

Ministerul Educației și Cercetării Științifice

**Limba modernă - engleză**

**Clasa a IV-a  
Semestrul I**

**Teacher's Book**

Jenny Dooley – Virginia Evans



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2							
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- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

# Ministerul Educației și Cercetării Științifice

## Limba modernă - engleză

### Clasa a IV-a Semestrul I

Teacher's Book

Jenny Dooley – Virginia Evans

Programa școlară pentru disciplina LIMBA MODERNĂ Clasele a III-a – a IV-a,  
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- 2.1 Request and provide information on home, family, address, people, hobbies, habits.
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revision  
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revision

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- 2.1 Request and provide information on home, family, address, people, hobbies, habits.
- 2.3 Describe objects or houses.
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- 2.2 Identify and present everyday activities.
- 2.3 Describe objects or houses.
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- 2.3 Describe objects or houses.
- 3.1 Identify information in simple texts.

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- 1.3 Develop interest and general comprehension of a variety of simple oral messages (films, songs for children)
- 2.1 Request and provide information on home, family, address, people, hobbies, habits.
- 2.2 Identify and present everyday activities.
- 3.1 Identify information in simple texts.

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## Introduction to the Teacher

- This course is specially designed to introduce young learners to the English language. The syllabus is based on graded structures and vocabulary enabling pupils to use English effectively and ensuring that they enjoy themselves while learning. All four skills (*listening, speaking, reading and writing*) are developed through a variety of communicative tasks and key language is recycled regularly. It is ideal for young learners as it encourages **active, holistic** and **humanistic** learning, thus developing a keen interest in the English language.
- The course comprises three modules. Each module consists of two units. It is aimed at pupils who come under the category of A1, Basic User.

### ★ A1 Basic Users

Pupils in this category can understand and use some basic vocabulary and expressions related to their own personal, concrete world. They can communicate in simple exchanges, introduce themselves and ask and answer questions in a simple, repetitive way. Simple interaction is feasible, provided the other person speaks clearly and slowly and is prepared to assist.

### ★ Components

#### • Pupil's Book

The **Pupil's Book** has been designed to appeal to, as well as involve, the pupils in language learning. New words and structures are presented in a clear and effective way by means of chants, songs and picture-word association. New language is presented in context through lively dialogues. A variety of functional exercises, songs and games help pupils practise the key language in a memorable and enjoyable way.

The course is modularised; therefore, in each module the pupils are thoroughly exposed to the new language and achieve competency in the target language at a faster pace. Each module has its individual aims, and at the end of the module the pupils, with the help of their

teacher, can record their progress in English. The teacher has the opportunity to recycle and further consolidate any language items upon completion of the *Checkpoint* section. In addition, through the *Pupil's Self-Assessment Forms* (found in the *Teacher's Book*), the pupils can assess their progress and develop their language awareness and independence. (See *Instruments for Evaluation*, p. VI.)

It contains the following modules and their objectives:

**Module 1:** *countries, appearance, character, family members, ability, household chores, requests, sports, actions;*

**Module 2:** *buildings, directions, clothes, prices, the Green Cross Code, jobs, daily routine, free-time activities, school subjects;*

**Module 3:** *the country code, rules, illnesses, advice, food, containers.*

The **Pupil's Book** also incorporates a variety of appealing additions: **Troll Tales** is a series of episodes in a cartoon story aimed at providing real language input and reading for pleasure. In addition, through the **Go Green!** section the pupils are given the opportunity to learn about the environment and become more aware of various environmental issues in a fun and creative way. The pupils are also familiarised with the culture and way of life in other countries through the **OUR WORLD** section at the end of each module. Dialogues, texts, songs, chants and other listening activities are on the CDs.

The **Pupil's Book** also includes:

#### I Special Days (Happy Halloween! Happy New Year!)

There are two optional units at the back of the book, containing activities for Happy Halloween and New Year, which should be covered as a lead-up to the respective special days.

#### II Our school

This section presents *cross-curricular* material. The pupils use English to complete tasks related

to other subject areas, e.g. *Geography*, *Maths* and *Science*. This reinforces their language learning, and promotes learner independence and peer cooperation.

## • Activity Book

The **Activity Book** is in full-colour and consists of six modules of twelve pages each. The **Activity Book** can be used either in class or for homework, upon completion of each corresponding unit in the *Pupil's Book*. It aims to consolidate the language that appears in the *Pupil's Book* through various exercises incorporating all four skills.

The **Activity Book** also includes:

### I Stickers

Stickers are an excellent way to involve the tactile/kinaesthetic learners and it helps pupils retain the vocabulary in their long-term memory, as they are not simply exposed to the new words, but they have to do something with them. Young learners love using their hands and this trait should be part of the learning process. There are some exercises with **stickers** in the *Activity Book*. The type and aim of these exercises vary to give pupils the chance to practise the new language in a motivating and appealing way. There are also some reward stickers to give a sense of achievement and satisfaction which can be used upon completion of the *Modular Revision and Assessment* section and throughout the course whenever the teacher feels that the pupils should be praised, which is all the time!

### II Modular Revision and Assessment

Do a quick revision before the pupils complete the tasks. While you are going through the examples in each category, you can elicit meanings of words, sentences with the target structures, etc.

Go through each exercise and explain to the pupils what they have to do. Then, pupils can:

- a do the exercises as written homework.
- b do some exercises in class and the rest as written homework.
- c do all the exercises in class.

The important thing is to have the pupils work on their own so that they are able to assess their progress thus far. In this way, the teacher facilitates the pupils' autonomy.

The pupils then fill in the *Pupil's Self-Assessment Form* and file it in their *Junior Language Portfolio*. (See *Instruments for Evaluation*.)

### III Board Games

There are six **board games**, one per module. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt. They can be used before or after the *Checkpoint* sections (as further revision) or after the corresponding *Module Test* (as a reward).

#### *How to play the Board Games*

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc as a marker and place it on the **Start** sign. Teams or pairs take it in turns to select a number by throwing a dice, spinning a spinner, etc, and then move along the board according to the number. The pupils must answer the question in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on a trap square, they must go back to the beginning.

### IV My Pictionary

This section presents the main vocabulary of the *Pupil's Book* in themes. The pupils have the chance to revise the key vocabulary of each module through fun activities. *My Pictionary* consists of six two-page sections (one per unit), each of which can be completed by the pupils upon completion of the respective unit/module.

### V Plays

The last section of the *Activity Book* consists of six plays that aim to consolidate the language of the modules.

## VI Character Cutouts

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

- **My Junior Language Portfolio**

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

The *Junior Language Portfolio* is the pupils' property. It is a tool to accompany the pupils' language learning throughout their school life and is suitable for documenting their learning both inside and outside the classroom.

In practice, *Language Portfolios* may include project work or other examples of written work, memory sticks (with work or drawings completed inside or outside the class), DVDs (with the pupils' favourite story or with performances of songs, school plays, etc), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of material that the learners want to keep as evidence of their learning. The main emphasis is on the process of learning. As a result, while compiling their *Junior Language Portfolios*, pupils learn how to work independently.

### *How to make a Junior Language Portfolio*

During the first lesson, explain to the pupils that they should bring in a dossier, which they will have with them at all times and in which they will keep their *Junior Language Portfolio*. For the next lesson, bring in self-adhesive labels, write *My Junior Language Portfolio* on them and help your learners stick them onto their dossiers. Demonstrate how to store their material in their *Junior Language Portfolio* and make sure they update it regularly.

- **Teacher's Book**

The **Teacher's Book** provides interleaved step-by-step lesson plans, as well as the answers to the exercises in both the *Pupil's Book* and the *Activity Book*. It also contains extra ideas on how to present new words and language patterns, additional activities and games, as well as tapescripts for the listening activities. Each module begins by setting out the targets and objectives of each unit in a clear and concise way. At the beginning of the *Teacher's Book* the teacher can find the *Programme*, an analytical chart of the targets and objectives of the modules.

The **Teacher's Book** also includes:

- I **Instruments for Evaluation**

Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of the material being used.

In the **Instruments for Evaluation**, the teacher can find:

- *Formative Evaluation Chart*: The teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code.
- *Pupil's Self-Assessment Forms*: The pupils give their personal opinion about their own results upon completion of each *Checkpoint*. They file these forms in their *Junior Language Portfolio*.
- *Progress Report Cards*: The teacher completes them, one per pupil, upon completion of **each module**, taking into consideration the pupil's performance and progress throughout the module as well as the mark received in the corresponding Module Test. The pupils file their *Progress Report Cards* in their *Junior Language Portfolio*.



- **Fairyland B Teacher's Resource Pack**

The **Teacher's Resource Pack** provides the teacher with additional material which may be used in the classroom for further exploitation of the language learnt.

**Fairyland B Teacher's Resource Pack** is divided into the following sections:

- I **Reinforcement and Extension Activities**

These activities are in the form of projects which pupils can do on their own or in groups. The pupils can then file their projects in their *Junior Language Portfolios*.

- II **Holiday Activities**

These activities are designed for Christmas, Easter and Carnival holidays and the teachers can use some or all of them before the corresponding celebrations.

- III **Templates** for the craftwork activities in the *Pupil's Book*.

- IV **Picture Word Cards** for the practice of the English alphabet.

- V **Progress Tests**

There is one test for each unit.

- VI **Module Tests**

There are six tests in two versions, one for each module, as well as an end-of-year *Exit Test*. The *Exit Test* can also be used as a placement test for the next level.

- **Picture Flashcards**

The **Picture Flashcards** illustrate the new vocabulary items and can be used for presentation, revision, additional practice and memory games. Flashcards enable the pupils to make the connection between the visual prompt and the spoken word and help teachers avoid the use of translation or lengthy explanations.

- **Posters**

There are double-sided **posters** accompanying this course, which include the vocabulary of the

modules in **thematic areas**. In the *Teacher's Book* there are helpful guidelines as to when and how the posters can be used to present and/or consolidate the new language.

- **Class CDs**

The **Class CDs** include all the recordings for the listening activities in the *Pupil's Book*, *Activity Book* and the *Module Tests*. The teacher can also find the recordings for the *Fairyland Alphabet Book* should s/he decide to use it.

- **Digital Book**

The **Digital Book** is the electronic version of the *Pupil's Book*.

## ★ Characters

The series follows the adventures of a group of loveable and exciting characters. The pupils have the opportunity to find themselves in a magical world, where they meet a group of friends: *Harry*, *Mona*, *Emma* and *Lee*, whose characters have been carefully selected to correspond to the multi-ethnic communities within our societies. These four friends, along with their magical friends, *Erlina* (the fairy), *Willow* (a wise tree) and *Alvin* (the leprechaun), explore the world around them, and the pupils follow them in their exciting adventures. *Erlina* possesses magical powers. She opens the door to the characters' as well as the pupils' imagination, while *Alvin* adds the humorous element to the story by being mischievous and clumsy. The pupil's imagination is also catered for by the cartoon characters *Pog*, *Trog* and *Popsie*, two trolls (Pog and Trog) up against one tricky pixie (Popsie)!

## ★ Typical layout of a module

Each module consists of two units and a revision section (*Checkpoint*), in sixteen pages altogether.

- **Key features of a unit**

- I **Presentation of the new language**

The new language is presented by first listening to the new vocabulary. In each lesson plan the

teacher will find detailed guidance on how to vary the presentation of new vocabulary, as well as further reinforcement and extension activities.

## II Dialogues

All the dialogues cover areas of interest within the pupils' knowledge. They are always followed by a reading comprehension task, which the pupils have to complete after reading and listening to the dialogue. In this way, the pupils not only familiarise themselves with the dialogue, but also practise reading strategies (reading for a specific purpose) and thus enhancing their reading comprehension skills.

## III Grammar and Vocabulary Activities

There is a great variety of activities catering for all types of learners and learning styles: pair and group work, matching, games, etc. In this way, the pupils use the new language in a meaningful context.

## IV Games, Chants & Songs

Pupils at this level need a lot of opportunities to play and explore their surroundings. Playing games and singing songs/chants provides a necessary outlet and ensures that the pupils are learning while having fun. It is also a way of ensuring that the lesson always ends on a high note. In every unit there are songs, chants and games that add a creative and enjoyable element to the language classroom.

## V Development of reading skills

The pupils are introduced to short texts and dialogues aimed at gradually improving their reading skills through enjoyable activities. In this way, the pupils gain an appreciation of reading and are not intimidated by the written word. Reading for pleasure is fostered through the *Troll Tales!* episodes, which are designed to make reading an enjoyable and rewarding experience.

## VI Gradual progression in writing

Every unit includes short texts which can be used as a model for the pupils' own writing.

## VII Pronunciation

These are exercises to help the pupils distinguish between different sounds in spoken English. They are accompanied by humorous illustrations, adding fun to the activity and lowering the pupils' inhibitions.

## VIII Troll Tales!

After every module there is an episode of *Troll Tales!*, promoting reading for pleasure.

## IX Go Green!

After every module there is also a *Go Green!* section, which promotes an affinity with nature and makes the pupils more aware of the environment we live in.

## X OUR WORLD

At the end of every module, the pupils have the opportunity to read short texts about aspects of life in other countries.

## XI OUR SCHOOL

In the *OUR SCHOOL* section, which can be found at the back of the *Pupil's Book*, the pupils explore other fields of study (e.g. *Art, Maths, Science, etc*) through English. In this way, the pupils learn how to use English as a vehicle to approach other subject matters.

## XII Checkpoint

This section includes exercises consolidating the module as well as preparing the pupils for the test, which can be found in the *Teacher's Resource Pack*.

Upon completion of the *Checkpoint* section, the pupils read the *Now I can* table, thus keeping a mental record of their progress.

## ★ Basic Principles of the series

The modularised approach of the series caters for the holistic development of the pupils. It enables the pupils to work on a theme from different angles and employ different learning styles. The pupils are asked to engage in a

variety of activities, including listening, role-play, TPR, matching, selecting, giving personal information and opinions, etc. In this way, the language learning process involves the pupils' body, mind, emotions and spirit.

The activities are also aimed at meeting the needs of all types of learners (visual, auditory, tactile/ kinaesthetic) and aim at developing the pupils' *linguistic, learning-to-learn* and *social skills*.

## • Linguistic Skills

The pupils can do the following upon completion of each module:

- 1 associate pictures with new vocabulary with the aid of illustrations in their books as well as through the use of the picture flashcards or posters;
- 2 produce the sounds, pronunciation and intonation of the target language;
- 3 communicate with their peers in English, exchanging basic information about everyday matters such as introducing themselves, describing a house, talking about animals, etc;
- 4 comprehend dialogues, short exchanges, etc on tape and use the set patterns in multi-sensory tasks; and
- 5 achieve oral competency through the reproduction of short exchanges, songs and chants.

## • Learning-to-learn skills

Upon completion of each module, the pupils will be able to:

- 1 concentrate better and longer, as they are trained to listen to dialogues in order to perform a task;
- 2 skim and scan texts and dialogues to locate the necessary information;
- 3 develop their writing skills;
- 4 empathise with aspects of life in other countries; and
- 5 record and assess their progress through the *Checkpoint* and *Pupil's Self-Assessment Forms*, thus developing autonomy.

## • Social Skills

Upon completion of each module, the pupils will:

- 1 be motivated to read English, encouraged by the enjoyable adventures of Pog, Trog and Popsie;
- 2 experience being part of a group and obeying rules through the games;
- 3 become more responsible by keeping and updating their *Junior Language Portfolio*;
- 4 have a good understanding of the culture and traditions of other countries; and
- 5 have some understanding of the way of life in other countries.

## ★ Classroom Management

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

The teacher should establish his/her policies from the start. Remind pupils to:

- come to class on time,
- bring their Pupil's Book, etc,
- raise their hands when they want to ask a question, and
- wait for their classmates to answer the teacher's questions before they raise their hand to give their answer.

The teacher should empower his/her learners by:

- teaching **classroom language**, i.e. the Teacher's instructions, such as *open your books, close your books, work in pairs*, etc, the Pupils' instructions, i.e. the rubrics, and the pupils' questions and answers to the teacher. Classroom language is the language of communication between teacher and pupils in the classroom and needs to be taught from day one.
- giving brief and clear oral or written instructions. The teacher should give or read the instructions. S/He reads them at a slower pace, providing

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examples and eliciting examples from the pupils so s/he can be sure that they know what to do.

- assigning homework ten minutes before the end of the lesson, so s/he can:
  - a read the instructions,
  - b give adequate examples,
  - c elicit examples from the pupils, and
  - d ask them if they have any questions.

By following this procedure we can ensure that the pupils know how to do their homework. Explain to the parents how important it is for the pupils to do their homework alone as this will eventually reinforce self-confidence and self-assessment.

## ★ Songs in the Language Classroom

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

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

Here are some ways to animate the songs:

- a **Total Physical Response (TPR) Activities:** Have the pupils stand in a circle and play the song once. Sing and demonstrate the actions, encouraging the pupils to imitate you. Play the song again, this time asking the pupils to listen to the song and repeat after you while doing the actions. Play the song a third time and lead the singing while the pupils join in.
- b **Using props:** Bring visuals, realia or word cards to class. Hand out these props to your pupils and ask them to hold up the prop as soon as they hear the equivalent word in the song.

