tick (✓) and colour.

- Direct pupils to Activity Book, page 33, activity 3. Have pupils look at the different combinations below the maze. Say the number of a row and have volunteer pupils describe each row. T: *One.* Pupils: *A blue starfish, a white crab, a pink shell, a grey seahorse.*
- Explain to pupils that they have to help the fish find its way to the cave.
- When pupils have completed the activity, have each one tell you which row they followed and put a tick next to it.
- Ask pupils to colour the pictures in all rows according to the main picture.
- Answer: Row 3.

### Ending the lesson

- Ask pupils to look closely at Pupil's Book, page 37, activity 5.
- In unison say the colours and the sea animals connected to each one. T and Pupils: *A purple fish, a brown octopus, etc.*
- Have pupils close their books and ask them what colours each sea animal was. T: *Starfish.* Pupils: *Orange.*
- If time allows, have pupils continue with their partners.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 67

#### 2 Find and colour.

- Explain to pupils that they have to find the sea animals they have learnt so far and to colour them in.

## Lesson 3

**Lesson aims:** to learn new sea animals and adjectives. To learn a song.

**Target language:** *happy, sad, turtle; I'm (happy). We are happy.*

**Revision:** colours; numbers 1–10.

**Receptive language:** *What's this? How many (fish)? Is the fish (happy)?*

**Materials:** CD 2, flashcards of sea animals, self-made flashcards with colours and numbers.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place children into six small groups and give each one a sea animal flashcard.
- On the board stick the number and colour flashcards. Say a sea animal and point to a number and colour. The group representing the sea animal has to say the number and colour you are pointing to.

### Presentation

- On the board draw a smiling starfish and a sad starfish. Point to each one and have pupils repeat after you. T: *Happy. Sad.*
- Then colour the faces. T: *A happy starfish. It's (blue). A sad starfish. It's (red).*
- Ask pupils to draw a happy or sad sea animal in their books and to colour it. Have them tell you what they have drawn. Pupils: *A (happy) starfish. It's (red).*

### Pupil's Book, pages 38–39

#### 6 Listen and draw.

- Direct pupils to Pupil's Book, pages 38–39. Point to items in the picture. Say them as pupils repeat after you. T: *Look! Turtles! A big turtle. It's happy.* Continue with the small turtle and the fish.
- Direct pupils to activity 6. T: *What's this?* Pupils: *It's a fish.* T: *How many fish?* Pupils: *Five.* Ask the children if the fish are happy or sad. T: *Picture number (one). Is the fish happy or sad?* Pupils: *(Happy).*
- Explain that they have to draw a happy or sad face on the fish as they listen to the CD.
- Play track 2.20 and have pupils complete the activity.

- 2.20
- 1 I'm happy.
  - 2 I'm sad.
  - 3 I'm happy. (...) I'm happy!
  - 4 I'm happy. (...) I'm happy!
  - 5 I'm sad. (...) I'm sad.

- Replay track 2.20 for pupils to check answers.
- Then ask pupils to describe the fish. If possible, encourage them to say what colour they are. T: *Number (four). Pupils: A happy fish. It's purple.*

#### 7 Listen and sing.

- Have two pupils come to the front of the class. Point to yourself. T: *I am happy.* Then hold hands with the pupils. T: *We are happy.*
- Point to yourself and say *I* and have pupils repeat after you. Then gesture the whole class and say *We* as pupils repeat after you. Repeat until pupils have understood *I* and *we*. If necessary, check understanding in L1.
- Tell pupils that they will listen to a song. Ask them to raise their hands when they hear a sea animal.
- Play track 2.21.

Chorus: *We are happy, we are happy,  
We are happy, here in the sea.  
We are happy, we are happy,  
We are happy, here in the sea.  
In the sea.* **2.21/2.22**

Purple fish, we're happy in the sea. (x3)  
Happy fish, happy fish!

(Chorus)

Pink fish, we're happy in the sea. (x3)  
Happy fish, happy fish!

(Chorus)

Orange shells, we're happy in the sea. (x3)  
Happy fish, happy fish!

(Chorus)

Blue starfish, we're happy in the sea. (x3)  
Happy fish, happy fish!

(Chorus)

- Tell pupils they will hear the song again but this time to stomp their feet when they hear a sea animal. Play track 2.21.
- Replay track 2.21 and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to chant to the karaoke version (Track 2.22).

6 LISTEN AND DRAW. CD 2.20

- 1
- 2
- 3
- 4
- 5

7 LISTEN AND SING. CD 2.21, 2.22

Lesson 3 Song: *turtle; happy, sad, I'm (happy). We are happy in the sea. Sea animals. Numbers.*

#### 8 Count and circle.

- Direct pupils to activity 8. Together, say the numbers they see. T: (point to the turtle) *What's this?* Pupils: *A turtle.*
- Explain that pupils have to count all the turtles on the two pages and circle the correct number. Check answers. T: *How many turtles?* Pupils: *Four.*

#### TPR

Have pupils draw either a purple or pink fish, an orange shell or a blue starfish. Explain that they will hear the song again and as they hear the animal they have drawn, they have to stand up and dance. Play track 2.21.

### Activity Book, page 34

#### 4 Listen and circle.

- Direct pupils to activity 4. Have each pupil describe a set of animals of their choice. Pupils: *A blue fish.*
- Explain that they have to circle the animal they hear.
- Play track 2.23 and have pupils complete the activity.

- 2.23
- 1 It's a fish. It's orange and white.
  - 2 It's happy. It's pink. It's an octopus.
  - 3 It's a turtle. It's big. It's brown.

#### 5 Count and colour. Then say.

- Explain that pupils have to count all the happy and unhappy turtles in the main picture. Then they must colour the appropriate number of boxes for the happy the sad ones. T: *How many turtles?* Pupils: *Ten.* T: *How many (happy) turtles?* Pupil: *(Six).*
- Answer: *6 happy turtles, 4 unhappy turtles.*

UNIT  
5

8 COUNT AND CIRCLE. CD 2.23

1 2 3 4 5 6

39

### Ending the lesson

- Place pupils in pairs and have them look at activity 4 in their activity books. One pupil describes a sea creature for his partner to point to.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils draw as many sea animals as they like and to give them happy or sad expressions.

## Lesson 4

**Lesson aims:** to revise language from lessons 1–3. To listen to a story.  
**Revision:** colours; sea animals; *big, small, happy*.  
**Receptive language:** *What animals are big? What colour? How many?*  
**Materials:** CD 2, animal, flashcards, self-made flashcards with colours and numbers. A sheet of paper for each pupil. Colour pencils or marker pens. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Have a pupil choose a story from any of the previous units and have the class turn to it in their books.
- Point to different frames and ask pupils different questions about it, focusing on colours, numbers, movements and so forth. T: *What colour? How many?* etc.

### Revision

- Have a volunteer pupil come to the board and ask him/her to draw what you say as best as he/she can. T: *A big pink fish. A small red crab. An orange starfish etc.*

### Pupil's Book, page 40

#### 9 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 40.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Goofy. This is Minnie and Pluto.*
- Have pupils tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (They are at the sea and are looking at different sea animals. Pluto starts digging in the sand and a crab bites him on the nose.)
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *What animals are big?*
- Play track 2.24. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 2.24) and with special EFL voice-overs (track 2.25).

- 1 Mickey, Minnie and Goofy: We are happy!  
 We are happy! We are happy, here in the sea! **2.24/2.25**  
 2 Mickey: Look! It's green... It's big... A turtle! It's a big turtle!  
 3 Minnie: Look! It's yellow... It's small... A seahorse! It's a small seahorse!  
 4 Goofy: Look! It's orange! It's small!... A starfish! It's a small starfish!  
 5 Mickey: Look! It's grey... It's small... It's a...  
 6 Mickey: Oh no! A crab! It's a small, grey crab!  
 Minnie: Oh, Pluto!

- Repeat the question: *What animals are big?*
- Encourage pupils to answer correctly. Pupils: *Turtle.*
- Ensure pupils have understood the story by asking them to briefly summarise it.
- Replay track 2.24 stopping at each frame to ask the following questions. Picture 1: *How many characters can you see? (Four.) Where are they? (In the sea.)* Pictures 2, 3 and 4: (point to each animal) *What's this? (A turtle/seahorse/starfish) What colour is it? Is it big or small? Picture 5: Is Pluto happy? (Yes). Picture 6: (point to the crab) What is it? (It's a crab) What colour is it? (It's grey.) Is it big or small? (It's small.) Is Pluto happy now? (No.)*
- Replay track 2.24 pausing at each individual sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

#### 10 Now act the story out.

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

### Activity Book, page 35

#### 6 Follow, colour and say.

- Direct pupils to Activity Book, page 35, activity 6. T: *Look at green circle. Who's this?* Pupils: *Mickey.* Ask pupils to follow his line. T: *What's this?* Pupils: *A turtle.* T: *Is it small?* Pupils: *No. Big.* Explain that pupils have to colour it the same colour as Mickey's circle.
- Continue the activity.
- **Answers:** Mickey – turtle, Minnie – seahorse, Goofy – starfish, Pluto – crab.

#### 7 Find and circle. Then say.

- Explain to pupils they have to find the odd one out in each row and describe it to their partners.
- **Answers:** 1 a sad starfish, 2 a red shell 3 a big crab.

### Ending the lesson

- Place pupils in pairs and assign them a scene from the story. Have each pair come to the front and act out their scene.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw themselves at the beach. Place their work on classroom display.

UNIT  
**5**

**9 LISTEN AND ANSWER.**

**10 NOW ACT THE STORY OUT.**

**Lesson 4 Story:** big, small, Colours, Sea animals, It's a (crab), It's (small), It's (grey).

## Lesson 5

**Lesson aims:** to revise language from lessons 1–4. To play a game with cut-out cards.  
**Revision:** colours; sea animals; *It's a...*  
**Receptive language:** *How many (fish) missing?*  
**Materials:** CD 2; flashcards of all animals taught; cut-outs from previous lessons, a sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- On the board stick flashcards of all the animals taught in this and previous units. Point to each one and intentionally say its wrong name so that pupils can correct you. T: (pointing to a crab) *It's a seahorse.* Pupils: *No! It's a starfish.*

### Revision

- On the board draw a big fish bowl with three fish in it. T: *This is my aquarium. Fish live in it.*
- Ask pupils to tell you what other sea animals can be put in an aquarium and draw their suggestions in your aquarium. Encourage pupils to use adjectives learnt. If possible, also use the colours pupils suggest.
- Then have pupils describe what's in your aquarium.

### Pupil's Book, page 41

#### 11 Listen and draw. Then say.

- Direct pupils to Pupil's Book, page 41, activity 11. T: *How many fish?* Pupils: *One.* T: *What colour is it?* Pupils: *Blue.* Continue with all the items in the aquarium.
- Explain to pupils that they have to draw the missing sea animals they hear.
- Play track 2.26 and have pupils point to the sea animals they hear in the recording.
- Ask pupils if they remember how many fish, shells etc. are in the aquarium.

UNIT  
**5**

**11 LISTEN AND DRAW. THEN SAY.**

**12 CUT OUT (PAGE 81). THEN LISTEN AND PLAY.**

**Lesson 5 Skills:** Colours, Numbers, Sea animals, It's a (crab), It's (grey).

- |                       |                              |             |
|-----------------------|------------------------------|-------------|
| A: How many fish?     | B: Three. Three blue fish.   | <b>2.26</b> |
| A: How many shells?   | B: Five. Five orange shells. |             |
| A: How many crabs?    | B: Four. Four grey crabs.    |             |
| A: How many starfish? | B: Two. Two yellow starfish. |             |

- Replay track 2.26 and have pupils complete the activity. Replay the track as necessary and have pupils colour their drawings.
- Check answers and then ask pupils how many animals were missing. T: *How many (crabs) missing?* Pupils: *One.*
- Place pupils in pairs and have them ask and answer. Pupil 1: *How many (shells)?* Pupil 2: *(Five).* Pupil 1: *What colour?* Pupil 2: *Orange.*

#### 12 Cut out (page 81). Then listen and play.

- Have pupils cut out the cards on page 81. Have each pupil choose four cards to describe to you.
- Have pupils look at the photo on page 41 and tell you what they see. Ask if they can guess what game they will play.
- Play track 2.27.

It's a turtle. It's green. (...) Yes! **2.27**

- In L1, explain that the aim of the game is for the pupils to choose animals to place in their aquarium for their partner to describe. The partner then places the same sea animals in his/her aquarium.
- Place pupils in pairs and have them play the game. Ensure that pupils swap roles.
- Monitor pupils to make sure they take turns and to help them if necessary.

### TPR

Place pupils in small groups and assign each one the name of a sea creature. Explain that when you say a sea animal, they have to come to the centre of the class and do the action they have been told. The group doesn't leave the centre because the next group will simply join it. In the end you should have all pupils in the centre doing different actions. T: *Seahorses, clap your hands* (wait for all seahorses to come to the centre). *Crabs, jump* (wait for all crabs to come to the centre.) etc.

### Activity Book, page 36

#### 8 Find and circle 6 differences. Then say.

- Direct pupils to Activity Book, page 36. Ask them to look at the first picture. T: *How many fish?* Pupils: *Three.* T: *What colour are they?* Pupils: *Blue, yellow, purple.* T: *Happy or sad?* Pupils: *Blue, sad. / One sad, two happy.*
- Continue for all the sea animals.
- Direct pupils to the second picture and explain that they have to find and circle the sea animals that are different from the first picture.
- Check answers as a class by asking a volunteer pupil to read out the answers.
- **Answers:** a sad/happy blue fish, a happy/sad yellow fish, a purple/red fish, four/three green starfish, a happy/sad pink starfish, two/three shells.
- Place pupils in pairs and have them point to the pictures and talk to each other about the differences.

### Ending the lesson

- Give each pupil a sheet of paper. Tell them to draw an aquarium with fish, starfish, crabs and shells.
- When they have finished, have them compare their aquariums with their partners. Encourage them to talk about how they are the same and how they are different. Pupil 1: *My aquarium. (One) fish. Your aquarium, (three) fish.*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils look back at the unit and draw their favourite activity or character. Place drawings on classroom display.

## Lesson 6

**Lesson aims:** Social Science. To talk about the environment – to make a poster.

**Target language:** *beach; It's (clean/dirty).*

**Revision:** animals and sea animals; *I'm (happy/sad).*

**Receptive language:** *Is the (beach) (clean)? Are the (crabs) (sad)?*

**Materials:** CD 2. Flashcards of all items taught. Colour pencils or marker pens, pictures of dirty and clean parks and beaches, two sheets of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in small groups. Give each group a few flashcards. Explain that you will say an item and the groups have to look for it in their flashcards. The group with the card stands up, says *Bingo* and gives you their card.

### Presentation

- Ask pupils where they like going to play (*the park, the sea etc.*)
- On the board stick the pictures of the dirty and clean places. Point to each one. T: *Dirty. Clean.* Have pupils repeat after you.
- Then ask pupils in L1 how they feel when they look at the picture that shows dirty. Pupils: *Sad.* Next to it draw a sad face. Repeat for *happy.*

### Pupil's Book, page 42

#### 13 Listen and draw. Then circle.

- Direct pupils to Pupil's Book, page 42, activity 13. Ask them to look at the pictures of the two aquariums.
- Ask them to point to the *dirty* aquarium and then the *clean* one.
- Explain that pupils have to draw a happy or a sad face on the fish when they hear the CD.
- Play track 2.28. Have pupils complete the activity.

- 1 It's clean. I'm happy. I'm happy!
- 2 It's dirty. I'm sad. I'm sad!

2.28

- Check answers as a class. T: *Look at the dirty aquarium. Is the fish happy?* Pupils: *No. T: Is the fish sad?* Pupils: *Yes. T: Look at number two. Is the fish sad?* Pupils: *No. Happy.*

#### 14 Look and say. Then cross out.

- Point to the picture of the dirty beach on the board. T: *This is a beach. Have pupils repeat after you. T: Is this beach clean?* Pupils: *No. It's dirty.*
- Then direct pupils to activity 14. T: *Is this beach clean?* Pupils: *No. T: Are the crabs sad?* Pupils: *Yes. T: Why are the crabs sad?* Pupils: *It's dirty.*
- Place pupils in pairs. Explain that pupils have to cross out all the items that make the beach dirty.
- When pupils have completed the activity have them show you what they have crossed out.

#### 15 Make a poster.

- Place pupils in pairs. Give each pair two sheets of paper. Explain that each pair has to make a poster showing a clean and a dirty environment. Tell pupils they can draw a beach, a park or even their classroom. When pupils have completed the activity, join the two pages with tape.
- Have each pair present their work to the class and place all posters on classroom display.

### TPR

In L1, explain to pupils that you will say an animal and an adjective and the pupils have to mime it. T: *A happy dog.* Pupils bark, jump up and down and smile. T: *A sad cat.* Pupils stretch like a cat, meow, purr and wear a sad face. Continue with as many animals as you can.

### Activity Book, page 37

#### 9 Listen and tick (✓) or cross (x).

- Ask pupils to describe the two pictures. T: *Number one. Is it a beach?* Pupils: *Yes. T: Is it dirty?* Pupils: *No. It's clean. T: Are the fish sad?* Pupils: *No, happy.* Continue with the crabs.
- Explain that pupils will tick the pictures being described. Play track 2.29 and have pupils complete the activity.

- 1 Look! It's a beach. It's clean. The crabs are happy!
- 2 Look! It's the sea. It's dirty. The fish are sad.

2.29

- Check answers as a class. Ask pupils why they crossed the second picture (the beach is clean and the crabs are happy). Place pupils in pairs and have them ask and answer about the pictures.
- Answers: 1 ✓, 2 X.

#### 10 Circle or cross out. Then draw.

- Have pupils tell you what each item is. Ask them to tick items which make a clean beach and cross the items which don't. T: *Shell?* Pupils: *Yes. T: Chair?* Pupils: *No.*
- Explain that pupils have to draw in the pictures that will make the beach clean.
- Have pupils complete the activity and then describe their picture to their partners.
- Answer: *Yes: shell, turtle, crab. No: chair, bag, horse.*

### Ending the lesson

- Give pupils a sheet of paper each. Have them draw an item that makes a beach clean or dirty.
- On the board draw two beach scenes. T: *Left. It's a clean beach. Right, it's a dirty beach.* Explain to pupils that they have to come to the board and stick their drawing in the appropriate scene.
- When all pupils have stuck their picture to the board, have them describe each scene to their partners.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils draw a clean aquarium with lots of happy fish.

UNIT  
**5**

**13 LISTEN AND DRAW. THEN CIRCLE.**

1

2

**14 LOOK AND SAY. THEN CROSS OUT.**

**15 MAKE A POSTER.**

Lesson 6 CLIL: beach, clean, dirty. It's (clean). I'm (happy).

42

## Lesson 7

**Lesson aims:** to revise the material from Unit 5. Self-assessment.

**Revision:** colours; numbers 1–10; sea animals; *happy, sad.*

**Receptive language:** *How many animals?*

**Materials:** CD 2, self-made flashcards with colours and numbers, flashcards from this and previous units, a sheet of paper for each pupil. Optional: Worksheet 10 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- On the board make two lists and label them *chant* and *song.*
- Ask each pupil to vote which chant or song they liked best in this unit.
- Play the song or chant that wins for the pupils to sing or chant to. Then ask pupils to mime the song or chant.

### Revision

- On the board, place a number, colour and animal flashcard. Point to them and say (*Four*) (*pink*) (*dogs*). Have pupils repeat after you. Repeat with a few more combinations.
- Place pupils in four small groups. Give each group two colour, number and animal flashcards.
- Explain that pupils have to make a phrase with these words e.g. *six red cats, two blue dogs* and so forth. Encourage pupils to add other adjectives as well e.g. *six red happy cats.*
- Each group has to present their phrase to the class.

### Pupil's Book, page 43

#### 16 Listen and tick (✓) or cross (x). Then say.

- Direct pupils to Pupil's Book, page 43, activity 16. T: *How many fish?* Pupils: *Five. T: What colour is fish number three?* Pupils: *It's yellow. Pupils: Is fish number three sad?* Pupils: *No. It's happy.*
- Explain that pupils have to put a tick if the description they hear is correct and a cross if it isn't next to each animal.
- Play track 2.30 and have pupils complete the activity.

UNIT  
**5**

**16 LISTEN AND TICK (✓) OR CROSS (x). THEN SAY.**

**17 DRAW AND SAY.**

Lesson 7 Review: happy, sad. Colours. Sea animals. It's a (crab). It's (grey).

43

- 1 Look! It's a seahorse. It's blue and white.
- 2 Look! It's a fish. It's orange and white. It's happy!
- 3 Look! It's a yellow fish.
- 4 Look! It's a blue starfish.
- 5 Look! It's a fish. It's green and it's sad.

2.30

- Replay track 2.30 with pauses after each individual sentence. Say the correct answer with each pause. T: *One. No! Two. Yes.*

#### 17 Draw and say.

- Ask pupils to look through the unit and have them choose their favourite sea animal. Ask them to describe it to you.
- Tell pupils to draw their favourite sea animal in the box and to colour it. Have them present their work to the class and to describe it as best as they can. Pupils: *A big red fish. A dirty beach, etc.*

### TPR

Give each pupil one flashcard from the colour, numbers or animals groups. Explain that you will say three words and the pupils who have them, must stand up and say them in the exact order you did. T: *Three blue dogs.* Pupils holding the three, blue and dog cards have to stand up and say the phrase. Continue until all pupils have stood up and said a phrase.

### Activity Book, page 38

#### 11 Listen and colour. Then find, colour and say.

- Ask pupils to look at the picture and tell you which sea animals they see. T: *What's number one?* Pupils: *A crab. etc.*
- Ask pupils what colours they think the sea animals could be.
- Play track 2.31. Ask pupils if they remember the colours mentioned.

- 1 It's brown.
- 2 It's red.
- 3 It's pink.
- 4 It's orange.
- 5 It's purple.
- 6 It's green.
- 7 It's yellow.

2.31

- Replay track 2.31 with pauses before each colour so pupils can colour the circles and then colour the picture according to the code.
- Have pupils describe their pictures to their partners.
- Answers: 1 *brown* (crab), 2 *red* (turtle), 3 *pink* (seahorse), 4 *orange* (fish), 5 *purple* (octopus), 6 *green* (starfish), 7 *yellow* (shell).

#### 12 Say and stick.

- Ask pupils to find the stickers for this exercise in their Activity Books.
- Pupils assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.

### Ending the lesson

- Congratulate the pupils for having completed Unit 5.
- Place pupils in pairs and have them choose lesson or scene they particularly liked from the unit. Ask them to draw it and present their work to the class. Place their work on classroom display.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper. Have them fold it in half. Explain that on the left they have to draw three monsters and on the right six animals. Give each pupil a different set of numbers and items to draw. Encourage pupils to be as creative as possible. Place all work on classroom display.

### Progress assessment

- Photocopiable materials, Worksheet 10, page 88. The guidelines for using the sheet can be found on page 77
- *New English Adventure Test Book, Starter A, Test 5*

# UNIT 6 Toys

## Lesson 1

**Lesson aims:** to learn the names of toys. To learn a chant.  
**Target language:** ball, boat, doll, teddy bear; It's a (doll).  
**Revision:** colours; left, right.  
**Receptive language:** toys, look at my toys; Is it a (ball)? What's this? What colour is it?  
**Materials:** CD 2, flashcards from this and previous units. A sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Sing the Hello! song together.
- Give each pupil a flashcard. Explain that you will say a word and the pupil who has the flashcard must give it to you. T: Crab, please. Pupil gives you the flashcard. T: Thank you.

### Presentation

- Stick flashcards from this unit on the board. Explain that these are called toys. Then point to each item. T: Look! A (boat). Have pupils repeat.
- Have a volunteer come to the front and point to a flashcard. Other classmates say what it is. Continue with other pupils.

### Pupil's Book, page 44

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 44, activity 1. Ask if they know who these characters are and what film they are from. (Peter Pan and Wendy from Peter Pan: see page A30.) Then ask what toys they see.
- Have pupils listen to track 2.32. Encourage pupils to stamp their feet when they hear a toy in the chant.

A boat, a boat! Look, it's a boat. Look, it's a brown boat! 2.32/2.33  
 A doll, a doll! Look, it's a doll. Look, it's a blue doll!  
 A ball, a ball! Look, it's a ball. Look, it's a purple ball!  
 A teddy bear, a teddy bear! Look, it's a teddy bear. Look, it's a brown teddy bear!

- Play the chant again. Encourage pupils to join in the chant.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 2.33)

#### 2 Listen and stick.

- Direct pupils to the end of the book and look at the stickers for this activity.
- Play track 2.34 and have pupils point to the correct stickers.

Doll, boat, ball, teddy bear. 2.34

- Replay the track, pausing for pupils to put stickers in the appropriate places. T: What's this? Pupils: It's a (doll). T: What colour is it? Pupils: It's (pink).
- Place pupils in pairs and have them ask each other about the items.

#### 3 Find and tick (✓).

- Explain they have to put a tick next to the boxes once they find the toys from the stickers in the main picture.
- Check answers as a class pointing to your book: T: Is it a (boat)? Pupil: Yes.

### TPR

Remind pupils of the difference between left and right. Place them in small groups and assign each one the name of a toy. Bring all groups to the front of the class. Say a toy and left or right. T: Dolls jump left. Boats jump right. Assign groups different toys and repeat the game.

### Activity Book, page 39

#### 1 Listen and tick (✓) or cross (x). Then colour.

- Have pupils look at picture 1. T: What is it? Pupil: It's a teddy bear. Continue with pictures 2 and 3.
- Explain to pupils that they will hear a track and they have to place a tick or a cross under each picture.
- Play track 2.35 with pauses for pupils to complete the activity.

It's a doll. (...) No!  
 It's a boat. (...) Yes!  
 It's a teddy bear. (...) No! 2.35

- Have pupils colour each picture. Then ask pupils to describe their pictures to their partners. Pupil 1: It's a (brown) teddy bear, etc.

#### 2 Find and circle. Then draw and say.

- Ask pupils what toys they see next to the main picture. Explain that they have to find Peter Pan's toy next to the main picture, circle it and draw it in the main picture. Then they say: It's a ball.

### Ending the lesson

- Give each pupil a sheet of paper. Have them draw and colour a toy of their choice, then work in pairs. Each pupil has to describe his/her partner's drawing to the class.
- Sing the Goodbye! song together.
- Say Goodbye! and wave goodbye to the class.

### Extra activity, Activity Book, page 68

#### 1 Look and draw. Then colour.

Pupils have to draw the pictures as best as they can, making sure they look like the example, and then colour them.

UNIT 6 TOYS

1 LISTEN AND CHANT. CD 2.32 KARAOKE CD 2.33

2 LISTEN AND STICK. CD 2.34

3 FIND AND TICK (✓). CD 2.35

doll ✓ boat ✓ ball ✓ teddy bear ✓

Lesson 1: ball, boat, doll, teddy bear. It's a (purple) (ball).

## Lesson 2

**Lesson aims:** to learn the names of more toys. To learn the verb I've got.  
**Target language:** car, kite, train, yo-yo; I've got a (yo-yo).  
**Revision:** boat, ball, doll, teddy bear.  
**Receptive language:** It's a (blue) (doll). It's (green). What colour?  
**Materials:** CD 2, flashcards with toys, a sheet of paper.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Sing the Hello! song together.
- Cut out a small square in the middle of a white sheet of paper. Place flashcards on the board.
- Cover a flashcard with the 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 (see "Which card is it?", Resource Bank, page 21).

### Presentation

- Stick new vocabulary items from this lesson on the board, say each item and have pupils repeat after you.
- Then point to each item and ask pupils different questions about it. T: What's this? Pupils: It's a (yo-yo). T: What colour is it? Pupils: (Red). Continue with all items.
- Then stick flashcards from Lesson 1 on the board. Point to each item and have pupils say its name. Take two flashcards down and hold them facing the class. T: Look! I've got a (doll). It's (pink). I've got a (train). It's (green).
- Ask pupils to take out their drawings from the previous lesson and to tell you what they've got. Pupil: I've got a (ball). It's (red). Help pupils with the new grammar structure.

### Pupil's Book, page 45

#### 4 Listen and point. Then listen and circle.

- Direct pupils to Pupil's book, page 45, activity 4, and have each pupil describe all the pictures they see. Encourage them to use the colours they know. Pupil: It's a car. It's blue. It's a yo-yo. It's red. etc.
- Explain to pupils they have to point to the toy they hear.
- Play track 2.36, part 1 and have pupils point to the toys they hear.
- Replay the track with pauses after each sentence.

4 LISTEN AND POINT. THEN LISTEN AND CIRCLE. CD 2.36

5 MATCH AND COLOUR. THEN SAY. CD 2.37

Lesson 2: car, kite, train, yo-yo. I've got a (car). It's a (kite). It's (red).

Have pupils repeat what they hear.

- Then explain that pupils have to circle the toys that belong to the girl.
- Play track 2.36, part 2 and have pupils complete the activity.

### Part 1 2.36

- It's a car.
- It's a kite.
- It's a yo-yo.
- It's a train.

Part 2  
 I've got a yo-yo and I've got a train.

- Replay the track for pupils to check their answers.
- Ask a volunteer pupil to tell the class the answers. Pupil: A yo-yo, a train.
- Then ask pupils to choose one toy and tell you which one they have. Pupil: I've got a (blue) (car).

#### 5 Match and colour. Then say.

- Direct pupils to activity 5. Say a toy and have pupils point to it. Tell pupils to match the toys by drawing lines and then colour them.
- Then place pupils in pairs and have them ask and answer about all the items in this activity. Pupil 1: What colour? Pupil 2: Purple.
- Then ask pupils to choose two of the toys and tell you what they've got. Pupil: I've got a (yellow)(train) and a (red yo-yo).

### TPR

Stick all flashcards with toys on the board and place pupils in two lines. Explain that you will say two items and the pupils at the front of each line have to run up to the board, point to the correct items, say them and then sit down. If they don't say the correct item, pupils go to the end of the line. The line that finishes first, wins.

### Activity Book, page 40

#### 3 Find and match. Then colour and say.

- Direct pupils to Activity Book, page 40, activity 3. Have pupils tell you what toys they see and what colour each one is.
- Explain that pupils have to match the similar toys and colour them the same colour.
- When pupils have completed the activity, have them ask and answer with their partners. Pupil 1: Train. What colour? Pupil 2: It's (green).

#### 4 Colour and say.

- Play chant track 2.32 in the background as pupils work.
- Explain to pupils that they only have to colour the spaces that have a dot.
- When they have completed the activity, have them tell you what the pictures show using colours. Pupil: I've got a (blue) boat. I've got a (brown teddy bear).
- Answers: boat, teddy bear.

### Ending the lesson

- Stick all flashcards with toys on the board. Point to teddy bear. T: I've got a brown teddy bear, teddy bear, teddy bear. I've got a brown teddy bear. One, two, three. Continue with by pointing to different toys and have pupils clap when they hear a toy and repeat after you.
- Sing the Goodbye! song together.
- Say Goodbye! and wave goodbye to the class.

### Extra activity, Activity Book, page 68

#### 2 Count and circle.

Explain to pupils that they have to count the similar toys and circle the correct number. Have them colour toys of their choice.