- c **Song dramatisations:** Having interesting plots and characters, songs frequently offer themselves for further exploitation through drama. The teacher can dramatise the songs into short sketches, thus motivating his/her pupils. Assign roles and have the pupils sing their lines. Simple costumes and props can be prepared and used to make the performance more realistic.

These are just a few suggestions on how to use the songs in the language classroom. Be as inventive as you can, since pupils love performing.

## ★ Checking Pupils' Progress

- a **Homework:** At the end of each unit or lesson, the pupils should be given some homework. The *Teacher's Book* provides some suggestions on what to assign for homework and how to check it in the next lesson.
- b **Progress Report Cards:** After completing each module and taking the corresponding test, photocopy the respective *Progress Report Card* from the *Teacher's Book* and fill it in, one per pupil. The pupils are to keep these cards in their *Junior Language Portfolio* for future reference.
- c **Pupil's Self-Assessment Forms:** After the pupils have completed the *Checkpoint* section of each module, as well as the *Modular Revision and Assessment* in the *Activity Book*, they are to fill out the *Self-Assessment Form* by themselves. This learning-to-learn technique enables the pupils to develop awareness of their progress. The *Self-Assessment Form* should be kept in their *Junior Language Portfolio* for future reference. The *Pupil's Self-Assessment Forms* can also be found in the *Teacher's Book*.

## ★ Types of learning styles

Over the years, teachers have noticed that some of their pupils learn by listening to new information, some pupils prefer to read about it, while others need to do something with the new information. There are many different learning

styles. Consequently, a coursebook should offer a variety of exercises and material to stimulate all learning styles and help pupils learn in the way that suits them best.

- **What are the types of learning styles?**

- **Visual Learners**

These learners need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays including: diagrams, illustrations, transparencies, videos, flashcards and handouts.

- **Auditory Learners**

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

- **Tactile/Kinaesthetic Learners**

Tactile/Kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and usually hand-eye coordination. By interacting with the space around them, they are able to remember and process information. They have to do things on their own to be able to learn the new language.



# Programme (Contents & Syllabus)

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## ►► Starter Unit

- In this unit pupils will ...
  - be reunited with the characters
  - revise basic vocabulary and structures
  - revise/learn numbers 1-100

## ►► Module 1 (Units 1-2)

- In this module pupils will ...

### read about ...

- Alvin receiving a magic mirror as a present from the USA
- the magic in the mirror
- a family with super powers
- the characters helping with the chores around the house
- the Waterland Olympics
- Laura's, Alice's and Tom's magic moments
- Pog and Trog's fight over Mog

### listen to ...

- Alvin receiving a magic mirror by post
- the characters looking at themselves in the magic mirror
- the descriptions of famous people
- a song presenting a super grandma
- a description of a super family
- the characters doing different kinds of chores
- the characters visiting the Waterland Olympics
- a song presenting and practising sea animals
- children describing a photo
- an episode of *Troll Tales!*

### learn how to ... (COMPETENCES)

- talk about countries and origin
- describe people and talk about their character
- talk about abilities
- distinguish between and pronounce /æ/, /ɑ:/, /g/ and /ŋ/ sounds
- talk about things happening now
- ask for help
- make requests

## practise ... (DESCRIPTORS)

### Lexical Areas

- countries
- appearance
- abilities
- chores
- sports
- musical instruments
- sea animals

## Grammar Focus

- the verb 'to be'
- the verb 'have got'
- possessive adjectives
- the verb 'can'
- present continuous
- prepositions of movement

## write about ...

- their super family
- a photo

## Go Green! 1 Animals in the ocean!

### Pupils will ...

- read and talk about sea animals
- talk about sea pollution

## Our World

### Pupils will ...

- read about superheroes
- draw and write a small paragraph about their favourite superhero and then present it to the class

## Our School

### Pupils will ...

- learn about shapes and musical instruments
- make their own drum

## ►► Module 2 (Units 3-4)

### • In this module pupils will ...

#### read about ...

- Mona and Emma going shopping
- a description of one's neighbourhood
- the characters going on a magical space trip
- the characters going to a concert in space
- Fred's and Jack's routines, favourite subjects and what they want to be when they grow up
- Pog and Trog's driving adventure

#### listen to ...

- Mona and her grandmother looking for a street
- a description of where Kitty the cat is
- Mona and her grandmother buying things at a shop
- a song about how to cross the street safely
- the characters going on a magical space trip
- the characters attending a concert in space
- a song about XL's favourite things
- a description of Fred's and Jack's favourite school subjects
- an episode of *Troll Tales!*

#### learn how to ... (COMPETENCES)

- talk about location
- give directions
- identify clothes
- talk about prices
- distinguish between and pronounce /v/, /ou/, /f/ and /s/ sounds
- talk about everyday activities
- tell the time
- express preferences

#### practise ... (DESCRIPTORS)

##### Lexical Areas

- places in a town
- clothes
- the Green Cross Code
- jobs
- daily activities
- school subjects

## Grammar Focus

- imperative
- there is/there are
- prepositions of place
- plurals
- present simple
- adverbs of frequency
- prepositions of time

## write about ...

- their neighbourhood
- their favourite subject and what they want to be when they grow up

## Go Green! 2 Mr Waste or Mr Green?

### Pupils will ...

- do a quiz on how environmentally-friendly they are
- sing a song about Mr Green and Mr Waste

## Our World

### Pupils will ...

- read about different kinds of currency
- complete a quiz
- design their own money

## Our School

### Pupils will ...

- learn about computers
- make a poster with computer words

# Programme (Contents & Syllabus)

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## ►► Module 3 (Units 5-6)

### • In this module pupils will ...

#### read about ...

- the characters going on a camping trip
- a visit to the doctor's
- ways to keep colds away
- the characters picking fruit and vegetables
- the characters having a meal with the elves
- the trick that Popsie played on Trog and Pog

#### listen to ...

- the characters practising the Country Code
- the characters visiting the doctor
- a doctor giving advice on how to keep healthy, safe and fit
- a song about how to keep healthy
- the characters picking fruit and vegetables during harvest time
- the characters having a meal with the elves
- people describing what's in their shopping bag
- a song about the elves and their food
- an episode of *Troll Tales!*

#### learn how to ... (COMPETENCES)

- protect the countryside
- give and follow rules
- talk about illnesses
- give advice
- distinguish between and pronounce /k/, /tʃ/, /v/ and /eu/ sounds
- talk about food and quantities

#### practise ... (DESCRIPTORS)

##### Lexical Areas

- the countryside
- illnesses
- fruit and vegetables
- health
- containers
- food

## Grammar Focus

- must/mustn't
- should/shouldn't
- object pronouns
- much/many/a lot of
- some/any
- containers

## write about ...

- some tips on how to keep healthy
- a note to their mums

## Go Green! 3 What colour is your food?

### Pupils will ...

- read about fruit and vegetables and the vitamins they contain
- write about their favourite fruit and vegetable

## Our World

### Pupils will ...

- read about food from various countries
- write about their favourite food

## Our School

### Pupils will ...

- read about how to protect themselves from germs
- listen to a song about ways to get rid of germs

## Happy Halloween!

- **In this unit pupils will ...**

- read about Halloween
- sing a Halloween song
- play a Halloween game

## Happy New Year!

- **In this unit pupils will ...**

- make a New Year's rattle
- read about New Year's traditions in various countries
- sing a song about New Year



# It's nice to be back!

1 Who is it? Read and write in your notebook.



- |  |  |
|--|--|
| 1 I live in the <b>Magic Forest</b> . I can fly.<br>I'm ... .            | 4 I'm very short. I wear <b>green</b> clothes.<br>I'm ... .                        |
| 2 I live in the <b>Magic Forest</b> . I'm the<br>guardian. Who am I? ... | 5 I've got a <b>dog</b> . Her name is Missy.<br>Who am I? ...                      |
| 3 I've got red hair. I love <b>football</b> .<br>I'm ... .               | 6 My <b>mum</b> 's name is Kim. My <b>dad</b> 's<br>name is Chin. My name is ... . |

★ **Let's sing!**



## Starter Unit

- **Aims:** to reunite the pupils with characters, to create a positive environment, to revise material taught in the previous year, to revise/introduce numbers 1-100
- **Vocabulary:** colours, toys, animals, food, seasons, days of the week, numbers 1-100
- **Language focus**  
**Language in use:** It's nice to be back! I've got dark hair and brown eyes. My favourite colour is blue. Pam's favourite colour is green. What's your phone number? How old are you? What's your lucky number? What's your address?
- **Extra materials:** Find someone... chart

## GETTING STARTED

(Activities to meet the pupils.)

Wait by the door and greet the pupils as they arrive. During this stage, play the theme song.

When everyone is seated, write your name on the board and introduce yourself to the class. Point to your name on the board and say: *Hello! I'm (Mrs Taylor)*. Say *Hello* again. The pupils repeat chorally and individually.

Stand in front of a pupil and introduce yourself. Point to the pupil and elicit his/her name. Do the same for the rest of the class.

e.g. *Teacher: Hello, I'm (Mrs Taylor).*

*Pupil: Hello, I'm (Simon).*

### Before going into class

Find information about the pupils by asking their previous teacher, etc and adapt the following questionnaire:

Find someone ...	NAME
1 whose birthday is in (September).	.....
2 whose (father) is a (doctor).	.....
3 who's got a pet (cat).	.....
4 whose house is near your house.	.....
5 who likes the same (football) team as you.	.....
6 who is the same age as you.	.....

Photocopy and hand out one questionnaire per pupil. Go through the sentences and explain the activity. The pupils go around the classroom asking one another and completing the questionnaire. Then, they report back to the class.

## PRESENTATION & PRACTICE

(Activities to reunite the pupils with the characters.)

### ★ Who is it? Read and write in your notebook.

**Pupils' books open.** Ask the pupils to look at the picture and say who they can see (*Alvin, Erlina, Harry, Lee, Mona, Emma and Willow*). Point to the characters, one at a time, and elicit their names. Ask the pupils to tell you what they remember about the characters from the previous year (e.g. what they look like, what they can do, name of family member, etc). Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Check their answers.

- |          |         |        |
|----------|---------|--------|
| 1 Erlina | 3 Harry | 5 Mona |
| 2 Willow | 4 Alvin | 6 Lee  |

### ★ Let's sing!

Play the recording. The pupils listen and sing along.

### Extension

Ask the pupils to cut out the character cutouts from their Activity Books and stick them onto straws. Tell them that they should have them with them all the time, as they will be doing various activities with them.

Ask the pupils to choose one of the characters. Play the recording. The pupils listen and hold up the cutout every time his/her name is mentioned.

### TAPESCRIPT

*It's nice to be back  
 At school again.  
 It's nice to be back  
 With all my friends!*

*Alvin, Erlina,  
 Harry and Lee!  
 Mona and Emma,  
 Willow and me!*

# It's nice to be back!

(Activities to revise basic vocabulary and structures.)

## 2 Let's play!

Read the example and explain the game. Brainstorm for ideas and write them on the board (*hair colour, personal items, favourite sports, etc*). Give the pupils a few minutes to write their sentences on pieces of paper. Collect the pieces of paper. Choose one at random and read it to the class. The rest of the class has to guess who the person is.

e.g. Teacher: *I've got brown hair and green eyes.*

*My pencil case is blue. Who am I?*

Pupil: *Sam!*

## 3 My favourites! Complete in your notebook. Then talk with your friend.

Read the example and explain the task to the pupils. Give them a few minutes to complete their favourite colour/toy/animal/food/season/day in their notebooks. Then the pupils work in pairs and ask each other questions about their favourite things.

### (Suggested answers)

Favourite colour: **blue** Favourite food: **pizza**

Favourite toy: **guitar** Favourite season: **summer**

Favourite animal: **dog** Favourite day: **Saturday**

**A:** My favourite toy is my guitar. What's your favourite toy?

**B:** My teddy bear.

**A:** My favourite animal is a dog. What's your favourite animal?

**B:** A cat.

**A:** My favourite food is pizza. What's your favourite food?

**B:** Burgers.

**A:** My favourite season is summer. What's your favourite season?

**B:** Winter.

**A:** My favourite day is Saturday. What's your favourite day?

**B:** Sunday.

## Now tell the class.

Explain to the pupils that they have to make a mini-presentation telling the class what their, as well as their

partner's, favourite things are. Read the example. Give the pupils a few minutes to write their sentences in their notebooks and then ask individual pupils to read what they have written.

### (Suggested answers)

My favourite toy is my guitar. Pam's favourite toy is her teddy bear.

My favourite animal is a dog. Pam's favourite animal is a cat.

My favourite food is pizza. Pam's favourite food is burgers.

My favourite season is summer. Pam's favourite season is winter.

My favourite day is Saturday. Pam's favourite day is Sunday.

## 4 Listen and draw in your notebook.

Explain the task. The pupils listen and draw and colour the items in their notebooks, according to what they hear.

Play the recording once. Then play the recording with pauses for the pupils to listen and complete the task. Check their answers.

### TAPESCRIPT

*Draw a desk.*

*Draw a book and three pencils on the desk.*

*Draw a pencil case, too.*

*Now colour the desk blue.*

*Colour the pencils green.*

*And colour the pencil case red. Well done!*

## 5 Read and match in your notebook. Then act out.

Tell the pupils that they have to read all the sentences carefully and then match them to form correct exchanges. Give pupils some time to complete the task in their notebooks. Then check their answers.

1 f	3 h	5 c	7 e
2 d	4 a	6 b	8 g

Once the task is completed and corrected, ask the pupils to perform the exchanges in pairs. Go around the classroom monitoring their performance. Ask some pairs to report back to the class.



## 2 Let's play!



## 3 My favourites! Complete in your notebook. Then talk with your friend.

Favourite colour: Favourite food:  
 Favourite toy: Favourite season:  
 Favourite animal: Favourite day:

**A:** *My favourite colour is blue.  
 What's your favourite colour?*  
**B:** *Green.*

## Now tell the class.

*My favourite colour is blue. Pam's favourite colour is green.*

## 4 Listen and draw in your notebook.



## 5 Read and match in your notebook. Then act out.

- 1 Hello, Mark.
- 2 These flowers are for you!
- 3 It's very dark in here!
- 4 Who can help me?
- 5 A car! Thank you!
- 6 What are you doing?
- 7 Let's go to the cinema!
- 8 I don't like carrots!

- a I can!
- b We're picking flowers!
- c You're welcome!
- d They're lovely. Thank you!
- e Good idea!
- f Hi, Alex.
- g I do!
- h Let's open the curtains!



6



Listen and repeat. Then match in your notebook.

thirty

forty

fifty

sixty

60

30

100

90

40

50

70

80

seventy

eighty

ninety

a hundred

7



Listen and choose.

A 3 13 30

B 14 4 40

C 99 9 19

D 15 50 55

E 6 16 60

F 88 8 18

8

Read and write in your notebook. Then act out.

437681

- 1 A: What's your phone number?  
B: It's four-three-seven-six-eight-one.

?

- 2 A: What's your lucky number?  
B: Eight!

?

- 3 A: How old are you?  
B: Eleven!

?

- 4 A: What's your address?  
B: It's fifty-five Queen Street.

(Activities to present and revise numbers 1-100.)

## ★ 6 Listen and repeat. Then match in your notebook.

**Pupils' books closed.** Write number **1** on the board. Say: *What number is it?* Elicit: *One*. Follow the same procedure and revise numbers **1-20**. Say, then write on the board: *30 (thirty)*. The pupils repeat after you. Follow the same procedure and present numbers **40-100**. Say: *twenty-one*. Ask a pupil to come to the board and write the number. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

**Pupils' books open.** Read the instructions and explain the task. Play the recording. The pupils listen and repeat, chorally and/or individually. Then the pupils write and match the written forms of the numbers to the corresponding digits in their notebooks. Check the pupils' answers.

thirty – 30	seventy – 70
forty – 40	eighty – 80
fifty – 50	ninety – 90
sixty – 60	a hundred – 100

### TAPESCRIPT

*thirty – forty – fifty – sixty – seventy – eighty – ninety – a hundred*

## ★ 7 Listen and choose.

The pupils listen to the recording again and choose the numbers that they hear. The pupils write the numbers they hear in their notebooks. Check the pupils' answers.

<b>A</b> 13	<b>C</b> 99	<b>E</b> 60
<b>B</b> 40	<b>D</b> 15	<b>F</b> 8

### TAPESCRIPT

**A** *thirteen*  
**B** *forty*  
**C** *ninety-nine*  
**D** *fifteen*  
**E** *sixty*  
**F** *eight*

## ★ 8 Read and write in your notebook. Then act out.

Read the instructions and explain the task to the pupils. Read the example and then act it out with one of the pupils.

e.g. Teacher: *What's your phone number?*

Pupil 1: *It's four-three-seven-six-eight-one.*

Give the pupils enough time to complete the task in their notebooks and then have them work in pairs to act out the rest of the exchanges.

<b>2</b> 8	<b>3</b> 11	<b>4</b> 55 Queen Street
------------	-------------	--------------------------



## ★ Let's Play!

(An activity to revise some basic vocabulary.)

Focus the pupils' attention on the page and tell them that they are going to play a board game. Explain the rules.

### Rules of the game

- The pupils play in pairs and each player needs a counter (*any small object will do*). They place their counters on **Start** and throw the dice, saying the number that comes up. The player with the highest number begins the game by saying *My turn*.
- Depending on the square they land on, the pupils have to answer the question. If they land on a 'Miss a turn' square, the pupils miss a turn and wait until it is their turn again.
- The game is non-competitive and should continue until both players reach the last square.

### Key

- 2 pink
- 4 twenty
- 5 roller skates
- 6 No, it's an orange.
- 7 under the bed
- 9 (pupil's own answer)
- 10 a-e-r-o-p-l-a-n-e
- 11 a schoolbag
- 12 (pupil's own answer)
- 13 (pupil's own answer)
- 14 shoes
- 15 (pupil's own answer)

# Let's Play!



1

**Start**



2

What colour is it?



3

**MISS A TURN!**

4

What number is it?

**20**

5

What are they?



6

Is it an apple?



7

Where's Alvin?



8

**MISS A TURN!**

9

What's your best friend's name?



10

How do you spell?



11

What's this?

12

What day is it today?

13

Do you like burgers?



14

What are these?



15

What's the weather like today?



16

**Finish**





# Hello



Germany



Greece



Italy

## 1 Listen and read.



## 2 Read and match in your notebook.

- 1 It's nice to see you again!
- 2 Where is it from?
- 3 What is it?

- a It's from the USA.
- b It's a mirror.
- c It's nice to be back!

## Unit 1a

- **Aims:** to talk about countries and origin
- **Vocabulary:** Germany, Greece, Italy, Mexico, Peru, Poland, Portugal, Spain, Turkey
- **Language focus**  
**Structures:** present simple of the verb 'to be' (all forms)  
**Language in use:** I'm from ... . My name is ... .  
They're from ... . Their names are ... .
- **Extra materials:** *Around the World* poster, three black markers/pens, one red marker/pen, four slips of paper, a shopping bag

## BEGINNING THE LESSON

Greet the pupils as they arrive.

Ask the pupils to tell you their favourite colour/toy/animal/food/season/day, etc. Pupils take turns to give you their answers.

e.g. Teacher: *What's your favourite colour?*

Pupil 1: *My favourite colour is yellow.*

Teacher: *What's your favourite animal?*

Pupil 2: *My favourite animal is the horse. etc*

## PRESENTATION &amp; PRACTICE

(Activities to present and activate the vocabulary of the unit.)

## ★ Listen, point and repeat.



## POSTER

**Pupils' books closed.** Put the *Around the World* poster on the board. Point to the countries (*Germany, Greece, Italy, Mexico, Peru, Poland, Portugal, Spain, Turkey*), one at a time, and say the corresponding name(s). The pupils listen and repeat chorally and individually. Point to the names in random order and ask individual pupils to say the names of the countries.

## Extension

Ask the pupils to work in pairs and write the countries in alphabetical order. Ask a pair to say the countries. Ask the rest of the class for verification.

**Pupils' books open.** Write a big 8 on the board and ask the pupils to open their books at page eight. Play the recording. The pupils listen and repeat,

chorally and individually. Check their pronunciation and intonation.

## LISTENING AND READING

(Activities to develop the pupils' listening and reading skills.)

## ★ 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *Why are the children happy?*

Pupils: *Because they are together again.*

Teacher: *What are the birds carrying in picture 1?*

Pupils: *A box. etc*

Write on the board: *Oh, it's a mirror.*

Ask the pupils to listen to the dialogue and say which picture the sentence was taken from (picture 4). Play the recording. The pupils listen and follow along.

## ★ 2 Read and match in your notebook.

Read the instructions and explain the task. Refer the pupils to the dialogue and allow them time to read and complete the task. Check their answers.

1 c                      2 a                      3 b

## Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read the dialogue aloud and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: *Hello, everyone! It's nice to ...*

Class: *see you again! etc*

**Note:** If you wish, have the pupils close their books during this activity.

(Activities to present and practise the present simple of the verb 'to be' in all forms.)

## ★ 3 Read and choose. Write in your notebook.

**Pupils' books closed.** Point to yourself, say and write: *I am (Mrs Taylor)*. Point to a male pupil and say: *You*

are a boy. Do the same for all persons in the singular. Follow the same procedure to present the negative and interrogative forms of the verb 'to be' singular.

Present the short answers. Point to a book and ask: *Is it a book?* Elicit a yes answer and write: *Yes, it is.* Point to the board and ask: *Is it a pencil?* Elicit a no answer and write: *No, it isn't.* Do the same for the rest of the short answers.

**Pupils' books open.** Ask the pupils to read the sentences in the grammar box. Read the instructions and the example, and explain the task. Give the pupils enough time to complete the task. Check their answers.

- |         |       |          |
|---------|-------|----------|
| 1 is    | 3 are | 5 isn't  |
| 2 isn't | 4 is  | 6 aren't |

## 4 Follow the lines and answer.

Elicit the countries. The pupils read the questions and answer them, as in the example.

- |                  |                    |
|------------------|--------------------|
| 2 No, she isn't. | 4 No, they aren't. |
| 3 Yes, he is.    |                    |

## 5 Now point and talk with your friend.

**Pupils' books closed.** Say, then write: *I am from Italy. My name is Paolo.* The pupils repeat after you. Underline the words in bold. Follow the same procedure and present the rest of the possessive adjectives.

Drill your pupils.

e.g. Teacher: I  
Pupil 1: my  
Teacher: John  
Pupil 2: his etc

**Pupils' books open.** Read the example and explain the task. Pupils, in pairs, ask and answer about the people in the pictures. Check their answers. Ask some pairs to report back to the class.

- |                                  |  |
|----------------------------------|--|
| 2 Pupil A: What is her name?     | Pupil B: Her name is Božena.             |
| Pupil A: Where is she from?      | Pupil B: She's from Poland.              |
| 3 Pupil A: What is his name?     | Pupil B: His name is Santos.             |
| Pupil A: Where is he from?       | Pupil B: He's from Spain.                |
| 4 Pupil A: What are their names? | Pupil B: Their names are Sibel and Cari. |
| Pupil A: Where are they from?    | Pupil B: They're from Turkey.            |

## ★ My Magic Files!

### Before going into class

Three black markers/pens, one red marker/pen, four slips of paper, a shopping bag.

The important thing to remember for the magic trick to work is that the markers/pens should look the same (even though they are different colours). Give the following instructions. Explain that you will need four volunteers, three girls and a boy. Give them the slips of paper and a marker (*making sure that you give the red marker to the boy*). Ask the girls to write the name of a person they know (*but you don't*) who is from the same town/city/country as they are. Ask the boy to write the name of a person he knows (*but you don't*) who is not. Ask them to fold the slips of paper and put them in the bag. Shuffle the slips and take them out. Say: *I can tell you the names of the people who are from this town and the name of the person who isn't.* Unfold them and put them on your desk. Take the magic wand and wave it over the slips of paper. Say: *Shazam!* Read the names on the girls' slips of paper (*they have used the black markers*) and the name on the boy's slip of paper (*he has used the red marker*).

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

**Pupils' books closed.** Give the pupils one minute to study the flags and the countries in the unit. Then, ask them to close their books. Say the name of a country and the pupils have to remember the colours of that country's flag.

e.g. Teacher: Greece  
Pupil 1: blue and white  
Teacher: Italy  
Pupil 2: green, white and red etc

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

### Activity Book (Optional)

Assign some of the activities from Unit 1a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.





Mexico



Peru



Poland



Portugal



Spain



Turkey



I'm from the UK. My name is Bill.

They're from Italy. Their names are Anna and Paolo.

He/She/It isn't from Greece.

Are you from Portugal? Yes, I am./No, I'm not.

### 3 Read and choose. Write in your notebook.

- 1 Willow **is/isn't** a tree.
- 2 Missy **is/isn't** a cat.
- 3 Emma and Mona **are/aren't** friends.
- 4 Erlina **is/isn't** a fairy.
- 5 Alvin **is/isn't** a teacher.
- 6 Harry and Lee **are/aren't** brothers.

### 4 Follow the lines and answer.



- 1 Are Kostas and Alexis from Greece?  
**Yes, they are.**
- 2 Is Bożena from Portugal?
- 3 Is Santos from Spain?
- 4 Are Sibel and Cari from Mexico?

### 5 Now point and talk with your friend.

- 1 A: What are their names?  
B: Their names are Kostas and Alexis.  
A: Where are they from?  
B: They're from Greece.







# The Mirror



slim

tall



fat

short

## 1 Listen and read.

1 A magic mirror!

Yes. It's from my cousin, Patrick.

Why is it a magic mirror?

Have a look!

3 I've got short curly hair and glasses! I look silly!

4 I've got long straight hair. I look beautiful!

5 Look at Lee. He's tall and he's got long hair!

6 Alvin! You're old and fat and you've got a big nose!

I look like my uncle!

## 2 Read and correct in your notebook.

In the magic mirror ...

1 Emma's got **long** hair.

2 Mona's got **curly** hair.

3 Lee's **short**.

4 Alvin's **thin**.

## Unit 1b

- **Aims:** to talk about appearance, to talk about family members
- **Vocabulary:** slim, tall, short, fat, beautiful, handsome, curly hair, straight hair, aunt, uncle, cousin
- **Language focus**  
**Structures:** the verb 'have got' (all forms)  
**Language in use:** I've got short curly hair and glasses. He's tall and he's got long hair. What does Uncle Fergus look like? He's got a big nose. What's he like? He's very funny!
- **Extra materials:** *Around the World* poster, flashcards (1-5)

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 1a.)



### POSTER

Put the *Around the World* poster on the board. Name a country. Ask a pupil to come to the board, write the country and check the spelling on the poster. Repeat with as many pupils as you think is necessary.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION AND PRACTICE

(Activities to present and activate the vocabulary of the unit.)



### Listen, point and repeat.



### FLASHCARDS (1-5)

**Pupils' books closed.** Put the flashcards on the board. Point to the items (*slim/tall, short/fat, beautiful, handsome, curly hair/straight hair*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

**Pupils' books open.** Write a big 10 on the board and ask the pupils to open their books at page ten. Read the title of the unit and elicit what the pupils remember

from the previous unit (e.g. *where the mirror is from*). Play the recording. The pupils listen and repeat chorally and/or individually. Check their pronunciation and intonation.

## LISTENING AND READING

(Activities to develop the pupils' listening and reading skills.)



### 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: (pointing to the mirror in picture 1)  
What's this?

Pupils: A mirror.

Teacher: (pointing to Emma in picture 3) Look at Emma in the mirror in picture 3. Has she got long hair?

Pupils: No, she hasn't. etc

Write on the board: *I've got short curly hair and* ----- . Explain to the pupils that they will listen to the dialogue and find the answer (*glasses - picture 3*).

Play the recording. The pupils listen, follow along and complete the task.



### 2 Read and correct in your notebook.

Read the instructions and explain the task. Allow pupils time to read and complete the task in their notebooks. Check their answers.

1 short      2 straight      3 tall      4 fat

### Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out sentences spoken by a character in the dialogue. Ask individual pupils to tell you who said each sentence.

e.g. Teacher: A magic mirror!

Pupil: Harry etc

**Note:** If you wish, have the pupils close their books during this activity.

(Activities to present and practise the verb 'have got'.)

## ★ 3 Look, read and write in your notebook.

**Pupils' books closed.** Revise the verb 'have got'. Say, then write: ***I have got (dark) hair.*** Underline the words in bold. Write under the first sentence: ***I've got (dark) hair.*** Underline the words in bold. Elicit the rest of the persons, in long and short forms, from the pupils and write them on the board. Follow the same procedure with the interrogative and negative forms of the verb 'have got'.

Then point to your hair and ask pupils: ***Have I got (dark) hair?*** Underline the words in bold and explain the meaning. Write under the sentences: ***Yes, I have.*** Point to a fair-haired female pupil and say, then write: ***Has she got (dark) hair?*** Underline the words in bold and explain the meaning. Write under this sentence: ***No, she hasn't.***

**Pupils' books open.** Ask pupils to read the sentences in the grammar box. Read the instructions and the examples and explain the task. Refer the pupils to the picture. Explain that these people are Alvin's uncle (Fergus), aunt (Mary) and cousin (Patrick). Ask them to describe them to you.

e.g. *Alvin's aunt has got long curly hair.*

Allow pupils some time to complete the task in their notebooks. Check their answers.

- |           |           |      |
|-----------|-----------|------|
| 2 has got | 4 is      | 6 is |
| 3 has got | 5 has got |      |

## ★ 4 Talk with your friend.

(An activity to practise talking about appearance and character.)

Read the instructions and explain the task. Refer the pupils to the picture of Aunt Mary, Uncle Fergus and Cousin Patrick. Then have a pair read the example about Uncle Fergus. Focus the pupils' attention on the use of *What does ... look like?* to talk about appearance and *What's ... like?* to talk about character. The pupils, in pairs, ask and answer questions about the rest of the characters.

- e.g. A: *What does Aunt Mary look like?*  
 B: *She's got long curly hair.*  
 A: *What's she like?*  
 B: *She's very kind and friendly. etc*

### Extension

The pupils, in pairs, talk about their friends, family members, etc. Check round the classroom. Ask some pairs to report back to the class.

- e.g. A: *What does your friend look like?*  
 B: *He's tall and slim.*  
 A: *What's he like?*  
 B: *He's very clever!*

## ★ 5 Listen and match in your notebook.

Read the instructions and explain the task. Have some pupils describe the people. Play the recording twice, if necessary. Pupils listen and complete the task in their notebooks. Check their answers.

- 2 D                      3 B                      4 C

### TAPESCRIPT

- 1 *Who's got curly fair hair?*
- 2 *Who's got straight red hair?*
- 3 *Who's got long dark hair?*
- 4 *Who's got short curly hair and glasses?*

## ★ 6 Let's play!

Read the example and explain to the pupils that they will be playing a game in pairs. Tell them that one pupil will select a character from Ex. 5. He/She will not tell his/her partner who that character is. The other pupil has to ask questions concerning that character's appearance and try to guess the name. The pupils take turns guessing.

### (Suggested answers)

- A: *Has he got straight hair?*  
 B: *Yes, he has./No, he hasn't.*  
 A: *Is it Tom Tones?*  
 B: *Yes, it is./No, it isn't. etc*

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to work in pairs. One describes a member of his family and the other draws him/her. Then the pupils swap roles and repeat the activity. At the end they check their drawings to see if they look like the real people.

e.g. Pupil 1: *My grandfather is tall. He has got short curly hair and blue eyes.*

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 4.

### Activity Book (Optional)

Assign some of the activities from Unit 1b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.





beautiful



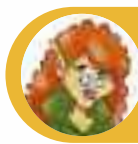
handsome



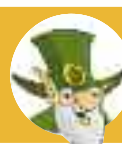
curly hair



straight hair



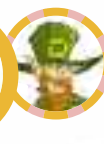
aunt



uncle



cousin



I've got blue eyes.

He/She/It's got a big nose.

We/You/They've got curly hair.

Have you got dark hair?

I haven't got fair hair.

He/She/It hasn't got straight hair.

We/You/They haven't got big ears.

Yes, I have./No, I haven't.

### 3 Look, read and write in your notebook.



- 1 Uncle Fergus is old and fat.
- 2 He ... a big nose! He's very funny.
- 3 Aunt Mary ... long curly hair.
- 4 She ... very kind and friendly.
- 5 Cousin Patrick ... dark hair and big ears.
- 6 He ... very clever!

### 4 Talk with your friend.

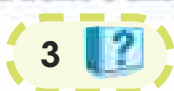
A: What does Uncle Fergus look like?

B: He's got a big nose.

A: What's he like?

B: He's very funny!

### 5 Listen and match in your notebook.



### 6 Let's play!

A: Has he got glasses?

B: No, he hasn't.

A: Has he got long dark hair?

B: Yes, he has.

A: Is it Paul Pop?

B: Yes, it is.



# Super Gran



lift a double-decker bus

## 1 Listen and complete in your notebook.



I've got a super grandma,  
I call her Super Gran!  
Can you 1) ...  
A skateboard on your head?  
My super granny can!

Oh, my granny!  
I've 2) ...  
A Super Gran.  
She's a super duper grandma  
And I call her Super Gran!

I've got a super grandma,  
I call her Super Gran!  
Can you 3) ...  
A double-decker bus?  
My super granny can!



## Now sing along!

## 2 Let's play!

Can you clap your hands  
behind your back?

Yes, I can! Look!



## Unit 1c

- **Aims:** to talk about superheroes, to talk about abilities, to develop the pupils' listening and writing skills
- **Vocabulary:** lift a double-decker bus, swim across the ocean, see through a door, skateboard, clap
- **Language focus**  
**Structures:** the verb 'can'  
**Language in use:** I've got a super grandma, I call her Super Gran. She can jump over a giraffe. He can see through a door. She can climb up a wall.
- **Pronunciation:** /æ/, /ɑ:/
- **Extra materials:** flashcards (6-9)

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 1b.)

Get the pupils to ask and answer questions about their friend's appearance and character.

e.g. Pupil 1: What does your friend look like?  
 Pupil 2: She's tall and she's got long straight hair.  
 Pupil 1: Has she got glasses?  
 Pupil 2: No, she hasn't.  
 Pupil 1: What's she like?  
 Pupil 2: She's very funny! etc

If you have assigned any written homework, correct it before beginning the lesson.