# Lesson 3

**Lesson aims:** to learn new adjectives and verbs. To learn a song. To use the verb *I've got*.

**Target language:** *I've got a (red) (car). Let's fly!*

**Revision:** body movements; colours; *big, small*.

**Receptive language:** *Come fly with me!*

**Materials:** CD 2, flashcards with toys, self-made flashcards with colours. A sheet of paper for each pupil. Colour pencils or marker pens.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Explain that you point to a group and say the word *colour* or *toys*. The group has to say as many words from that vocabulary group as possible. T: *Toys!* Pupils: *Boat, doll* etc. The group that says the most vocabulary items wins.

## Presentation

- Have pupils stand in a circle. Ask them to do various body movements. T: *Let's jump!* Pupils jump.
- Go through all the body movements taught in Unit 2 and mime them together with the pupils.
- Then mime flying. As you do so, say *Let's fly, fly, fly. Let's fly.* Have pupils repeat after you.
- Go through all the body movements again and this time include *fly*.

## Pupil's Book, pages 46–47

### 6 Listen and tick (✓) or cross (X).

- Direct pupils to Pupil's book, page 46, activity 6. T: *What's number 1?* Pupils: *It's a ball.* T: *What colour is it?* Pupils: *It's pink.* Continue in this way for all the items.
- Explain that pupils will hear the toys in activity 6 being described. If the description is correct, they have to tick the box next to it. If not, they have to cross it.
- Play track 2.37 with pauses after each sentence for pupils to complete the activity.

2.37

- 1 I've got a brown ball.
- 2 I've got a green and white boat.
- 3 I've got a blue yo-yo.
- 4 I've got a purple and orange kite.

- Replay track 2.37 or pupils to check their answers.
- Then say a toy from the activity and have pupils point to it in their books. T: *I've got a blue yo-yo.*
- Have pupils do the above activity with their partners.

### 7 Listen and sing.

- Ask pupils to look at pages 46–47. T: *Look! It's Peter Pan and Wendy. Let's fly!* Have pupils repeat after you.
- Then ask them to tell you what toys they see.
- Tell pupils that they will listen to a song. Ask them to clap when they hear a toy
- Play track 2.38

2.38

*Chorus: Fly high. Let's fly! Let's fly! Let's fly!  
Fly high. Let's fly! Let's fly! Let's fly!*

*I've got a boat.  
A big brown boat.  
Come fly with me!  
Come fly with me!*

*(Chorus)*

*I've got a kite.  
A big blue kite.  
Come fly with me!  
Come fly with me!*

*(Chorus)*

*I've got a teddy bear.  
A small teddy bear.  
Come fly with me!  
Come fly with me!*

*(Chorus)*

- Tell pupils they will hear the song again but this time when they hear a toy, they have to mime flying.
- Replay track 2.38 and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to chant to the karaoke version (Track 2.39).
- Then ask pupils to look at the toys on both pages. Explain that you will say *big* or *small* and they have to tell you the toys that are big or small. T: *Big.* Pupils: *Boat, kite.* T: *Small.* Pupils: *Doll, car* etc.

### 8 Look and colour.

- Direct pupils to activity 8. Explain that they have to find the toy they see on pages 46–47 and to colour the shape the same colour.
- Once pupils have completed the activity, have them describe each toy to you. Pupils: *A (red) (train).*

## TPR

Bring pupils to the front of the class. Explain that you will play the song again for them and that they have to fly around the class. Play the karaoke version (Track 2.39). Then tell pupils that you will change the verb *fly* to another one for them to sing and mime to. T: *Jump high. Let's jump! Let's jump! Let's jump! Jump high. Let's jump! Let's jump! Let's jump! I've got a boat. A big brown boat. Come jump with me! Come jump with me!*

## Activity Book, page 41

### 5 Trace and colour. Then say.

- Explain to pupils that they have to trace over the lines to complete the pictures of the toys and then to colour them in.
- When pupils have completed the activity, have them describe their drawings. Pupils: *It's a (pink) (doll).*
- Play the song from this lesson as pupils work.
- **Answers:** *doll, train, boat, yo-yo, car, teddy bear.*

6 LISTEN AND TICK (✓) OR CROSS (X). CD 2.37

1  2  3  4

7 LISTEN AND SING. CD 2.38 CD 2.39

Lesson 3 Song: I've got a (red) (car). Let's fly, big, small. Toys. I've got a (car).

UNIT 6

8 LOOK AND COLOUR.

brown and blue red and yellow

brown brown and blue

47

## Ending the lesson

- Give each pupil a sheet of paper. Ask pupils to draw on big and one small toy and have them colour them.
- Then have pupils present their work to the class and place it on classroom display.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Have pupils draw their favourite character from *Peter Pan* and then place their work on classroom display.



## Lesson 4

**Lesson aims:** to revise language from lessons 1–3. To listen to a story.  
**Target language:** *Happy Birthday!*  
**Revision:** colours, toys; *big, small; I've got a (ball).*  
**Receptive language:** *Which toy is good for Pluto?*  
**Materials:** CD 2. Flashcards with toys. A sheet of paper for each pupil; colour pencils or marker pens. Optional materials: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Hold up a flash card, name it incorrectly and ask pupils to correct you. Go through the flashcards quickly to make the game more fun.

### Presentation

- On the board draw a big birthday cake and a few candles on it. T: *Look! A birthday cake. Happy Birthday!* In L1, ask pupils what toys they would like to receive on their birthdays.

### Pupil's Book, page 48

#### 9 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 40.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Goofy. This is Minnie and Pluto.*
- Have pupils tell you what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey, Minnie and Goofy are in a toy store and choose a birthday present for Pluto).
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Which toy is good for Pluto?*
- Play track 2.40. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 2.40) and with special EFL voice-overs (track 2.41).

1 Minnie: Mickey, look! I've got a doll. It's pink! 2.40/2.41  
 Mickey: A doll for Pluto? No ...  
 2 Mickey: Look! A car! I've got a green car!  
 Minnie: A car for Pluto? No ...  
 3 Goofy: I've got a ball and a yo-yo. Hmm ... a big ball ... and a small yo-yo.  
 Mickey: Oh no! Goofy, stop!  
 4 [sound of Goofy landing in toys]  
 5 Goofy: Oh, I've got a kite! A yellow kite!  
 Minnie and Minnie: Yes! A kite!  
 6 Mickey: Here you are, Pluto.  
 Goofy: It's a kite!  
 Minnie: It's yellow and it's big!  
 Mickey, Minnie, Goofy: Happy birthday, Pluto!

- Repeat the question: *Which toy is good for Pluto?*
- Encourage pupils to answer correctly. Pupils: *A kite.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 2.40, stopping at each frame to ask the following questions. Pictures 1, 2 and 3: point to each toy and ask *What toy is it? (It's a doll/car/ball/yo-yo.) What colour is it? Is it big or small?* Picture 4: *How many toys has Goofy got? (One.)* Picture 5: (point to the kite) *What is it? (A kite.) What colour? (It's yellow.) Is it big or small?* Picture 6: (point to the toy). *Is Pluto sad? (No, happy.)*
- Replay track 2.40, pausing at each individual sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

#### 10 Now act the story out.

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

### Activity Book, page 42

#### 6 Find and circle 4 differences. Then say.

- Direct pupils to Activity Book, page 42, activity 6. Explain to pupils that they have to find four differences in each picture and circle them.
- Once pupils have completed the first part of the activity have them tell you the differences they found in picture 2. T: (*Goofy*). Pupils: *A (brown) (teddy bear).*
- **Answers:** Goofy – *brown teddy bear*, Minnie – *red yo-yo*, Pluto – *purple and orange kite*, Mickey – *blue and purple train*.

#### 7 Find and match. Then colour and say.

- Explain that pupils have to match the fragments in the bottom row to the pictures these fragments come from in the first row and that they have to use the same colours to colour them in.
- Once pupils have completed the first part of the activity, have them choose two toys and say what they have got. Pupils: *I've got a (blue) (boat).*

### Ending the lesson

- Place pupils in pairs and have them choose a scene from the story. Give them a sheet of paper and ask them to draw it and to present it to the class.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw a toy they would give Pluto for his birthday.

9 LISTEN AND ANSWER. CD 2.40 2.41

10 NOW ACT THE STORY OUT. CD 2.40 2.41

Lesson 4 Story: big, small. Toys. I've got a (doll). It's pink. I've got a (green) (car).

## Lesson 5

**Lesson aims:** to revise language from lessons 1–4. To play a game with cut-out cards.  
**Revision:** numbers; toys; *I've got a (train) and a (doll).*  
**Receptive language:** *How many (dolls)? What have you got?*  
**Materials:** CD 2. Flashcards with toys. A sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Hold up the flashcards. Intentionally describe a toy incorrectly and have pupils correct you. T: *A red teddy bear.* Pupils: *No! A yellow teddy bear.* Continue with all the toys in this activity.

### Revision

- Give pupils sheets of paper each and ask them to draw two big squares. Explain that in each square they have to draw what you say. T: *Box 1. A starfish, a fish, a ball. Box 2. A train, a ball, a yo-yo.* Repeat as many times as necessary and say each item slowly for pupils to be able to complete the activity.
- Draw the two boxes and their items on the board and check each pupil's drawings.

### Pupil's Book, page 49

#### 11 Count and match. Then listen and tick (✓) or cross (X).

- Direct pupils to Pupil's Book, page 49, activity 11. Ask pupils to look at the first box. T: *How many toys?* Pupils: *Four.* Tell pupils to draw a line from the box to number four. Continue in this manner for the next two pictures.
- Have volunteer pupils tell you what is in each box. T: *What's in number (1)?* Pupil: *A (teddy bear), (balls) and (a car).*
- Explain that pupils will hear a track and if it describes the box correctly, they have to tick it. If the description is wrong, they have to cross the box.
- Play track 2.42 with pauses after each sentence for pupils to answer.

- 1 I've got a teddy bear, two balls and a car. 2.42  
 2 I've got a train and a doll.  
 3 I've got a yo-yo, a boat and a kite.

11 COUNT AND MATCH. THEN LISTEN AND TICK (✓) OR CROSS (X). CD 2.42 2.43

UNIT 6

1 2 3 4 5 6

1

2

3

12 CUT OUT (PAGE 83). THEN LISTEN AND PLAY. CD 2.43 2.44

Lesson 5 Skills: Numbers. Toys. I've got a (doll).

- Replay track 2.42 for pupils to check their answers.
- Ask pupils why picture 3 was wrong. (There's a car, not a kite).
- Place pupils in pairs and have them describe a box from the activity for their partners to point to. Pupil 1: *I've got a car, a yo-yo and a boat.* Pupil 2: *Three.* Make sure pupils swap roles.

#### 12 Cut out (page 83). Then listen and play.

- Have pupils cut out the cards on page 83. Have each pupil describe the cards to you.
- Have pupils look at the photo on page 49 and tell you what they see. Ask if they can guess what game they will play.
- Play track 2.43.

A: Car. 2.43  
 B: Ball.  
 B: Teddy bear.  
 A: Teddy bear! I've got a teddy bear.

- Ask pupils to shuffle their cards and put them in a pile face down. Ask pupils in L1 to turn cards over one by one. If they have the same item on their cards, they must name the item. The pupil who names it first can take both cards, saying *I've got a (teddy bear)*. The person with most cards wins the game.
- Place pupils in pairs and have them play the game.

### TPR

Play the unit song (track 2.38) and ask pupils to jump, fly or run around the classroom to it. When you stop the song, you will say a number between 2 and 6. Pupils have to form a group with that many pupils in it. Pupils who haven't joined a group miss a turn.

### Activity Book, page 43

#### 8 Listen and match. Then say.

- Intentionally describe a toy incorrectly and have pupils correct you. T: *A red teddy bear.* Pupils: *No! A yellow teddy bear.* Continue with all the toys in this activity.
- Explain to pupils that they have to draw lines from the toys to their owners.
- Play track 2.44 with pauses for pupils to complete the activity.

1 A: What have you got? B: I've got a blue yo-yo. 2.44  
 2 A: What have you got? B: I've got a red car and a green kite.  
 3 A: What have you got? B: I've got a pink teddy bear.

- Replay the track for pupils to check their answers.
- Then have pupils tell their partners which toys belong to each child. Pupils: *Red car and a green kite, two.*

#### 9 Count and draw •.

- Explain to pupils that they have to draw dots to show how many dolls, trains and boats are in the box.
- Give pupils some time to do this and then ask: *How many dolls?* Pupils: *Four!* Continue for all the toys.
- **Answers:** 4 dolls, 2 trains, 3 boats.

### Ending the lesson

- Give each pupil a sheet of paper. Tell them to draw a square with a few toys in it and to colour each one.
- When they have finished, have them talk about their boxes with their partners. Encourage them to use colours and sizes. Pupils: *I've got a (big) (red) train*, etc.
- Make sure both pupils compare their pictures. Place all work on classroom display.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils choose their favourite activity from the unit so far and ask them to draw a picture of it.

## Lesson 6

**Lesson aims:** Social science – to talk about old and new things. To make a poster.

**Target language:** *It's new. It's old.*

**Revision:** toys; *I've got a (doll).*

**Receptive language:** *Look at the (brown) chest.*

**Materials:** CD 2. A sheet of paper for each pupil. Flashcards from previous units. Pictures of an old and new toy of the same kind. An old and a new classroom item. Two big sheets of cardboard.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in small groups. Give each pupil a few flashcards of all items taught from all units. Explain that you will say an item and the pupil with the card stands up, says *I've got a (dog)* and gives you their card.

### Presentation

- On the board stick the pictures of the old and new toy. Point to each one. T: *Old. New.* Have pupils repeat after you.
- Show pupils your old classroom item. T: *It's a (rubber). It's old.* Have pupils repeat after you. Then show the new classroom item. T: *It's a (book). It's new.* Again have pupils repeat after you.

### Pupil's Book, page 50

#### 13 Listen and point. Then circle with ○ or ●.

- Direct pupils to Pupil's Book, page 50, activity 13. Ask them to look at the pictures of the toys. T: *Look at 1. Old?* Pupils: *No. New.* T: *Look at 2. Old?* Pupil: *Yes! Old.* Continue in this manner for all items in this activity.
- Play track 2.45 and have pupils point to the items as they hear them.

Look! I've got a doll. It's new!  
This is a train. It's old.  
Look! I've got a new train!  
What's this? It's a doll. It's old.

2.45

- Explain to pupils that they will hear the track again but this time they have to circle the new toys green and the old toys red.
- Replay track 2.45 with pauses after each sentence for pupils to complete the activity. Check answers as a class by asking each pupil which toys they have circled red and which toys green.

#### 14 Match. Then say.

- As you do this activity, help pupils with the words: *bricks, chest, helicopter, play station, puzzle, robot* by saying them and having repeat after you.
- Ask pupils to look at the two chests. Hold up your book and point to the brown chest in the activity. T: *Look at the brown chest. Is it new?* Pupils: *No! Old.* Repeat for the purple chest.
- Explain to pupils that they have to draw lines from the new toys in the activity to the purple chest, and from the old toys to the brown chest. Have pupils complete the activity individually.
- Check answers by holding up your book and pointing to each item. T: *Teddy bear. Old. Brown chest.*

#### 15 Make a poster.

- Give each pupil a sheet of paper. Explain that they have to make a poster showing something old and something new. Tell pupils they can draw toys or classroom items. When pupils have completed the activity, have each pupil present their work to the class and place all posters on classroom display.
- Play the chant from this unit (track 2.32) while the children are working.

### TPR

Bring pupils to the front of the class. When pupils hear the word *old*, they have to walk very slowly; when they hear the word *new* they have to jump quickly. T: *Old dog.* Pupils walk very slowly. T: *New car.* Pupils jump quickly. Pick up speed to make the game more exciting.

### Activity Book, page 44

#### 10 Trace and say.

- Direct pupils to Activity Book, page 44 and ask them to look at the first picture. T: *What's this?* Pupil: *It's a car.* T: *Is it new?* Pupils: *Yes.* Continue with the second picture.
- Explain that pupils have to trace the cars. Afterwards have them tell you what they have got. Pupils: *I've got a (new) car.*
- **Answers:** *new car, old car.*

#### 11 Match and draw. Then say.

- Have pupils tell you what each item on the left is. You may need to help them with the word *horse*.
- Explain that pupils have to match the toys with the children and then draw the missing toys in the pictures.
- When pupils have completed the exercise, have them tell you what each child has got using *I've got*.
- **Answers:** *Boy – I've got a horse, Girl – I've got a doll, Girl – I've got a train.*

### Ending the lesson

- Give each pupil a sheet of paper and have them draw an old and a new item.
- On the board stick the two large pieces of cardboard and draw two circles – a green one and a red one. Alternatively, draw a green and red circle on the board.
- Have pupils come to the board and stick their drawings of new things in the green circle and the old ones in the red circle, saying *I've got a (new) car.*
- Sing the *Goodbye!* song together.

### Extra activity

Have pupils draw their favourite old toy.

13 LISTEN AND POINT. THEN CIRCLE WITH ○ OR ●.

14 MATCH. THEN SAY.

15 MAKE A POSTER.

## Lesson 7

**Lesson aims:** to revise the material from Unit 6. Self-assessment.

**Revision:** colours; numbers 1–10; toys.

**Receptive language:** *How many (dolls)?*

**Materials:** CD 2, flashcards from this and previous units. Optional: Worksheet 11 and 19 (Review units 5–6).

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Have pupils look through the whole unit for about a minute. Ask them to close their pupil's books and to tell you what they remember from the unit. Encourage them to mention toys, colours, the words *old* and *new* and the Disney characters.
- Then place all flashcards on the board. Point to each one and intentionally describe it incorrectly. T: (pointing to the doll) *A brown ball.* Pupils: *No, a pink doll.*

### Revision

- Have pupils open their books. Explain that you will describe an item or character and the pupils have to find it in the unit. T: *Goofy.* Pupils open at page 48 and point to Goofy. T: *A blue doll.* Pupils open at page 44 and point to Wendy holding the blue doll.
- Continue with as many items as possible.
- Place pupils in pairs and have them continue with their partners.

### Pupil's Book, page 51

#### 16 Count and tick (✓) or cross (X). Then say.

- Direct pupils to Pupil's Book, page 51, activity 16. Ask pupils to identify the numbers presented. T: *Doll.* Pupils: *Three.* Continue with all the items.
- Explain that pupils have to find the toys in the picture. If they are the same number as the number given in the side bars, they have to place a tick in the box. If not, they place a cross. T: *How many dolls?* Pupils: *Three.* T: *Yes or No?* Pupils: *Yes.* Continue with all the items.
- Then place pupils in pairs and have them ask and answer. Pupil 1: *Cars?* Pupil 2: *Two cars.*
- Make sure pupils refer to most of the items and that they swap roles.

16 COUNT AND TICK (✓) OR CROSS (X). THEN SAY.

17 DRAW AND SAY.

#### 17 Draw and say.

- Ask pupils to look through the unit and have them choose their favourite toy. Ask them to describe it to you.
- Tell pupils to draw their favourite toy in the box and to colour it. Have them present their work to the class and to describe it as best they can. Encourage them to form complex sentences e.g. *It's a (big) (red) (train).*

### TPR

Bring pupils to the front of the class and have them form a circle. Explain that you will play the song from this unit and every time they hear a toy, they have to jump as high as they can. Play track 2.38 as many times as necessary. Encourage pupils to sing as they play. To lengthen the activity, play the karaoke version and add different toys to it.

### Activity Book, page 45

#### 11 Find and draw. Then say.

- Ask pupils to look at the picture and tell you which toys they see and what colour they are. Explain that pupils have to find which toy belongs to Wendy and which one to John by following the lines in the maze.
- When pupils have completed the activity, have them tell you what toy Wendy and her brother have got. Pupils: *Wendy, a pink doll. John, a green kite.* Ask pupils to draw the toys in the boxes.

#### 12 Say and 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 say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.
- Play the Unit chant in the background as pupils work (track 2.39).

### Ending the lesson

- Congratulate the pupils for having completed Unit 6.
- Give pupils a sheet of paper. Have them fold it in half. Explain that on the left they have to draw some new toys and some old toys on the right. Give each pupil a different number of toys to work with.
- Play the Unit chant in the background as pupils work (track 2.39).
- Encourage pupils to be as creative as possible. Have pupils present their work to the class using *I've got*. Pupils: *I've got a (new) (train). I've got an (old) (car).* Then place all work on classroom display.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

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

### Progress assessment

- Photocopiable materials, Worksheet 11, page 89. The guidelines for using the sheet can be found on page 77
- Review Units 5–6, Worksheet 19, page 97. The guidelines for using the sheet can be found on page 78.
- *New English Adventure Test Book, Starter A, Test 6.*

# UNIT 7 Food

## Lesson 1

**Lesson aims:** to learn the names of food. To learn a chant.  
**Target language:** *cakes, cheese, chicken, milk; I like (chicken). Yuck! Yum!*  
**Revision:** colours.  
**Receptive language:** *What colour is it? What colour is missing?*  
**Materials:** CD 3, self-made flash cards with colours, flashcards with food. Two sheets of paper for each pupil. Colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Stick all colour flashcards on the board. Give pupils a few minutes to look at them. Ask them to close their eyes, remove one and then ask pupils to open their eyes. T: *What colour is missing?* Pupils: *(Red).*

### Presentation

- Stick the unit flashcards on the board. Go through each one saying its name as pupils repeat after you.
- Ask pupils in L1 if they like the food items presented. Then point to each item on the board. T: *I like cheese. Yum!*, with emphasis on the word *like*. Have pupils repeat after you.

### Pupil's Book, page 52

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 52, activity 1. Ask if they know who this character is and what film she is from. (Tiana from *The Princess and the Frog*.) Explain, in L1, that Tiana's dream was to open her own restaurant and after many adventures, she did.
- Explain that pupils will hear a chant and to clap their hands every time they hear a food item.

I like chicken, I like cheese,  
 I like cakes and I like milk.  
 (x2)  
 Chicken, cheese, cakes and milk! (x2)

3.1/3.2

- Play the chant again. Encourage pupils to join in the chant.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 3.2)

#### 2 Listen and stick.

- Direct pupils to the sticker page and have them look at the stickers for this activity. Encourage them to say the food items they see to their partners.
- Explain that pupils will hear food items and that they have to place them in the boxes.
- Play track 2.18, pausing for pupils to attach the stickers.

Cakes, cheese, milk, chicken.

3.3

- Ask each pupil to look at the stickers. T: *What's this?* Pupil: *(Cakes).*
- Pupils ask each other about the items. Ensure that pairs swap roles.

#### 3 Find and tick (✓).

- Explain they have to put a tick next to the boxes once they find the items in the main picture.
- Check answers as a class. T: *Are they (cakes)?* Pupils: *Yes.*

### TPR

Place a different colour flashcard in four corners of the classroom. Point to each corner and say its colour. Have pupils repeat. Then divide pupils into four groups and give each one a flashcard with food. Say a food item and a colour. The group with that food item has to run to that corner. T: *Cakes, blue!* All pupils in the cakes group have to run to the blue corner. Then say two food items and two colours. T: *Cheese, yellow. Milk, green!* Pupils who go to the wrong corner, miss a turn.

### Activity Book, page 46

#### 1 Trace and say.

- Direct pupils to Activity Book, page 46, activity 1. Have them look at picture 1 and ask them to trace the lines with their fingers. T: *What's this?* Pupil: *It's cheese.* Continue with pictures 2, 3 and 4.
- Then have pupils complete the activity individually.
- Have pupils ask their partners what food each one is. Pupil 1: *What's this?* Pupil 2: *It's milk.* Check that pupils swap roles.
- Answers:** 1 – *cheese*, 2 – *milk*, 3 – *chicken*, 4 – *cakes*.

#### 2 Follow and say.

- Ask pupils to look at the drawings and say what food items they see.
- Then have pupils trace the lines from the food to the characters.
- When pupils have completed the activity, check answers as a class.
- Answers:** *chicken – Louis, cheese – Tiana, milk – Prince Naveen.*

### Ending the lesson

- Give each pupil two sheets of paper. Pupils draw two food items, then present their work to the class. Pupil: *I like cake. It's yellow.*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 69

#### 1 Look and draw.

Explain that they have to copy the cake to the chart and then colour it in.

UNIT 7 FOOD

1 LISTEN AND CHANT. (CD 3.1) (KARAOKE 3.2)

2 LISTEN AND STICK. (CD 3.3)

3 FIND AND TICK (✓). (CD 3.3)

Lesson 1: cakes, cheese, chicken, milk. I like (chicken).

## Lesson 2

**Lesson aims:** to learn more food vocabulary. To revise colours and to express preferences.

**Target language:** *apples, bananas, oranges, pears.*

**Revision:** *cakes, cheese, chicken, milk; I like (apples).*

**Receptive language:** *Do you like (apples)? What colour are ...?*

**Materials:** CD 3, unit flashcards and self-made flashcards with colours. A sheet of paper for each pupil. Coloured pencils.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Give pupils a sheet of paper and ask pupils to draw a food item they remember from the previous lesson. Have each pupil tell the class what they have drawn.
- Play the chant from lesson 1 and tell pupils to stand up when they hear their item.

### Presentation

- On the board place all the food flashcards from this and the previous lesson. Revise previously taught food items by pointing to them, saying them and having pupils repeat after you.
- Then point to the new food items and have pupils repeat after you as you say their names.
- In L1, ask pupils what group of food these items belong to (fruit) and why eating fruit is good for you.
- Direct pupils back to the food items. Point to a flashcard and intentionally say its wrong colour. T: *Look! Blue bananas!* Pupils: *No! Yellow bananas.* Continue in this manner for all the food items.

### Pupil's Book, page 53

#### 4 Listen and point. Then draw ☺.

- Direct pupils to Pupil's book, page 53, activity 4 and have pupils tell you the fruits they see and their colours. Pupil: *Yellow bananas, red apples etc.*
- Explain to pupils they have to point to the fruits they hear.
- Play part 1 of track 3.4 and have pupils point to the fruits they hear.
- Then in unison repeat what was said in the recording. Have pupils point to each fruit as they do so. T and Pupils: *I like bananas, etc.*

4 LISTEN AND POINT. THEN DRAW ☺ (CD 3.4) (KARAOKE 3.4)

Pupils' own answers

5 MATCH, COLOUR AND SAY. (CD 3.4)

Lesson 2: apples, bananas, oranges, pears. I like (apples).

### Part 1

I like bananas.  
 I like apples.  
 I like pears.  
 I like oranges.

3.4

### Part 2

Bananas, apples, pears, oranges.  
 Apples, bananas, oranges, pears.  
 Oranges, pears, apples, bananas.  
 Pears, apples, bananas, oranges.

- Explain that pupils will hear the recording again but this time the fruit will be in different order each time.
- Play part 2 of track 3.4 and have pupils point to each food item.
- Have pupils draw a smiley face on the fruits they like best.
- Place pupils in pairs and have them tell each other which ones they chose. Pupil: *I like (apples, oranges and bananas).*

#### 5 Match, colour and say.

- Direct pupils to activity 5. Say a colour and have pupils point to the child wearing it. Then say a set of fruit items and have pupils point to them.
- Ask pupils what colour the fruits are. T: *What colour are the bananas?* Pupils: *Yellow!* Continue for all items.
- Tell pupils they have to match the fruits to a colour of a T-shirt in the photo and to colour it with it.
- Have pupils complete the first part of the activity.
- Place pupils in pairs and have them ask and answer: Pupil 1: *Apples?* Pupil 2: *Red.* Make sure pupils swap roles.

### TPR

Place pupils in four groups and have each group go to a corner of the room. Give each group a name of a fruit. Tell pupils you will say two fruits and the pupils in those groups have to swap corners. T: *Apples and pears.* As the groups swap corners, the pupils in the other two groups have to clap their hands. Continue with as many fruit combinations as possible.

### Activity Book, page 47

#### 3 Listen and circle.

- Direct pupils to activity 3. T: *I like pears and bananas.* Have pupils repeat after you.
- Ask each pupil to tell you which types of fruit they like.
- Explain that pupils have to circle the fruits they hear. Play track 3.5 and have pupils complete the activity.

1 I like oranges.  
 2 I like apples and bananas.

3.5

- Check answer by asking pupils which fruits were not mentioned. (Pears).

#### 4 Count and draw.

- Ask pupils to tell you what numbers they see. Then ask them to tell you what food items they see and how many. T: *Bananas?* Pupil: *Three.*
- Ask pupils to draw as many pieces of fruit in the box as the number says.
- When pupils complete the activity, have them tell their partners how many pieces of fruit are in each box. Pupil 1: *Apples.* Pupil 2: *Six.*
- Answers:** *5 bananas, 3 oranges, 4 pears, 6 apples.*

### Ending the lesson

- Have pupils chant the karaoke version of the chant in lesson 1 but this time replace the food with fruits.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 69

#### 2 Follow. Then draw and colour.

Explain to pupils that they have to follow the lines to their boxes and then draw the food item in it as many times as the dice says.

## Lesson 3

**Lesson aims:** to learn food vocabulary items. To express preferences in the negative. To learn a song.

**Target language:** *bread, eggs, juice; I don't like (eggs).*

**Revision:** *apples, bananas, cakes, cheese, chicken, milk, pears, oranges, yum, yuck; I like...*

**Materials:** CD 3, flashcards from all the previous units, a shopping bag.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in small groups. Give each group several shuffled flashcards from all the units. Ask the groups to divide the cards into separate categories (e.g. animals, classroom items, food etc.). As they do so, they must name them. The winner is the group which completes the task first.

### Presentation

- Place all food flashcards in a shopping bag.
- Show pupils the shopping bag and tell pupils in L1 you have just returned from the supermarket.
- Take out a card from your bag and ask pupils to tell you what it is. When you come across a new vocabulary item e.g. *bread*, say it and have pupils repeat after you. Continue until there are no more cards in your bag.
- Place the flashcards for *bread, eggs and juice* on the board. Point to each card and have pupils tell you what it shows.
- Next to each one draw a happy or unhappy face. T: *Bread. (Yum!) I (like) bread. Eggs. (Yuck!) I (don't like) eggs. Juice. (Yum!) I (like) orange juice.* Have pupils repeat after you.

### Pupil's Book, pages 54–55

#### 6 Listen and point. Then listen and draw 😊 or ☹️.

- Direct pupils to Pupil's Book, page 54, Activity 6. Explain that they have to point to the items as they hear them.
- Play part 1 of track 3.6.
- Then explain that they have to draw a happy or a sad face next to each item as they listen to the recording.
- Play part 2 of track 3.6 and have pupils complete the activity.

#### Part 1 3.6

Bread, eggs, juice.

#### Part 2

I like bread. Yum!  
I like eggs. Yum!  
I don't like juice. Yuck!

- Check answers by drawing a happy or sad face next to the flashcards on the board.
- Ask each pupil say whether they like each item or not. Pupil: *I (don't like) bread. (Yuck!)*

6 LISTEN AND POINT. THEN LISTEN AND DRAW 😊 OR ☹️ ✎

Lesson 3 Song: bread, eggs, juice; yuck, yum. I don't like (eggs). Food. I like (cheese).

54

#### 7 Listen and sing.

- Tell pupils that they will listen to a song. Ask them to clap their hands when they hear a food item.
- Play track 3.7.

**3.7/3.8**

I like bread, yum, yum!  
And I like juice, yum, yum!  
I like milk, yum, yum!  
And I like chicken.

*Chorus: But I don't like cheese!  
No, I don't like cheese!  
I don't like cheese!  
Yuck! Yuck!*

I like apples, yum, yum!  
And I like pears, yum, yum!  
I like eggs, yum, yum!  
And I like cakes.