Ask the pupils, in pairs to act out the exchanges from Exs 1 and 4.

## PRESENTATION & PRACTICE

(Activities to present the vocabulary of the unit.)

### ★ Listen, point and repeat.



#### FLASHCARDS (6-9)

**Pupils' books closed.** Put the flashcards on the board. Point to the items (*lift a double-decker bus, swim across the ocean, see through a door, skateboard*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words.

**Pupils' books open.** Write a big 12 on the board and ask the pupils to open their books at page twelve. Read the title of the unit and have pupils repeat after you. Elicit/Explain what *Super Gran* means. Play the recording. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

### ★ 1 Listen and complete in your notebook.

Refer pupils to the pictures and ask them to tell you if their grandmother can do these things. No? Well this grandmother can because she's a *Super Gran*!

Read the instructions and explain the task. Refer pupils to the song and allow them time to read it once. The pupils listen to the song and complete the task in their notebooks. Check pupils' answers.

1 ride      2 got      3 lift

### ★ Now sing along!

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

### ★ 2 Let's play!

Refer the pupils to the picture. Read the example and explain the game to the pupils. Write the following on the board and explain any unknown words:

- Can you clap your hands behind your back?
- Can you stand on one leg for 30 seconds?
- Can you whistle?
- Can you hop to the door?
- Can you walk with a book on your head?
- Can you touch your toes?
- Can you stand with your right foot on your left knee?
- Can you snap your fingers?

Ask a pupil to come to the front of the class. Ask him/her one question. If the pupil says yes, he/she has to perform the action. Repeat with as many pupils as you think is necessary. Alternatively, divide the class into two teams. Call a pupil from each team each time. Each correct performance gets a point. The team with the most points wins.

e.g. Teacher: Can you stand on one leg for 30 seconds?

Team A Pupil 1: Yes, I can. Look! (pupil stands on his leg for 30 seconds) etc



## READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

### 3 Read and complete in your notebook. Then listen and read.

Read the instructions and explain the task. Refer the pupils to the pictures and elicit what the characters can do. Allow the pupils time to read the text and complete the task in their notebooks. Play the recording. The pupils listen and follow along to check their answers. Individual pupils read out from the text.

1 giraffe 2 door 3 house 4 wall

### 4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the drawing. Ask them what they can see in the drawing (*a young boy swimming in the ocean*). Tell pupils to read the text.

Ask the pupils to write a text about an imaginary family member of theirs that has super powers. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write a text and do a drawing of their superhero in their notebooks. Alternatively, you can ask the pupils to write the text and do the drawing as part of their homework.

#### (Suggested answer)

This is my super dad! He's got short brown hair. He can lift a car with one hand.

**Note:** Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

### 5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /æ/ and /ɑ:/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

## Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

fat, wall, talk, hat, tall, bat, cat, small, dad, watch

can	walk

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to work in pairs. Pupil 1 is a reporter and Pupil 2 is the person whose super family is in Ex. 3 and is being interviewed. Check round the classroom. Ask some pairs to report back to the class.

e.g. Pupil 1: What does your super mum look like?

Pupil 2: She's got short curly hair.

Pupil 1: What can she do?

Pupil 2: She can jump over a giraffe!

Pupil 1: What does your super dad look like?

Pupil 2: He's got short fair hair.

Pupil 1: What can he do?

Pupil 2: He can see through a door!

Pupil 1: What does your super uncle look like?

Pupil 2: He's got long, dark hair.

Pupil 1: What can he do?

Pupil 2: He can fly over a house!

Pupil 1: What does your super aunt look like?

Pupil 2: She's got long straight hair.

Pupil 1: What can she do?

Pupil 2: She can climb up a wall!

**Note:** For the next lesson, the pupils can do Ex. 4 (Portfolio) at home.

## Activity Book (Optional)

Assign some of the activities from Unit 1c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



swim across the ocean



see through a door



skateboard



3



Read and complete in your notebook. Then listen and read.

## SD My Super Duper Family

	<p>This is my super mum. She's got short curly hair. She can jump over a 1) ...</p>		<p>This is my super dad. He's got short fair hair. He can see through a 2) ...</p>
	<p>This is my super uncle. He's got long dark hair. He can fly over a 3) ...</p>		<p>This is my super aunt. She's got long straight hair. She can climb up a 4) ...</p>

4



Draw and write in your notebook.

5



Listen and say. Then read.



Can a fat cat walk up a wall?





wash the dishes mop the floor vacuum the carpet

## 1 Listen and read.

1 I think he's dancing!

2 He isn't dancing. He's mopping the floor!

3 What's Alvin doing?

4 We're helping with the chores.

5 Alvin, where are the boys?

6 They're in the kitchen. They're washing the dishes.

Can we help, too?

Of course! You can wash the mirror.

What's happening?

## 2 Read and choose. Write in your notebook.

- |                     |                           |                     |
|---------------------|---------------------------|---------------------|
| 1 He isn't dancing. | 2 They're in the kitchen. | 3 Can we help, too? |
| A Emma    B Mona    | A Alvin    B Erlina       | A Alvin    B Mona   |

## Unit 2a

- **Aims:** to talk about chores, to ask for requests
- **Vocabulary:** wash the dishes, mop the floor, vacuum the carpet, make the bed, water the plants, do the ironing, set the table, think, email
- **Language focus**  
**Structures:** present continuous (all forms)  
**Language in use:** What's Alvin doing? He's dancing. Can you help me with my homework? Sorry, I can't. I'm writing an email.
- **Extra materials:** flashcards (10-16), magic mirror template from the *Teacher's Resource Pack*.

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 1.)

Play the song from Unit 1c, encouraging the pupils to sing along.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

### ★ Listen, point and repeat.



#### FLASHCARDS (10-16)

**Pupils' books closed.** Put the flashcards on the board. Point to the chores (*wash the dishes, mop the floor, vacuum the carpet, make the bed, water the plants, do the ironing, set the table*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the words in random order and ask individual pupils to say the words.

**Pupils' books open.** Write a big 14 on the board and ask the pupils to open their books at page fourteen. Read the title of the unit and have the pupils repeat after you. Explain what *chores* means (housework). Play the recording. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

## LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

### ★ 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: (pointing to picture 2) What is Alvin doing?

Pupils: He is mopping the floor. etc

Write on the board: *Where are the boys?*

The pupils listen and say which picture the sentence is from (picture 3). Play the recording. The pupils listen, follow along and complete the task.

### ★ 2 Read and choose. Write in your notebook.

Read the instructions and explain the task. Refer pupils to the dialogue and allow them time to find the answers. Check their answers.

1 A      2 A      3 B

#### Extension

Play the recording again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Hold up your book to the class. Read the dialogue aloud and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: What's Alvin doing? I think he's ...  
 Class: dancing. etc

**Note:** If you wish, have the pupils close their books during this activity.

(Activities to present and practise present continuous in all forms.)

### ★ 3 Read and complete in your notebook.

**Pupils' books closed.** Mime, say, then write: *I am dancing*. Explain that this tense is the present continuous. Then, say how it is formed (*subject personal pronoun + be + verb + -ing*). Point out that this tense is used to talk about actions happening now, at the

moment of speaking. Write under the sentence: *I'm dancing*. Underline the phrase and explain that this is the short form of the tense. Follow the same procedure to present negative and interrogative forms.

Present the spelling difficulties. Write: *make – I'm making*. *mop – I'm mopping*. Elicit the spelling rules.

**Pupils' books open.** Ask pupils to read the sentences in the grammar box. Then have a picture discussion and elicit what each person is doing. Read the instructions and the example and explain the task. Give the pupils enough time to complete the task. Check their answers.

- |               |              |
|---------------|--------------|
| 2 are washing | 4 is setting |
| 3 is doing    | 5 is mopping |

## 4 This is Ben Busy and his brothers and sisters. Listen and match in your notebook.

Ask pupils to look at the picture in Ex. 4. Go through the picture and elicit the chores that the people are doing. Read the instructions and explain the task. Play the recording twice if necessary. The pupils listen and match in their notebooks. Check their answers.

<b>Buddy</b> – a	<b>Bob</b> – e
<b>Brenda</b> – d	<b>Barry</b> – c
<b>Betty</b> – b	

### TAPESCRIPT

Adult: Can you see Buddy?  
 Boy: Buddy? Yes, that's Buddy writing an email.  
 Adult: Oh, yes. Buddy's writing an email.

Adult: Who's the boy making a cake?  
 Boy: Making a cake? Aah, you mean Barry.  
 Adult: The cake looks yummy!  
 Boy: Yes, Barry makes beautiful cakes!

Adult: Where's Bob?  
 Boy: He's vacuuming the carpet.  
 Adult: Vacuuming the carpet? Oh yes, I can see him.

Adult: Who's the girl making the bed? Is that Brenda?  
 Boy: No, Brenda isn't making the bed. Betty is making the bed. Brenda is watching TV.

## 5 Now take roles and talk with your friend.

Read the instructions and the example, and explain the task. The pupils, in pairs, take roles and act out similar exchanges. Go around the classroom monitoring the

activity and offering help when necessary. Ask different pairs to act out their exchanges in front of the class.

Ben: Can you help me with my homework?  
 Brenda: Sorry, I can't. I'm watching TV. etc

### Extension

Brainstorm for other occasions when we ask for help and write them on the board (e.g. *wash the dishes*, *mop the floor*, *water the plants*, *do the ironing*, etc). Ask the pupils to think of reasons why they can't help. Divide the class into pairs/groups. One pupil asks for help and the other makes an excuse not to. Monitor the activity and offer any necessary help. Ask some pairs to report back to the class.

e.g. Pupil 1: Can you help me wash the dishes?  
 Pupil 2: Sorry, I can't. I'm doing my homework.

## ★ My Magic Files!

### Before going into class

Photocopy the magic mirror template from the *Teacher's Resource Pack*.

Show the mirror to the pupils and say: *This is a magic mirror!* Mime and say: *Can I go through the mirror?* Look! Cut along the lines. Then say as you step into it: *Look. I'm going through the mirror!*

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

**Pupils' books closed.** Give pupils one minute to study the chores in the unit. Pupils come to the front of the classroom and mime one of the chores. The rest of the class has to guess what the chore is.

e.g. Pupil 1: (mimes washing the dishes)  
 Pupil 2: Are you doing the ironing?  
 Pupil 1: No, I'm not.  
 Pupil 3: Are you washing the dishes?  
 Pupil 1: Yes, I am. etc

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex.1). Ask the pupils to learn the pattern in Ex. 5.

### Activity Book (Optional)

Assign some of the activities from Unit 2a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.





make the bed



water the plants



do the ironing



set the table



What **are** you **doing**?  
 I'm **vacuuming** the carpet.  
 He's **mopping** the floor.

do – **doing**

make – **making**

mop – **mopping**

He **isn't** **washing** the dishes.  
**Are** they **making** the beds?  
 Yes, they **are**./No, they **aren't**.

### 3 Read and complete in your notebook.

- 1 Erlina **is watering** the plants.
- 2 Harry and Emma ... the dishes.
- 3 Alvin ... the ironing.
- 4 Mona ... the table.
- 5 Lee ... the floor.



### 4 This is Ben Busy and his brothers and sisters. Listen and match in your notebook.

**Buddy Brenda Betty**



### 5 Now take roles and talk with your friend.

- 1 **Ben:** Can you help me with my homework?  
**Buddy:** Sorry, I can't. I'm writing an email.







tennis



sea cow

# 1 Listen and read.



# 2 Read and say yes or no.

- 1 The children are in Waterland.
- 2 The ball is going over Mr Turtle.

- 3 The sea cows are playing tennis.
- 4 They're eating burgers.

## Unit 2b

- **Aims:** to talk about sports, to describe actions happening now
- **Vocabulary:** tennis, sea cow, race, water-ski, hockey, volleyball, net, badminton, baseball
- **Language focus**  
**Structures:** prepositions of movement (over, through, into, out of, up, down)  
**Language in use:** Look! They're playing tennis. The ball is going over the net. They're not going very fast. They're eating burgers.
- **Extra materials:** flashcards (10-17), *Free-time Activities* poster

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 2a.)



### FLASHCARDS (10-16)

**Pupils' books closed.** Put the flashcards on the board. Name a chore, e.g. *vacuum the carpet*. Ask a pupil to come to the board and point to the corresponding flashcard. Ask the rest of the class for verification.

Ask the pupils, in pairs to act out the exchanges from Exs 1 and 5.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)



### Listen, point and repeat.



### POSTER/FLASHCARD (17)

**Pupils' books closed.** Put the *Free-time Activities* poster on the board. Point to the items (*tennis, race, water-ski, hockey, volleyball, net, badminton, baseball*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and individually. Point to the words in random order and ask individual pupils to say the words. Put flashcard 17 (*sea cow*) on the board. Point to it and say: *sea cow*. The pupils repeat after you.

**Note:** The sea cow, also called **Steller's sea cow**, was a very large aquatic mammal and is now extinct. Today, the term **sea cow** is used to refer to other sirenians, namely, the **manatee** and the **dugong**.

**Pupils' books open.** Write a big 16 on the board and ask the pupils to open their books at page sixteen. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

## LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)



### 1 Listen and read.

Elicit from the pupils, in L1 if necessary, what happened in Unit 2a (*the children were cleaning the mirror when they were transported to another place*). Point to the title and the pictures and ask: *Where are they now?* Elicit: *In Waterland!* Go through the pictures of the dialogue and set the scene by asking questions.

e.g. **Teacher:** *What kind of animals can you see in pictures 1-6?*

**Pupils:** *We can see a dolphin, a turtle, sea cows, etc*

**Teacher:** (*pointing to picture 2*) *What are they playing?*

**Pupils:** *Tennis.*

Write on the board: *The ball is going \_ \_ \_ the net.* Explain to the pupils that they will listen to the dialogue and find the answer (*over - picture 2*).

Play the recording. The pupils listen, follow along and complete the task.



### 2 Read and say yes or no.

Read the instructions and explain the task. The pupils read the sentences and complete the task. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes      2 no      3 no      4 yes

### Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out sentences spoken by a character in the dialogue. Ask individual pupils to tell you who said each sentence.

e.g. Teacher: *They're eating burgers!*

Pupil: *Mona etc*

**Note:** If you wish, have the pupils close their books during this activity.

(Activities to present and practise prepositions of movement.)

## 3 Look, read and choose. Write in your notebook.

**Pupils' books closed.** Draw a simple sketch of a net on the board. Then draw a ball going over it. Point to the ball, show the movement and say: *The ball is going **over** the net.* The pupils repeat after you. Underline the word in bold. Draw a simple sketch of a cat going through the door. Point to the cat and say: *The cat is going **through** the door.* The pupils repeat after you. Underline the word in bold. Start going out of the room and say: *I'm going **out of** the room.* Come back and say: *I'm coming **into** the room.* Write the sentences on the board. The pupils repeat after you. Underline the words in bold. Take a pen and throw it up as you say: *The pen is going **up**.* Throw it up again and say: *Now it's coming **down**.* Write the sentences on the board. The pupils repeat after you. Underline the words in bold.

**Pupils' books open.** Ask the pupils to read the sentences in the grammar box. Read the instructions and the examples, and explain the task. Refer the pupils to the picture and ask them what they can see (e.g. *a boy is jumping over a desk, a girl is climbing up a bookcase*). Allow the pupils some time to complete the task in their notebooks. Check their answers.

- |           |        |          |
|-----------|--------|----------|
| 1 through | 3 over | 5 out of |
| 2 up      | 4 into |          |

## 4 Talk with your friend.

(An activity to practise talking about sports.)

Read the instructions and explain the task. Refer the pupils to the pictures of the different people doing different kinds of sports. Then have a pair read the example about the first boy. The pupils, in pairs, ask and answer questions about the rest of the characters.

- 2 **A:** What are they doing?  
**B:** They're playing volleyball.

- 3 **A:** What's he doing?  
**B:** He's playing hockey.

- 4 **A:** What's he doing?  
**B:** He's playing tennis.

## 5 Let's play!

Explain the game. The pupils have three minutes to write down the sports in their notebooks. Once the three minutes are up, the pupils that have managed to write all the required items in their notebooks are the winners.

(Suggested answers)

- 1 tennis, volleyball, badminton
- 2 water-skiing, swimming
- 3 baseball, tennis, football
- 4 hockey, volleyball, baseball, football
- 5 hockey, football

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

Ask the pupils to describe a picture for their partner to draw.

e.g. Pupil 1: *In this picture a boy is jumping over a chair.*

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex.1). Ask them to learn the pattern in Ex. 4.

## Activity Book (Optional)

Assign some of the activities from Unit 2b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.





race



water-ski



hockey



net

volleyball



badminton



baseball



The cat is jumping **over** the net.



over



through



into



out of



up



down

### 3 Look, read and choose. Write in your notebook.

- 1 The teacher is walking **through/into** the door.
- 2 A girl is climbing **down/up** a bookcase.
- 3 A boy is jumping **up/over** a desk.
- 4 A girl is throwing a ball **into/out of** a bin.
- 5 A dog is jumping **into/out of** the window.