*(Chorus)*  
I like apples and I like bread  
But I don't like cheese!  
Yuck! Yuck!

- Tell pupils they will hear the song again but this time they have to say *Yum* when they hear *I like* and *Yuck* when they hear *I don't like*. Replay track 3.7.
- Repeat and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to chant to the karaoke version (Track 3.8).

7 LISTEN AND SING. CD 3.7 KARAOKE CD 3.8 UNIT 7

8 FIND AND CIRCLE. ✎

55

#### 8 Find and circle.

- Direct pupils to activity 8. Together, say the food items they see. T and Pupils: *Eggs, etc.*
- Explain that pupils have to find the items on pages 54–55 and to circle them.

#### TPR

Explain that you will show pupils flashcards and say sentences. When pupils hear a positive sentence, they must say *Yum* and clap! If they hear a negative sentence, pupils say *Yuck!* and stomp their feet T: *I like (juice).* Pupils: *Yum!* T: *I don't like (bread).* Pupils: *Yuck!*

### Activity Book, page 48

#### 5 Find and tick (✓) or cross (x). Then say.

- Direct pupils to activity 5. Have each pupil tell you which of the foods from the picture they like. Explain that they have to tick the food items they see next to the frogs and cross the ones that are not in the bigger picture.
- Then have pupils tell their partners which foods they see and which ones they don't. Pupil: *Bananas, yes. Chicken, no etc.*
- Have pupils look at all the food items in the picture again and tell their partners what they like or don't like. Pupil: *I like bananas. I don't like pears.* Make sure both pupils express their preferences.

#### Ending the lesson

- Give each pupil a piece of paper and fold it in half. Explain that on the left, they have to draw two foods they like and on the right, two foods they don't like.
- Have pupils present their work to the class. Pupils: *I like (cheese) and (juice). Yum! I don't like (bread) and (eggs). Yuck!*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class

#### Extra activity

Have pupils draw a shopping bag with as many food items as they like in it.

## Lesson 4

**Lesson aims:** to revise language from lessons 1–3. To listen a story.

**Revision:** food; *I like...*

**Receptive language:** *Here you are.*

**Materials:** CD 3, a sheet of paper for each pupil. Colour pencils or marker pens. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Have pupils look at the story in Unit 1. Point to a frame and ask pupils to tell you the key words from it in English. Pupils: *Yellow, One, Goofy etc* Continue in this way for the stories from all the units.

### Pupil's Book, page 56

#### 9 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 56.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Goofy. This is Minnie and Pluto.*
- Have pupils tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (They are all having dinner together and Pluto is upset because there is nothing for him to eat. Minnie surprises him with special cakes she made just for him.)
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Does Mickey like cheese?*
- Play track 2.24. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney actors (track 3.9) and with special EFL voice-overs (track 3.10).

- 1 Minnie: Apples, oranges and pears. Mickey: And bananas. Minnie: And bananas. Mickey: Mmm, yum! I like bananas.  
 2 Minnie: Chicken, cheese and bread. Goofy: And eggs? Minnie: And eggs. Goofy: Mmm! I like eggs.  
 3 Mickey: Mmm! I like cheese. And I like pears. Yum! Goofy: Mmm! I like bread. Oh! And I like chicken.  
 4 Goofy: Milk and juice... Mickey: And cakes?! Minnie: Here you are! Cakes!  
 5 Mickey: Mmm, I... like... cakes... Goofy: And I like cakes too... yum...  
 6 Minnie: Oh Pluto... Sit down, here you are!
- 3.9/3.10**

- Repeat the question, *Does Mickey like cheese?*
- Encourage pupils to answer correctly. Pupils: *Yes.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 3.9 stopping at each frame to ask the following questions. Picture 1: (point to the table and Minnie) *What food has Minnie got? (Bananas). Do you like (bananas)?* Picture 2: (point to the table) *What food can you see on the table?* Picture 3: (point to each of the characters) *Does (Goofy) like (chicken)? (Yes). Do you like (chicken)?* Picture 4: (point to Minnie) *How many brown/pink cakes can you see? (Four.)* Picture 5: *Look at Pluto. Is Pluto happy or sad? (Sad)* Picture 6: (point to Minnie) *What food can you see? (Cakes.) How many cakes? (Four.) Is Pluto happy or sad now? (Happy.)*
- Replay track 3.9 pausing at each individual sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

#### 10 Now act the story out.

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

### Activity Book, page 49

#### 6 Find and circle. Then say.

- Direct pupils to activity 6. Explain that they have to draw lines through the maze to find who the cakes belong to. Ask a volunteer pupil to give the correct answer. Then ask all pupils to point to the character and say *I like cakes.*
- Answers: Mickey.

#### 7 Find and circle. Then say.

- Explain to pupils they have to find the odd ones out on each plate and describe it to their partners.
- Answers: Mickey: *book, ball*; Goofy: *car*

### Ending the lesson

- Give each pupil a sheet of paper. Ask pupils to draw their favourite dinner.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw their favourite scene from the story.

UNIT  
**7**

**9 LISTEN AND ANSWER.**



**10 NOW ACT THE STORY OUT.**

**Lesson 4 Story: Food. I like (cheese).**

**56**

## Lesson 5

**Lesson aims:** to revise language from lessons 1–4. To play a game with cut-out cards.

**Revision:** food; *I like / ... I don't like...*

**Receptive language:** *How many?*

**Materials:** CD 3; flashcards of food and classroom items; a sheet of paper for each pupil. Colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- On the board stick flashcards of all the food taught in previous lessons.
- Point to each one and intentionally say its wrong name so that pupils can correct you. T: (pointing to bread). *It's milk!* Pupil: *No! It's bread.*
- Then mix flashcards of food and classroom items and stick them on the board. Repeat the above activity.
- If time allows, add other flashcards to the game.

### Revision

- On the board draw a big table with some fruit on it. T: *Yum! I like (apples), (bananas), and (pears).*
- Ask pupils to tell you what other food they would like to see on the table.
- Have a few volunteer pupils describe the food on the table.
- Then place pupils in pairs and have them draw a table of their own with food of their choice on it. Have them present their work to the class.

### Pupil's Book, page 57

#### 11 Listen and circle.

- Direct pupils to Pupil's Book, page 57, activity 11. Ask pupils to look at the children and their food.
- Have each pupil describe a child and his/her food from the activity.
- Explain that they have to circle the food they hear being described.
- Play track 3.11 and have pupils point to the correct items.

- 1 I don't like oranges. But I like apples and I like pears. **3.11**  
 2 I don't like bread. Yuck! I like chicken and I like cheese.  
 3 I don't like milk. But I like cakes and I like juice. Yum!

UNIT  
**7**

**11 LISTEN AND CIRCLE.**



**12 CUT OUT (PAGE 85). THEN LISTEN AND PLAY.**



**Lesson 5 Skills: yuck, yum. Food. I like / don't like (cheese).**

**57**

- Replay track 3.11 and have pupils complete the activity.
- Check answers by having volunteer pupils tell you the food they circled.
- Then have pupils tell you which foods from the pictures they like and which ones they don't.

#### 12 Cut out (page 85). Then listen and play.

- Have pupils cut out the cards on page 85. Have each pupil choose four cards to describe to you. Pupil: *(It's chicken).*
- Have pupils look at the picture on page 57. Ask if they can guess what game they will play.
- Play track 3.12.

- A: Apples ... Cheese. **3.12**  
 B: Cakes ... Cakes! I like cakes!

- Explain that the aim of the game is for the pupils to turn two cards over and to say what food items they have. If a pupil has the same cards, they can keep them. If the cards aren't the same, pupils have to turn the cards over again.
- Monitor pupils to make sure they take turns and to help them if necessary.

### TPR

Have pupils sit in a circle. Explain that you will say a food item and pupils have to stand up, clap and call out a colour associated with it. If you call out an animal, pupils must remain seated. T: *Milk.* Pupils: *White.* T: *Cats.* Pupils say nothing. Pick up speed as the game progresses to add excitement.

### Activity Book, page 50

#### 8 Listen and draw.

- Direct pupils to activity 8. Explain that they have to draw the items of food the people in the boxes say they like.
- Play track 3.13 and have pupils do the activity.

- 1 I don't like oranges. I like apples and I like bananas! **3.13**  
 2 I don't like milk. But I like juice!

- Replay track 3.13 for pupils to complete the activity.
- Check answers by having volunteer pupils tell you the food they drew.
- Answers: 1 – *apples and bananas*, 2 – *juice*.

#### 9 Find and colour. Then draw ☺ or ☹ and say.

- Explain to pupils that they have to find the food hidden in each picture, colour it and then draw a happy or sad face according to their preferences.
- When pupils have completed the activity, ask the following set of questions for both pictures. T: *Do you like (pears)?* Pupils: *(Yes.) I (like) (pears). (Yum!).* T: *How many (pears) have you got? (Four).*
- Answers: *pears, cakes.*

### Ending the lesson

- Explain to pupils that you are going to say possible and silly food and colour combinations, and they have to say *Yum* or *Yuck!* T: *Blue bananas!* Pupils: *Yuck!* T: *Red milk!* Pupils: *Yuck.* T: *Red apples!* Pupils: *Yum.*
- Then have pupils make a small poster of silly foods to present to the class. Place all work on classroom display.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper and ask them to draw a picture with two foods they like in green and two foods they don't like in red.

## Lesson 6

**Lesson aims:** Natural science – to talk about food. To make a poster.  
**Target language:** *carrots, tomatoes, good for me.*  
**Revision:** *I like (carrots). I don't like (chicken).*  
**Receptive language:** *Are cakes good for me?*  
**Materials:** CD 3, two sheets of paper for each pupil. Flashcards with food.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in two lines and play "Telephone" (see Resource Bank, p. A24). One child chooses a food product that he likes and whispers it to the pupil next to him/her. Pupil: *I like (apples).* The last pupil to receive the secret word says it loudly.
- Then have the first pupil in line say three food items. Pupil: *I like pears, bread and milk.* The line whose last pupil says all the food items, wins.

### Presentation

- Introduce pupils to the words *carrots* and *tomatoes* by drawing the items on the board.
- Go through all the food items, one by one, say them and have pupils repeat after you.
- Choose one food item. T: *It's milk. It's good for me.*
- Go through all the healthy foods and encourage pupils to say: *Good for me.*
- Pick up the flashcard showing cakes. Explain in L1, that cakes are not always considered to be good for you because they have sugar. T: *Are cakes good for me?* Pupils: *No!*

### Pupil's Book, page 58

#### 13 Listen and tick (✓).

- Direct pupils to Pupil's Book, page 58, activity 13. Ask them to look at the pictures and tell you what foods they see. In L1, ask if they can tell you how they are different (fruit and vegetables).
- Then choose a few food items from the pictures and have pupils say *Good for me.* T: *(Carrots!)* Pupils: *Good for me!*
- Explain that pupils have to tick the picture being described in the track.
- Play track 3.14. Have pupils complete the activity.

1 Mmmm ... Oranges. Good for me!  
 2 Look! Carrots and tomatoes. Yum! Good for me!

3.14

- Ask a volunteer pupils to tell the class the answer. Pupil: *Carrots and tomatoes.* Have pupils repeat after you. T: *Good for me!*

#### 14 Circle with ○ or ○. Then say.

- Ask pupils, in L1, if they remember the difference between an apple and a carrot. (Fruit and vegetables).
- Explain to pupils that they have to go through all the food items in the activity and circle the fruit red and the vegetables green.
- When pupils have completed the activity, check answers. T: *Red!* Pupils: *Pears, bananas, oranges, apples.* T: *Green.* Pupils: *Carrots, tomatoes.*
- Extend the activity by having pupils repeat after you. T: *Bananas. Good for me.* Go through all food items.

#### 15 Make a poster.

- Give each pupil a sheet of paper. Explain that they have to draw a poster showing a plate with food on it that is good for them.
- Have each pupil present their work to the class and encourage them to use the phrase *Good for me.*
- Play the song from the unit as background music while children are working.

### TPR

Place six food flashcards in a row on the board. Explain that each pupil has to come to the board, choose one food item and say: *I like (apples)* and queue in front of the picture. Then the rest of the class, put their arms up and say together in a happy voice: *I like (apples)!* Place a point under the flashcard once all pupils have had their turn. At the end of the activity, count which food item has the most points and announce the most popular item.

### Activity Book, page 51

#### 10 Look and draw.

- Ask pupils what food items they see. T: *What's number (one)?* Pupils: *(Milk).* Ask if pupils know the game Sudoku.
- Then explain in L1 the rules of Sudoku: that in each row and column, a particular item can appear only once.
- Complete the first row, going across, together as a class. T: *What's number (two)?* Pupils: *(Tomatoes).*
- If necessary, complete the whole activity as a class.
- Answers: 2 – tomatoes, 4 – carrots, 5 – milk, 8 – carrots, 9 – milk.

#### 11 Find and cross out.

- Have pupils tell you what each item is.
- Explain that pupils have to cross out the odd food item.
- Have pupils complete the activity and then describe the pictures to their partners. Pupil: *(Apple), good for me.*
- Answer: *cake, chicken.*

### Ending the lesson

- Place pupils in pairs and give them a sheet of paper. Ask them to pretend they have a restaurant and to draw their menus. Explain that they can look through their Pupil's book to complete the activity.
- Once pupils have completed the activity, have them present their work to the class.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils look at previous units and draw all the red items they can find. If there is an available pupil, they can say the items to him/her.

**13 LISTEN AND TICK (✓).**

1

2

**14 CIRCLE WITH ○ OR ○. THEN SAY.**

**15 MAKE A POSTER.**

Lesson 6 CLIL: carrots, tomatoes, good for me. Food. I like I don't like (cheese).

## Lesson 7

**Lesson aims:** to revise the material from Unit 7. Self-assessment.  
**Revision:** food; *I like (juice), I don't like (eggs); Good for me.*  
**Receptive language:** *Is it good for you?*  
**Materials:** CD 3, self-made colour flashcards, flashcards from this and previous units, a sheet of paper for each pupil. Optional: Worksheet 4 for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Ask pupils who liked the song from this unit to raise their hands. Count how many pupils there are and write the number on the board. Then ask how many pupils liked the chant. Again, count how many and write the number on the board.
- Have pupils sing or chant the most popular choice.

### Revision

- Have pupils look through all the unit and have them tell you which activity and picture they like best.
- Then ask each pupil to tell you which word from the unit they like best.
- Have pupils form a circle. Explain that you will say food items, animals, colours and sea animals. If the pupils like them, they jump up and down. The ones that don't have to squat down.

### Pupil's Book, page 59

#### 16 Colour. Then say.

- Direct pupils to Pupil's Book, page 59, activity 16. Ask pupils to look at the picture carefully. Have them tell you what food items they see on the tray and what colours they are. Pupils: *(Eggs)* T: *What colour are the (eggs)?* Pupils: *(White) and (yellow).*
- Have pupils complete the activity. As pupils work, go around the class, point to a food item and ask each pupil: *Is it good for you?*
- Then ask pupils to tell you what items from the tray they like or do not like eating.
- Extend the activity by having pupils draw their own tray with food they like to eat.

**16 COLOUR. THEN SAY.**

UNIT  
7

**17 DRAW AND SAY.**

Lesson 7 Review: yuck, yum. Food. I like I don't like (cheese).

#### 17 Draw and say.

- Ask pupils to look through the unit and have them choose their favourite food items.
- Tell pupils to draw three of their favourite food and drink items in the box and to colour them. Have them present their work to the class and to use the expressions *I like...* and *It's good for me.*
- Play the song and chants from this unit as pupils work.

### TPR

Place pupils in three lines. Explain that when you say a food item, the pupil at the front of the line has to run to the back of it but if you say another item the pupil at the front mustn't move at all. T: *Chicken* (first pupils in line go to back of it), *apples* (first pupils in line go to back of it), *pencil* (if the first in line moves, he/she has to sit down until the game is finished.) The line with the most players standing up at the end of the game wins.

### Activity Book, page 52

#### 12 Listen, point and circle.

- Ask pupils to look at the picture and tell you all the food items they see. Then ask which two food items from the picture they like.
- Explain that pupils have to follow the foods the person on the track likes to get to the finish line. Play track 3.15 and have pupils complete the activity.

Start. 3.15

I like cheese.  
 I don't like juice but I like oranges.  
 I like milk and I like cakes.  
 I like chicken.  
 I don't like bread but I like bananas.  
 STOP!  
 It's number ... two!

- Replay the track for pupils to repeat the activity.
- Answer: number 2.
- Extend the activity by saying different food items for the pupils to follow. Then, once pupils are comfortable with the game, place them in pairs and have them do the activity with their partners.

#### 13 Say and 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 say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.

### Ending the lesson

- Congratulate the pupils for having completed Unit 7.
- Place pupils in pairs and have them choose a lesson or scene they particularly liked from the unit.
- Ask them to draw it and present their work to the class. Place their work on classroom display.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper. Have them fold it in half. Explain that they have to draw classroom items on the left and food items on the right. Give each pupil a different set of numbers and items to draw. Encourage pupils to be as creative as possible. Place all work on classroom display.

### Progress assessment

- Photocopiable materials, Worksheet 12, page 90. The guidelines for using the sheet can be found on page 77
- New English Adventure Test Book, Starter A, Test 7.

# UNIT 8 My holiday

## Lesson 1

**Lesson aims:** to learn words connected with holidays. To learn a chant.

**Target language:** beach, sandcastle, sea.

**Revision:** colours; numbers; crab, fish, shell, starfish.

**Receptive language:** hot potato; How many (starfish)?

**Materials:** CD 3, flashcards with sea animals and items from all other units. A sheet of paper for each pupil. Colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Sing the Hello! song together.
- Shuffle all the flashcards well and place pupils in small groups. Give each group about six flashcards. Explain that you will say the term *hot potato* and an item they have learnt. T: Hot potato, hot potato, hot potato, (CAKE!). In L1, explain that the item they have to look for is e.g. cake. Ask pupils to chant and clap along. Each group has to find the item in their stack of cards, say *hot potato* and give it to the teacher. The group that has no cards left after a few rounds, wins.

### Presentation

- Ask pupils to tell you what words they remember from the sea animals vocabulary and place the corresponding flashcards on the board.
- Do a quick revision by pointing to each card and saying the word.
- Then, place this unit's flashcards on the blackboard. Explain that you are going to talk about holidays. Point to and say the new vocabulary items and have pupils repeat after you.

### Pupil's Book, page 60

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 52, activity 1. In L1, ask pupils if they know who this character is and what film she is from (*Lilo and Stitch*; for more information about the film, see page A30).
- Ask pupils to look at the picture on page 60 and to tell you all the items they can see. Encourage them to use adjectives. Pupils: A (red) (crab), a (big) (bag), (shells), a (big) (sandcastle), etc.
- Ask pupils to listen to the chant and point to the items they hear in their books.
- Play track 3.16.

Happy holidays by the sea 3.16/3.17  
 Make a sandcastle, one, two, three.  
 Crabs and starfish and shells too  
 Red and pink and green and blue.  
 (x2)

- Play the chant again. Encourage pupils to join in the chant.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 3.17).

#### 2 Listen and stick.

- Direct pupils to the sticker page at the end of the book and have them look at the stickers for this activity. Encourage them to say the holiday items they see to their partners.
- Explain that pupils will hear a holiday item from the sticker page and that they have to place the stickers in the boxes.
- Play track 3.18 pausing for pupils to attach stickers in the appropriate places.

Beach, sea, sandcastle. 3.18

#### 3 Find and tick (✓).

- Ask pupils to look at the stickers again and to tell you what they see.
- Explain they have to put a tick next to the boxes once they find the items from the stickers in the main picture.

- Check answers as a class. T: (Sea)? Pupil: Yes.

### TPR

Have pupils draw a sandcastle, the sea, a crab or a starfish. Explain that they will hear the chant again and as they hear the item they have drawn, they have to stand up and dance. Play track 3.17.

### Activity Book, page 53

#### 1 Look and tick (✓). Then colour and say.

- Ask pupils to tell you what the items they see at the bottom of the activity. Encourage pupils to describe them. Pupils: A (yellow) (sandcastle).
- Explain that pupils have to tick the items they see in the main picture and then colour them in. Next have them tell their partners what they have coloured in. Pupils: (Purple) (starfish) etc.
- Extend the activity by asking *How many*. T: How many (starfish)? Pupils: (Five).
- Answers: (1) sandcastle, (5) starfish, (3) crabs, (7) shells.

### Ending the lesson

- Ask pupils to imagine they are on holiday by the sea. Have them tell you about it. Pupils: A (sandcastle), (shells), etc.
- Give each pupil a sheet of paper. Tell them to draw themselves on a sea holiday and a few sea and holiday items around them. Have pupils present their work to the class.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 70

#### 1 Find and draw.

Tell pupils that in each picture they have to draw the missing item.

UNIT 8 MY HOLIDAY

1 LISTEN AND CHANT. CD 3

2 LISTEN AND STICK. CD 3

3 FIND AND TICK (✓). CD 3

beach ✓ sea ✓ sandcastle ✓

Lesson 1: beach, sandcastle, sea. Colours. Numbers. Sea animals.

## Lesson 2

**Lesson aims:** to extend holiday vocabulary. To revise colours, toys and *I've got*.

**Revision:** colours; toys; *I've got a (ball). It's a (ball). It's (blue). It's (small).*

**Materials:** CD 3, flashcards with holiday items and toys, self-made flashcards with colours and numbers, a sheet of paper for each pupil. Colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Sing the Hello! song together.
- Ask pupils to take out their drawings they made at the end of the previous lesson and have them tell their partners what they have got. Encourage them to use as many adjectives as possible. Pupil 1: *I've got a (starfish). It's (red).* Pupil 2: *I've got a (sandcastle). It's (big).*
- Make sure both pupils in each pair describe their pictures.

### Revision

- On the board place all the toy flashcards.
- Point to the toy items and have pupils repeat after you as you say their names.
- Point to a flashcard and intentionally say its wrong colour. T: Look! A (red) (car)!! Pupils: No! A blue car. Continue in this manner for all the toys.

### Pupil's Book, page 61

#### 4 Listen and circle.

- Direct pupils to Pupil's book, page 61, activity 4 and have pupils tell you the toys they see and their colours. Pupil: Blue boat, red car etc.
- Explain to pupils they have to listen to the recording and find the toys.
- Play track 3.19 and have pupils point to the toys they hear.

I've got a teddy bear and a big ball. 3.19  
 I've got a blue boat and a red and yellow car.

- Explain that pupils will hear the recording again but this time they have to circle the toys they hear.
- Play track 3.19 and have pupils complete the activity.

4 LISTEN AND CIRCLE. CD 3

5 FOLLOW, DRAW AND SAY. CD 3

Lesson 2: Colours. Toys. I've got a (ball). It's a (car). It's (blue). It's (small).

- Place pupils in pairs and have them tell each other which toys they circled. Have one pupil say the answers aloud. Pupil: *a teddy bear, a big ball, etc.*
- Extend the activity by having pupils choose a toy from the activity and tell the class what they've got. Pupil: *I've got a (green) (train).*

#### 5 Follow, draw and say.

- Direct pupils to activity 5. Say a colour and have pupils tell you toys they see in that colour. T: (Red). Pupils: (Train). (Doll).
- Explain that pupils have to follow the lines to find out which toys go in the toy box and then draw the toys in the box.
- After pupils have finished drawing, place them in pairs and have them describe the toys they drew. Pupil 1: *A black and white ball, a yellow boat, a blue car.* Make sure pupils swap roles.

### TPR

Place the number and colour flashcards in two piles on your desk. Ask two pupils to choose a card from each group and name them. Pupil 1: *Two*. Pupil 2: *blue*. Explain that pupils have to find two blue things as quickly as possible and then raise their hands. Have pupils work in pairs. The first pair which has managed to do it, points to the objects they have found and says: *It's blue*. They are the next ones to choose two flashcards and the game starts again.

### Activity Book, page 54

#### 2 Look and listen. Then draw and say.

- Direct pupils to activity 2. Have them point to the picture you describe. T: *It's a red doll. It's sad.* Pupils point to number 2. Continue for all the pictures.
- Explain that pupils have to draw the toys they hear. Play track 3.20 with pauses after each sentence and have pupils complete the activity.

1 It's a car. It's black. 3.20  
 2 It's a doll. It's happy.  
 3 It's a train. It's big.

- Check answer by asking pupils to describe what they drew in each box. Pupil: *It's a (car). It's (black).*
- Then have pupils choose two toys and tell their partners what they have got. Pupil: *I've got a (white) (car) and a (pink) (yo-yo).*

#### 3 Find and colour. Then say.

- Ask pupils to tell you what toys they see.
- Have them colour them in with colours of their choice and then describe the objects using *I've got*. Pupil: *I've got a (pink) ball.*
- Play the song from Unit 6, track 2.38, as pupils work.
- Answers: *kite, ball.*

### Ending the lesson

- Give each pupil a sheet of paper. Ask pupils draw their own toy box with as many toys as they like in it. Have them present their work to the class. Pupil: *I've got a (blue) (train), a (red) (kite) and (yellow) (car).*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils choose a colour and then go through the whole book and circle all the objects they see with that colour.

# Lesson 3

**Lesson aims:** to revise material learnt in units 1–8. To learn a song.

**Target language:** picnic, delicious.

**Revision:** food; sea animals; I like / I don't like (oranges).

**Receptive language:** What is it? What colour is it?

**Materials:** CD 3, flashcards from all the previous units. Optional: a picnic basket and a blanket.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in small groups. Give each group several shuffled flashcards from all the units. Explain that you will say a category and they have to find a matching flashcard. T: *Colour!* Groups have to show a colour flashcard and say it.
- Then ask the groups to divide the cards into separate categories (e.g. animals, classroom items, food etc.). The winner is the group which completes the task first.

## Presentation

- Place all food flashcards in the picnic basket and place the blanket on the floor with the basket on it. Alternatively, draw a basket on the board and stick flashcards in it. T: *Look! A picnic!* Mime being hungry and take out some flashcards from the basket. T: *Yum! An (orange), a (pear), (cheese).* *Yum, delicious!* Explain the meaning of *delicious*.
- Then take out more flashcards from the basket and ask pupils to tell you what they are, using *Yum and delicious*. Continue until there are no more cards in the basket.

## Pupil's Book, pages 62–63

### 6 Find and circle.

- Direct pupils to Pupil's Book, page 62, Activity 6. Ask if they know who the characters are. (Lilo, her sister Nani and Stitch.) T: *Is it a picnic?* Pupils: *Yes, a picnic.*
- Ask pupils to tell you what toys they see in the box and what colours they are.
- Then explain that they have to find the toys in the pictures and circle them.
- When pupils have completed the activity, say a word and have pupils point to the item in their books. T: *Doll.* Pupils point to the doll. T: *What colour is it?* Pupils: *Green.*
- Extend the activity by saying names of food, sea creatures and other items in the picture and having pupils point to them.
- Place pupils in pairs and have them ask their partners to point to a particular item. Pupil 1: *A shell.* Pupil 2 points to it.

### 7 Listen and sing.

- Ask pupils to look again at the picture. T: *I like chicken. Delicious. I don't like apples. Yuck!* Continue with a few more items and then have pupils tell you which foods from the picture they like and which ones they don't.
- Tell pupils that they will listen to a song. Ask them to clap their hands when they hear a food item.
- Play track 3.21

Chorus: *Come to a picnic on the beach.  
Come to a picnic by the sea.  
Come to a picnic on the beach.  
Come to a picnic by the sea.* **3.21/3.22**

We've got oranges and apples and cheese.  
For you and for me.  
We've got oranges and apples and cheese.  
For you and for me.

Chorus:

We've got chicken and bread and milk.  
For you and for me.  
We've got chicken and bread and milk.  
For you and for me.

Chorus:

We've got bananas and a delicious cake.  
For you and for me.  
We've got bananas and a delicious cake.  
For you and for me.

- Tell pupils they will hear the song again but this time they have to say *delicious* every time they hear a food item. Replay track 3.21.
- Repeat and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to chant to the karaoke version (Track 3.22).



### 8 Count and draw.

- Direct pupils to activity 8. Together, say the items they see.
- Explain that pupils have to find the items on pages 62–63 and draw the correct number of dots for each item they see.

## TPR

Use flashcards from all units. Shuffle them well. Divide the class into two groups and then ask one child to come to the board. Give him/her a flashcard. The child shows the card to both groups. The first group to name the picture gets a point and one child from that group shows the next card. The group with the most points wins.

## Activity Book, page 55

### 4 Find and circle 7 differences. Then say.

- Direct pupils to activity 4. Have each pupil tell you what items they can see in each picture. Explain that they have to circle the seven differences between the pictures.
- Then have pupils tell their partners which items are different.
- **Answers:** *Stitch, flower, ball, apple/banana, boat/book, cheese/chicken, oranges.*

## Ending the lesson

- Place pupils in pairs and give each pair a piece of paper. Tell them to imagine that they are on a picnic and to draw what they would take with them. Encourage them to draw themselves in the picture as well. Have pupils present their work to the class.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Have pupils draw three foods they find delicious.





## Lesson 4

**Lesson aims:** to revise language from Units 1–8. To listen to a story.  
**Revision:** colours, food; classroom objects; toys; *It's a (red) and (purple) bag. I like (the beach). I've got a (big) (book).*  
**Receptive language:** *Does Mickey like the beach? Oh, no! Jump!*  
**Materials:** CD 3, a sheet of paper for each pupil. Colour pencils or marker pens. Optional materials: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in two groups and have them look at all the stories in their Pupil's Book. Ask the groups to decide on one story they would like to listen to again.
- When pupils have decided, play the tracks from the two stories and have pupils follow along in their Pupil's Books. If possible, place story cards from these particular stories on the board.

### Revision

- Ask pupils to tell you what toys they would take with them on a picnic by the sea. Draw their answers on the board.
- Then ask them what food they would like to take on a picnic. Again draw their answers on the board.

### Pupil's Book, page 64

#### 9 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books at page 64.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie and Pluto.*
- Have pupils tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (They are going on a picnic but their kite flies away. Pluto almost misses the train because he tries to catch the kite.) Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Does Mickey like the beach?*
- Play track 3.23. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney actors (track 3.23) and with special EFL voice-overs (track 3.24).

1 Minnie: Oh, Mickey, I'm happy!  
 Mickey: Me too, Minnie! I like the beach!  
 2 Mickey: Look Minnie, it's a red and purple ball!  
 Minnie: Ooh! And I've got a big book.  
 3 Mickey: Pluto! Your kite!  
 4 Minnie: Oh no! Mickey, the train!  
 5 Mickey and Minnie: Pluto, jump!  
 6 Mickey and Minnie: Oh Pluto!

**3.23/3.24**

- Repeat the question, *Does Mickey like the beach?*
- Encourage pupils to answer correctly. Pupil: *Yes.*
- Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 3.23, stopping at each frame to ask the following questions. Picture 1: *Are Mickey and Minnie happy? (Yes).* Picture 2: *What colour is the bag/book? (a red and purple ball, a green book).* Picture 3: (point to the kite): *What is it? (It's a kite). What color is it? (It's yellow).* Picture 4: (Point to any train): *What is it? (It's a train).* Picture 5: *Look at Pluto. Is Pluto jumping? (Yes).* Picture 6: *Is Pluto happy or sad? (Happy.)* Replay track 3.23, pausing at each individual sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

#### 10 Now act the story out.

- Place pupils in pairs and assign the role of Mickey, Minnie and Pluto. Encourage them to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.
- Tell pupils that you hope they enjoyed the story and explain that they will listen to more stories about Mickey, Minnie and their friends in the following units.

### Activity Book, page 56

#### 5 Choose and draw. Then colour and say.

- Direct pupils to activity 5. Explain that they can choose an item from the box to draw in each train and then they should colour all the items in.
- When pupils have completed the first part of the activity, place them in pairs and have them describe their pictures to their partners.
- Play the song from this unit, track 3.21, as background music while pupils work.
- **Answers:** Minnie: *pencil, book*; Mickey: *ball, car*; Goofy: *juice, apples*.

### Ending the lesson

- Place pupils in pairs and assign them a scene from the story. Have each pair come to the front and act out their scene.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to choose their favourite character from this lesson's story and draw him or her.

UNIT 8

**9 LISTEN AND ANSWER.** CD 3.23 3.24

**10 NOW ACT THE STORY OUT.**

Lesson 4 Story: Colours. School objects. Toys. Imperatives. *It's a (red) (ball). I've got a (big) (book).*

## Lesson 5

**Lesson aims:** to revise language from units 1–8. To play a game with cut-out cards.  
**Revision:** *A (pink) (rabbit); I've got (two) (books). I like (bread) and (bananas).*  
**Receptive language:** *What is number (one)? Start. What's missing?*  
**Materials:** CD 3; flashcards from all units; a sheet of paper for each group of pupils. Colour pencils or marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Shuffle flashcards from all units well. Have pupils form a circle. Hold up a flashcard and say its name. Have pupils walk to the left as they say the name of the item you showed them. When you change the flashcard, pupils change directions. Go through all the items learnt.

### Revision

- On the board draw a table, a box, a photo frame and a plate. Ask pupils to say in English what items they can place on/in each. As pupils give answers, draw them in the corresponding places.
- Next, bring a volunteer pupil to the front. Have another pupil say three different items for him/her to point to.
- Bring as many pupils as possible to the board.

### Pupil's Book, page 65

#### 11 Listen and cross out.

- Direct pupils to Pupil's Book, page 65, activity 11. Have volunteer pupils tell you what they see in each picture.
- Ask pupils to look at picture 1. Explain that you will say a colour and they have to tell you what object with that colour they see. T: *Blue.* Pupils: *Horse.* Continue with all objects and pictures.
- Explain that pupils have to cross out the item which isn't mentioned in each picture.
- Play track 3.25 for pupils to complete the activity.

UNIT 8

**11 LISTEN AND CROSS OUT.** CD 3.25

**12 CUT OUT (PAGE 87). THEN LISTEN AND PLAY.** CD 3.26

Lesson 5 Skills: Animals. Colours. Family. Food. School objects. *I've got a (pen). I like (milk).*

1 Wow! A blue horse, a pink rabbit and a green bird!  
 2 Look! I've got two books, two pens, two pencils and a rubber.  
 3 Mmm! I like bread, eggs, juice and bananas.  
 4 Look! My sister, my grandma and my mum!

**3.25**

- Replay track 3.25 for pupils to check their answers.
- Then check answers by having volunteer pupils tell you the items they crossed out.
- Then have pupils tell you which items from the pictures they like and which ones they don't.

#### 12 Cut out (page 87). Then listen and play.

- Have pupils cut out the cards on page 87. Have each pupil choose four cards to describe to you.
- Have pupils look at the photo on page 65. Ask if they can guess what game they will play.
- Play track 3.26.

A: Grandma and bird.  
 B: Bird and horse!

**3.26**

- Explain that the aim of the game is for the pupils to place the dominoes in front of them face up. Then Pupil 1 has to pick up a card and name the objects. Pupil 2 must try to match one side of Pupil 1's card with an item from the same category of things, like family or house objects, e.g. *Grandma – Grandpa, table – chair.*
- Monitor pupils to make sure they take turns and to help them if necessary.

### TPR

Shuffle the flashcards from two or three lexical categories and give them all to the pupils. Explain that the pupils have to find classmates from the same lexical group and stand in one place. When they find all the members of their group, they raise their hands. Pupils have to name the items presented in the cards and are praised if they are correct. When all groups have finished, use three different lexical sets of flashcards and play again.

### Activity Book, page 57

#### 6 Choose and draw. Then say.

- Direct pupils to activity 6. Explain that each row is missing an item from the same lexical group and they have to draw it. Do the first row with the class to check that pupils have understood the activity. T: *Look at one. A starfish, a crab, a fish. What's missing? Pupils: Shell!*
- Check answers by having volunteer pupils describe the items in each row.
- Extend the activity by asking pupils to choose three items and tell you which ones they are, using *I've got...*
- **Answers:** 1 – shell, 2 – orange, 3 – cat, 4 – green, 5 – car.

### Ending the lesson

- Place pupils in groups and give them a sheet of paper. Give each group one the following items to draw: a toy box, a desk, a photo frame, a plate and an aquarium.
- When they have drawn their pictures, explain that they have to draw suitable items in, on or around their drawings e.g. *Toy box – car, doll, ball, kite.*
- Have pupils present their work to the class. Place all work on classroom display.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper each and ask them to draw items from their favourite lexical group e.g. family, animals and so forth.

## Lesson 6

**Lesson aims:** Geography – to talk about holiday places. To make a poster.  
**Target language:** *lake, mountains.*  
**Revision:** *sea, family.*  
**Materials:** CD 3, 1–2 sheets of paper for each pupil. Flashcards from all units. Colour pencils and marker pens.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- On the board stick flashcards of all the family members taught. Point to each one and intentionally say its wrong name so that pupils can correct you. T: (pointing to mum) *It's dad!* Pupil: *No! It's mum.*
- Then explain to pupils that you will say three words. When you finish, they have to tell you the odd one out and clap loudly. T: *cat, dog, sea.* Pupils: *Sea!* (Clap loudly.)

### Presentation

- Ask pupils in L1 if they go on holidays and if so where. Also ask them where they would like to go on holidays.
- On the board draw some mountains, the sea and a lake. Teach the new words *mountains* and *lake* by pointing to and saying them. Have pupils repeat after you.
- Then ask pupils, again in L1, which of these they prefer for a holiday and what they could take with them to these places.

### Pupil's Book, page 66

#### 13 Listen, guess and point.

- Direct pupils to Pupil's Book, page 66, activity 13. Ask them to look at the pictures and tell you what places they see.
- Explain that pupils have to point to a picture they think the sounds they hear represent.
- Play track 3.27 and pause after the sounds for pupils to tell you what picture they are pointing at. Praise them if they are correct.

1 It's a... lake!  
 2 It's the... sea!  
 3 It's a... mountain!

- Have pupils tell you which places they like and which ones they don't. Pupils: *I like the sea. I don't like the mountains.*

#### 14 Listen and match.

- Ask pupils to identify the family members they see. Then ask where they think dad, grandma and grandpa would like to go on holiday.
- Explain that pupils have to draw lines to match the family member to a holiday place they hear.
- Play track 3.28 with pauses for pupils to complete the activity.

1 Look! This is my dad by the sea.  
 2 This is my grandma in the mountains.  
 3 Look! This is my grandpa by the lake.

- Then replay the track for pupils to check their answers.
- Ask volunteer pupils to tell you their answers.

#### 15 Make a poster.

- Give each pupil a sheet of paper. Explain that they have to draw a poster showing where they would like to go on holiday and what they would take with them.
- Have each pupil present their work to the class and encourage them to describe their work as best they can.
- Play the unit song in the background as pupils complete the activity.

### TPR

Bring pupils to the front of the class and have them form a circle. Explain that you will play the chant from this unit and every time they hear a colour, they have to jump as high as they can. Play track 3.16. Then, change colour to numbers or sea animals. Encourage pupils to sing as they play. To lengthen the activity, add different toys, food and family members to the karaoke chant for pupils to jump to.

### Activity Book, page 58

#### 7 Listen and match.

- Direct pupils to activity 7. Have volunteer pupils tell you what pictures 1, 2 and 3 represent and what animals they see.
- Then have pupils correct you. T: (*Rabbit, the beach!*) Pupils: *No, (mountains).*
- Explain that pupils have to draw lines to match the animals to the places they hear.
- Play track 3.29 with pauses for pupils to complete the activity.

1 Look! A crab on the beach!  
 2 Wow! Big fish in the lake!  
 3 Oh! A rabbit in the mountains! Look!

- Replay the track for pupils to check their answers.
- Have volunteer pupils say the answers to the class. Pupils: *Crab – beach*, etc.
- **Answers:** 1 *beach – crab*, 2 *mountains – rabbit*, 3 *lake – fish*

#### 8 Colour and say.

- Have pupils tell you what each picture is and what colours they can use in each one. Explain that they have to colour the pictures with appropriate colours. If they like, they can also add a few items to each picture e.g. *beach – crab, shell*, etc.
- Have pupils complete the activity and then describe the pictures to their partners.
- **Answers:** *lake, beach, mountains.*

### Ending the lesson

- Place pupils in pairs and give them a sheet of paper. Tell them that they have to pretend they are going on a holiday and they have to draw only what items they would take with them. Their partners have to guess where they are going on holiday.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Have pupils look at previous units and circle all the animals they can find.

13 LISTEN, GUESS AND POINT.

14 LISTEN AND MATCH.

15 MAKE A POSTER.

Lesson 6 CLIL: lake, mountains, sea, Family.

## Lesson 7

**Lesson aims:** to revise the material from Units 1–8. Self-assessment.  
**Revision:** animals; classroom objects; colours; family; food; numbers; parts of the body; sea animals; toys.  
**Receptive language:** *How many (shells)?*  
**Materials:** CD 3, self-made colour flashcards, flashcards from this and previous units, a sheet of paper for each pupil. Optional: Worksheet 13 and 20 (Review Units 7–8) for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Have pupils look through Unit 8 and have them tell you which activity and picture they like best. Then ask each pupil to tell you which word or picture from the unit they like best.
- Ask pupils who liked the song from this unit to raise their hands. Count how many pupils there are and write the number on the board. Then ask how many pupils liked the chant. Again, count how many and write the number on the board.
- Have pupils sing or chant the most popular choice.

### Revision

- Place pupils in four small groups. Give each group four colour, number and sea animal/classroom objects or animal flashcards.
- Explain that pupils have to make as many phrases as they can with these flashcards e.g. *six red crabs*, *two blue starfish* and so forth.
- Each group has to present their phrases to the class.

### Pupil's Book, page 67

#### 16 Count and circle. Then say.

- Direct pupils to Pupil's Book, page 67, activity 16. Explain that pupils have to find the items shown in the boxes in the main picture, count them and circle the correct number.
- Have pupils complete the activity. As pupils work, go around the class, point to an item and ask each pupil *How many (shells)?*
- Extend the activity by having pupils draw a few more items they would like to see in the picture.

16 COUNT AND CIRCLE. THEN SAY.

9 / 10   2 / 6   1 / 3   5 / 8   4 / 5

17 DRAW AND SAY.

Lesson 7 Review: Animals, Body, Colours, Food, Numbers, Sea animals, Toys.

#### 17 Draw and say.

- Ask pupils to look through the unit and have them choose their favourite holiday places.
- Tell pupils to draw a picture of themselves and their family on this holiday. Encourage them to draw items they would like to take with them.
- Have pupils describe their work to their partners.
- Play a song or chant from Units 1–8 that pupils liked while they are working.

### TPR

Place different flashcards on the walls in different places in the classroom. T: *It's a kite.* Pupils look for the appropriate card, point to it, repeat the sentence and sit down. When all the pupils have sat down, repeat the procedure.

### Activity Book, page 59

#### 9 Count, match and circle. Then say.

- Pupils count the objects in each group and draw lines to match them with the appropriate numbers. Then they circle the numbers that don't have pairs and describe the pictures, saying (*Two*) (*kites*).
- **Answers:** 7 *fish*, 10 *books*, 5 *apples*, 3 *boats*, 1 *chicken*, 2 *kites*, 8 *balls*.

#### 10 Say and 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 say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.

### Ending the lesson

- Congratulate the pupils for having completed all of the book.
- Place pupils in pairs and have them choose a lesson or scene they particularly liked from the book. Ask them to draw it and present their work to the class. Place their work on classroom display.
- Play chants and songs from all the units as pupils work.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Give pupils a sheet of paper. Have pupils look through each unit and draw one item from it or to draw two of their favourite Disney characters. Encourage pupils to be as creative as possible. Place all work on classroom display.

### Progress assessment

- Photocopiable materials, Worksheet 13, page 91. The guidelines for using the sheet can be found on page 77.
- Review Units 7–8, Worksheet 20, page 98. The guidelines for using the worksheet can be found on page 78.
- *New English Adventure Test Book, Starter A, Test 8.*

# Happy Easter!

## Lesson 1

**Lesson aims:** to learn Easter vocabulary. To sing a song.  
**Target language:** basket, chick, (Easter) egg, (Easter) rabbit, Happy Easter!  
**Revision:** colours; numbers 1–10.  
**Receptive language:** How many (eggs)? What's this?  
**Materials:** CD 3, self-made flashcards for Easter rabbit, Easter basket, chick, egg, rabbit. A sheet of paper for each pupil, colour pencils or marker pens. Safety scissors.

Easter is a holiday in the UK, celebrated in March or April. Traditional symbols for Easter are rabbits, chicks, lambs, flowers and eggs. People send Easter cards and they give chocolate Easter eggs as presents. Children believe that the Easter Bunny brings Easter eggs and hides them. Children look for the Easter eggs in the Easter egg hunt. Schools close for Easter week.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Sing the Hello! song together.
- Give each pupil a sheet of paper. In L1, ask pupils to draw an egg, a rabbit, a chick or a flower and colour it in with a colour of their choice.
- Ask pupils to tell their class what colour their drawings are. Ask pupils to put their drawings aside for later.

### Presentation

- On the board write *Happy Easter!* in capitals and stick the flashcards on the board under it. Point to each one, name it and have pupils repeat after you.
- Then point to *Happy Easter!*, say it and have pupils repeat it.
- Ask pupils in L1 what they like to do at Easter with their families.

### Pupil's Book, page 68

#### 1 Listen, point and say.

- Direct pupils to Pupil's Book, page 68, activity 1. Have pupils point to the first item and to tell you what it is. T: What's this? Pupils: A chick. Continue for the next two items.
- Explain to pupils that they have to point to and say the items they hear in their books.
- Play track 3.34.

Chick 3.34  
 Basket  
 Easter egg  
 Easter rabbit

- Place pupils in pairs and have them ask and answer using *What's this?* or simply pointing to the item. Ensure that pupils swap roles.

#### 2 Listen and tick (✓). Then listen and sing.

- Ask pupils to look at the picture. T: How many (eggs)? Pupils: (Six). Continue in this manner with other items from the picture.
- Explain to pupils that they will hear a song and put a tick in the boxes with the items the song mentions.
- Play track 3.35 and have pupils complete the activity.

Easter Rabbit, Easter Rabbit 3.35/3.36  
 Hop, hop, hop. Hop, hop, hop.  
 Bring us eggs for Easter  
 Bring us eggs for Easter  
 Never stop. Never stop.  
 (x2)

- If necessary, replay the track for pupils to check their answers.
- Mime the verb *hop*. Have pupils copy you.
- Tell pupils they will hear the song again but this time they have to hop when they hear the word. Replay track 3.35.

- Once the pupils have learnt the song, ask them to chant to the karaoke version (Track 3.36).

### TPR

Explain in L1 that pupils will play a game like the Easter Egg hunt. Ask pupils to take out the drawings and to cut around them with safety scissors. Collect all the drawings. Have pupils come to the board and stand facing it. Ask them to close their eyes. Hide all the drawings in different parts of the room. Place pupils in small groups. Explain that they have to find the hidden drawings. The group that finds the most drawings wins.

### Activity Book, page 60

#### 1 Trace. Then colour and say.

- Direct pupils to activity 1. T: How many (eggs)? Pupils: (Two). Continue for all the items.
- Explain that pupils have to trace the items they see and colour them in.
- Then place pupils in pairs and have them ask and answer using *It's a (colour) (item)*.

### Ending the lesson

- Give each pupil a sheet of paper. Explain that they will make an Easter card. Have them fold their sheet of paper in half. Tell them that on the front they can draw something that has to do with Easter or stick their Easter drawing on it, and colour it in. Help them to write *Happy Easter* on the inside.
- Have pupils present their cards to the class. Tell them to give their cards to the people they drew them for.
- Explain that at Easter, people say *Happy Easter!* Have pupils greet each other using this term.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and *Happy Easter!* as you wave goodbye to the class.

### Extra activity

Ask pupils to look at page 68, Activity 2 in their Pupil's Book and draw a character of their choice.

## HAPPY EASTER!

1 LISTEN, POINT AND SAY. CD 3.34

2 LISTEN AND TICK (✓). THEN LISTEN AND SING. CD 3.35 KARAOKE CD 3.36

Lesson 1 Song: basket, chick, Easter, egg, rabbit. It's a (chick).

## Lesson 2

**Lesson aims:** to consolidate Easter vocabulary.  
**Revision:** Happy Easter! (Easter) rabbit, (Easter) egg, chick, basket.  
**Receptive language:** How many (eggs)?  
**Materials:** CD 3. A sheet of paper for each pupil, colour pencils or marker pens. Safety scissors. Large piece of cardboard paper (with a drawing of a basket). Optional: worksheet 14, page 92.

### Starting the lesson

- Greet your pupils. T: Hello! Pupils: Hello, teacher! Sing the Hello! song together.
- Ask pupils, in L1, if the people who received their cards during their previous lesson were happy.
- Give each pupil a sheet of paper and have pupils draw an item they remember from the previous lesson. Then place pupils in pairs and have them ask and answer. Pupil 1 asks: *What's this?* if learnt or simply points to an item. Pupil 2: *An Easter egg*. Go round the class to monitor and help pupils as they work.
- Play the karaoke version of the song from the previous lesson, using the different items pupils have drawn. Every time they hear their item, they have to stand up and hop.
- Play track 3.36 as many times as time allows.

### Pupil's Book, page 69

#### 3 Listen and tick (✓) or cross (X).

- Direct pupils to Pupil's book, page 69, activity 3 and have pupils tell you the Easter items they see and their colours. T: What's number one? Pupil: A chick. T: What colour is it? Pupil: Yellow.
- Explain to pupils they have to tick the items they hear if they are described correctly and cross the incorrect ones.
- Play track 3.37 and have pupils complete the activity.

1 Look! It's a yellow chick! 3.37  
 2 Look! It's a blue and green egg!  
 3 Look! It's a brown basket!  
 4 Look! It's a pink egg!  
 5 Look! It's a black rabbit!

3 LISTEN AND TICK (✓) OR CROSS (X). CD 3.37

4 COUNT AND DRAW. THEN SAY. CD 3.37

5 MAKE A POSTER. CD 3.37

Lesson 2 Project: basket, chick, Easter, egg, rabbit. It's a (chick).

- Replay track 3.37 with pauses after each sentence for pupils to check their answers.
- Place pupils in pairs and have them ask and answer. Pupil 1: *What's this?* if learnt or point to it. Pupil 2: *A chick*.
- Extend the activity by having pupils choose two items from the activity and telling the class what they've got. Pupil: *It's a blue Easter egg. It's a rabbit*.

#### 4 Count and draw. Then say.

- Explain to pupils that they have to help the rabbit find its way in the maze and count the items they meet on their way.
- Ask pupils how many blue eggs and chicks they found. Have pupils count the items and draw the correct number of dots in each box.
- Then ask pupils to count how many red, pink and green eggs they can see. T: *How many (green) eggs?* Pupils: *(Two)*.
- Place pupils in pairs and have them ask and answer using *How many (red) eggs?*

#### 5 Make a poster.

- Give each pupil a copy of the Easter cut-out. Ask them to colour the Easter egg with as many colours as possible. Then ask pupils to cut around their egg with safety scissors.
- Place the cardboard with the drawing of a basket on the wall. Have pupils help you stick their eggs in the basket. Have them name the colours they used to colour their eggs.

### TPR

Have pupils come to the front of the classroom. Explain that pupils have to walk fast around the classroom but when you say an item that has nothing to do with Easter, they have to stand still. T: *Easter eggs, rabbit, chick, pen!* Pupils who don't stand still when they hear the word pen miss a turn. Make sure you alternate items in random order, i.e. say two Easter items and then a non-Easter one, then say one Easter item followed by a non-Easter one. Pick up speed as you play to add to the excitement.

### Activity Book, page 60

#### 2 Count and match. Then colour and say.

- Direct pupils to activity 2. T: *What colour is (6)?* Pupils: *(Red)*. Continue with all the numbers.
- Explain to pupils that they have to colour the eggs in the basket with the same colour their number has.
- When pupils have completed the first part of the activity, place them in pairs and have them ask and answer. Pupil 1: *How many blue eggs?* Pupil 2: *Three*.

### Ending the lesson

- In L1, ask pupils what they will be doing for Easter. Then ask them what they enjoy about Easter.
- Sing the *Goodbye!* song together.
- Say *Happy Easter* and *Goodbye!* as you wave goodbye to the class.

### Extra activity

Have pupils draw an Easter basket with as many coloured eggs in it as they like.

### Progress assessment

Photocopiable materials, Worksheet 14, page 92. The guidelines for using the sheet can be found on page 77.

# Mum and Dad's Day

## Lesson 1

**Lesson aims:** to learn Mum and Dad's Day vocabulary. To sing a song.

**Target language:** *card, flower, Hurray for (Dad)! A flower for you.*

**Revision:** family; a present, mum, dad.

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

**Materials:** CD 3, a sheet of paper for each pupil, colour pencils or marker pens. Flashcards of family members. Self-made flashcards of a flower, a card and a present. Optional: worksheet 15, page 93.

In Britain Mother's Day is celebrated in spring, on the 4<sup>th</sup> Sunday of Lent, and Father's Day is celebrated on the 3<sup>rd</sup> Sunday in June. They are not public holidays.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- On the board place all family members flashcards. Point to one and intentionally say the wrong word. Encourage pupils to correct you. Continue for all family members.

### Presentation

- Place flashcards with new vocabulary on the board. Point to each one, say its name and have pupils repeat after you.
- In L1, ask children if they know when Mum's and Dad's Days are celebrated in their countries.
- Ask pupils what they like to do on these days to make their parents happy.

### Pupil's Book, page 70

#### 1 Listen and circle.

- Direct pupils to Pupil's Book, page 70, activity 1. Have pupils point to the first item and to tell you what it is. T: *What's this?* Pupils: *A flower.* Continue in this manner for the next four items.
- Explain to pupils that they have to point to and circle the items they hear, in their books. Play track 3.38.

- 1 It's a flower for my Mum. **3.38**  
2 It's a present for my Dad.

- Replay track 3.38 with pauses after each sentence for pupils to check answers. Then play the track again with pauses and have pupils repeat the sentences they hear.

#### 2 Listen and tick (✓). Then listen and sing.

- Ask pupils to look at the picture. Ask pupils who and what items they see.
- Explain to pupils that they will hear a song and put a tick in the boxes next to the items the song mentions.
- Play track 3.39 and have pupils complete the activity.

Mum, mum, a flower for you. **3.39/3.40**  
A flower for you. (x2)  
Dad, dad, a card for you.  
A card for you. (x2)  
Mum, Dad, presents for you.  
Presents for you. (x2)  
Hurray, hurray, hurray! Hurray, hurray! (x2)  
HURRAY!

- If necessary, replay the track for pupils to check their answers.
- Replay track 3.39 and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to sing along to the karaoke version (Track 3.40).

#### 3 Make a poster.

- Give each pupil a copy of the Mum and Dad's Day cut-out. Have pupils colour the flower and then cut it out with safety scissors. Help children stick the flowers to pencils with scotch tape. Next have pupils practice giving the flower by saying *A flower for you* in pairs. Tell pupils that they can give their flowers to Mum and Dad at home.
- Play different songs from the course book as pupils work.

### TPR

Have pupils come to the front of the classroom. Ask them to walk fast around the classroom but when you say an item that is not a present, they have to stand still. T: *Flowers, pens, books, chick!* Pupils who don't stand still when they hear the word *chick* miss a turn.

### Activity Book, page 61

#### 1 Find and colour.

- Direct pupils to activity 1. T: *How many (mums)?* Pupils: *(Three).* T: *Sad?* Pupils: *No! Happy!* T: *What's the present?* Pupils: *Flowers!*
- Explain that pupils have to colour in the flower each mum has using the colours of the identical flower placed next to the main picture.

#### 2 Match and say.

- Ask pupils to look at the different cards and to tell you what they see.
- Ask pupils to match the appropriate card to mum and then to dad. Have them point to their cards and say: *A card for (mum).*

### Ending the lesson

- Give each pupil a sheet of paper. Explain that they will make a card for their mum or dad. Have them fold their sheet of paper in half. Tell them that on the front they can draw something and write *Happy Mum/Dad's Day!* on the inside. Explain that you will help them write it. At home they can give their cards to their parents.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.



### Extra activity

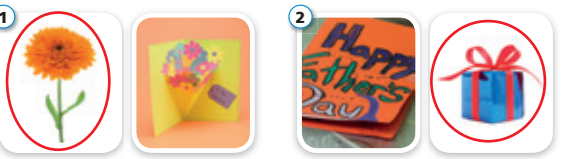
Pupils to look at page 70, activity 2 in the Pupil's Book and draw a character of their choice.





### Progress assessment

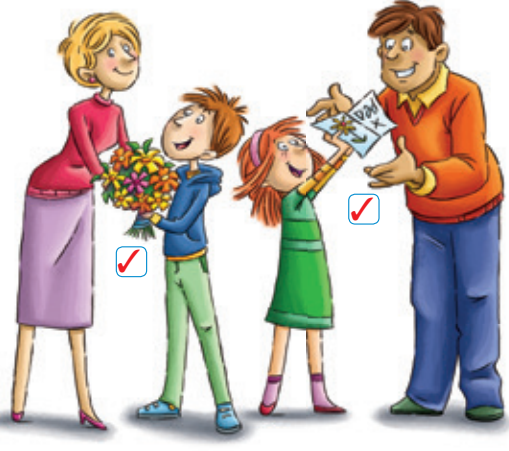
Photocopiable materials, Worksheet 15, page 93. The guidelines for using the sheet can be found on page 78.



## MUM AND DAD'S DAY

**1 LISTEN AND CIRCLE.**  



**2 LISTEN AND TICK (✓). THEN LISTEN AND SING.**    



**3 MAKE A POSTER.**  

# Happy Christmas!

## Lesson 1

**Lesson aims:** to learn festive vocabulary. To learn a song.

**Target language:** *Christmas card, Father Christmas, Christmas tree, Happy Christmas.*

**Revision:** colours; body movements; imperatives; numbers 1–10.

**Receptive language:** *What colour?*

**Materials:** CD 3, flashcards from all units. A sheet of paper for each pupil, colour pencils or marker pens. A Christmas card. A picture of Father Christmas and a big Christmas tree.

Christmas is celebrated in the UK from 24 to 26 December. On Christmas Eve (December 24) children hang stockings for presents by the fireplace. They open their presents on Christmas Day (December 25). Families have Christmas dinner, which traditionally is roast turkey, roast potatoes and vegetables and Christmas pudding. Boxing Day (December 26) is a day of rest.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Play "Guess and take it!" from Resource Bank, page A21.

### Presentation

- Stick the picture of Father Christmas on the board.
- Encourage pupils to describe it as best as they can using adjectives. T: *What colours?* Pupils: *Red, white etc.* T: *Happy or sad?* Pupils: *Happy.* T: *Big or small?* Pupils: *Big.*
- Repeat the above steps using the Christmas card and the picture of a Christmas tree.
- Pointing to Father Christmas, the Christmas card and tree, name each item and have pupils repeat after you.

### Pupil's Book, page 71

#### 1 Listen, point and say.

- Direct pupils to Pupil's Book, page 71, activity 1. Have pupils point to the first item and to tell you what it is. T: *What's this?* Pupils: *A Christmas tree.* Continue in this manner for the next two items.
- Explain to pupils that they have to point to the items they hear, in their books.
- Play track 3.30.

Christmas tree **3.30**  
Christmas card  
Father Christmas

- Play the track again with pauses and for pupils to repeat what they hear.
- Place pupils in pairs and have them ask and answer using *What's this?* Ensure that pupils swap roles.

#### 2 Listen and tick (✓). Then listen and sing.

- Ask pupils to look at the picture. T: *Look! A (red) (Christmas tree)!* Pupils: *No! (Green).* Continue in this manner with as many items from the picture as possible, using colours and body movements.
- Explain to pupils that they will hear a song and tick the items the song mentions.
- Play track 3.31 and have pupils complete the activity.

Chorus: *Happy Christmas, Happy Christmas, Happy Christmas day.* **3.31/3.32**  
*Here comes Father Christmas, Happy Christmas, everyone.* (x2)

Clap your hands and stamp, clap your hands and stamp  
Clap your hands and stamp your feet, Happy Christmas, everyone. (Chorus)  
Clap your hands and stamp ... (Chorus)

- If necessary, replay the track for pupils to check their answers.
- Tell pupils they will hear the song again but this time they have to do the body movement they hear. Replay track 3.31.
- Repeat and encourage all pupils to sing along.

- Once the pupils have learnt the song, ask them to sing to the karaoke version (Track 3.32).

### TPR

Bring pupils to the front of the class and place them in three groups named: *Christmas Card, Christmas Tree or Father Christmas.* Say a name and an action or adjective. Pupils have to mime it, e.g. T: *Christmas tree, jump!* As the activity progresses, pick up speed.

### Activity Book, page 62

#### 1 Find and circle.

- Direct pupils to activity 1. Point to the figures of Father Christmas. T: *How many?* Pupils: *Four.* Explain that pupils have to circle the two identical pictures.
- Once pupils have completed the activity, ask them to point to the two identical pictures. Make sure pupils have completed the activity correctly.
- Have pupils colour in the Father Christmas of their choice.



### Ending the lesson


- Give each pupil a sheet of paper. Explain that they will make a Christmas card. Have them fold their sheet of paper in half, draw a Christmas item on the front and colour it in. Help them write their name on the inside.
- Have present their cards to the class. Tell them to give their cards to the people they drew them for.
- Explain that at Christmas, people say *Happy Christmas!* Have pupils greet each other using this term.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.





### Extra activity


Ask pupils to draw what toy they would like to get for Christmas.

## HAPPY CHRISTMAS!

**1 LISTEN, POINT AND SAY.**  



**2 LISTEN AND TICK (✓). THEN LISTEN AND SING.**    



Lesson 1 Song: Christmas card, Christmas tree, Father Christmas

## Lesson 2

**Lesson aims:** to extend Christmas vocabulary.

**Target language:** *bell, presents, star, stocking.*

**Revision:** *Happy Christmas, Christmas card, Father Christmas, Christmas tree*

**Materials:** CD 3. A sheet of paper for each pupil. Colour pencils or marker pens. Safety scissors. A large self-made paper Christmas tree. A large piece of cardboard paper. Optional: Worksheet 16, page 94.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- In L1, ask pupils if the people who received their cards during the last lesson were happy.
- Give each pupil a sheet of paper and have pupils draw an item they remember from the previous lesson.
- When pupils have completed their drawing, place them in pairs and have them ask and answer. Pupil 1 points to Father Christmas or asks *What's this?* if learnt. Pupil 2: *Father Christmas.* Go round the class to monitor and help pupils as they work.