### 4 Talk with your friend.



- 1 **A:** What's he doing?  
**B:** He's playing badminton.

### 5

Let's play!

You've got **3** minutes.

Write down ...

- 1 three sports you need a net for.
- 2 two sports you can do in water.
- 3 three sports you play with a ball.
- 4 four team sports.
- 5 two sports where you can score a goal.



turtle

## 1 Listen and point.

The animals down in the ocean  
Are having a wonderful time,  
The turtles are all playing tennis  
And the sea cows are standing in line!

*We are, we are  
We're having a wonderful time - today!  
We are, we are  
We're having a wonderful day!*

The animals down in the ocean  
Are having a wonderful time,  
The dolphins are playing the piano  
And the starfish are dancing in line!



## Now sing and do!

## 2 Look at the picture and answer the questions in your notebook. Use one-word answers.



- 1 How many children are there?  
**two**
- 2 What is the girl wearing on her head?  
a ...
- 3 What are they playing?  
...
- 4 What is the fish doing?  
...

## Unit 2c

- **Aims:** to talk about actions, to describe photos, to develop the pupils' listening and writing skills
- **Vocabulary:** turtle, starfish, skiing, table tennis, basketball, violin, drums
- **Language focus**  
**Structures:** consolidation  
**Language in use:** The turtles are all playing tennis and the sea cows are standing in line. We're having a wonderful time. The dolphins are playing the piano and the starfish are dancing in line.
- **Pronunciation:** /g/, /ŋ/
- **Extra materials:** flashcards (18-19), *Free-time Activities* poster, pictures of people doing various sports (*Ending the Lesson*)

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 2b.)

Play a game with the pupils. Ask one pupil at a time to come up to the front of the class and mime a sport. The rest of the class has to guess what the sport is.

e.g. Pupil 1: (mimes water-skiing)  
Pupil 2: You're playing tennis.  
Pupil 1: No, I'm not.  
Pupil 3: You're water-skiing.  
Pupil 1: Yes, I am. etc

If you have assigned any written homework, correct it before beginning the lesson.

Ask the pupils, in pairs to act out the exchanges from Exs 1 and 4.

## PRESENTATION & PRACTICE

(Activities to present the vocabulary of the unit.)

### ★ Listen, point and repeat.



#### POSTER/FLASHCARDS (18-19)

**Pupils' books closed.** Put the *Free-time Activities* poster on the board. Present the items *skiing*, *table tennis*, *basketball*, *violin* and *drums*, one at a time. Point to the

words in random order and ask individual pupils to say the words.

Put the flashcards on the board. Point to the sea animals (*turtle*, *starfish*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually.

**Pupils' books open.** Write a big 18 on the board and ask the pupils to open their books at page eighteen. Read the title of the unit and have pupils repeat after you. Elicit/Explain the meaning of *A wonderful time*. Play the recording. The pupils listen and repeat chorally and/or individually. Check their pronunciation and intonation.

### ★ 1 Listen and point.

Refer pupils to the pictures in Ex.1. Ask pupils to tell you if they have ever done any of these activities.

Read the instructions and explain the task. Refer pupils to the song and allow them time to read it once. Play the recording. The pupils listen to the song and point to the corresponding pictures.

### ★ Now sing and do!

Demonstrate the miming actions that are mentioned in the song (e.g. *playing tennis*, *standing in line*, *playing the piano*, *dancing in line*) and encourage the pupils to copy you. Explain to them that you will play the song one more time and that they will have to mime the actions that they hear.

Play the recording. The pupils listen and mime the actions.

### ★ 2 Look at the picture and answer the questions in your notebook. Use one-word answers.

Refer the pupils to the picture. Ask them what they can see in the picture. (e.g. *a boy and a girl playing football*). Read the example. Explain the task to the pupils. Allow them enough time to complete the task in their notebooks. Check their answers.

2 hat      3 football      4 jumping



## READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

### 3 Read and write A, B or C in your notebook. Then listen and read.

Read the instructions and explain the task. Then, read the example. The pupils look at the pictures and read the texts that accompany each picture. Then, they read sentences 2-4 and write A, B or C in their notebooks according to what they have read in the texts. Play the recording. The pupils listen and check their answers. Individual pupils read out from the texts.

2 C      3 B      4 A

### 4 Portfolio: Draw and write in your notebook.

Ask pupils to look at the drawing and read the text. Ask them what they can see in the picture.

*e.g. A young boy playing basketball.*

Ask pupils to write a short description and do a drawing about themselves. They can use the texts in Ex. 3 as models.

Allow the pupils time to write the text and do the drawing. Alternatively, you can ask the pupils to write the text and make their drawing as part of their homework.

#### (Suggested answer)

This is me in Spain. I'm swimming in the ocean. I'm having fun.

**Note:** Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

### 5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for pupils to listen and repeat.

Draw the pupils' attention to the /g/ and /ŋ/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

## Extension

Draw the following table on the board. Say the words. Pupils come, write them in the correct column and repeat the words. Ask the rest of the class for verification.

girl, painting, Gary, swimming, sing, Gordon, listening, big, skiing, guitar

Gus	dancing

## ENDING THE LESSON

(An activity to consolidate the vocabulary of the unit.)

### Before going into class

Prepare cards with pictures of the activities that are presented in the unit.

Show the pictures to the class, one at a time, and pupils have to say what the people in the pictures are doing.

*e.g. Teacher: (holding up a card of two people playing tennis) What are they doing?*

*Pupil 1: They are playing tennis. etc*

Put the pictures on the board, one next to the other. Ask the pupils to close their eyes. Remove a picture and then ask the pupils to open their eyes. Ask a pupil to tell you which picture is missing. Repeat the procedure as many times as you think is necessary.

**Note:** For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.

### Activity Book (Optional)

Assign some of the activities from Unit 2c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



starfish



skiing



table tennis



basketball



violin



drums



3



Read and write **A**, **B** or **C** in your notebook. Then listen and read.

A



I'm in Italy in this picture. Look! I'm eating a big ice cream. Yummy!  
Laura

B



This is me in Germany. It's very cold, but I'm having fun. Look! I'm skiing!  
Alice

C

This is a photo of me at our school concert. I'm playing the violin.  
Tom



- 1 I'm in Germany.
- 2 I'm playing music.

**B**

- 3 It's very cold.
- 4 I'm eating an ice cream.

4



Draw and write in your notebook.

5



Listen and say. Then read.

This is me at summer camp. I'm playing basketball. I'm having a wonderful time!



Gus and Gordon are singing and dancing!





# Troll Tales!



Episode 1: Listen and read.

Nice flowers! Are they for me?

1

2

No! They are for Mog!

Who's Mog?

My friend!

3

She's from Troll Town. She's beautiful!

Grr! Mog is **my** friend!

4

No, she isn't. She's **my** friend!

5

No, she isn't!

Hello, boys! This is my friend, Hugo! We're going to a party! Bye!

6

Huh?

Yes, she is!

Now take roles and read.

## Episode 1

- **Aims:** to read for pleasure
- **Vocabulary:** consolidation
- **Extra materials:** photocopies of the episode  
(*Ending the Lesson*)

## BEGINNING THE LESSON

Ask the pupils to name the characters from the *Troll Tales!* episodes they remember from the previous course.

## PRESENTATION & PRACTICE

### Episode 1: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 20 on the board and ask the pupils to open their books at page twenty. Ask the pupils to look at the pictures and guess what the episode is going to be about (e.g. *Pog and Trog are collecting flowers for Mog.*).

Play the recording. The pupils listen and follow along. Play the recording again, with pauses, for the pupils to listen and repeat chorally.



### Now take roles and read.

The pupils take roles and read the episode.

## ENDING THE LESSON

Photocopy the episode and tippex out some key words (e.g. *flowers, friend, beautiful, party*). Hand out the photocopies. Then play the recording. The pupils listen to the episode and fill in the missing words.



# Go Green! 1: Animals in the ocean!

- **Aims:** to raise the pupils' environmental awareness, to talk about animals in the ocean and sea pollution
- **Vocabulary:** shark, octopus, sea horse, starfish, coral, sea cow
- **Extra materials:** pictures of a shark, an octopus, a sea horse, a starfish, a piece of coral and a sea cow (*Beginning the Lesson*)

## BEGINNING THE LESSON

### Before going into class

Pictures of the animals or simple sketches of them.

Show the pupils the pictures of the animals you have brought with you. Ask them whether they have seen any of these animals before. Point to and name them. The pupils repeat after you. Ask them to tell you what they know about them (*e.g. what colour they are, what they look like, etc.*).

## PRESENTATION & PRACTICE

### ★ 1 What am I? Read and say.

Write a big 21 on the board and ask the pupils to open their books at page twenty-one. Read the instructions and explain the task. Individual pupils read the texts (1-3) and the class as a whole tries to guess which animal is being described.

- 1 starfish      2 sea horse      3 sea cow

### Extension

Read the following riddles. Ask the pupils to tell you which animal they are about.

- 1 I'm usually brown. I've got eight long arms. What am I? (octopus)
- 2 I'm usually white and blue. I've got very big teeth. I eat meat. What am I? (shark)
- 3 I'm very beautiful. I can be different colours: red, orange, white, green and more! I can't swim. I eat small animals. What am I? (coral)

### ★ 2 Take it out of the ocean! Look and choose.

Refer pupils to the picture. Ask them what they can see on the seabed. Explain, in L1 if necessary, that some people throw their rubbish in the sea. This pollutes the sea. Have individual pupils say what does not belong in the ocean. Use L1 if necessary.

**Answer:** TV, boot, vacuum cleaner, iron, bicycle, bucket

## ENDING THE LESSON

Ask the pupils to draw another 'seabed', similar to the one presented on page 21. Ask them to include only animals and plants that belong in the ocean.

# Go Green! 1



## Animals in the ocean!

### 1 What am I? Read and say.

1 I'm usually **red**, but I can be lots of colours! I've got five arms. I can't move very fast.

I'm quite small and I've got a long tail and a long nose. I'm very beautiful!

2

3 I've got a fat body, two arms and a tail. I can't swim very fast. I don't eat meat, only vegetables!



shark



octopus



sea horse



coral



starfish



sea cow

### 2 Take it out of the ocean! Look and choose.





# OUR WORLD



**1** Look, read and match in your notebook.

**1** Hello. My name's Asterix. I'm from France. I've got a big yellow moustache and a funny hat! I'm very strong!

**2** Hi! My name's Atomic Betty. I'm from Canada. I've got red hair and green eyes. I've got a spaceship and I can travel to other planets!

**3** Hi, kids. My name's Superman. I'm from the USA. I've got a blue and red costume. I can fly and I can see through walls.

**2** Read and choose. Write in your notebook.

**1** Asterix is from **France/the USA**.

**2** Atomic Betty has got a **planet/spaceship**.

**3** Asterix has got a yellow **hat/moustache**.

**4** Superman has got a blue and red **costume/dress**.

**3**



**Portfolio:** In groups, draw and write about your favourite cartoon superheroes in your notebook. Present it to the class. You can find information on the Internet.



- **Aims:** to talk about superheroes
- **Vocabulary:** moustache, spaceship, planets, costume
- **Extra materials:** picture of superheroes from magazines (*Beginning the Lesson*)

## BEGINNING THE LESSON

### Before going into class

Find pictures of superheroes (e.g. Spider-Man, Batman, etc) from magazines, etc.

Tell the pupils that they will talk about different superheroes. Brainstorm and see how many superheroes they can come up with (e.g. *Superman, Spider-Man, Wonder Woman, Batman, etc*). Elicit/Explain what a superhero is. Show the pupils the pictures you have brought and ask them to tell you what they know about them (e.g. *what they look like, what they can do, etc*).

## PRESENTATION & PRACTICE

### 1 Look, read and match in your notebook.

Write a big 22 on the board and ask the pupils to open their books at page twenty-two. Ask pupils to look at the pictures and say which superheroes they are familiar with. Explain the task and allow the pupils time to read the texts and complete the task in their notebooks. Check their answers.

1 c      2 a      3 b

Read the texts again and elicit/explain the meaning of any unknown words.

### 2 Read and choose. Write in your notebook.

Pupils read the sentences and write the correct word, based on the information in Ex. 1, in their notebooks. Check their answers. Then individual pupils read out from the texts.

1 France      3 moustache  
2 spaceship      4 costume

### 3 Portfolio: In groups, draw and write about your favourite cartoon superheros in your notebook. Present it to the class. You can find information on the Internet.

In groups, the pupils choose a superhero. They do a drawing and write a text describing him/her. They can use the texts in Ex. 1 as models. Once the pupils' work is checked, it should be presented to the class.

Allow the pupils time to write their short text. Alternatively, assign it for homework and have the pupils present it to the class in the next lesson.

#### (Suggested answer)

This is Batman. He's from the USA. He's got a black costume. He's got a black car. It's very fast!

**Note:** Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

Tell the pupils to describe a cartoon character without revealing his/her name. Ask the rest of the class to guess the character.

e.g. *I'm from the USA. I'm yellow and I have a big head. I can fly and I can sing. Who am I? (Tweetie)*

It is advised you do 'Our School' during this lesson or the next.



# Checkpoint: Units 1 - 2

- **Aims:** to consolidate Module 1, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: What is your best friend's name?*

*Pupil 1: Peter.*

*Teacher: Where's he from?*

*Pupil 1: Poland. etc*

*Teacher: Has your best friend got long hair?*

*Pupil 2: Yes, she has. etc*

**Note:** It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

## 1 Look, read and choose. Write in your notebook.

The pupils read the text in Ex. 1 and write the correct word, based on what they can see in the picture, in their notebooks.

- |           |        |        |
|-----------|--------|--------|
| 1 lift    | 3 fair | 5 over |
| 2 through | 4 long |        |

## 2 Look and complete in your notebook. Then choose.

The pupils complete the questions in their notebooks and choose the correct answer in items 1-4.

- 1 Are they playing/Yes, they are.
- 2 Is he making/Yes, he is.
- 3 Is she washing/No, she isn't.
- 4 Is she doing/Yes, she is.

## 3 Read and match in your notebook.

Explain the task. Pupils read and match in their notebooks to form exchanges.

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 d | 2 a | 3 b | 4 c | 5 e |
|-----|-----|-----|-----|-----|

### Now I can ...

Once all the exercises have been corrected ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories, songs they liked the best. Then refer pupils to the *Now I can* box and read through it with them.

**Note:** The pupils can now do *Modular Revision and Assessment 1* in their *Activity Books*.

**Note:** If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

# Checkpoint

Units 1 - 2


## 1 Look, read and choose. Write in your notebook.


This is my super family.  
We are from the UK.  
My grandma can **1) fly/lift** a lorry!  
My grandpa can see  
**2) through/up** walls!  
My mum's got **3) fair/dark** hair.  
My dad's got **4) long/short** hair.  
My mum and dad can fly  
**5) into/over** houses.





## 3 Read and match in your notebook.

## 2 Look and complete in your notebook. Then choose.

1  ... baseball?  
Yes, they are./  
No, they aren't.

2  ... the bed?  
Yes, he is./No, he isn't.

3  ... the dishes?  
Yes, she is./No, she isn't.

4  ... the ironing?  
Yes, she is./No, she isn't.

- 1 Where is she from?
- 2 What's he like?
- 3 What's he doing?
- 4 Can you help me, please?
- 5 What does Ann look like?

- a He's very funny!
- b Dancing, I think.
- c Sorry, I'm mopping the floor.
- d Spain.
- e She's tall and slim.

## Now I can

- talk about countries
- describe people and talk about their personalities
- talk about what people can do
- talk about actions happening now
- ask for help

in English

# In town



town



bank



butcher's

## 1 Listen and read.



## 2 Read and choose the places. Write in your notebook.

1 bank

2 supermarket

3 clothes shop

4 hospital

5 hotel

6 baker's



## Unit 3a

- **Aims:** to talk about buildings, to talk about location, to give directions
- **Vocabulary:** town, bank, butcher's, supermarket, baker's, hotel, greengrocer's, police station, post office
- **Language focus**  
**Structures:** prepositions of place  
**Language in use:** Where's Mum, Gran? In town. She's at the bank. Excuse me. Where's the clothes shop, please? It's opposite the hospital, next to the baker's. I'm waiting in Hill Street!
- **Extra materials:** completed *Progress Report Cards*, *In town* poster

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 2.)

Play the song *A wonderful time* from Unit 2c, encouraging the pupils to sing along.

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Junior Language Portfolios*.

## PRESENTATION & PRACTICE

### ★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



#### POSTER

**Pupils' books closed.** Put the *In town* poster on the board. Point to the places/buildings (*town, bank, butcher's, supermarket, etc*), one at a time, and say the word(s). The pupils listen and repeat, chorally and/or individually. Point to the places/buildings in random order and ask individual pupils to say the words.

#### Extension

Ask a pupil to mime an action associated with one of the buildings. Ask the rest of the class to guess which building it is. Repeat with as many pupils as you think is necessary. Demonstrate this yourself first.

e.g. Pupil 1: (*mimes posting a letter*)

Pupil 2: *Post office!* etc

**Pupils' books open.** Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *In town*. Play the recording. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

## LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

### ★ 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *Who's with Mona and Emma in picture 1?*

Pupils: *Mona's grandma. etc*

Write on the board:

*There's a new ... here!*

**a** hotel    **b** clothes shop

Ask the pupils to listen to the dialogue and complete the sentence. Play the recording. The pupils listen, follow along and complete the task.

**b** clothes shop

### ★ 2 Read and choose the places. Write in your notebook.

Explain the task. The pupils look at the pictures and see which of the places (1-6) are mentioned. Allow the pupils time to read and complete the task in their notebooks. Check their answers.

**Places:** bank, clothes shop, hospital, baker's

#### Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

(Activities to present and practise prepositions of place.)

### ★ 3 Look and write in your notebook.

**Pupils' books closed.** Put your pencil **next to** a book, show it to the class and ask: *Where is the pencil?* Answer: *It's **next to** the book.* Write the exchange on the board and underline the words in bold. The pupils repeat after you. Follow the same procedure and present the prepositions **opposite** and **between**, as well as **on the left** and **on the right**.



Drill your pupils:

e.g. Teacher: (putting a pencil case between two books) *Where is the pencil case?*

Pupil: *The pencil case is between the books. etc*

**Pupils' books open.** Ask the pupils to read the sentences and the prepositions in the grammar box, making sure that the pupils have understood how the prepositions of place are used. Read the instructions and explain the task. Refer the pupils to the town map and elicit the buildings. Read the example and allow the pupils time to complete the task in their notebooks. Check their answers.

- |                  |                   |
|------------------|-------------------|
| <b>2</b> next to | <b>4</b> opposite |
| <b>3</b> between | <b>5</b> opposite |

## ★ Now ask and answer.

Read the instructions and explain the task. Ask the pupils, in pairs, to ask and answer questions about the places mentioned in sentences 2-5.

e.g. Pupil 1: *Excuse me, where's the hotel?*

Pupil 2: *It's next to the park. etc*

Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

## ★ 4 Where is Kitty the cat? Listen, look at the map again and write A, B or C in your notebook.

Read the instructions and explain the task. Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

- |                        |                          |
|------------------------|--------------------------|
| <b>1</b> C (park)      | <b>3</b> B (supermarket) |
| <b>2</b> A (butcher's) |                          |

### TAPESCRIPT

*Where's Kitty the cat?*

- 1** *Walk along East Street. Turn left into Park Road. What's on the right next to the hotel? Kitty the cat is there. She is in the ...*
- 2** *Walk along East Street. Turn left into North Street. What's on the left between the bank and the greengrocer's? Kitty the cat is there. She is at the ...*
- 3** *Walk along East Street. Turn left into North Street. Turn left into Peel Street. What's opposite the bank? Kitty the cat is there. She is at the ...*

## ★ 5 Read and answer.

Read the instructions and explain the task. Elicit the items in the pictures. The pupils read and answer the questions orally in class. If you wish, the pupils can write the answers to the questions in their notebooks. Check their answers.

**Answers:** At the baker's. At the greengrocer's.  
At the pet shop.

## ★ 6 Let's play!

Refer the pupils to the picture, read the example, and explain the game. Brainstorm for buildings and what they can buy/do there. Ask the pupils to form pairs. Each pair decides on where they are (*at the baker's, at the supermarket, etc*) and their roles (*who is the shop assistant and who is the customer*). Allow time for the pupils to practise their dialogues. Then the pairs take turns to act out their dialogues in front of the class. The rest of the class tries to guess where the dialogue takes place.

### (Suggested answers)

Pupil 2: Can I have a cake, please?

Pupil 1: (mimes handing over a cake) Here you are.

Pupil 2: Thank you.

Pupil 3: You're at the baker's! etc

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to draw a simple sketch of a town, give it a name and draw the buildings from the unit wherever they like in their town: *a bank, a butcher's, etc*. Then the pupils, in pairs, talk about their drawings.

e.g. Pupil 1: *Where's the bank in your town?*

Pupil 2: *It's opposite the post office. Where's the hotel in your town?*

Pupil 1: *It's next to the supermarket. etc*

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the patterns in Exs 3 and 6.

### Activity Book (Optional)

Assign some of the activities from Unit 3a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



supermarket



baker's



hotel



greengrocer's



police station



post office



Where's the clothes shop?

It's **opposite** the hospital.



opposite



next to



between

**on the left**



**on the right**

### 3 Look and write in your notebook.

- 1 The bank is **opposite** the post office.
- 2 The hotel is ... the park.
- 3 The butcher's is ... the bank and the greengrocer's.
- 4 The police station is ... the park.
- 5 The supermarket is ... the bank.

### Now ask and answer.

- 1 **A:** Excuse me, where's the bank?  
**B:** It's opposite the post office.

### 4 Where is Kitty the cat? Listen, look at the map again and write **A**, **B** or **C** in your notebook.



6

Let's play!

Can I have a ball, please?

Here you are.

Thank you.

You're at the toyshop!

### 5 Read and answer.

Where can you ...

buy a  ? **At the toyshop.**

buy  ?

buy  ?

buy a  ?





jumper



jeans

## 1 Listen and read.

1 Excuse me, where are the jumpers, please?

2 Over there, next to the jeans.

3 How much is this jumper, please?

4 Look at my new scarf!

5 It's £15.50.

6 Thank you.

It's lovely!

Let's go home now.

Oh, no! Look at your new scarf!

## 2 Read and match in your notebook.

- |                            |                      |
|----------------------------|----------------------|
| 1 Where are the jumpers?   | a It's lovely!       |
| 2 How much is this jumper? | b Next to the jeans. |
| 3 Look at my new scarf!    | c £15.50.            |

## Unit 3b

- **Aims:** to talk about clothes and prices
- **Vocabulary:** jumper, jeans, scarf, cap, coat, gloves, pyjamas, slippers, pound, pence
- **Language focus**  
**Structures:** plurals  
**Language in use:** Excuse me, where are the jumpers, please? Over there, next to the jeans. Thank you. How much is this jumper, please? It's £15.50.
- **Extra materials:** *In town* poster, flashcards (20-27), coin

## BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive.

*(An activity to present and activate the vocabulary of the unit.)*



### POSTER

Put the *In town* poster on the board. Name a building. Ask a pupil to come to the board, read and point to the corresponding picture on the poster. Ask the rest of the class for verification.

Ask the pupils, in pairs, to act out the exchange from Exs 3 and 6.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE



### Listen, point and repeat.

*(An activity to present and activate the vocabulary of the unit.)*



### FLASHCARDS (20-27)

**Pupils' books closed.** Put the flashcards on the board, one at a time. Point to each flashcard, write the word underneath and say the corresponding word. The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

Remove the flashcards from the board and shuffle them. Ask a pupil to come to the front of the classroom. Give

him/her a flashcard. Ask him/her to put it above the corresponding word and name it. Ask the rest of the class for verification. Repeat with other pupils for the rest of the flashcards.

**Pupils' books open.** Write a big 26 on the board and ask the pupils to open their books at page twenty-six. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

## LISTENING & READING

*(Activities to develop the pupils' listening and reading skills.)*



### 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

*e.g. Teacher: (pointing to picture 1) Where are Emma and Mona?*

*Pupils: At the clothes shop. etc*

Write on the board: *pyjamas, jumper, coat, jeans, cap, scarf*. The pupils listen to the dialogue and say which of the clothes they hear. Play the recording. The pupils listen and follow along.

**Answer:** jumper, jeans, scarf



### 2 Read and match in your notebook.

Read the instructions and explain the task. Allow the pupils time to read the dialogue and complete the task in their notebooks. Check their answers and write them on the board.

1 b                      2 c                      3 a

### Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out sentences from the dialogue. Ask individual pupils to tell the class who said each sentence.

*e.g. Teacher: How much is this jumper, please?*  
*Class: Mona! etc*



# A new scarf

(Activities to present and practise talking about prices and plurals.)

## 3 Complete in your notebook.



### FLASHCARDS (20-27)

**Pupils' books closed.** Put the flashcards on the board and write price tags next to clothes (e.g. scarf: £3.20, gloves: £6.80, pyjamas: £20.02, etc). Explain that the pound is the currency of the UK and that one pound is a hundred pence (explain the difference of one **penny** – two **pence**). Point to the scarf, say then write: *How much **is this** scarf?* Underline the words in bold. The pupils repeat. Say, then write: ***It's** three pounds, twenty pence.* Underline the words in bold. The pupils repeat. Now point to the rest of the flashcards and elicit the prices.

Point to the cap flashcard, say and write: *one cap – two **caps**.* Underline the **-s**. The pupils repeat. Elicit the formation of the plural number (i.e. by adding **-s** to the noun). Now write: *one dress – two **dresses**, one scarf – two **scarves**.* Explain the formation of the plurals and the spelling difficulties. Focus the pupils' attention on the pronunciation of **-s**, **-es** and **-ves**.

Drill your pupils:

e.g. Teacher: coat

Pupil 1: coats

Teacher: dress

Pupil 2: dresses etc

**Suggested cues:** coat, dress, scarf, cap, etc.

**Pupils' books open.** Ask the pupils to read the sentences and the words in the grammar box. Read the instructions and explain the task. Refer the pupils to the pictures and the questions and read the example. Allow the pupils time to complete the task. Check their answers.

- 2 How much are these slippers?
- 3 How much are these pyjamas?
- 4 How much are these scarves?
- 5 How much is this dress?
- 6 How much is this jumper?

## 4 Now talk with your friend.

Revise numbers 1-100. Write some numbers on the board. Ask pupils to identify them.

e.g. Teacher: (writes 55 on the board) What number is this?

Pupil: fifty-five etc

Read the instructions and explain the task. The pupils, in pairs, ask and answer as in the example. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

**A:** How much are these slippers?

**B:** They're nineteen pounds.

**A:** How much are these pyjamas?

**B:** They're fifteen pounds, eighty-seven. etc

## 5 Read and say yes or no.

Read the instructions and explain the task. Refer the pupils to the prices of the items in Ex. 3. Allow time for the pupils to read the sentences. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes      2 no      3 no      4 yes

## ★ My Magic Files!

### Before going into class

Bring a coin to class.

Show pupils the coin you have brought and demonstrate the procedure. Explain that you will give it to someone who will put it in his/her right or left hand without you looking. Then he/she will hold up his/her hand for 30 seconds. Then he/she will hold out both hands (covering the coin) and you will be able to tell him/her which hand the coin is in.

Ask for a volunteer and demonstrate the magic trick. (The coin is in the hand which looks the palest!)

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask pupils to work in pairs. Write items of clothing on the board (e.g. jumper, jeans, scarf, cap, hat, etc). In pairs, they classify the items (e.g. things we wear on our heads, winter/summer clothes, etc.). Then, the pairs compare their lists.

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 4.

### Activity Book (Optional)

Assign some of the activities from Unit 3b of the Activity Book as written H/W. If this is the case, make sure you do them first orally in class.



scarf



cap



coat



gloves



pyjamas



slippers



How much **is this cap**?

**It's** £5.60.



£5.60

How much **are these gloves**?

**They're** £11.80.



£11.80

cap – caps

**BUT**

dress – dresses

scarf – scarves

1p = one penny  
£1 = one pound

2p = two pence  
£2 = two pounds



£44.10



£45.50



£19.20

### 3 Complete in your notebook.

1 How much **is this coat**?



£93.09

2 How much ...?



£19.00

3 How much ...?



£15.87

4 How much ...?

5 How much ...?

6 How much ...?

### 4 Now talk with your friend.

**A:** How much is this coat, please?

**B:** It's ninety-three pounds, nine.

### 5 Read and say **yes** or **no**.

- 1 Jake's got £20. He can buy the jumper.
- 2 Troy's got £35. He can buy the scarves.
- 3 Ann's got £10. She can buy the slippers.
- 4 Pam's got £16. She can buy the pyjamas.



# The Green Cross Code

## 1 Listen and read.

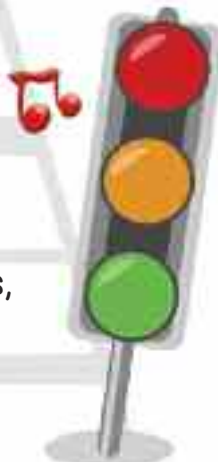
Use the Green Cross Code  
When you cross the road:  
Stop, look and listen!

Find a safe place to cross,  
Then stand and wait!

Use your ears, use your eyes,  
Look left, look right!

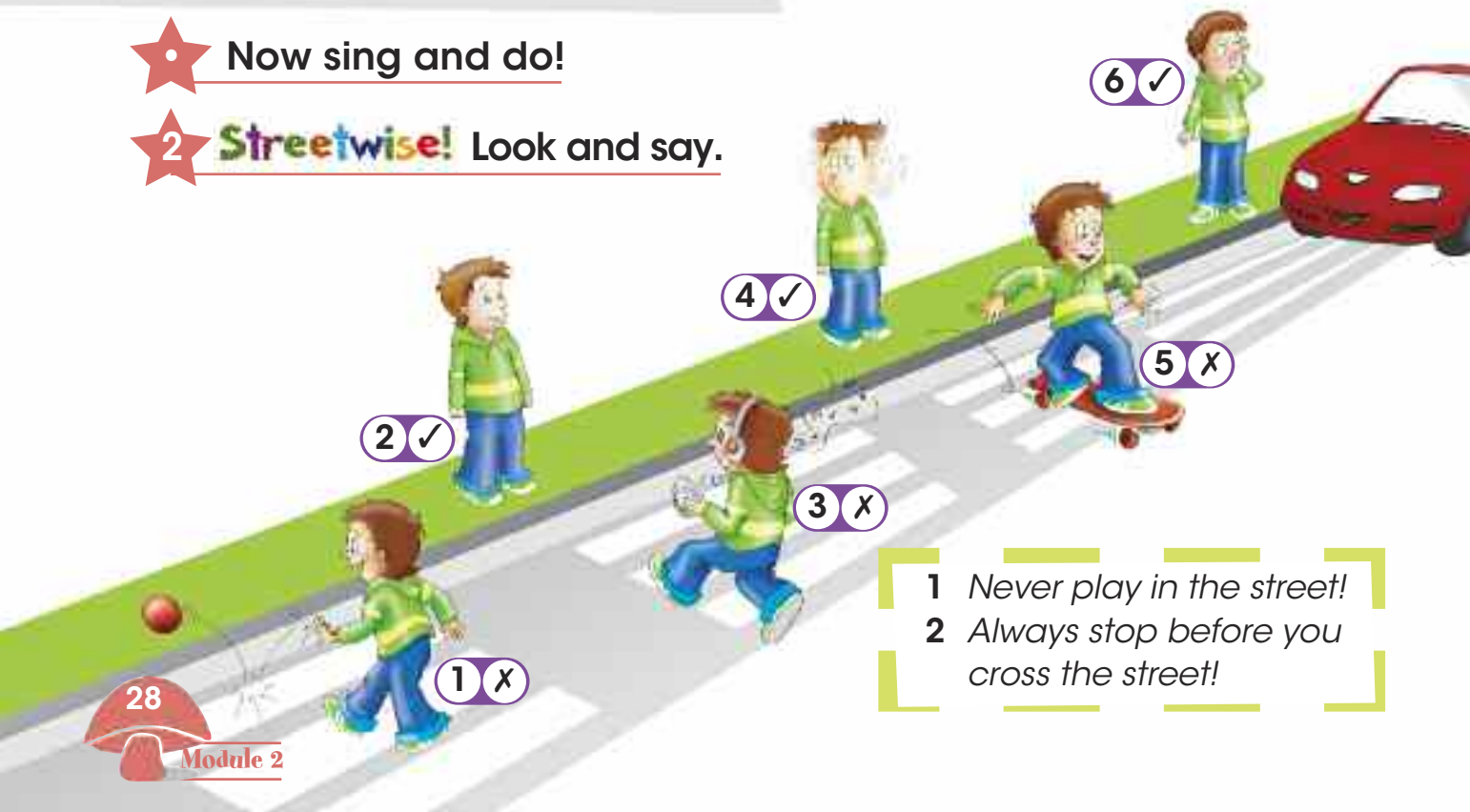
Do not cross the road  
Until it is safe!

Walk across, never run,  
And look both ways!



## Now sing and do!

## 2 Streetwise! Look and say.



- 1 Never play in the street!
- 2 Always stop before you cross the street!



## Unit 3c

- **Aims:** to talk about the Green Cross Code and location, to develop the pupils' listening and writing skills
- **Vocabulary:** walk across, bus stop, restaurant, cinema
- **Language focus**  
**Structures:** imperatives  
**Language in use:** Use the Green Cross Code. Stop, look and listen! Then stand and wait! Look left, look right! Do not cross the road until it's safe! Walk across, never run and look both ways!
- **Pronunciation:** /ou/, /v/
- **Extra materials:** flashcards (20-27), *In town* poster

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 3b.)



### FLASHCARDS (20-27)

Hand out the flashcards to different pupils, then say the words. Ask the pupil who has the corresponding flashcard to stand up and show the flashcard to the rest of the class. Encourage the pupils to say/repeat the words after you. Then ask them to pass the flashcards on to different pupils and repeat the procedure.