### Presentation

- Take a few of the pupils' drawings and place them on the board.
- Then draw a present, a star, a bell and a stocking. Explain to pupils that these are a few more things that we see and use at Christmas.
- Point to each item, name it and have pupils repeat after you.
- Then point to different items and have volunteer pupils tell you what they are.

### Pupil's Book, page 72

#### 3 Listen and tick (✓).

- Direct pupils to Pupil's book, page 72, activity 3 and have pupils tell you the Christmas items they see and their colours. Pupil: *Blue boat, red car* etc. When pupils refer to the star, say the word *gold* and have pupils repeat after you.
- Explain to pupils they have to tick the items they hear.
- Play track 3.33 and have pupils complete the activity.

It's a present.  
It's a bell.  
It's a stocking.  
It's a star.

3.33

- Replay track 3.33 with pauses after each sentence. Have pupils repeat the sentence they hear as they point to the times.
- Place pupils in pairs and have them ask and answer. Pupil 1 points to a picture or asks *What's this?* if learnt. Pupil 2: *A stocking.*
- Extend the activity by having pupils choose two items from the activity and telling the class what they've got. Pupil: *I've got a stocking. I've got a star.* If *I've got* hasn't been learnt, then pupils can use *It's a...*

#### 4 Choose and colour.

- On the board draw an Easter basket, a bell, a stocking, a star, a pumpkin and a card. T: *Christmas?* (pointing to the Easter basket). Pupils: *No!* Continue in this manner for all the items drawn on the board.
- Then ask pupils to look closely at the picture. Explain that there are items in it that don't belong there at all.
- Tell pupils that they have to colour only the items that are related to Christmas.
- After pupils have finished the activity, place them in pairs and have them describe the items they coloured. Pupil 1: *A (red) and (yellow) present, a (gold) star, a (red) stocking, a (green) card.* Make sure pupils swap roles.

#### 5 Make a poster.

- Tell pupils that they are going to decorate a Christmas tree. Give each pupil a copy of the Christmas cut-out. Ask pupils to colour the items and have them cut around them with the safety scissors.

- As pupils work, play the song from the previous lesson.
- Place the self-made Christmas tree on one of the classroom walls.
- Have pupils with the same items group together.
- Then call out each item and have the pupils who have drawn it tell you its colour and then stick it on the tree.

### TPR

Give each pupil a sheet of paper and ask them to draw any Christmas item they like in any colour they like. When pupils have completed the activity, have one pupil stand by the Christmas tree. Tell him/her that he/she is Father Christmas who has to collect all the presents. The pupil calls out each Christmas item and pupils with that item have to go to him/her. When all Christmas items have been collected, place them under the Christmas tree and sing the song from the previous lesson.

### Activity Book, page 62

#### 2 Draw and colour. Then say.

- Direct pupils to activity 2. T: *What's this?* Pupils: *A stocking.* Explain that pupils have to draw as many presents in the stocking as possible. Have pupils colour the stocking and present in with a colour of their choice.

### Ending the lesson

- Ask pupils to tell you what their favourite Christmas decoration is. Then, on the board draw the different decorations they have learnt and have pupils tell you their names.
- Sing the *Goodbye!* song together.
- Say Happy Christmas and Goodbye! as you wave goodbye to the class.

### Extra activity

Have pupils draw a scene showing their family at Christmas.

### Progress assessment

- Photocopiable materials, Worksheet 16, page 94. The guidelines for using the sheet can be found on page 78.

**3 LISTEN AND TICK (✓).**  



**4 CHOOSE AND COLOUR.** 

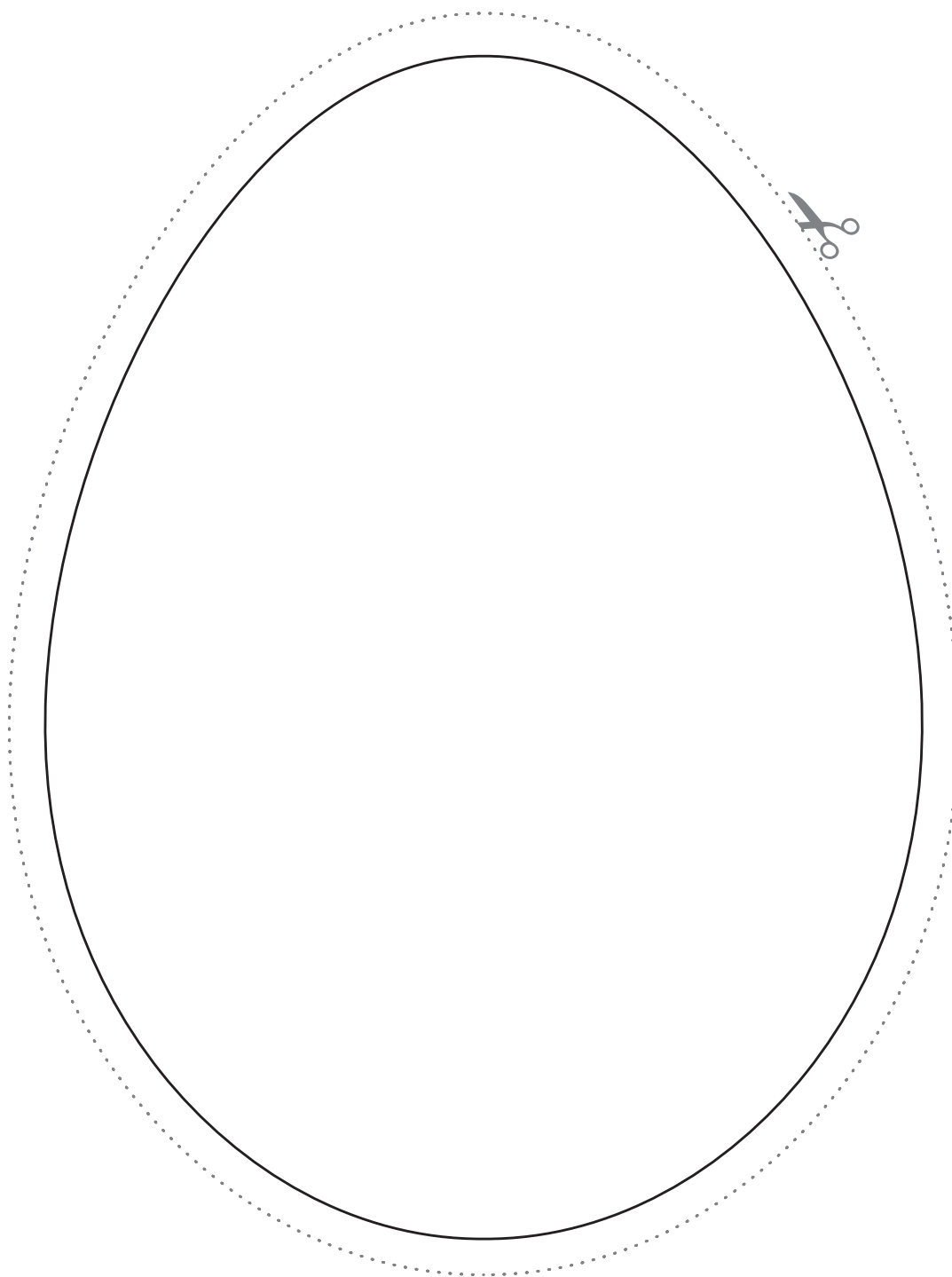


**5 MAKE A POSTER.**  

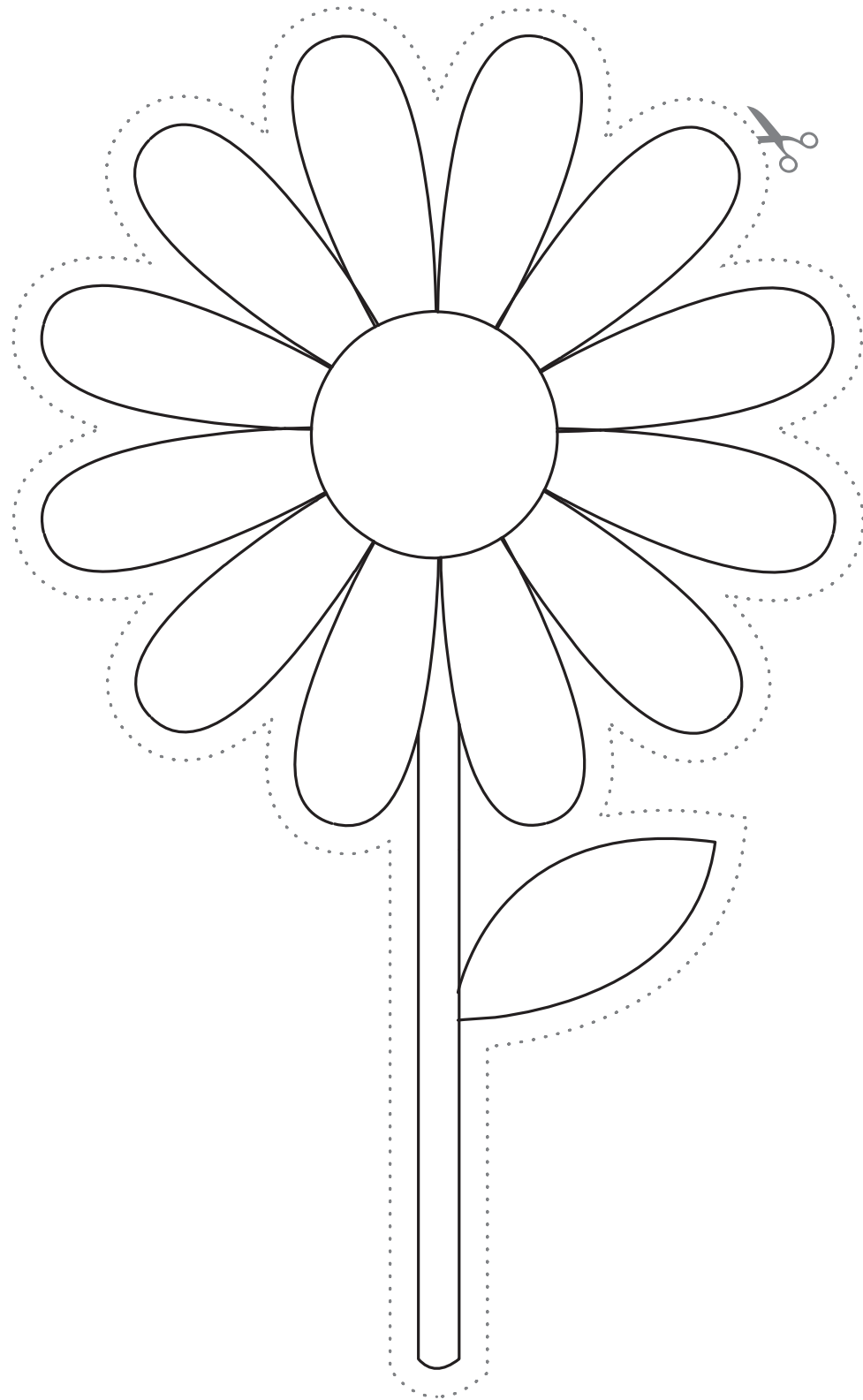
**72**

**Lesson 2 Project:** bell, present, star, stocking. It's a (star). Christmas card, Christmas tree, Father Christmas.

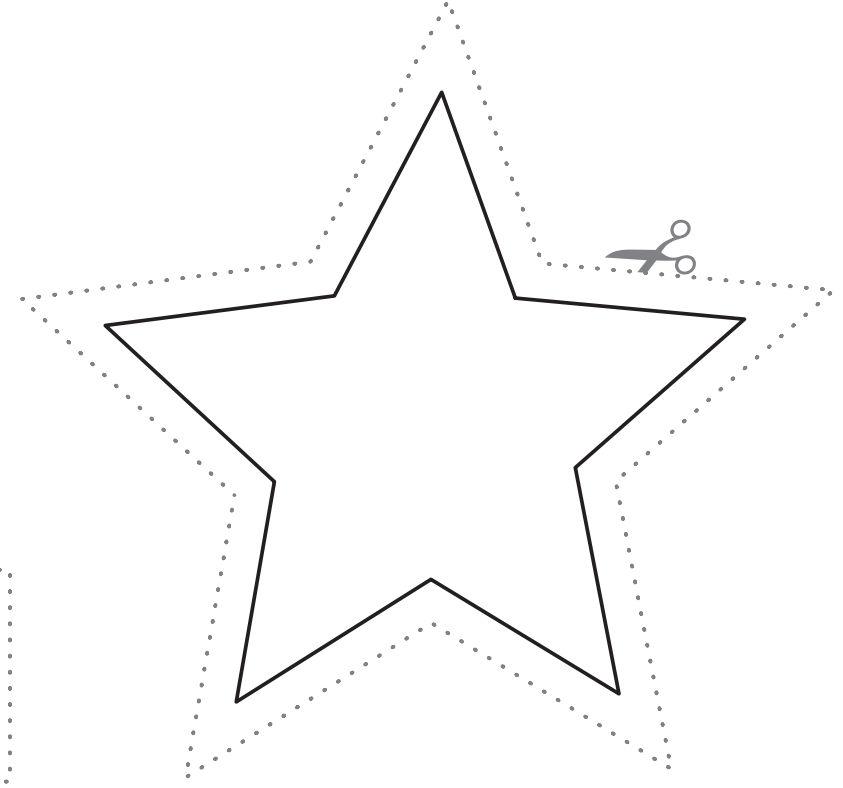
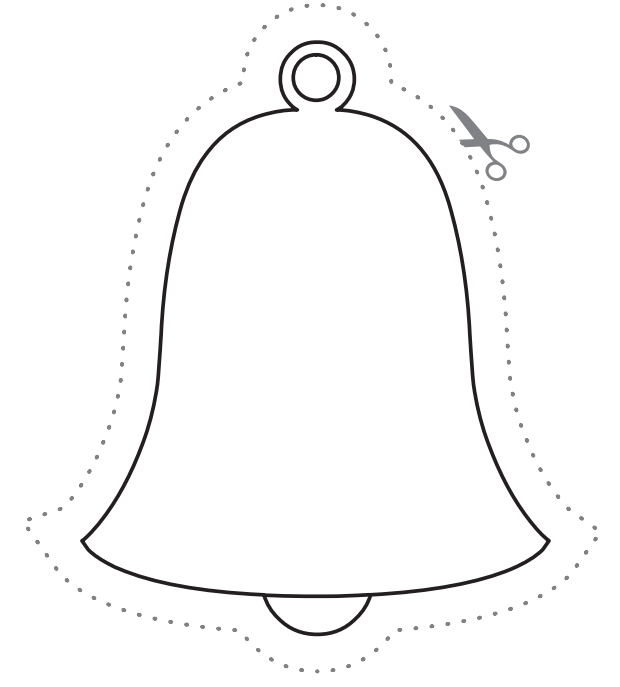
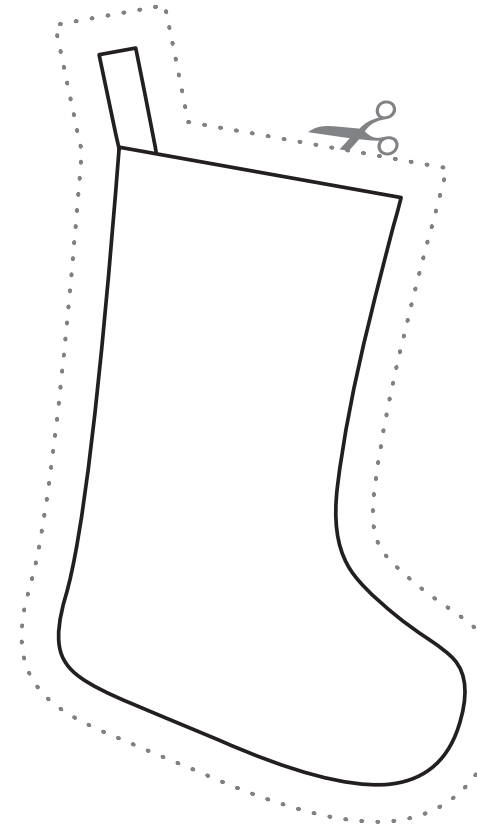
# HAPPY EASTER! CUT-OUT



# MUM AND DAD'S DAY CUT-OUT



# HAPPY CHRISTMAS! CUT-OUT



# Photocopiable materials

## Teacher's notes

### Pre-coursebook period, lesson 1

#### Worksheet 1 (page 79)

**Aim:** revision of words: *hello, goodbye*.

##### 1 Cut out. Then act out.

- Hand out and ask pupils to colour in and cut out the characters. The pupils can fix them to pencils or pieces of cardboard.
- Ask the children what the cut out characters are doing (they greet and say goodbye to each other).
- Present a cut-out puppet theatre to the children. Raise the previously prepared and coloured characters and bringing them close to each other, say, in two different voices: *Hello!* Then say: *Goodbye!* *Goodbye!* and move the characters away from each other.
- Ask the children to perform a similar theatre scene using the two characters. The pupils can do it individually or in pairs. They can also use a pencil box to symbolise a bench in a park, a rubber to act like a chair, etc.
- Encourage the children to prepare a similar theatre for their parents.

### Pre-coursebook period, lesson 2

#### Worksheet 2 (page 80)

**Aim:** revision of words: *hello, goodbye*.

##### 1 Listen and circle. Then listen and draw.

- Hand out worksheets with and ask pupils to look closely at the pictures.
- Ask the children if they are happy or sad when they greet someone. Ask them to demonstrate their emotions by saying: *Hello* in a joyful voice. Then talk to the children about saying goodbye and explain to them that when they want to bid farewell to someone close to them, they say: *Goodbye* in a sad voice.
- Focus the children's attention on the pictures in the first row. The children guess if the characters shown are saying: *Hello* or: *Goodbye*.
- Say: *Hello* in a joyful voice. The children circle the character which is smiling. Ask the pupils which pictures they have circled.
- Say: *Goodbye* in a sad voice. Pupils circle the picture with a sad character.
- Repeat the same with the pictures in the second row. This time the pupils draw a smiling face on the characters when they hear: *Hello*, or a sad face when you say: *Goodbye*.

### Pre-coursebook period, lesson 3

#### Worksheet 3 (page 81)

**Aim:** revision of instructions: *Come here. Listen. Look. Quiet, please. Sit down. Stand up.*

##### 1 Cut out and play.

- Hand out activity worksheets and ask pupils to cut out the cards.
- Ask the children what instructions could be illustrated by these pictures. Then make sure that each child understands all the instructions. The pupils colour the pictures.
- Give the instructions and the children should raise the correct card.
- Train Game. The children arrange the cards in the order in which you give them instructions to form a train. Then they check in pairs if the sequence of cards is the same. The children in a pair which finishes comparing their cards first raise their hands and say: *Yes!*

### Pre-coursebook period, lesson 4

#### Worksheet 4 (page 82)

**Aim:** revision of the words: *computer, hot dog, hamburger, radio, telephone*.

##### 1 Find and draw.

- Hand out worksheets to the children and ask them to look closely at the pictures and name the objects shown on them, starting with the first pictures, then moving on to the second one. Ask the pupils to find differences in these two pictures.
- The children draw the missing elements in the second picture.
- **Answers:** *hamburger, telephone*.

##### Extra Activity

The children cut out elements from the first picture. You can perform similar activities as the ones suggested in worksheet 3, e.g. the children can play in pairs to build trains. One pupil arranges the train, naming the pictures one by one, and the other person listens to these guidelines and arranges his/her train in this sequence. Then the children compare their arrangements.

## Hello

#### Worksheet 5 (page 83)

**Aim:** revision of names of colours.

##### 1 Listen and colour.

- Hand out worksheets and ask pupils to look closely at the picture. Explain to them that their task is to colour the picture using four paints.
- Show them pictures with cans of paint. One by one give the names of paint colours: *red, yellow, green, blue*, and the pupil's task is to properly colour the paints. Ask the children what they will colour using the specific colours.
- Monitor the children's work and ask them questions about the choice of colours. T: *What colour?* Pupil: *(Yellow)*.
- Finally, the children describe their works.

### Unit 1 My body

#### Worksheet 6 (page 84)

**Aim:** revision of the names of body parts and colours.

##### 1 Cut out and make.

- Hand out worksheets and ask pupils to look closely at the pictures and name the parts of the monster's body. Pupil: *(Head)*. T: *How many (heads)?* Pupil: *(Two)*. Then the pupils cut out pictures with the individual body parts and complete the monster. They can also stick it on a sheet of paper or in their activity books.
- Ask the children to colour their monsters. Monitor the pupils' work and ask them questions. T: *(Head)*. *What colour?* Pupil: *(Blue)*.
- The children work in pairs and compare their monsters. Pupil 1: *(Yellow) hands*. Pupil 2: *(Blue) hands*.

##### Extra Activity

Sit down with the children on the carpet in a circle and encourage them to organize a monster show. Each pupil sits at the centre of the circle and describes his/her monster. Encourage the children to reward each presentation with applause which will boost the pupils' self-confidence.

### Unit 2 My family

#### Worksheet 7 (page 85)

**Aim:** revision of words indicating family members; numbers from 1 to 5.

##### 1 Circle. Then count and draw.

- Hand out worksheets and ask pupils to look closely at the pictures and name family members shown on them. Pupils: *This is (mum)*.
- The children circle the pictures showing the same family members, e.g. all sisters, and then count them. T: *How many (sisters)?* Pupils: *(Three)*.
- The pupils draw the relevant number of dots in squares shown next to the pictures of family members. Pupils: *(Mum) – (one)*.
- **Answers:** *Mum – one. Dad – one. Sister – three. Brother – two.*

### Unit 3 My classroom

#### Worksheet 8 (page 86)

**Aim:** revision of names of classroom objects.

##### 1 Find and draw.

- Ask the children to prepare pencils and hand out activity worksheets. Tell them to name the objects shown in the first chart and count them.
- Explain to the children that their task is to check if all the pictures from the first chart have been included in the second chart. If the pupils find the right picture in the second chart, they tick it. If a picture is missing, they draw it.
- **Answers:** missing in chart 2: *pencils, backpack*
- The children perform the same activity and check if all the pictures from the second chart have been included in the first chart. Then they draw the missing pictures.
- **Answers:** missing in chart 1: *crayon, rubbers*

##### Extra Activity

You can organize the "Alternative bingo" game or encourage the children to play the "Memory" (see page A17) game.

### Unit 4 Animals

#### Worksheet 9 (page 87)

**Aim:** revision of names of animals.

##### 1 Count and colour.

- Ask the children to prepare crayons. Revise numbers from one to five and the names of animals mentioned in the activity.
- Hand out activity worksheets. Present the first example to the whole class. Point at digit 1 at the left hand side of the worksheet. Move your finger along the line which connects this digit with the picture. Ask the pupils what animals this line is leading to and tell them to name the animals in English. Pupils: *Birds*. Explain to them that their task is to colour one bird.
- The pupils continue the activity, colouring the relevant number of animals. Finally, check the activity results. T: *How many (rabbits)?* Pupils: *(Five)*.
- **Answers:** *1 – bird; 2 – horses; 3 – cats; 4 – dogs; 5 – rabbits.*

### Unit 5 The sea

#### Worksheet 10 (page 88)

**Aim:** revision of names of sea animals.

##### 1 Listen and colour.

- Ask the children to take out their crayons and try to arrange them in the order resembling the rainbow.
- Hand out activity worksheets to the pupils. Tell them which colours they should use to colour the specific parts of the rainbow. T: *Crabs – red; shells – orange; starfish – yellow; seahorses – green; starfish – blue; turtles – pink; fish – purple.*

##### Extra Activity

Help pupils memorize the sequence of the colours in the rainbow, saying the colour names in a loud and rhythmical voice.

### Unit 6 Toys

#### Worksheet 11 (page 89)

**Aim:** revision of names of toys.

##### 1 Find and circle. Then colour.

- Hand out worksheets. Ask pupils to name the toys on each shelf shown in the picture.
- The pupils try to find toys which do not match the rest, and circle them.
- The children colour the toys and describe them. Pupils: *It's a (yellow) (kite)*.

### Unit 7 Food

#### Worksheet 12 (page 90)

**Aim:** revision of names of foodstuffs and fruit.

##### 1 Cut out. Then count and show.

- Revise the names of fruit with the children.
- Hand out activity worksheets to individual pupils or pairs. Ask the children to cut out the entire activity from the page. Make sure that the pupils do not cut the chart into smaller pieces. Then ask the children to fold the cut-out chart along all its lines.
- The children's task is to show the specific number of a type of fruit given by the teacher. They fold the sheet of paper so that only the correct fruits are visible. Demonstrate the activity saying: *Show me three bananas* and folding the sheet of paper so that only three bananas are visible. Encourage the pupils to fold their sheets of paper in a similar way.
- You can make the activity more difficult by asking the children to show two types of fruit, e.g.: *Show me two bananas and two pears*. The pupils can play this game in pairs.

##### Extra Activity

You can organize a "spelling test" focused on colours. T: *(Two) (green) (pears)*.

### Unit 8 My holiday

#### Worksheet 13 (page 91)

**Aim:** revision of names of classroom objects, toys and foodstuffs.

##### 1 Circle and colour.

- Hand out worksheets and ask pupils to name the pictures on the worksheet. The children try to find pictures from the same category and circle them. Then they name the pictures. Pupils: *It's a (car)*.
- The children colour the pictures from one thematic category using one specific colour. Pupil: *(Blue) – (teddy bear, car, ball)*.

### Happy Easter!

#### Worksheet 14 (page 92)

**Aim:** revision of words: *basket, chick, egg, rabbit*.

##### 1 Trace. Then count and tick (✓) or cross (X).

- Hand out activity worksheets to the children.
- The pupils trace the lines to draw Easter eggs, chicks and a rabbit. Then they describe and count the objects on the pictures. T: *How many (Easter eggs)?* Pupils: *(Three)*.
- Focus the children's attention on the pictures at the bottom of the page.



The pupils compare them with the large picture and tick the squares next to the pictures if the number of elements corresponds to the number in the large picture. If the number is different, they cross the square.

- **Answers:** Three Easter eggs ✓. One chick – ✗. One rabbit – ✓.

### Extra Activity

The children can colour the large picture.

## Mum and Dad's Day

### Worksheet 15 (page 93)

**Aim:** revision of words: *flower, card, present*.

#### 1 Trace and draw. Then colour.

- Hand out activity worksheets to the children.
- Ask the children to guess which present is for mum and which for dad. Then they trace the lines, draw the missing pictures and colour them in.
- Monitor their work and ask them questions. T: *What's this?* Pupils: *It's a (flower)*. T: *What colour is it?* Pupil: *It's (red)*.

## Happy Christmas!

### Worksheet 16 (page 94)

**Aim:** revision of the words: *bell, Christmas card, Christmas tree, Father Christmas, present*.

#### 1 Cut out and colour. Then play.

- Hand out activity worksheets and ask pupils to cut out the cards.
- The pupils describe the pictures shown on the cards. Pupils: *It's a (bell)*.
- Say the names of objects, and the children raise the card with the picture you are describing.
- The children arrange the cards with the pictures on their desk in a column. On top they place the card showing an object or a person which they associate with Christmas most, while at the bottom they put the card with a picture which is least associated with Christmas. Then in pairs they compare their columns and describe them.
- The children play the "Snap!" game in pairs. Each pupil puts his/her cards on the desk facing downwards in a pile. Then the children at the same time uncover the first card in their pile and put it on the desk facing upwards. If the cards are identical, the pupil who says *Snap!* and correctly names the picture first scores one point.

## Review Units 1–2

### Worksheet 17 (page 95)

**Aim:** revision of names of body parts, family members and colours; numbers from 1 to 5.

#### 1 Find and circle. Then colour.

- Focus the children's attention on pictures of the monsters. The pupils circle these parts of the monsters' bodies which make them different from each other. Then they describe the differences in the composition of the monsters' bodies. Pupil: *(One head – two heads)*.
- The children complete the charts concerning the monsters, colouring the correct number of squares. Demonstrate the activity by doing the first example together with the pupils.
- The pupils colour the monsters. Monitor the work and ask them questions. T: *How many (heads)?* Pupil: *(Two)*. T: *What colour is it?* Pupil: *It's (red)*.

#### 2 Match and colour.

- Focus the children's attention on the pictures in activity 2. The children name the family members shown in the pictures. Pupil: *This is my (mum)*.
- The children look for pairs and connect puzzle elements with lines. Pupil: *(Mum) – (dad)*.
- The pupils colour the pictures. Monitor the children's work and ask them questions. T: *Is it (mum)?* Pupil: *(Yes)*.

## Review Units 3–4

### Worksheet 18 (page 96)

**Aim:** revision of names of toys and foodstuffs; numbers from 1 to 10.

#### 1 Connect. Then circle and colour.

- Ask the children to count together out loud from 1 to 10. Focus their attention on the digits in activity 1. The children connect the digits with each other and name the pictures they see after the digits got connected. Pupil: *It's a (pen)*.
- The pupils compare the objects shown in the pictures. Pupil: *(Small) (pen) – (big) (pen)*. Then they circle identical objects.
- The pupils colour the pictures. Monitor their work and ask them questions. T: *What is it?* Pupil: *It's a (pencil)*. T: *What colour is it?* Pupil: *It's (green)*.

#### 2 Look and draw. Then colour.

- Focus the children's attention on the merry-go-rounds. The children compare them, describe the animals on the first merry-go-round and say the names of animals missing from the second one.
- The pupils draw the missing animals. Pupils: *It's a (bird)*.
- Ask the pupils to colour the pictures. Monitor their work and ask them questions. T: *What is it?* Pupil: *It's a (cat)*. *It's (black)*.

## Review Units 5–6

### Worksheet 19 (page 97)

**Aim:** revision of names of body parts and places and objects at home.

#### 1 Find, circle and colour.

- Focus the children's attention on the pictures arranged in rows. The children name them. Pupils: *It's a (fish) – It's an (octopus) – It's a (crab)*.
- The children circle the pictures in subsequent rows which do not match the rest. Then they name them. Pupils: *It's a (crab)*. Then they colour the marked pictures. Pupils: *It's a (yellow) (crab)*.

#### 2 Look and draw. Then colour.

- Focus the children's attention to toys in the subsequent cars of the train. T: *What's this?* Pupil: *It's a (doll)*.
- The children count toys in each car of the train. T: *How many (dolls)?* Pupils: *(Two) (dolls)*. Then they draw the missing toys as instructed.
- Ask the children to colour the toys. Monitor the children's work and ask them questions. T: *What is it?* Pupil: *It's a (ball)*. *It's (green)*.

## Review Units 7–8

### Worksheet 20 (page 98)

**Aim:** revision of names of clothes and pets.

#### 1 Look and draw. Then colour.

- Focus the children's attention on the pictures in the menu. The children name the foodstuffs shown in the menu. T: *What's this?* Pupils: *(Chicken)*.
- Ask the children what products were ordered by the person in the restaurant. The pupils name the products marked with the v sign. Then they draw the relevant products on the plate.
- The children colour their pictures and describe them. Pupil: *(Brown) (chicken)*.

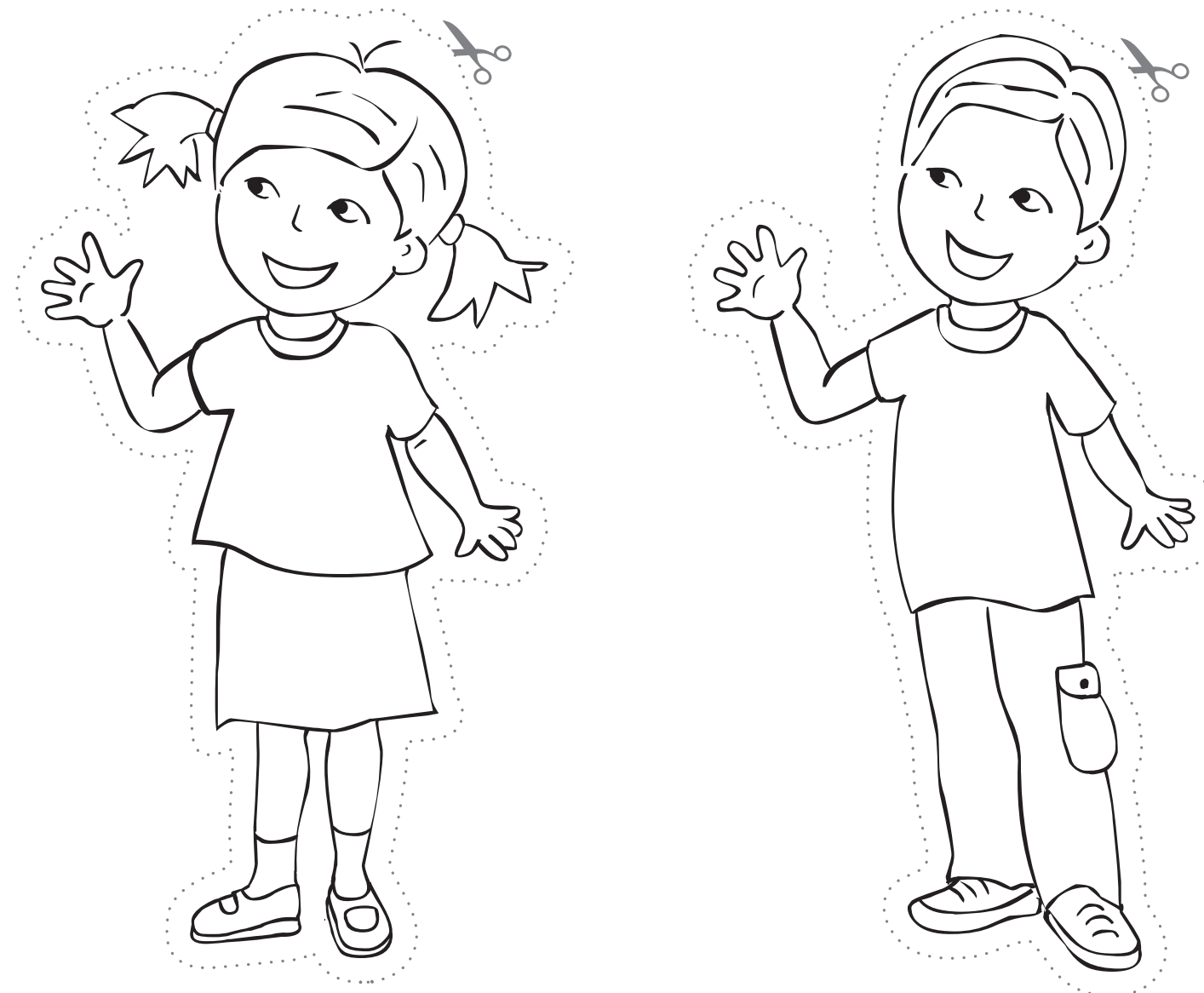
#### 2 Look and draw. Then colour.

- Focus the children's attention on the pictures in the frame. The pupils name the pictures. Pupils: *It's a (ball)*.
- The children segregate the pictures into correct categories and draw them in relevant places. Then they colour them.
- Monitor the children's work and ask them questions. T: *What is it?* Pupil: *It's a (pen)*. T: *What colour is it?* Pupil: *It's (yellow)*.

# PRE-COURSEBOOK PERIOD, LESSON 1

## WORKSHEET 1

### 1 CUT OUT. THEN ACT OUT.



# PRE-COURSEBOOK PERIOD, LESSON 2

## WORKSHEET 2

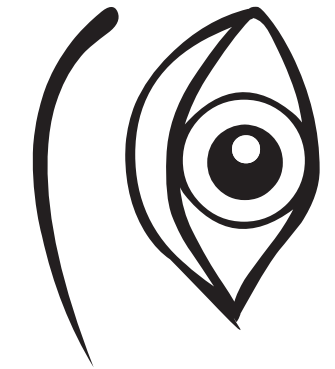
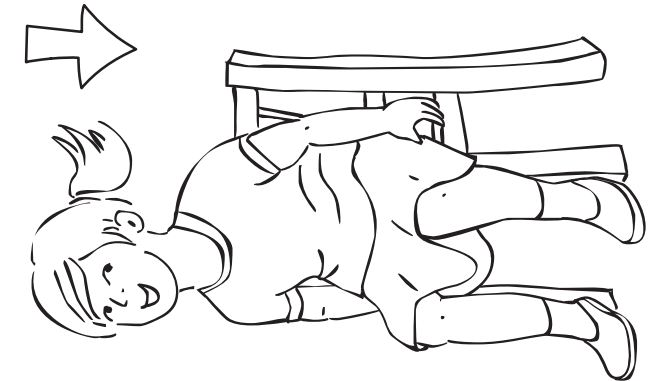
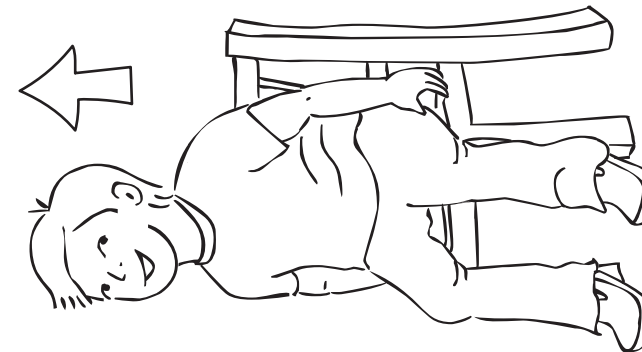
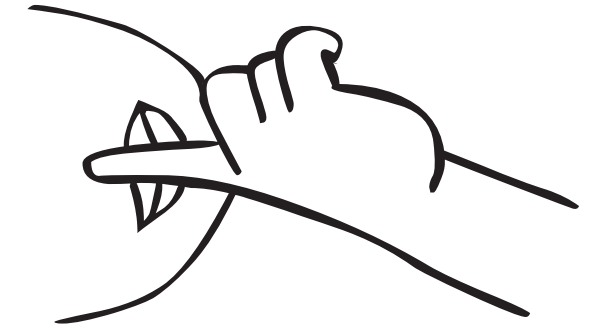
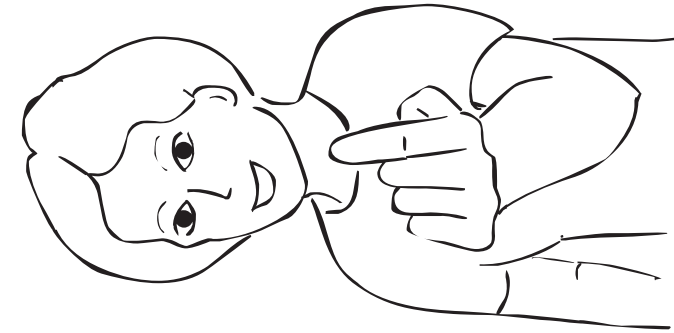
1 LISTEN AND CIRCLE. THEN LISTEN AND DRAW.



# PRE-COURSEBOOK PERIOD, LESSON 3

## WORKSHEET 3

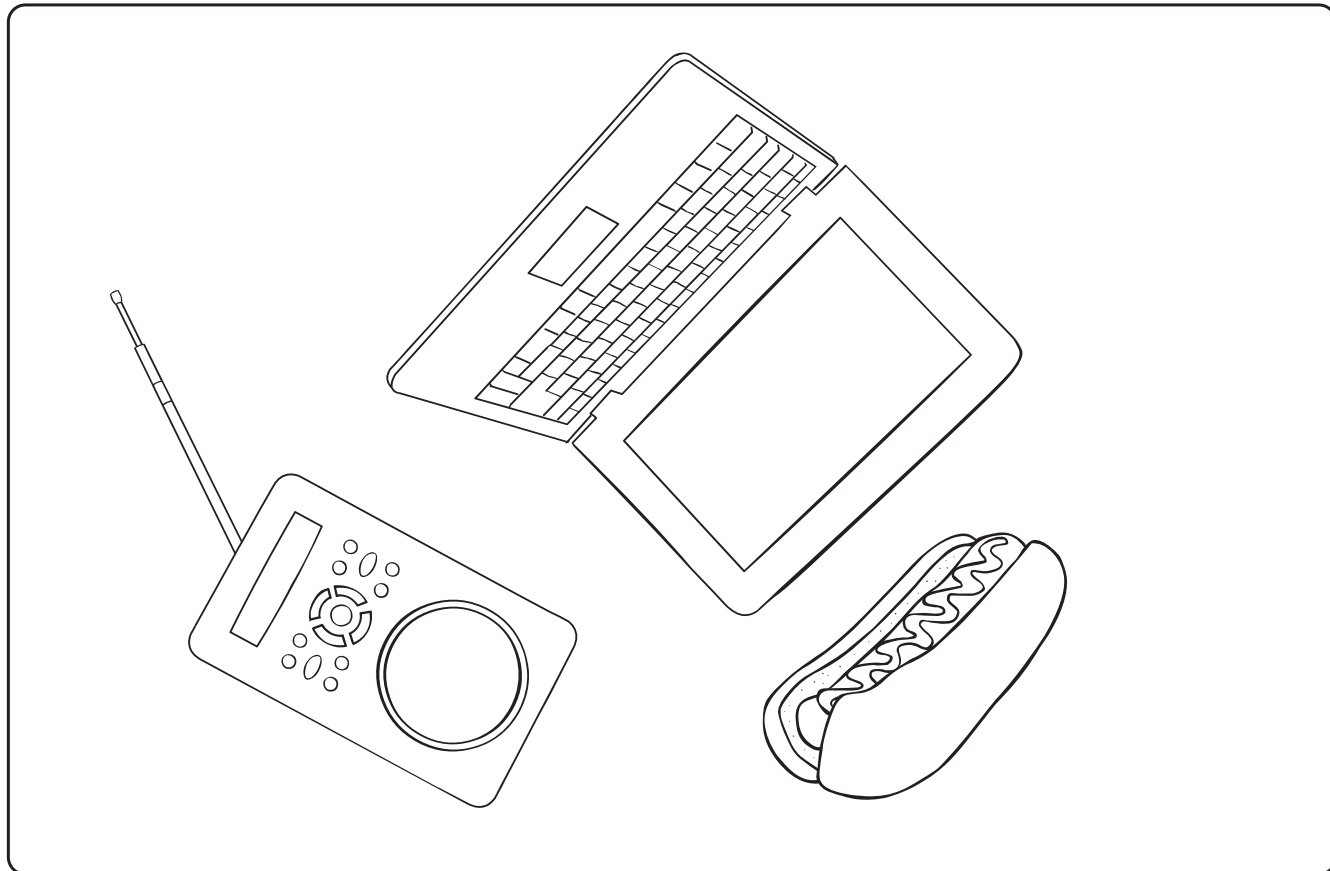
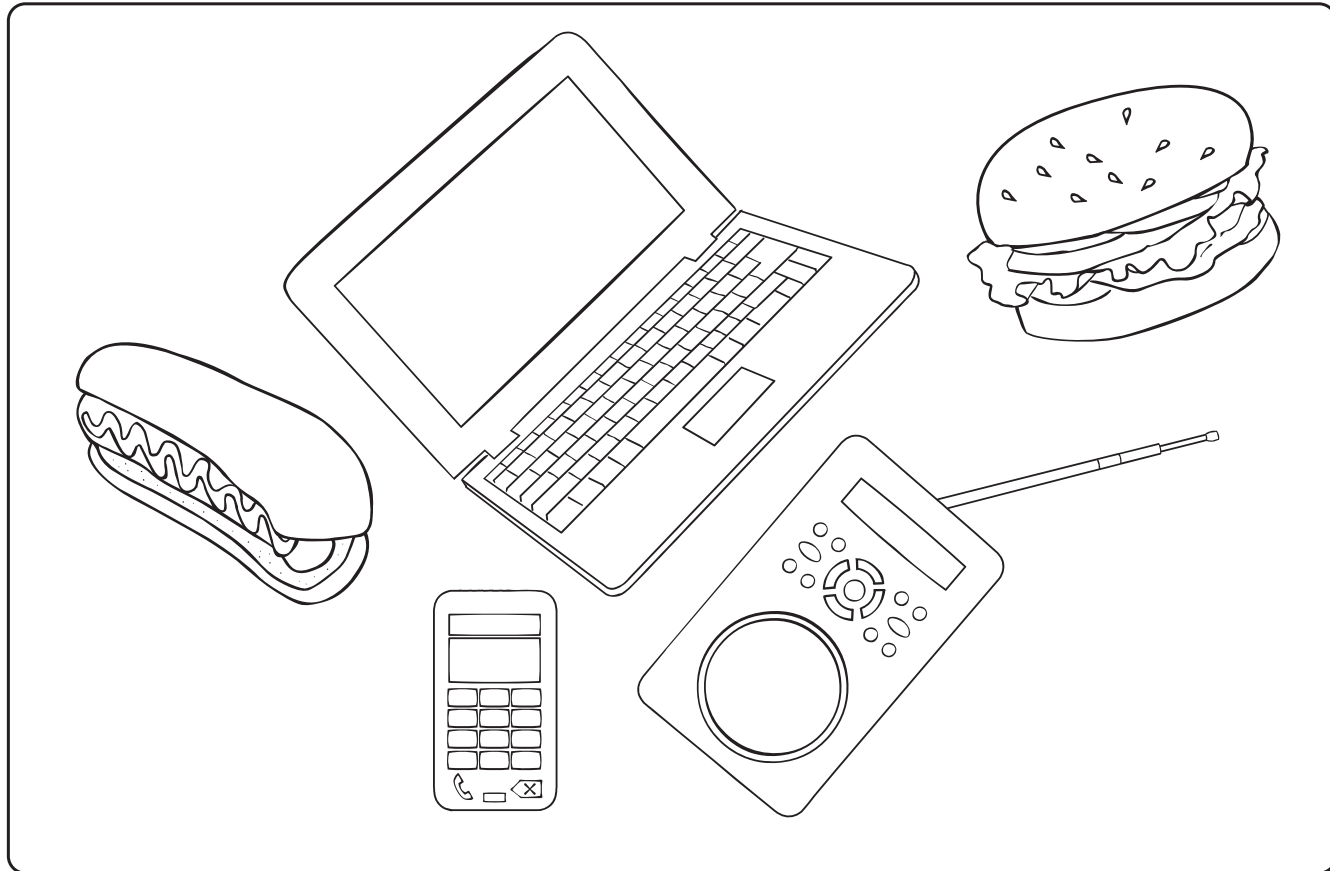
1 CUT OUT AND PLAY.



# PRE-COURSEBOOK PERIOD, LESSON 4

## WORKSHEET 4

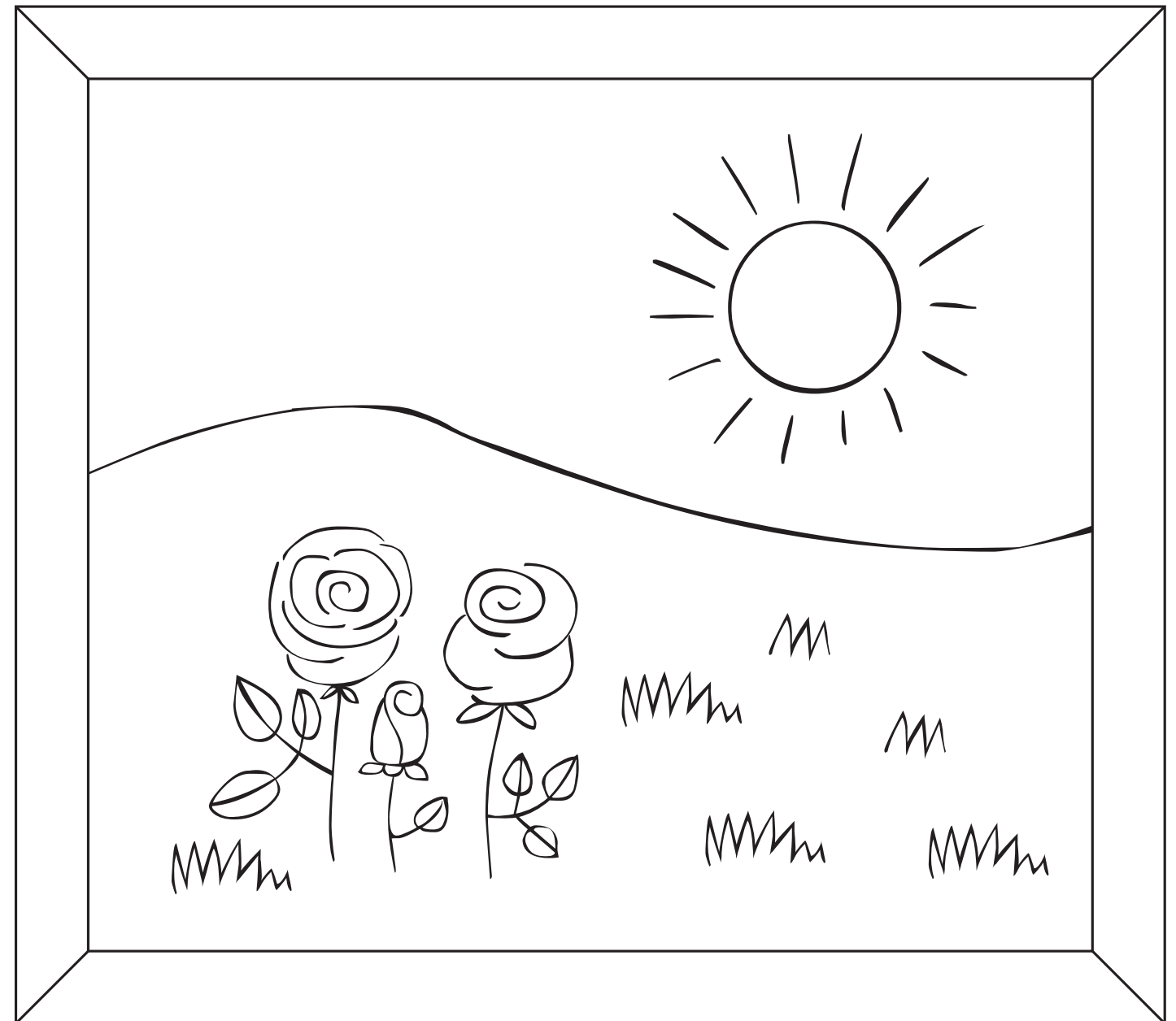
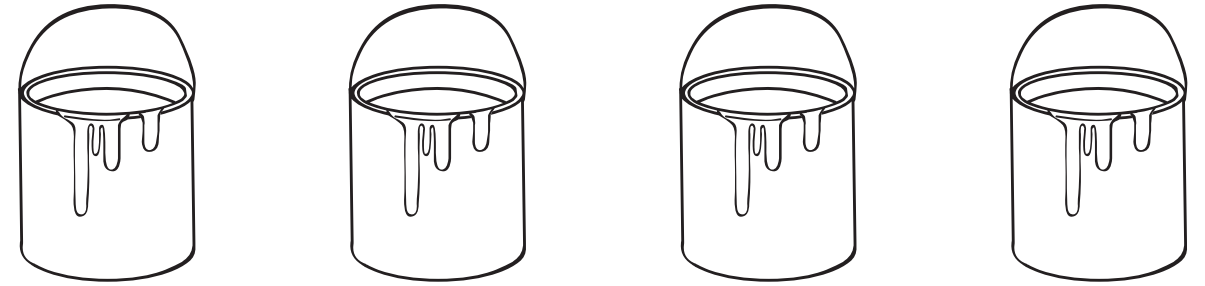
1 FIND AND DRAW.



# HELLO

## WORKSHEET 5

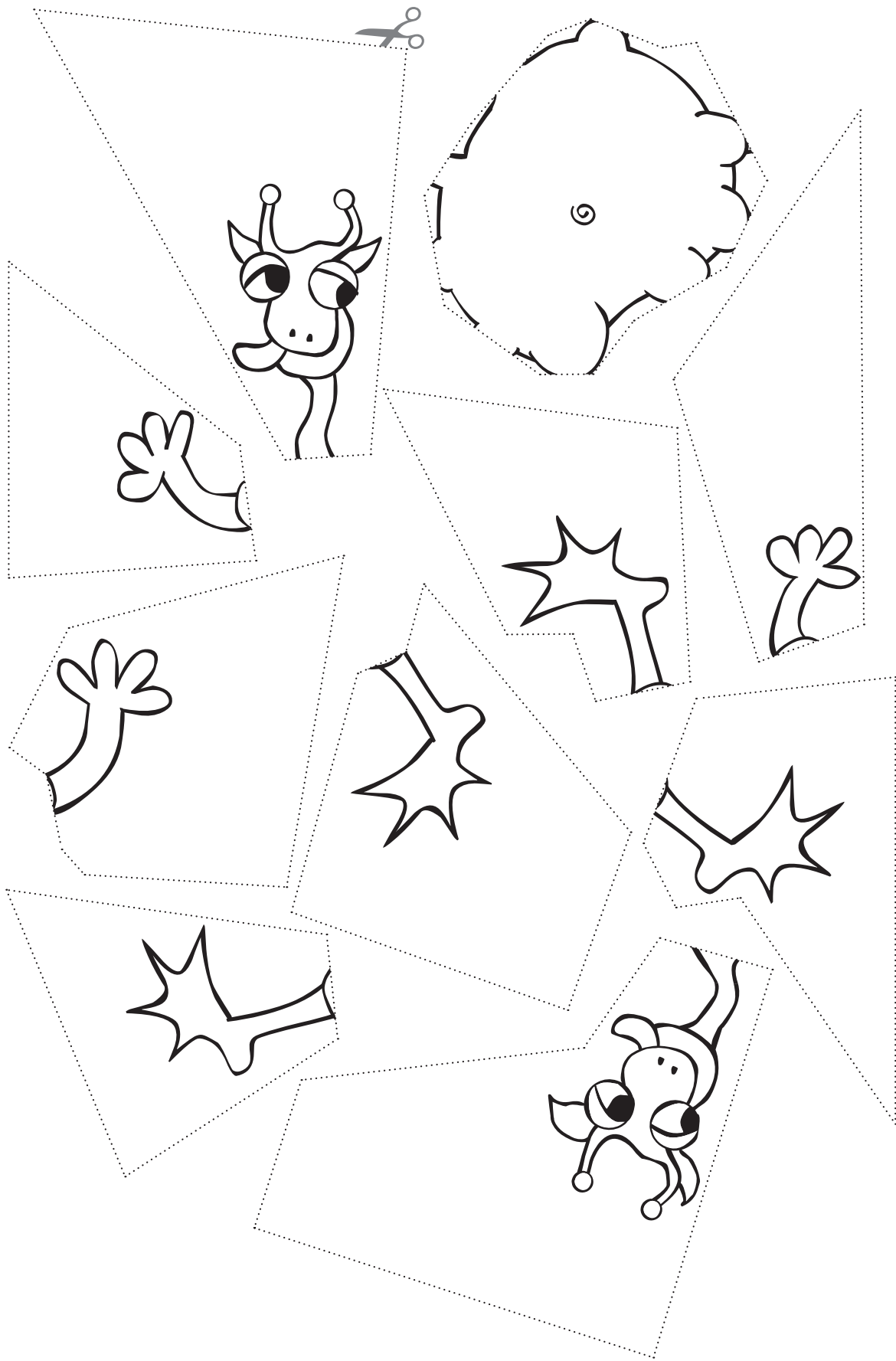
1 LISTEN AND COLOUR.



# UNIT 1 MY BODY

## WORKSHEET 6

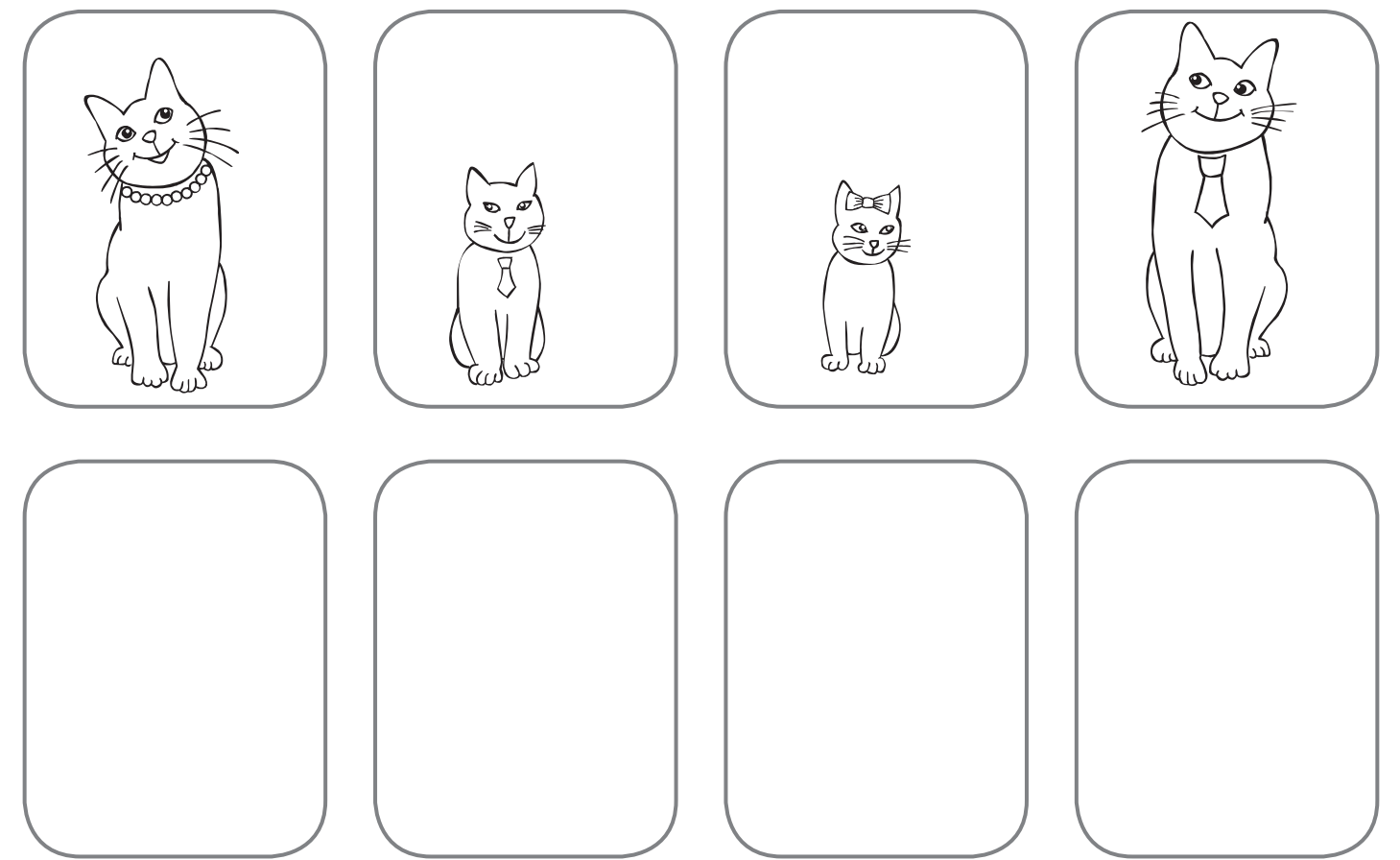
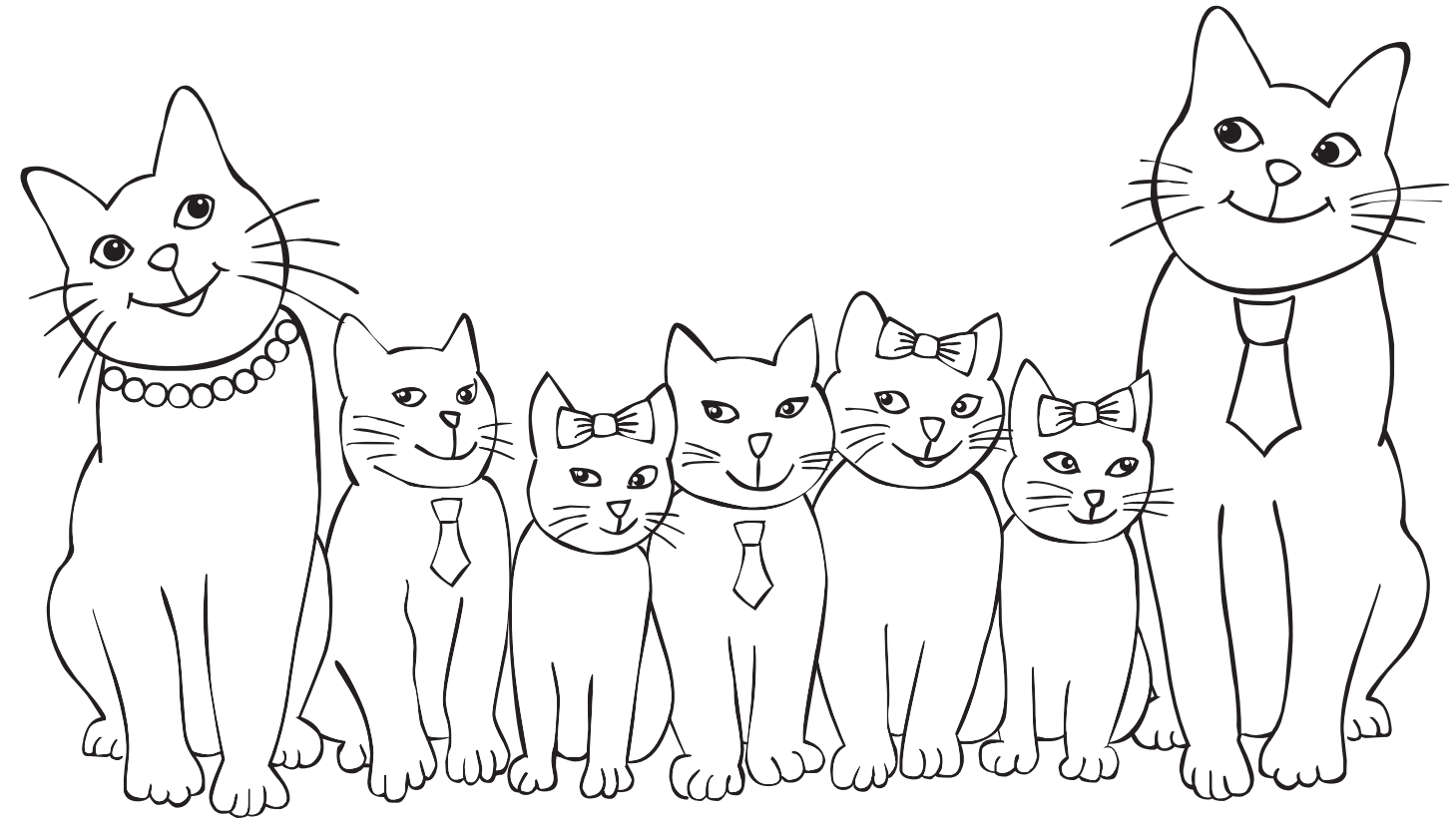
1 CUT OUT AND MAKE.