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 4.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)



### Listen, point and repeat.



### POSTER

**Pupils' books closed.** Put the *In town* poster on the board. Point to the items (*walk across, bus stop, restaurant, cinema*), one at a time, and say the corresponding word(s). The pupils listen and repeat,

chorally and/or individually. Point to the words in random order. The pupils say the words individually. Ask the rest of the class for verification.

**Pupils' books open.** Write a big 28 on the board and ask the pupils to open their books at page twenty-eight. Read the title of the unit and have pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.



### 1 Listen and read.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think *The Green Cross Code* is (*a guide that shows you how to cross the road safely*). Elicit what we should do when we cross a road. Play the song on the recording. The pupils listen and read.



### Now sing and do!

Play the recording. The pupils listen and follow along. Play the recording again. The pupils listen and sing along. Demonstrate the following miming actions and encourage the pupils to imitate you.

#### Use the Green Cross Code

**When you cross the road:** (*mime crossing the road*)  
**Stop, look and listen!** (*stop walking, look around and cup your hand around your ear*)

**Find a safe place to cross,**  
**Then stand and wait!** (*stand still, hand out in a 'stop' gesture*)

**Use your ears, use your eyes,** (*point to your ears and your eyes*)

**Look left, look right!** (*turn your head left and right*)

**Do not cross the road** (*raise your index finger to show prohibition*)

**Until it is safe!**

**Walk across, never run,** (*mime walking*)

**And look both ways!** (*turn your head left and right*)



### 2 Streetwise! Look and say.

**Pupils' books closed.** Present the use of the imperative. Say, then write: *Wait!* The pupils repeat after you. Then say and write: *Don't run!* The pupils repeat after you. Explain that we form the negative imperative using **don't**.

**Pupils' books open.** Refer the pupils to the picture,



# The Green Cross Code

and point to the boy doing different things (1-6) in the street. Read out the sentences and explain/ elicit the words *never* and *always*. Ask individual pupils to give the appropriate instruction for each action, as in the examples. Ask the rest of the class for verification.

- 1 Never play in the street!
- 2 Always stop before you cross the street!
- 3 Never listen to music in the street!
- 4 Always look both ways before you cross the street!
- 5 Never ride your skateboard in the street!
- 6 Always listen before you cross the street!

## READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

### 3 Read and complete in your notebook. Then listen and read.

Read the instructions and explain the task. Refer the pupils to the map and ask them to identify the buildings. Then ask some questions (e.g. *Where's the cinema? Next to the school. Where's the sweet shop? Between the baker's and the restaurant.*). Allow the pupils time to read the text and complete the task in their notebooks. Then play the recording for the pupils to check their answers. Ask individual pupils to read out from the text.

**Answers:** supermarket, baker's, cinema

### 4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them what they can see in the picture (*houses/buildings, trees, a street, a street sign*).

Ask the pupils to write a text about their neighbourhood. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw their picture. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

#### (Suggested answer)

This is my neighbourhood. My house is in High Street, next to the post office.

**Note:** Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

### 5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /ɒ/ and /ou/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

#### Extension

Draw the following table on the board. Say the words. Pupils come, write them in the correct column and repeat the words. Ask the rest of the class for verification.

road, cross, stop, coat, boat, goat, colour, opposite, body

frog	toad

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

*Simon Says:* Explain the game. The pupils follow your commands only if they are preceded by the phrase *Simon says*.

e.g. *Teacher: Simon says, Listen!*

*Pupils (pupils mime listening)*

*Teacher: Run!*

*Pupils: (pupils remain still) etc*

**Note:** For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.

#### Activity Book (Optional)

Assign some of the activities from Unit 3c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



walk across



bus stop



restaurant



cinema



3



Read and complete in your notebook. Then listen and read.



This is my neighbourhood. My house is in Hill Street, next to the \_ u \_ \_ r \_ \_ \_ ket. There's a big park opposite my house. My favourite shop is a sweet shop in Troy Street. It's between the \_ a \_ \_ r's and the restaurant. My school is in Green Street. Can you see it? It's next to the \_ \_ ne \_ \_ .

4



Draw and write in your notebook.



This is my neighbourhood. My house is in King Street, opposite the baker's.

5



Listen and say. Then read.



Only frogs and toads can cross the road!





spaceship

planet

moon

1



Listen and read.

1 Look at the mirror!

2 Wow! We're in a spaceship!

Hi, I'm Andy. I'm an astronaut!

3 The moon looks so beautiful!

I fly into space. I go to a different planet every week!

4 Do you cook in here?

Yes! I do everything in here. I even do my shopping!

5 Do you know any aliens?

Of course I do! Look! That's XL!

6 Who's XL?

Wait and see! Planet Rox, here we come!

2

Read and say **yes** or **no**.

1 Andy is an astronaut.

2 He cooks in his spaceship.

3 XL is an astronaut, too.

4 He is from the Magic Forest.

## Unit 4a

- **Aims:** to talk about space and jobs, to say what pupils want to be when they grow up
- **Vocabulary:** spaceship, planet, moon, astronaut, alien, chef, cook, pilot, greengrocer, baker, mechanic
- **Language focus**  
**Structures:** present simple (all forms)  
**Language in use:** I fly into space. Do you cook in here? Do you know any aliens? Of course I do! When Mona grows up, she wants to be ...
- **Extra materials:** flashcards (28-36)

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 3c.)

Play the song *The Green Cross Code* from Unit 3c, encouraging the pupils to sing along and do the actions.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

### ★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



#### FLASHCARDS (28-36)

**Pupils' books closed.** Put the flashcards on the board, one at a time. Point to each flashcard, write the word underneath, and say the corresponding word. The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

**Pupils' books open.** Write a big 30 on the board and ask the pupils to open their books at page thirty. Read the title of the unit and have the pupils repeat after you. Explain/Elicit the meaning of the phrase *A space trip*. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

## LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

### ★ 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *What do the characters see in the mirror in picture 1?*

Pupils: *The moon. etc*

Write on the board: *Andy goes to a different planet every week.* The pupils listen to the dialogue and say whether the sentence is *True* or *False*. Play the recording. The pupils listen, follow along and complete the task.

**Answer:** True

### ★ 2 Read and say yes or no.

Explain the task. Allow the pupils some time to read the dialogue. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes

2 yes

3 no

4 no

#### Extension

Play the recording again with pauses for the pupils to listen and repeat chorally. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

(Activities to present and practise the present simple in all forms.)

### ★ 3 Look and write in your notebook.



#### FLASHCARD (34)

**Pupils' books closed.** Refer the pupils to the *greengrocer* flashcard on the board. Say and then write: *I'm a greengrocer. I **sell** vegetables.* The pupils repeat, chorally and/or individually. Underline the word in bold. Revise the form and the use of the present simple. Explain that it is used to describe habitual actions (*something that happens regularly, such as working at a place*). Write the second and the third person singular on the board. Underline the **-s** in the third person. Explain that the third person singular is usually formed by adding **-s** to the verb. Point out that there are exceptions to the rule. Write these verbs on the board: **know, make, do, fly**, and show the pupils how the third person singular is formed (**knows, makes, does, flies**). Focus the pupils' attention on the



# A space trip

pronunciation of the suffixes. Present the interrogative, negative and the short answers in the same way as the affirmative. Point out that we need **do** to form the first and second person singular and **does** to form the third person singular.

**Pupils' books open.** Ask the pupils to read the sentences and the verbs in the grammar box. Read the instructions. Allow the pupils some time to complete the task in their notebooks. Check their answers.

- |                      |                   |
|----------------------|-------------------|
| 2 greengrocer, sells | 4 mechanic, fixes |
| 3 baker, makes       |                   |

## ★ 4 Correct your teacher.

Explain the task to the pupils and read out the example. Give false statements. The pupils have to correct you and give the right answer, as shown in the example.

**Suggested prompts:** A mechanic flies into space. A greengrocer cooks in a restaurant, etc

## ★ 5 Look and say.

Read the instructions and explain the task. Go through the table and elicit any unknown words. The pupils look at the table and make sentences orally in class.

**(Suggested answers)**

When Mona grows up, she wants to be a famous singer. She doesn't want to have a big car. She wants to go into space. She doesn't want to be a footballer. She wants to buy a big boat and she wants to go to Africa. etc

## ★ What about you?

Explain the task. Individual pupils use their own ideas or the ideas in Ex. 5, to talk about what they want/don't want to do when they grow up.

**(Suggested answer)**

When I grow up, I want to be a doctor. I want to have a big house. I don't want to buy a boat. etc

## ★ 6 Draw in your notebook. Then talk with your friend.

Explain the task and read out the dialogue. Ask the pupils to draw a picture of something they like (e.g. a sport, food, etc). Then, in pairs, the pupils look at their partner's picture and act out dialogues similar to the example. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

**(Suggested answer)**

- A:** Do you like computer games?  
**B:** Of course I do! I play computer games every day.

## ★ My Magic Files!

This trick needs two people – the 'magician' (the teacher) and an assistant (a pupil). Put the jobs flashcards on the board. The 'magician' leaves the room and everyone in the room picks out a flashcard for the 'magician' to guess. Then the 'magician' comes back into the room. The assistant points to the flashcards and the magician says *no* until at last, he says *yes* to the flashcard that was selected by everyone in the class!

The 'magician' will know when it is the selected flashcard after the assistant has pointed to something blue (or any other colour agreed on beforehand) on one of the flashcards, to the top left-hand corner of a flashcard, etc.

- e.g. (the class has selected the mechanic)  
Pupil: (pointing to the greengrocer's blue trousers)  
Is it the greengrocer?  
Teacher: No, it isn't.  
Pupil: (pointing to the mechanic flashcard)  
Is it the mechanic?  
Teacher: Yes, it is.

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to choose a profession and draw themselves in the uniform of the corresponding profession and write a few words about it.

- e.g. When I grow up, I want to be a pilot.  
Jimmy

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the patterns in Ex. 6.

## Activity Book (Optional)

Assign some of the activities from Unit 4a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



### 3 Look and write in your notebook.

- 1 He's an **astronaut**.  
He **flies** (fly) into space.



- 2 He's a ...  
He ... **(sell)** vegetables.



- 3 He's a ...  
He ... **(make)** bread.

- 4 He's a ...  
He ... **(fix)** cars.



I **fix** cars.  
He **flies** into space.  
They **don't sell** vegetables.  
**Does** she **like** fish?  
Yes, she **does**./No, she **doesn't**.

know – knows  
go – goes  
fly – flies  
make – makes

### 4 Correct your teacher.

**Teacher:** An astronaut makes bread.

**Pupil:** No, an astronaut doesn't make bread. He flies into space.

### 5 Look and say.



• be a famous singer	✓	x	✓
• have a big car	x	✓	✓
• go into space	✓	✓	✓
• be a footballer	x	✓	x
• buy a big boat	✓	x	x
• go to Africa	✓	x	x

When Mona grows up, she wants to be a famous singer. She ...

### What about you?

### 6 Draw in your notebook. Then talk with your friend.

- A:** Do you like football?  
**B:** Of course I do! I play football every day!







1



Listen and read.

1 XL is a famous rock star. He sings and plays the guitar.

Wow! A space concert!

2 Come on. Let's go and meet him!

3 You're fantastic! How often do you play in concert?

Twice a week.

4 You're a great dancer!

Thanks! I always dance when I sing.

It's half past eleven! Time to go!

5 I've got a great body. I go to the gym every morning.

6 Come again soon. Bye!

2

Read and answer. Write in your notebook.

- 1 Does XL play the **piano**?
- 2 Does he play in concert **every day**?
- 3 Does he **dance** when he sings?
- 4 Does he **go to the gym** in the morning?



## Unit 4b

- **Aims:** to talk about daily routines, to tell the time
- **Vocabulary:** concert, go to the gym, go shopping, get dressed, visit, study
- **Language focus**  
**Structures:** adverbs of frequency (always, usually, sometimes, never), prepositions of time  
**Language in use:** How often do you play in concert? Twice a week. I always dance when I sing. I go to the gym every morning. It's half past eleven!
- **Extra materials:** flashcards (37-42)

## BEGINNING THE LESSON

Wait by the door and greet the pupils as they arrive.

(Activities to revise the language of Unit 4a.)

Write scrambled words on the board and invite individual pupils to unscramble them.

e.g. Teacher: (writes on the board) *pltoi*

Pupil 1: *pilot etc*

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 6.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

### ★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



#### FLASHCARDS (37-42)

**Pupils' books closed.** Put the flashcards on the board, one at a time. Point to each flashcard, write the word underneath and say the corresponding word. The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

**Pupils' books open.** Write a big 32 on the board and ask the pupils to open their books at page thirty-two. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

## LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

### ★ 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: *Where are the characters?*

Pupils: *At a space concert. etc*

Write on the board: *I go to the gym e \_ \_ \_ \_ morning.*

The pupils listen to the dialogue and find the answer. Play the recording. The pupils listen, follow the dialogue and complete the task.

**Answer:** every

### ★ 2 Read and answer. Write in your notebook.

Read the instructions. Allow the pupils time to read the dialogue and answer the questions in their notebooks. Check their answers.

1 No, he doesn't.

3 Yes, he does.

2 No, he doesn't.

4 Yes, he does.

#### Extension

Play the recording again with pauses for the pupils to listen and repeat chorally and/or individually. Check the pupils' pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

(Activities to present and practise adverbs of frequency and prepositions of time.)

### ★ 3 All about Emma! Look and complete in your notebook.

**Pupils' books closed.** Say, then write on the board: *XL **always** dances when he sings.* Underline the word in bold. The pupils repeat after you. Present and explain the meaning of the adverbs of frequency. Explain that we use these adverbs to show how often (or not) we do things. Explain that we usually put the adverbs of frequency before the main verb and after the verbs 'to be', 'have got', etc.

Revise the prepositions of time. Say, then write: *I study **at 7 o'clock in** the evening. I never study **on** Sundays.* Underline the words in bold. The pupils repeat, chorally and individually. Elicit the use of the prepositions of time

(*at + time/night, in + parts of the day, on + days of week*).

Drill your pupils:

e.g. Teacher: Monday

Pupil 1: on Monday etc

**Pupils' books open.** Ask the pupils to read the sentences in the grammar box. Read the instructions and the example. Allow the pupils time to complete the task in their notebooks. Check their answers.

2 usually 3 sometimes 4 always 5 never

(Activities to present and practise telling the time.)

## ★ 4 Listen and write the times in your notebook.

**Pupils' books closed.** Draw a big clock on the board. Draw hands so that the clock shows six o'clock. Ask: *What time is it?* Elicit: *It's six o'clock.* Repeat with *half past six, quarter to six* and *quarter past six*. Ask a pupil to come to the board. Say: *It's (half past eleven).* The pupil draws a clock that shows the corresponding time. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary. Keep changing the time.

**Pupils' books open.** Explain the task. Play the recording, twice if necessary. The pupils listen and complete the task in their notebooks. Check pupils' answers.

- 1 quarter past ten      3 half past twelve  
2 six o'clock

### TAPESCRIPT

**A:** XL, what time do you get up in the morning?

**B:** I usually get up at quarter past ten.

**A:** Quarter past ten? That's late! Then, what do you do?

**B:** I have breakfast, then I swim in my pool.

**A:** And what do you do in the evening?

**B:** Well, I go to the gym, of course. I always go to the gym at six o'clock.

**A:** At six?

**B:** Yes, I go to the gym at six o'clock.

**A:** So what time do you go to bed, XL?

**B:** Oh, late. I always go to bed at half past twelve.

**A:** Half past twelve. That's quite late.

### Extension

Pupils work in pairs. One plays the role of XL and the

other is a reporter. They act out the dialogue using the ideas from the listening and their own ideas.

## ★ 5 Make true sentences about you and your friend.

Explain the task. Refer the pupils to the questions and to the example. Ask them, in pairs, to ask and answer the questions. Allow them time to do the task. Ask individual pupils to report back to the class.

e.g. *I get up late everyday. My friend never gets up late.*

## ★ 6 Let's play!

Refer the pupils to the picture, read the example and explain the game. Write on the board: *What do I do (in the morning/afternoon/evening/at night)?* Brainstorm for ideas and write them on the board. Invite a pupil to come to the board. Ask the pupil to mime two actions he does in the morning (e.g. *getting up, washing his/her face*). The rest of the class tries to guess the actions. Whoever guesses correctly, comes to the front and the game continues.

### Suggested prompts:

**In the morning:** get up, have a shower, go to school, etc

**In the afternoon:** come home, do homework, watch TV

**In the evening:** have dinner, watch TV, read a book, play computer games, visit my friend

**At night:** have a shower/bath, watch TV, go to bed

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Say a time, e.g. *seven o'clock in the morning*. Individual pupils say what they usually do at that time.

e.g. Teacher: *seven o'clock in the morning*

Pupil 1: *I usually get up at seven o'clock in the morning. etc*

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

### Activity Book (Optional)

Assign some of the activities from Unit 4b of the Activity Book as written H/W. If this is the case, make sure you do them first orally in class.



go to the gym



go shopping



get dressed



visit



study



I **always** get up **at** half past eight.

I **usually** go to the gym **in** the afternoon.

I **sometimes** go to the park.

I **never** go to school **on** Sundays.