# UNIT 2 MY FAMILY

## WORKSHEET 7

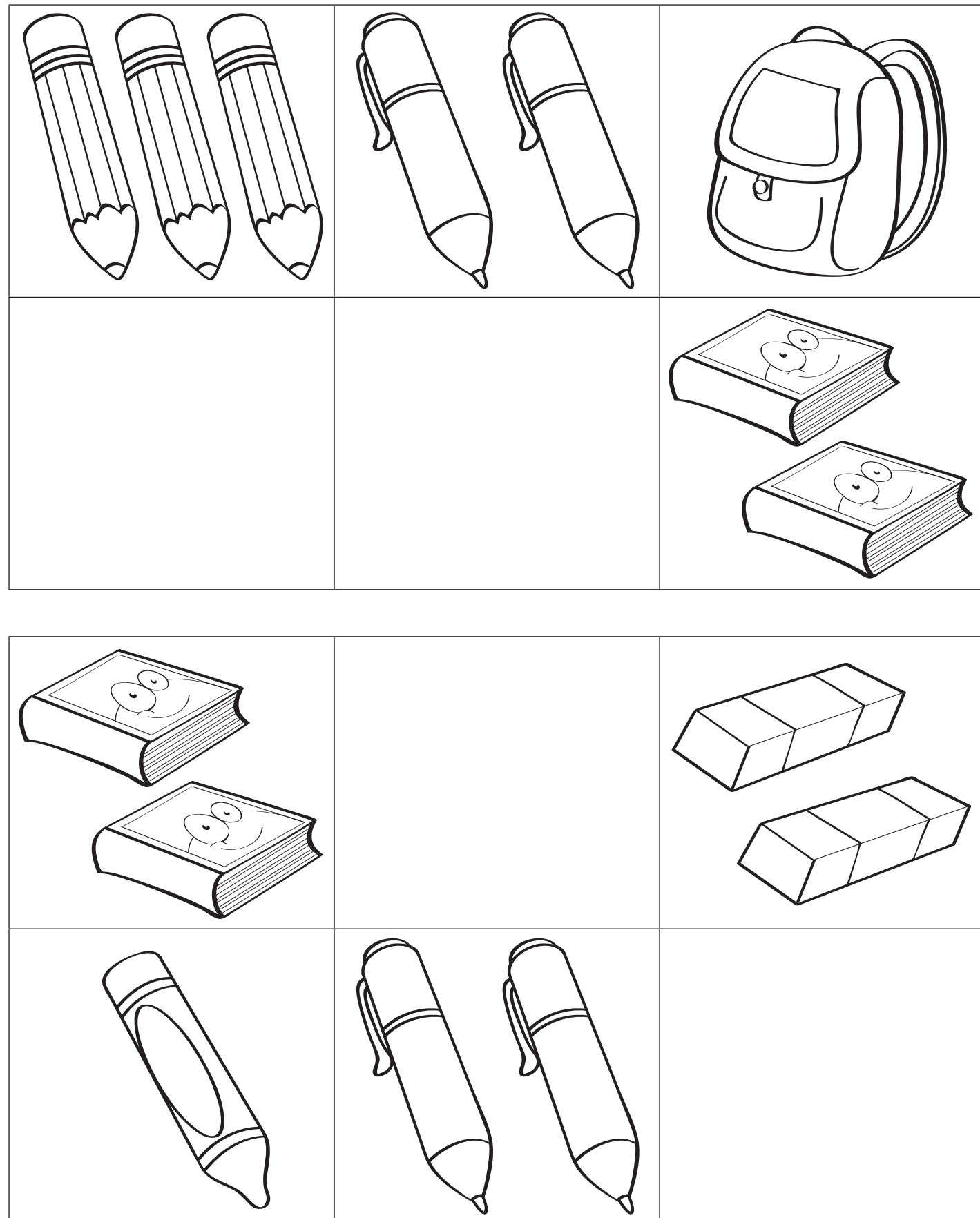
1 CIRCLE. THEN COUNT AND DRAW.



# UNIT 3 MY CLASSROOM

## WORKSHEET 8

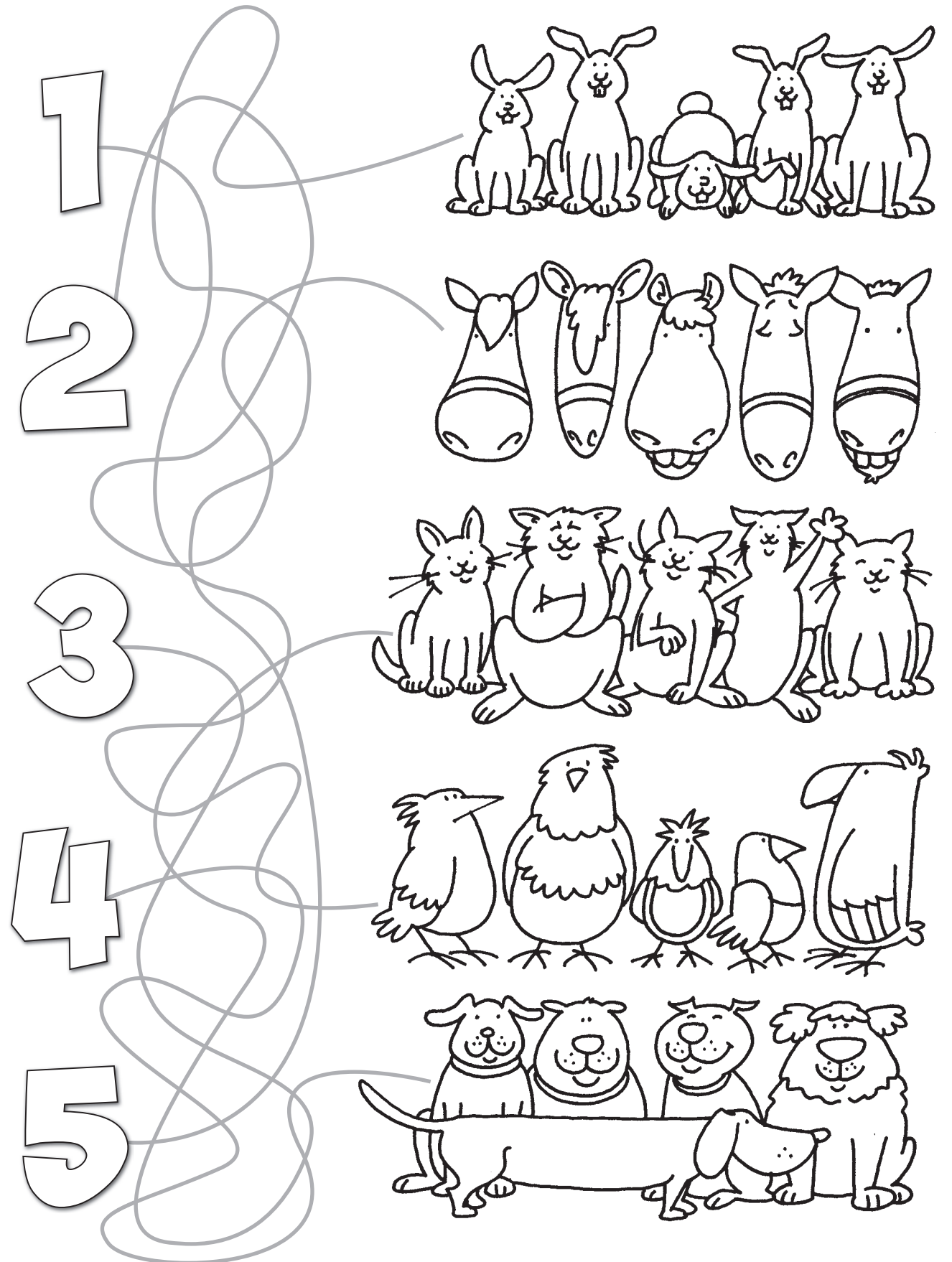
1 FIND AND DRAW.



# UNIT 4 ANIMALS

## WORKSHEET 9

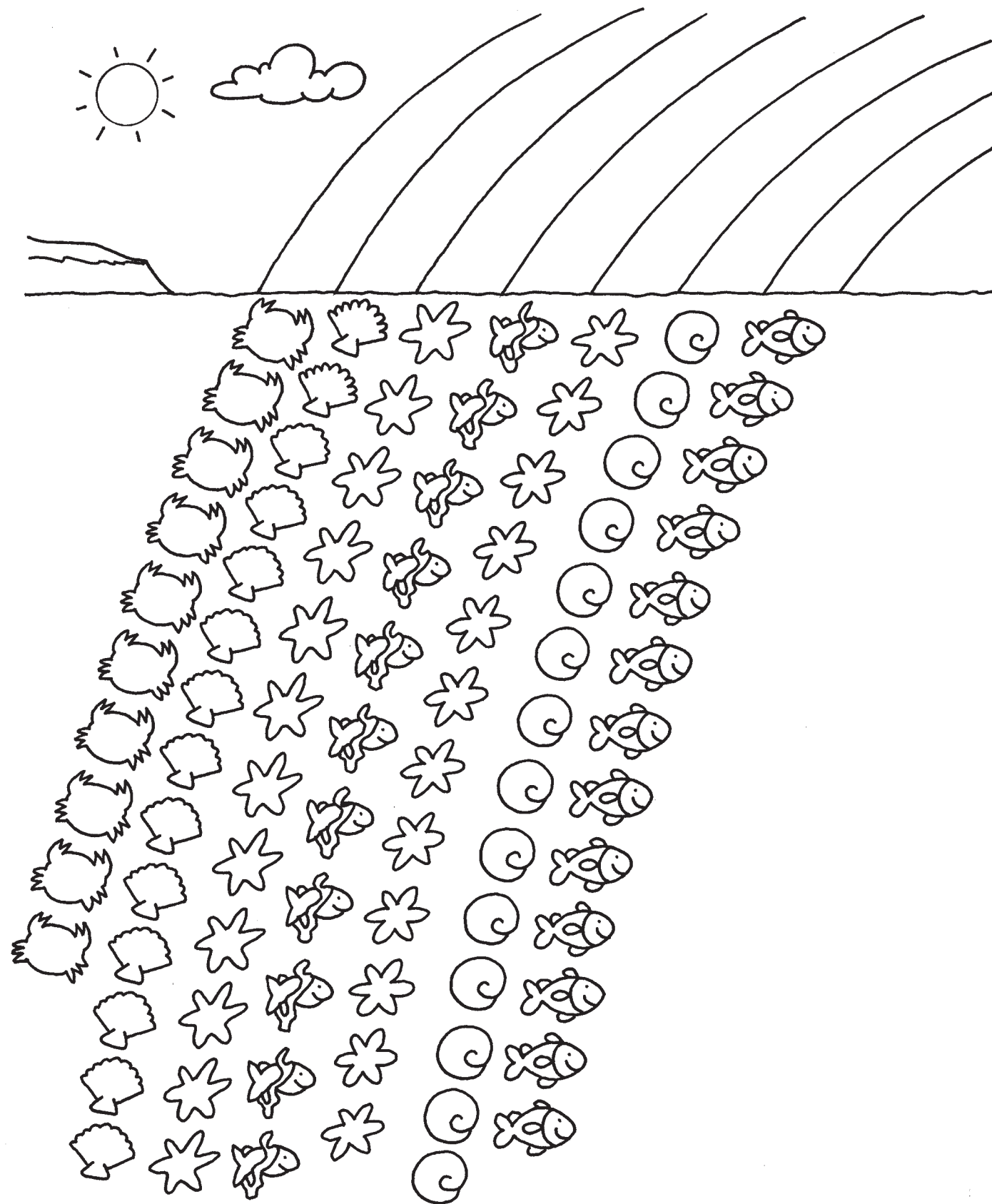
1 COUNT AND COLOUR.



# UNIT 5 THE SEA

## WORKSHEET 10

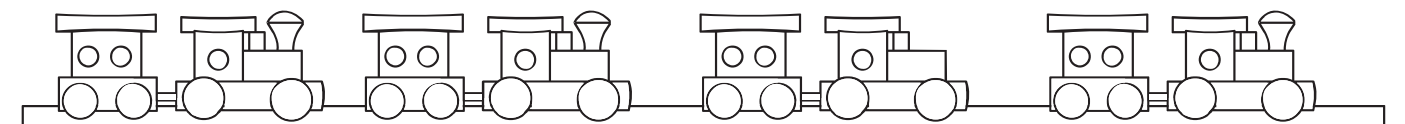
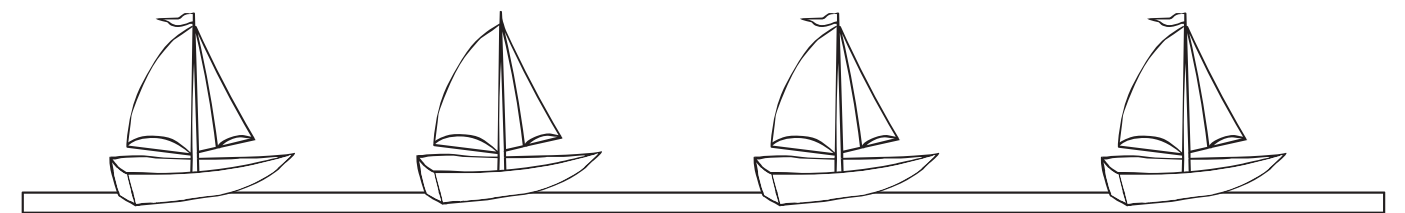
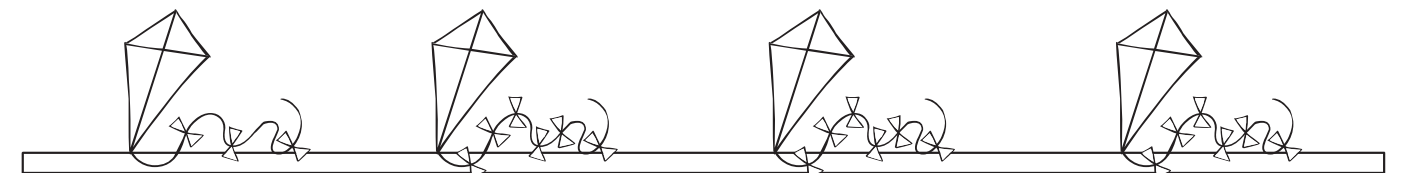
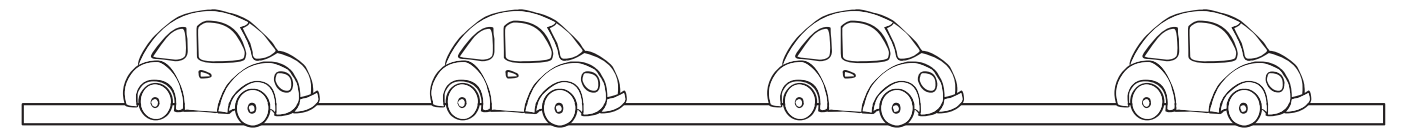
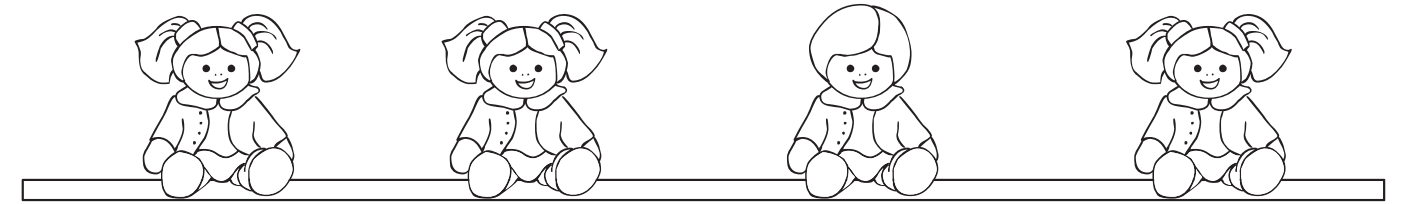
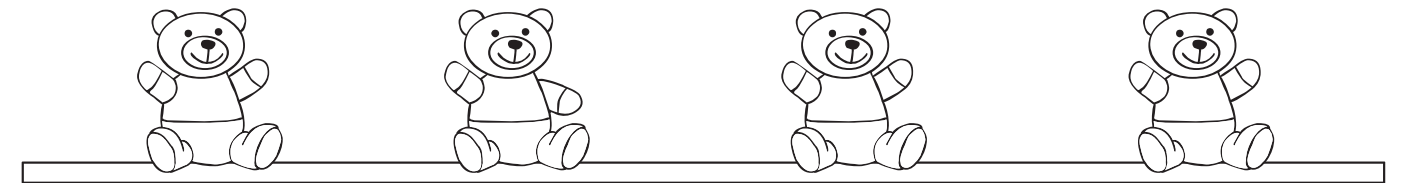
1 LISTEN AND COLOUR.



# UNIT 6 TOYS

## WORKSHEET 11

1 FIND AND CIRCLE. THEN COLOUR.

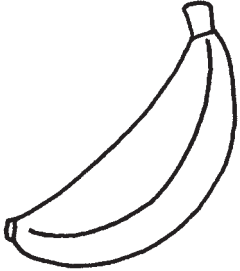
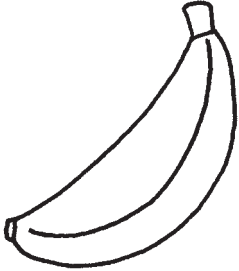
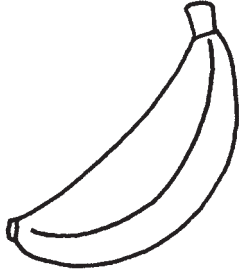
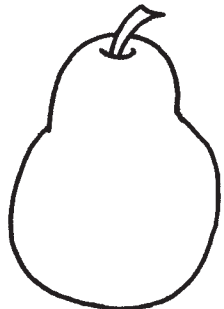
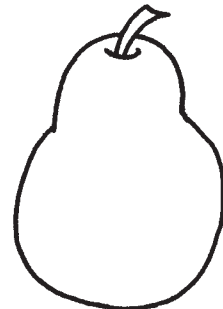
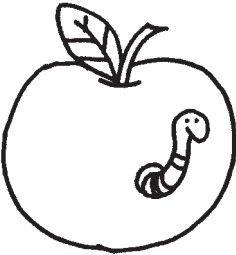
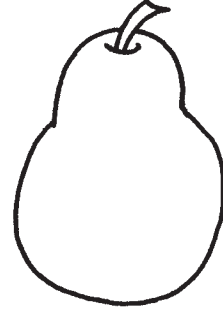
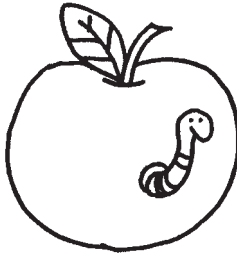
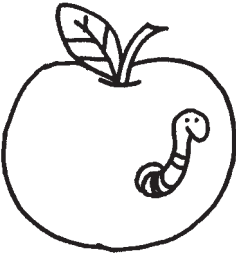
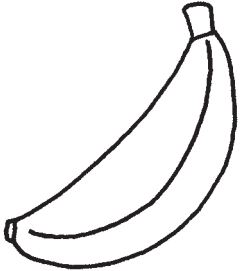
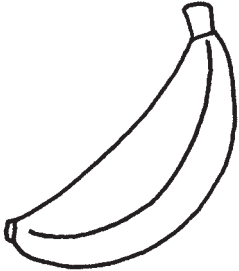
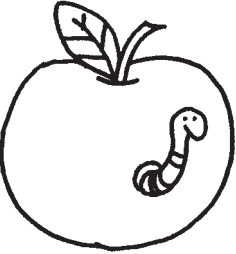
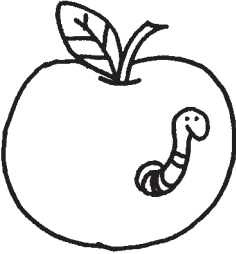
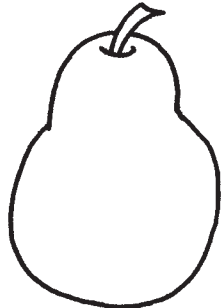
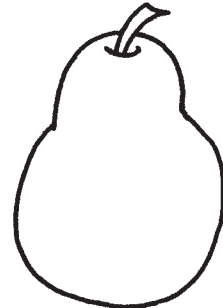
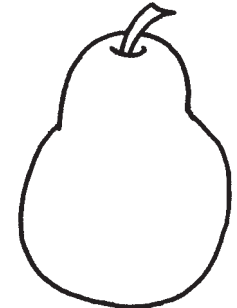


# UNIT 7 FOOD

## WORKSHEET 12

1 CUT OUT. THEN COUNT AND SHOW.



# UNIT 8 MY HOLIDAY

## WORKSHEET 13

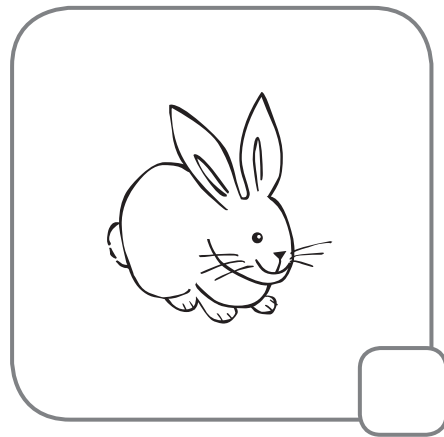
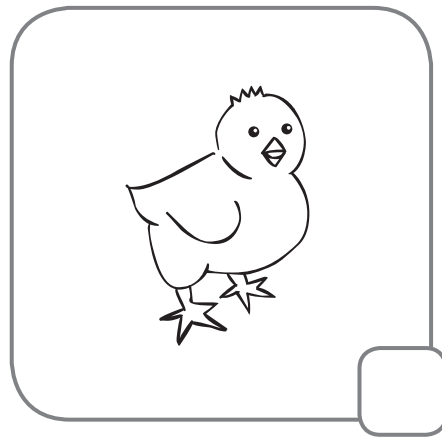
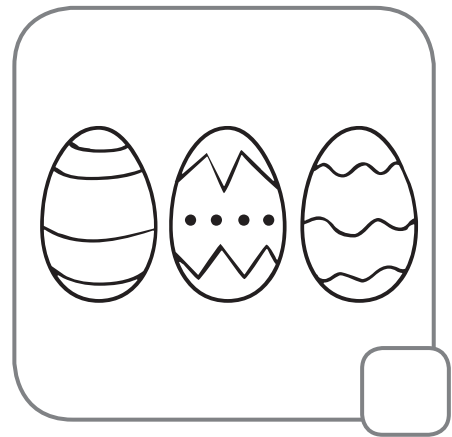
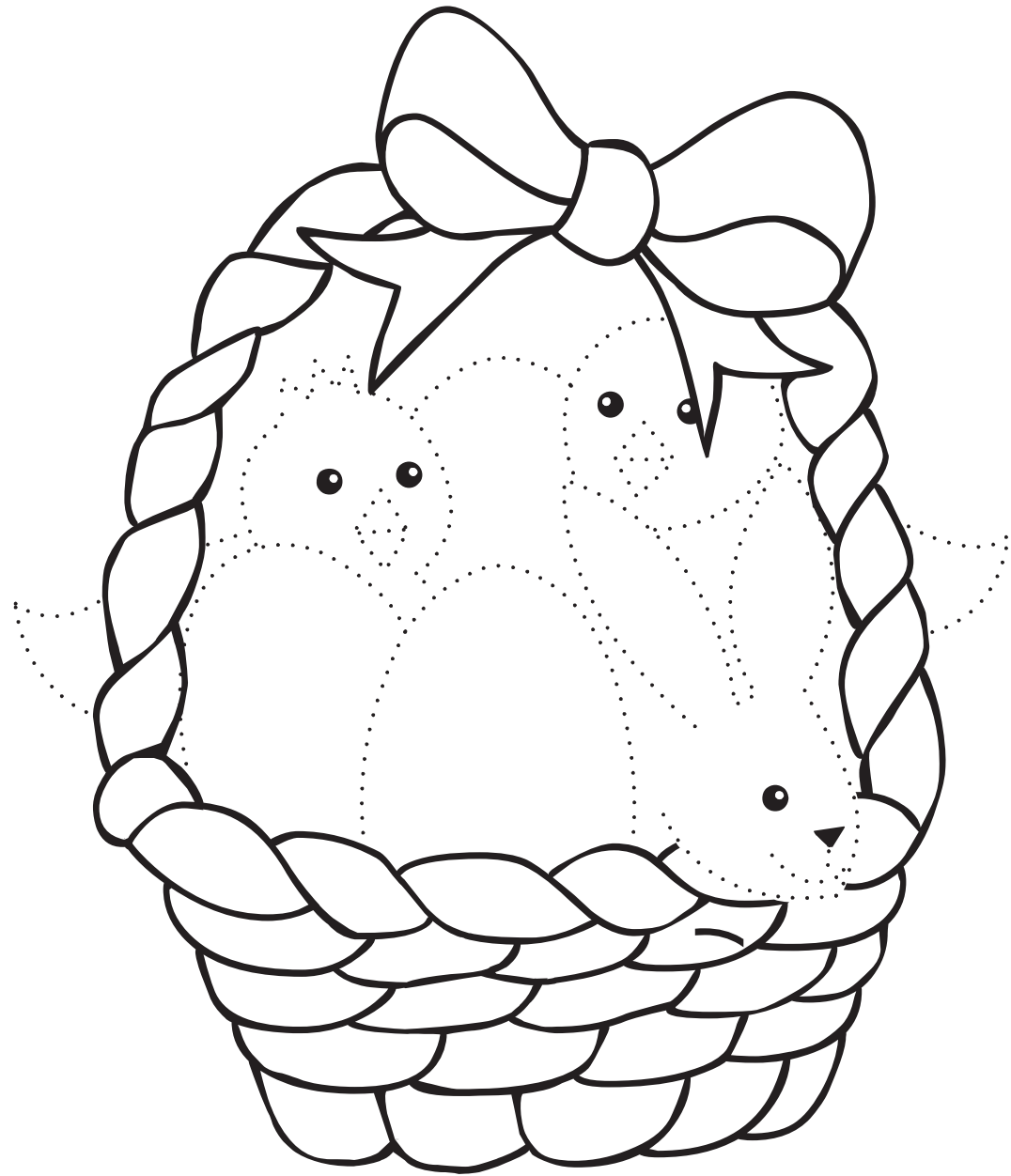
1 CIRCLE AND COLOUR.



# HAPPY EASTER!

## WORKSHEET 14

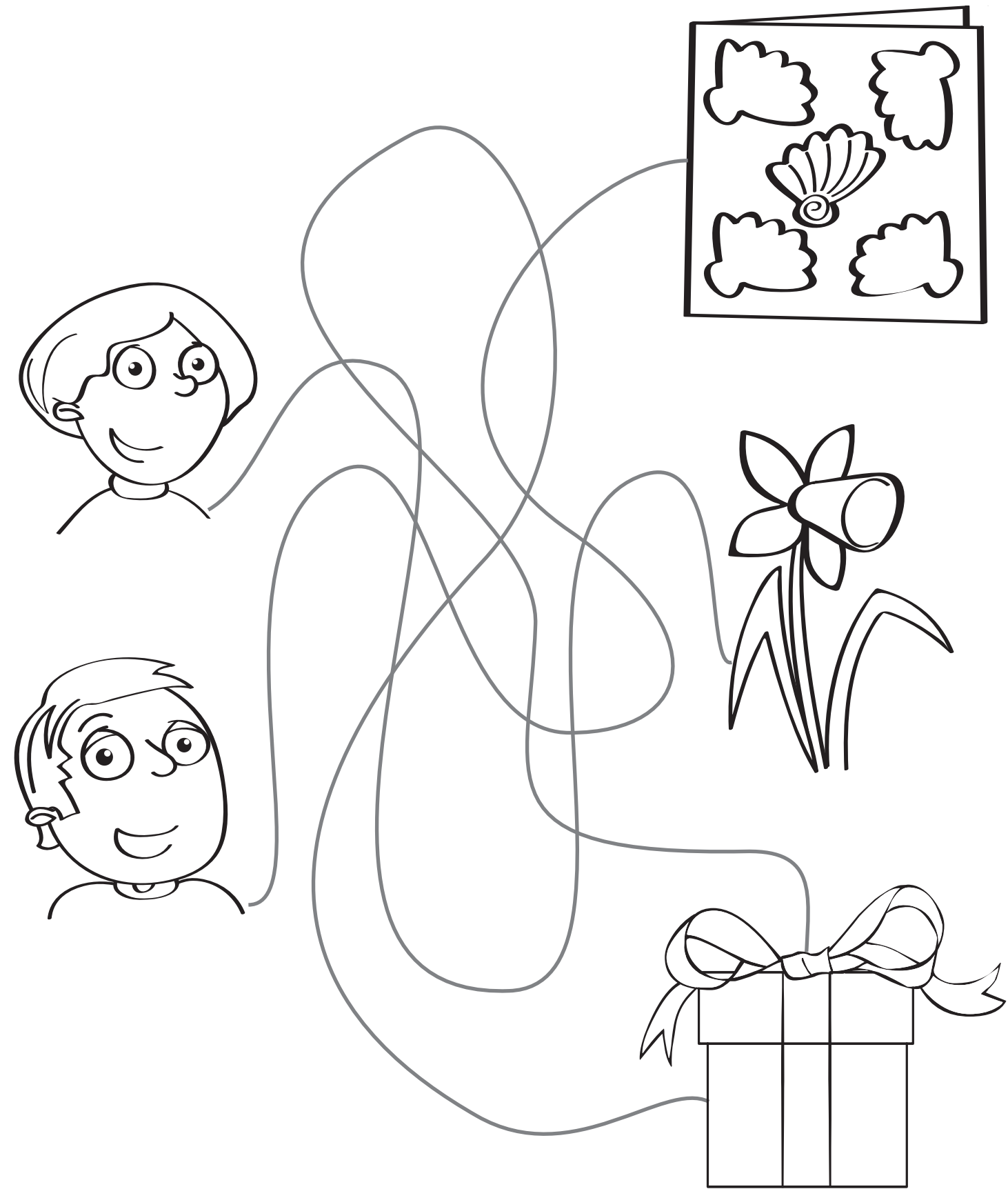
1 TRACE. THEN COUNT AND TICK (✓) OR CROSS (x).



# MUM AND DAD'S DAY

## WORKSHEET 15

1 TRACE. THEN COLOUR.

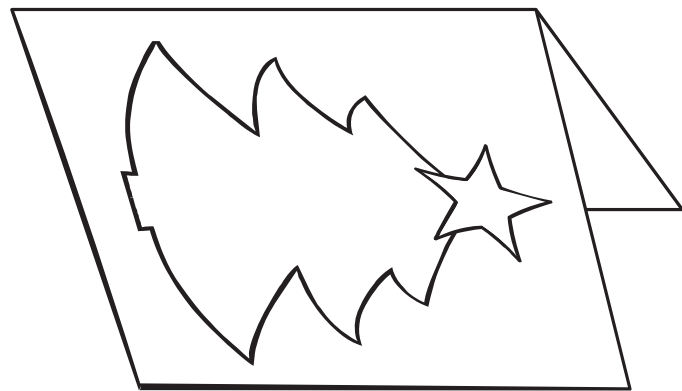
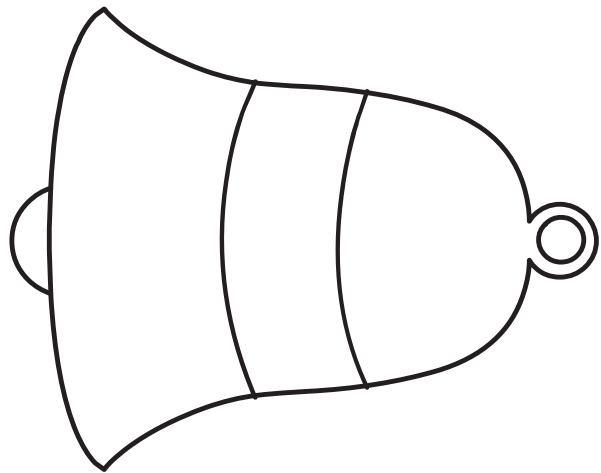
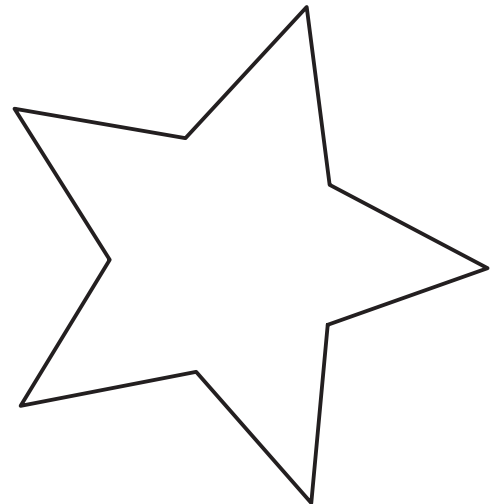
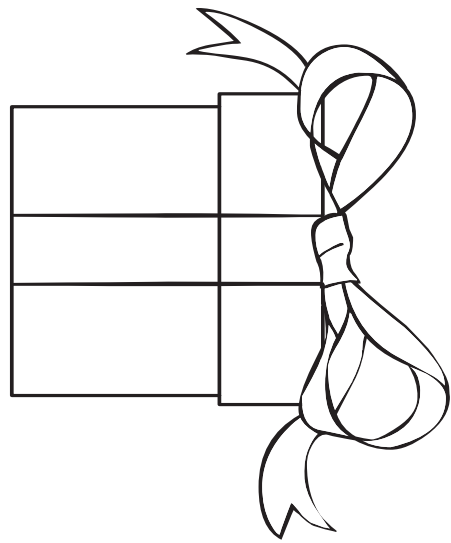
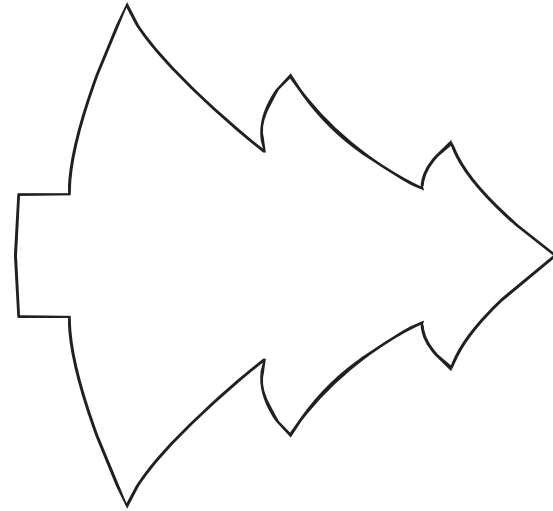
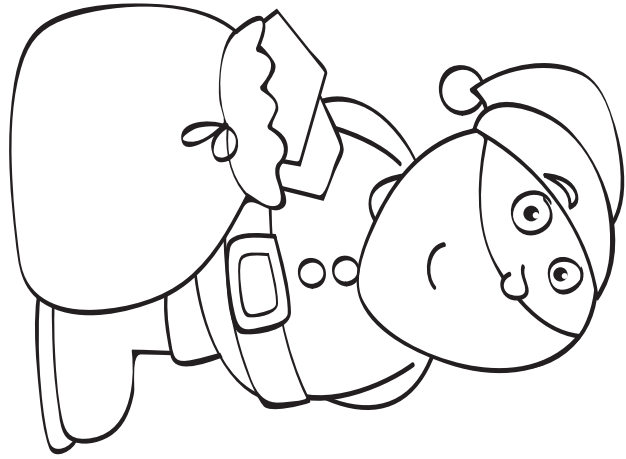




# HAPPY CHRISTMAS!

## WORKSHEET 16

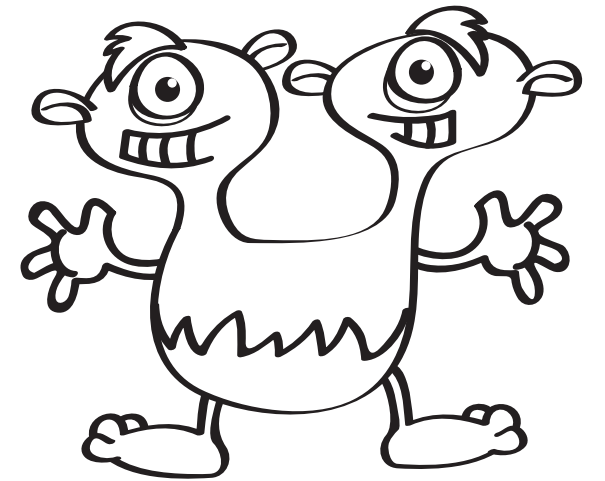
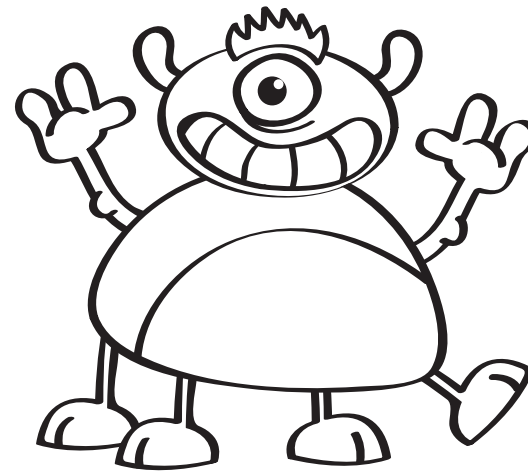
1 CUT OUT AND COLOUR. THEN PLAY.



# REVIEW UNITS 1-2

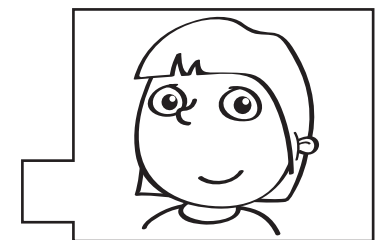
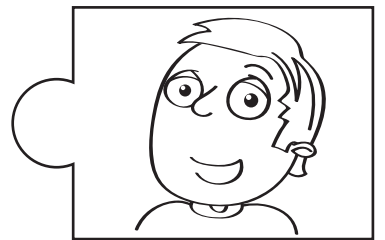
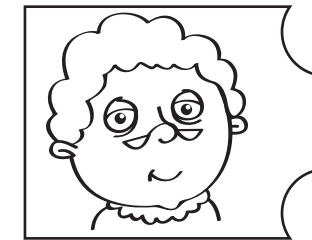
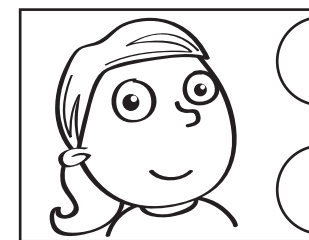
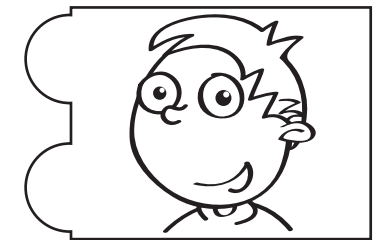
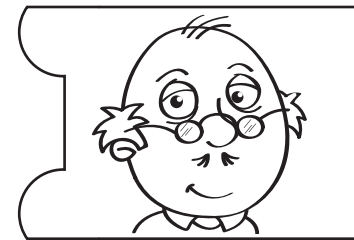
## WORKSHEET 17

1 FIND AND CIRCLE. THEN COLOUR.





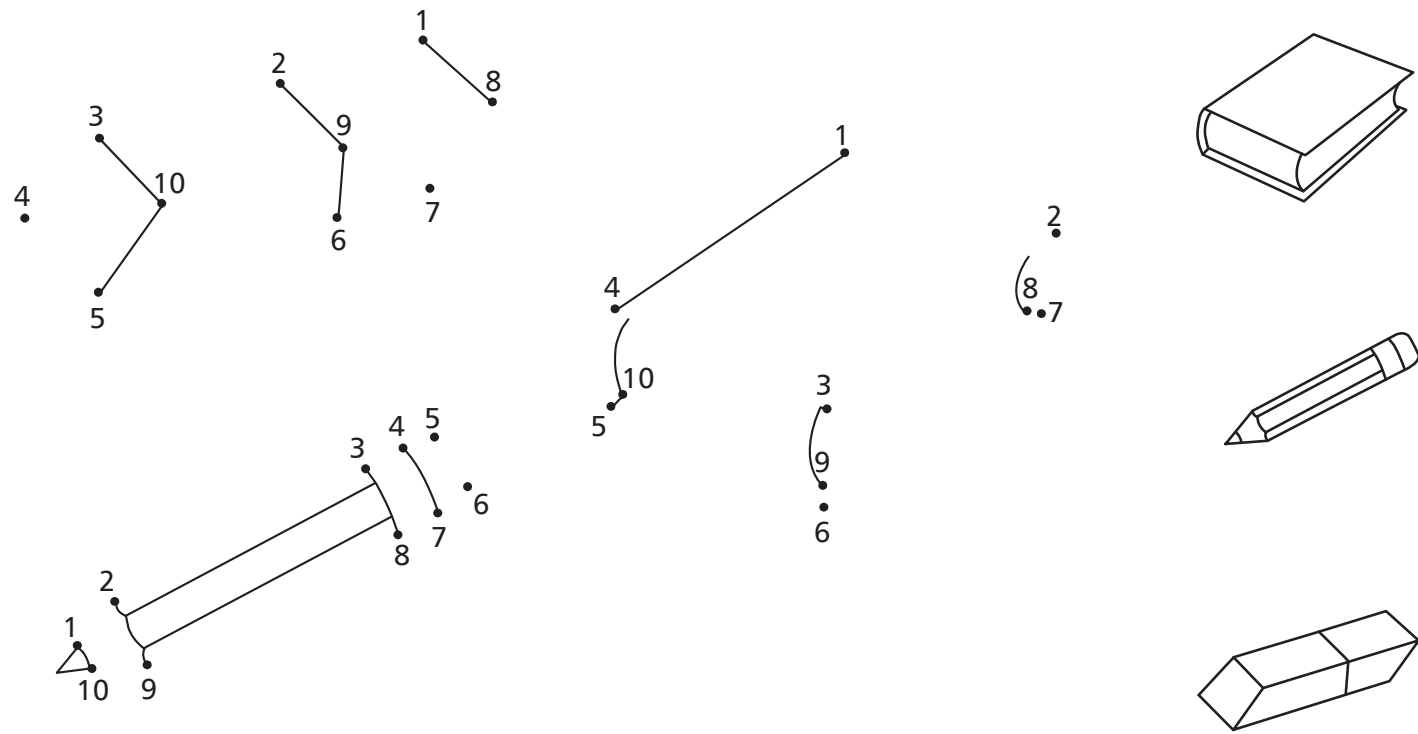
2 MATCH AND COLOUR.



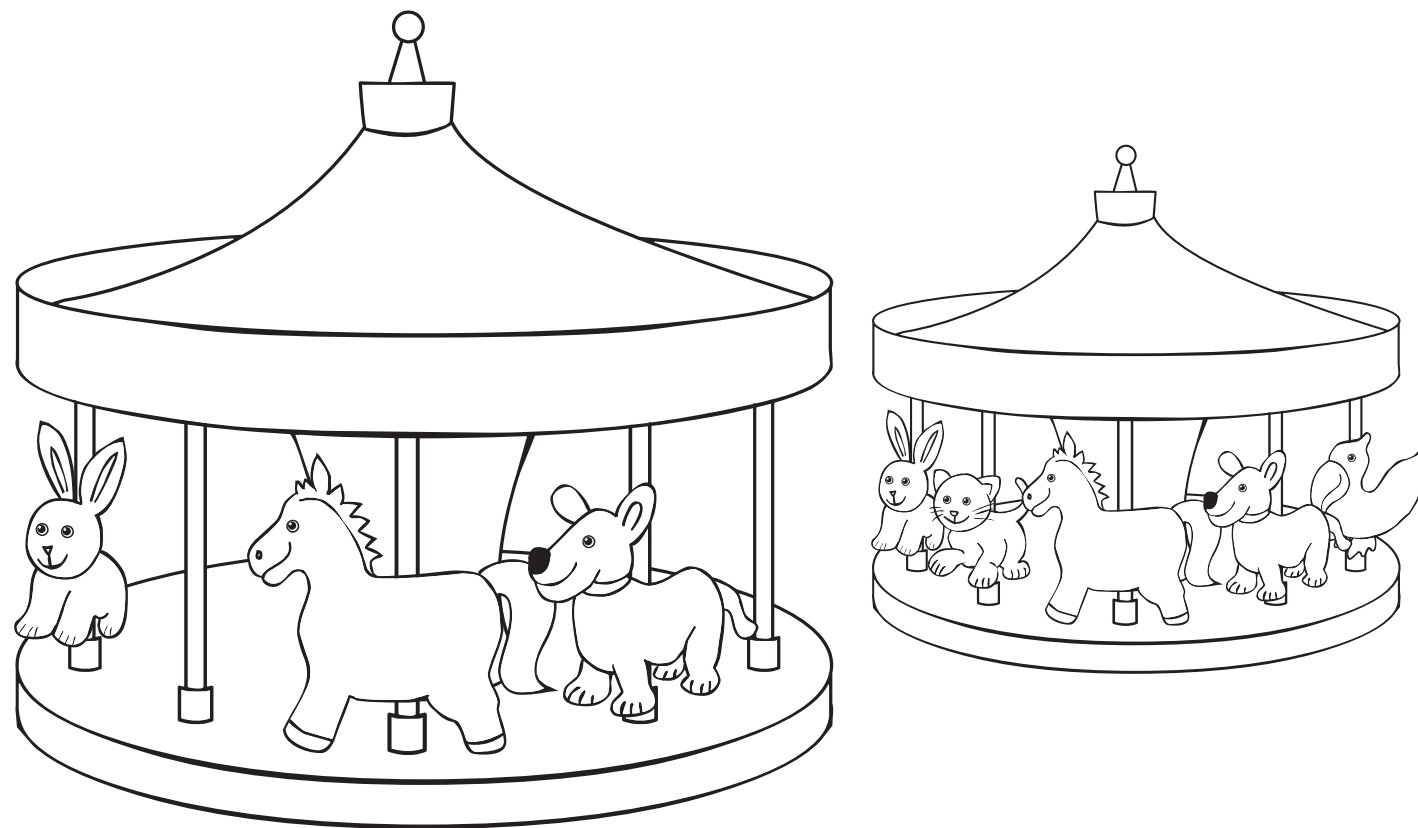
# REVIEW UNITS 3-4

## WORKSHEET 18

1 CONNECT. THEN CIRCLE AND COLOUR.



2 LOOK AND DRAW. THEN COLOUR.



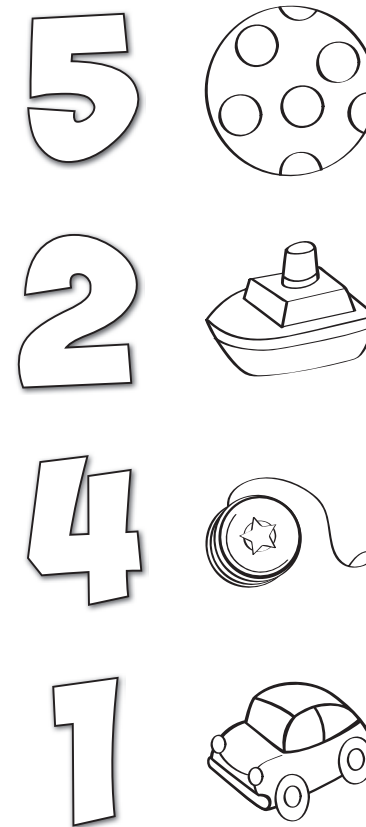
# REVIEW UNITS 5-6

## WORKSHEET 19

1 FIND, CIRCLE AND COLOUR.



2 LOOK AND DRAW. THEN COLOUR.

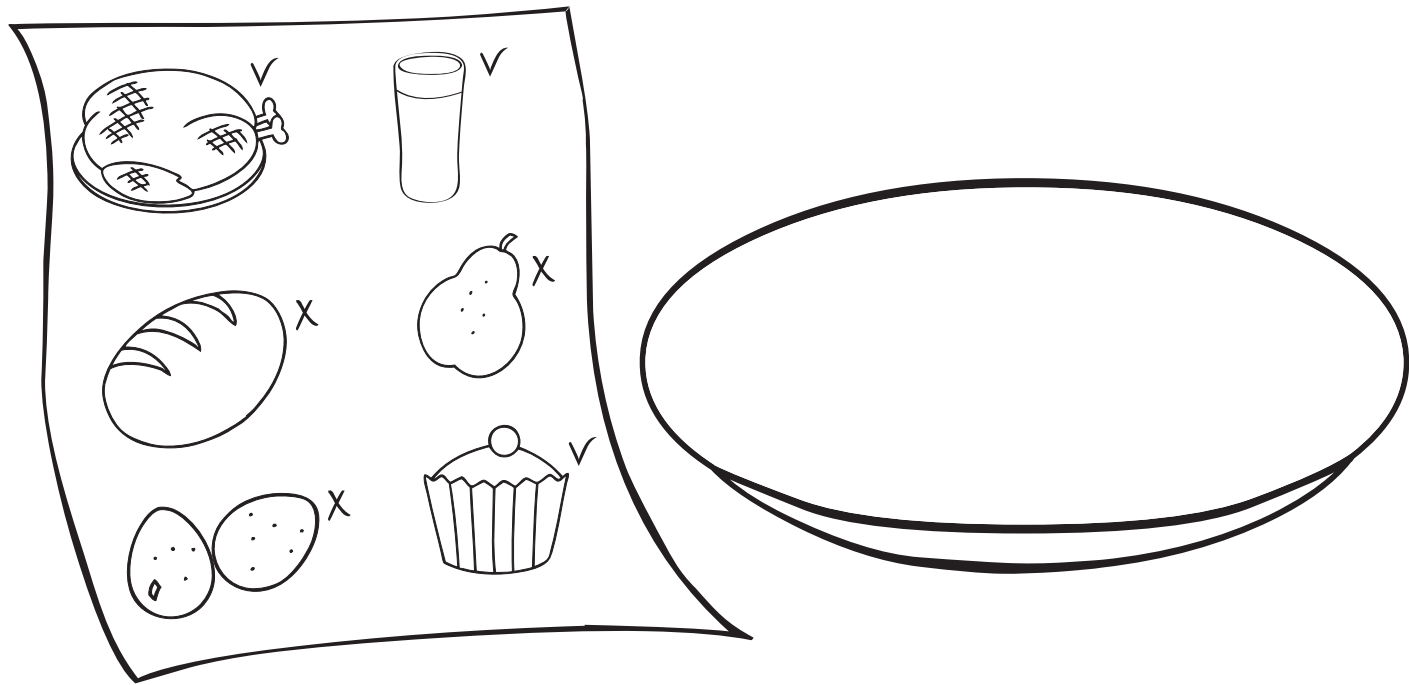


Four empty rounded rectangular boxes for drawing and coloring the objects from the previous activity.

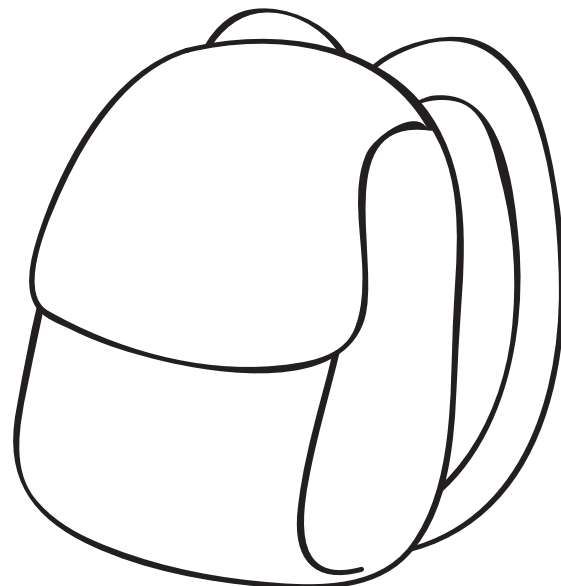
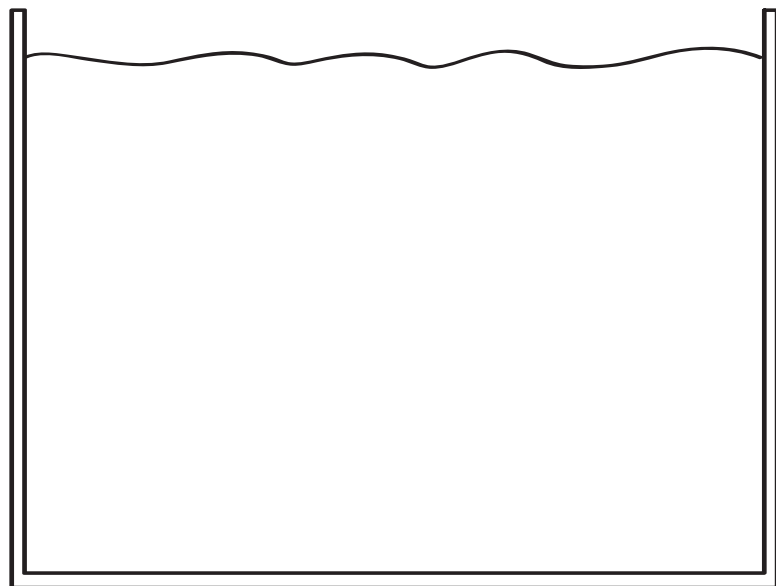
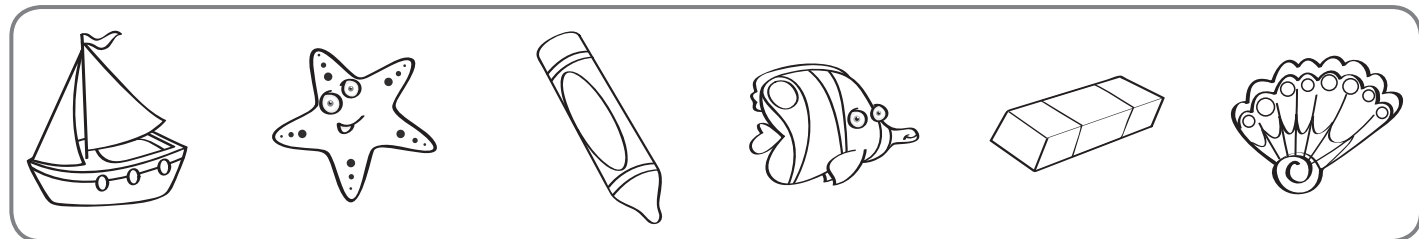
# REVIEW UNITS 7-8

## WORKSHEET 20

1 LOOK AND DRAW. THEN COLOUR.



2 LOOK AND DRAW. THEN COLOUR.



# DVD

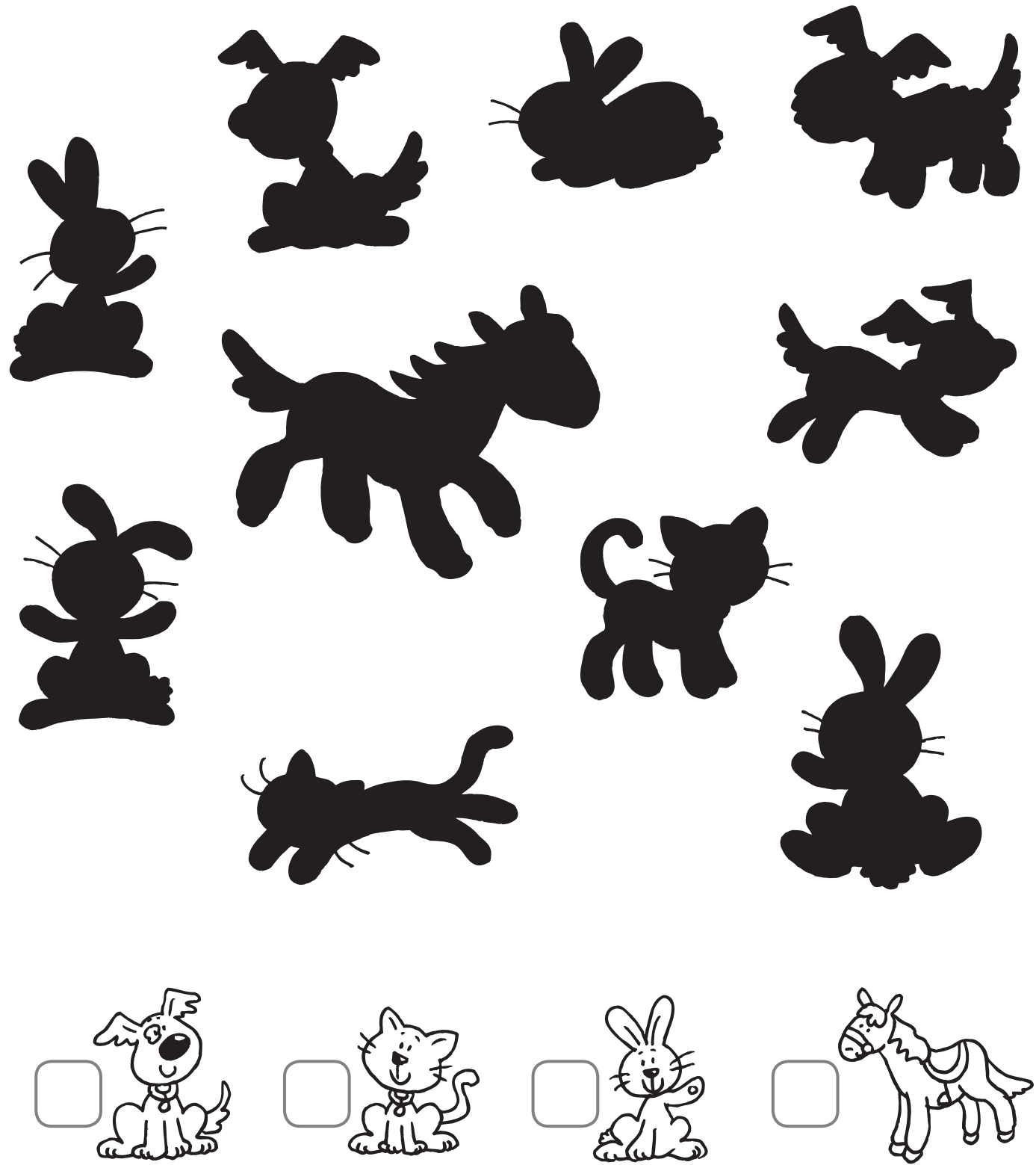
## WORKSHEET 1

1 POINT AND SAY.



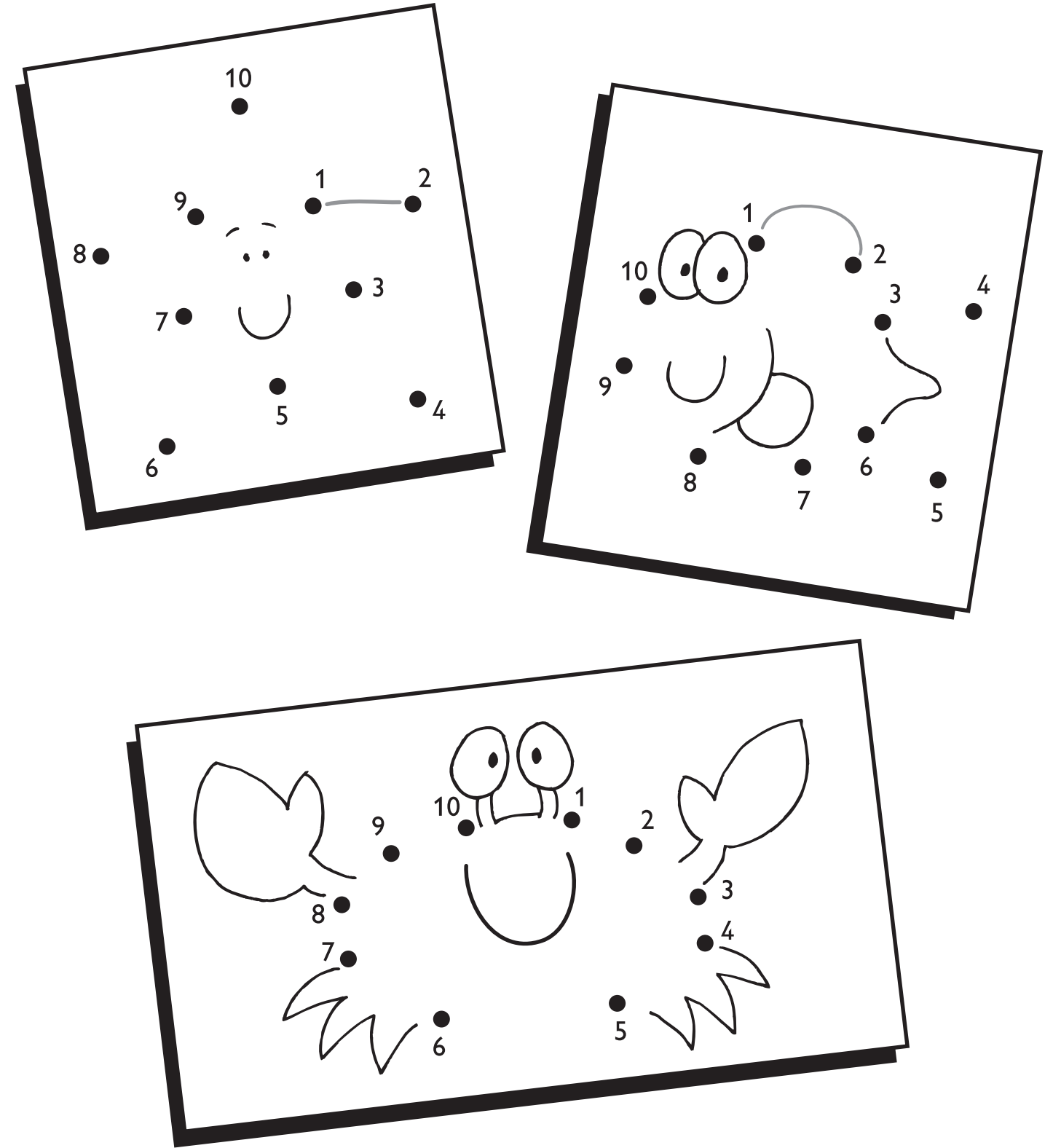
WORKSHEET 2

1 MATCH. THEN COUNT.



WORKSHEET 3

1 DRAW AND COLOUR.



WORKSHEET 4

1 DRAW 3 THINGS.