3

**All about Emma! Look and complete in your notebook.**

1



Emma **always** wears a skirt. ★★★★★

2



She ... studies after school. ★★★★★

3



She ... watches sport on TV. ★★★★★

4



She ... has cereal for breakfast. ★★★★★

5



She ... eats chocolate. ★★★★★

4



**Listen and write the times in your notebook.**

- When does XL ...

1



get up?

2



go to the gym?

3



go to bed?

5

**Make true sentences about you and your friend.**

**How often do you ...**

eat fruit? get up late?

meet your friends after school?

help with the chores?

play football?

*I eat fruit every day. My friend never eats fruit.*

6

**Let's play!**

- What do I do in the morning?



First you get up. Then you wash your face!





**1** Read and complete in your notebook. Then listen and check.

I like playing 1) ...,

And watching kids' cartoons.

I like eating sushi,

And fishing on the 2) ...!

*I'm a happy kind of person,*

*I always laugh and smile.*

*I'm a happy kind of person,*

*People like my style!*

I like having picnics,

And skipping in the 3) ... .

I like planting flowers,

And riding in a 4) ...!



**Now sing along!**

**2** A happy pupil! Match in your notebook. Then talk with your friend.



- a ♥ paint pictures
- b ♥ work with numbers
- c ♥ play the violin
- d ♥ play sport
- e ♥ use the computer

**A:** What's your favourite subject?

**B:** Art.

**A:** Why?

**B:** Because I love painting.

## Unit 4c

- **Aims:** to talk about free-time activities and school subjects, to develop the pupils' listening and writing skills
- **Vocabulary:** Art, English, Geography, History, ICT, Maths, Music, PE, Science
- **Language focus**  
**Structures:** like + -ing  
**Language in use:** What's your favourite subject? Art. Why? Because I love painting pictures.
- **Pronunciation:** /s/, /ʃ/
- **Extra materials:** School subjects poster

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 4b.)

Write on the board: *Wednesday, six o'clock, the morning, Saturday, the afternoon, half past eight, Monday, the evening, a quarter past ten, Thursday, night, a quarter to nine.* Then draw three columns:

at	on	in

Individual pupils come to the board and put the words/phrases in the correct column. You can also ask them to make sentences.

e.g. *I always play football on Wednesday. etc*

The pupils, in pairs, act out the exchanges from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)

### ★ Listen, point and repeat.



#### POSTER

**Pupils' books closed.** Put the *School subjects* poster on the board. Point to the subjects (*Art, English, Geography, History, ICT, Maths, Music, PE, Science*), one at a time, and say the word(s). The pupils repeat

chorally and/or individually. Explain that ICT stands for **I**nformation and **C**ommunication **T**echnology and PE stands for **P**hysical **E**ducation. Point to the words in random order. Individual pupils say the words. Ask the rest of the class for verification.

**Pupils' books open.** Ask the pupils to open their books at page thirty-four. Read the title of the unit and have pupils repeat after you. Elicit/Explain what the title means. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

### ★ 1 Read and complete in your notebook. Then listen and check.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think the song is about (XL). Allow the pupils time to read and complete the task in their notebooks. Play the song. The pupils listen to the song and check their answers.

1 music 2 moon 3 rain 4 train

### ★ Now sing along!

Play the recording again. The pupils listen and sing along. Alternatively, ask the pupils to perform the following actions:

*I like playing music.* (mime playing the guitar)

*And watching kids' cartoons.* (draw a square in the air)

*I like eating sushi.* (mime eating)

*And fishing on the moon!* (mime fishing)

*I'm a happy kind of person.* (wave your hands in the air)

*I always laugh and smile.* (use both thumbs and index fingers to draw a smile on your face)

*I'm a happy kind of person.* (wave your hands in the air)

*People like my style!* (blow kisses and wave)

*I like having picnics.* (mime eating)

*And skipping in the rain.* (mime skipping)

*I like planting flowers.* (mime planting flowers)

*And riding in a train!* (mime train motion)

### ★ 2 A happy pupil! Match in your notebook. Then talk with your friend.

Explain the task. The pupils look at the pictures. Ask the pupils what school subjects are shown in the pictures (*PE, ICT, Music, Maths, Art*) and read out the phrases and the dialogue. Explain any unknown words. Allow

# A happy person

them time to do the task in their notebooks. Check their answers.

1 d    2 e    3 c    4 b    5 a

Refer the pupils to the dialogue and read out the exchange. The pupils, in pairs, act out similar dialogues.

**A:** What's your favourite subject?

**B:** PE.

**A:** Why?

**B:** Because I like playing sport.

**A:** What's your favourite subject?

**B:** ICT.

**A:** Why?

**B:** Because I like using the computer.

**A:** What's your favourite subject?

**B:** Music.

**A:** Why?

**B:** Because I like playing the violin. etc

## READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

### 3 Read and answer. Then listen and read.

Read the instructions and explain the task. Ask the pupils to look at the pictures. Have a picture discussion as to what they can see. Allow the pupils some time to read the texts. Ask individual pupils to answer the questions. Play the recording. The pupils listen, follow the lines and check their answers.

1 Fred    2 Jack    3 Jack    4 Fred

Individual pupils read out from the texts.

### 4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them what they can see in the picture (*flowers in a vase*).

Ask the pupils to write a text about what they love doing in their free time, their favourite subject and what they want to be when they grow up. Tell them to use the texts in Exs 3 and 4 as models.

Allow the pupils time to write the text and draw their picture. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

### (Suggested answer)

I love playing the piano. My favourite subject is Music. I want to be a famous pianist one day.

**Note:** Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

### 5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /j/ and /s/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

### Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and say the words. Ask the rest of the class for verification.

English, smile, skip, study, dish, shoe, shop, fish, sell

wash	Saturday

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils to tell you what they want to be when they grow up and what subjects they are good at.

e.g. *Pupil: I want to be an artist. I'm very good at English and Art.*

**Note:** For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.

### Activity Book (Optional)

Assign some of the activities from Unit 4c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.





Geography



History



ICT



Maths



Music



PE



Science



### 3 Read and answer. Then listen and read.



**F**red usually gets up at half past eight. He has breakfast and then goes to school. His favourite subject is Maths because he wants to be an astronaut when he grows up!



**J**ack loves reading stories about aliens. His favourite subject is English. He wants to be a famous writer one day.

- 1 Who gets up at half past eight?
- 2 Whose favourite subject is English?
- 3 Who wants to be a writer?
- 4 Who wants to be an astronaut?

### 4 Draw and write in your notebook.

I love painting pictures. My favourite subject is Art. I want to be a famous artist one day.



### 5 Listen and say. Then read.



He washes his spaceship every Saturday.



# Troll Tales!



## Episode 2: Listen and read.



• Now take roles and read.



## Episode 2

- **Aims:** to read for pleasure
- **Vocabulary:** seatbelt, start, go slow, light, be careful, either
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

## BEGINNING THE LESSON

Ask the pupils if they remember what the previous episode was about (*Pog and Trog picking flowers for a girl, Mog, and they end up fighting.*). Ask them if they remember any phrases/sentences from that episode and ask them to say them out loud (e.g. *Nice flowers! Are they for me? Mog is my friend. Hello, boys! This is my friend, Hugo! We're going to a party!*).

## PRESENTATION & PRACTICE

### Episode 2: Listen and read.

(Activities to promote reading for pleasure.)

Write a big 36 on the board and ask the pupils to open their books at page thirty-six. Refer the pupils to the episode. Ask them to look at the pictures and guess what it is going to be about (e.g. *Pog and Trog driving a car and falling into a lake.*).

Play the recording. The pupils listen and follow along. Play the recording again and with pauses for the pupils to listen and repeat chorally and/or individually.

### ★ Now take roles and read.

The pupils take roles and read the episode.

## ENDING THE LESSON

### Before going into class

Photocopy the episode and tippex out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode and the speech bubble sheet, one per pair.

The pupils work in pairs. Hand out the episode and the speech bubbles to each pair. The pupils read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.



# Go Green! 2: Mr Waste or Mr Green?

- **Aims:** to raise the pupils' environmental awareness, to talk about recycling and saving energy
- **Vocabulary:** newspaper, bottle, recycling bin
- **Extra materials:** pictures of different recyclable materials and recycling bins from magazines, etc (Ex. 1)

## BEGINNING THE LESSON

Present the new vocabulary (*newspaper, recycling bin*) by using pictures/photos. Pin the pictures on the board, point to each one and say the word. The pupils repeat, chorally and/or individually.

## PRESENTATION & PRACTICE



### Read and say *yes* or *no*.

Write a big 37 on the board and ask the pupils to open their books at page thirty-seven. Read the title (*Mr Waste or Mr Green?*) and explain/elicit what it means. Show the pupils some of the photos you have brought and tell them that we can all do something to help the environment (*e.g. recycle paper/plastic/etc, use less water, give away toys, reuse things, etc*). Ask the pupils if they ever do these things. Then, refer the pupils to the sentences and read them aloud. Explain/Elicit any unknown words. Ask individual pupils to answer. Discuss the sentences one by one, in order to draw conclusions on what they should do in order to become environmentally-friendly.

As an alternative, ask the pupils to write *yes* or *no* for each sentence in their notebooks. Then discuss.



### Let's sing!

Refer the pupils to the pictures and ask them to tell you what they can see (*Mr Green collects rubbish and recycles it, while Mr Waste drops litter and pollutes the environment*). Ask individual pupils to read out the song lyrics. Play the song. The pupils listen to the song and sing along.

## ENDING THE LESSON

The pupils draw a poster to accompany the song in pairs/groups. Brainstorm for ideas (*e.g. recycling bins, rubbish, flowers, trees, etc*). You can display their work somewhere in the classroom.

# Go Green! 2

## Mr Waste or Mr Green?



1 Read and say **yes** or **no**.

- 1 I always have a shower, never a bath.
- 2 I put newspapers and bottles in the recycling bin.
- 3 I write on both sides of paper.
- 4 I use empty bottles and cans to make things.
- 5 I give my old toys to children's hospitals.
- 6 I never leave the tap running.



**Mostly YES:**

You're a good friend of planet Earth.  
You are definitely Mr Green!

**Mostly NO:**

Oh, dear! Try not to throw things away.  
Don't be Mr Waste!

2 **Let's sing!**



Mr Waste or Mr Green?  
Are you dirty or  
Are you clean?  
Are you kind or  
Are you mean?  
Mr Waste or Mr Green?





**1** Match the money to the country in your notebook.



**2** Penny Wise! Try the money quiz. Read and choose. Write **A** or **B** in your notebook.



- 1** A piece of round, metal money is called a  
A coin.                      B can.
- 2** A piece of paper money is called a  
A page.                      B note.
- 3** The symbol for a dollar is  
A £.                              B \$.
- 4** A 'quid' is another word for a  
A euro.                        B pound.
- 5** How many pence are in a pound?  
A 10                              B 100
- 6** Another word for a dollar is a  
A buck.                        B book.

**3** Portfolio: Imagine that you've got your own country. Design your own money.



- **Aims:** to talk about money and different kinds of currency
- **Vocabulary:** euro, dollar, buck, pound, quid, coin, note
- **Extra materials:** coins and notes (real or photocopies), coloured paper (*Ending the Lesson*)

## BEGINNING THE LESSON

Write the following words on the board: *notes, coins*. Show the pupils a handful of notes and a handful of coins and explain the difference in meaning.

## PRESENTATION & PRACTICE

### 1 Match the money to the country in your notebook.

Write a big 38 on the board and ask the pupils to open their books at page thirty-eight. Read the instructions and explain the task. Refer the pupils to the pictures and explain to them that in different parts of the world people use different kinds of notes and coins. Point to the picture and the symbol of the **dollar**, say and write on the board  $\$1 = 100 \text{ cents}$ . Explain that the dollar is the currency of the USA and tell the pupils that another word for *dollar* is *buck*. Then point to the picture and the symbol of the **euro**, say and write on the board  $\text{€}1 = 100 \text{ cents}$ . Explain that the euro is the currency of the European Union countries, such as France, Spain, Germany, etc. Finally point to the picture and the symbol of the **pound**, say and write on the board  $\text{£}1 = 100 \text{ pence}$ . Explain that the pound is the currency of the UK and tell the pupils that another word for *pound* is *quid*. Allow the pupils time to match the money to the countries in their notebooks.

**UK** – Pounds and pence

**USA** – Dollars and cents

**Germany** – Euros and cents

### Extension

You can ask the pupils to do research and find other countries that use dollars, euros and pounds (e.g. **dollars:** Panama, Canada; **euro:** Greece, Poland, Italy, Spain; **pounds:** Egypt, Gibraltar).

### 2 Penny Wise! Try the money quiz. Read and choose. Write A or B in your notebook.

Read the instructions and explain the task. Refer the pupils to the quiz and allow them time to read the sentences and choose the correct answer and write A or B in their notebooks. Check their answers.

- |     |     |     |
|-----|-----|-----|
| 1 A | 3 B | 5 B |
| 2 B | 4 B | 6 A |

### 3 Portfolio: Imagine that you've got your own country. Design your own money.

Read the instructions and explain the task. Ask the pupils to draw their own money (*notes and/or coins*) and present it to the class. Allow them time to do the project.

You can ask the pupils to do the project as part of their homework.

#### (Pupils' own drawings)

**Note:** Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

Hand out the photocopies of different currency that you have brought to class. Tell the pupils they are going to make a money collage by cutting out the pictures of the different currency and sticking them onto coloured paper. You can display their work somewhere in the classroom.

It is advised you do 'Our School' during this lesson or the next.

## Checkpoint: Units 3 - 4

- **Aims:** to consolidate Module 2, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: What do we call the man that makes bread?*

*Pupil 1: A baker.*

*Teacher: Where do we buy fruit and vegetables?*

*Pupil 2: At the greengrocer's.*

*Teacher: What are you wearing?*

*Pupil 3: I'm wearing a jumper and jeans.*

*Teacher: What's your favourite school subject?*

*Pupil 4: Geography. etc*

**Note:** It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

### ★ 1 Look, read and choose. Write in your notebook.

The pupils look at the picture, choose and write the correct word in their notebooks.

- |          |                  |
|----------|------------------|
| 1 cinema | 3 police station |
| 2 bank   | 4 post office    |

### ★ 2 Read and choose. Write in your notebook.

Read the instructions and explain the task. The pupils read the sentences, choose the correct item and write A or B in their notebooks.

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 A | 3 B | 5 A | 7 A |
| 2 B | 4 B | 6 B | 8 B |

### ★ 3 Answer about you. Write in your notebook.

Refer the pupils to the questions and explain the task. The pupils read and answer the questions about themselves in their notebooks.

#### (Suggested answers)

- 1 Yes, there is./No, there isn't.
- 2 Yes, I do./No, I don't.
- 3 At eight o'clock.
- 4 History.

#### Now I can ...

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the pupils to the *Now I can* box and read through it with them.

**Note:** Pupils can now do *Modular Revision and Assessment 2* in their *Activity Books*.

**Note:** If you wish, you can do some or all of the Reinforcement & Extension activities from the *Teacher's Resource Pack*.

# Checkpoint

Units 3 - 4

## 1 Look, read and choose. Write in your notebook.

- 1 The **cinema/post office** is between the pet shop and the bank.
- 2 The **bank/restaurant** is next to the hotel.
- 3 The **pet shop/police station** is opposite the supermarket.
- 4 The **post office/police station** is opposite the park.



## 2 Read and choose. Write in your notebook.

- 1 How much are these ...?  
**A** boots                      **B** boot
- 2 A ... works at a restaurant.  
**A** mechanic                  **B** chef
- 3 He ... burgers.  
**A** like                          **B** likes
- 4 I ... drink milk. I don't like it.  
**A** doesn't                      **B** don't
- 5 She goes to bed ... 9:30.  
**A** at                              **B** in
- 6 What ... have for breakfast?  
**A** do usually you    **B** do you usually
- 7 I don't like these ...  
**A** dresses                      **B** dress
- 8 Mike likes ... the guitar.  
**A** play                          **B** playing

## 3 Answer about you. Write in your notebook.

- 1 Is there a supermarket in your street? ...
- 2 Do you like sport? ...
- 3 What time do you go to school? ...
- 4 What's your favourite subject? ...

### Now I can

- give and follow directions
- identify clothes
- talk about prices
- talk about what I usually do every day
- tell the time
- talk about school subjects
- talk about what I like doing

in English





# 1 Listen and read.



## 2 Read and say **yes** or **no**.

The Country Code says:

- 1 We must put out the fire.
- 2 We must drop litter.

- 3 We must make a lot of noise.

## Unit 5a

- **Aims:** to talk about the Country Code, to give and follow rules
- **Vocabulary:** countryside, put out a fire, drop litter, make a noise, grass, watch out, keep off, lead
- **Language focus**  
**Structures:** must, must not (mustn't)  
**Language in use:** We must put out the fire. We mustn't drop litter. We mustn't ride our skateboards.
- **Extra materials:** completed *Progress Report Cards*, flashcards (43-47), bank note

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 4.)

Play the song *A happy person* from Unit 4c, encouraging the pupils to sing along.

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Junior Language Portfolios*.

## PRESENTATION & PRACTICE

### ★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



#### FLASHCARDS (43-47)

**Pupils' books closed.** Put the flashcards on the board. Point to each flashcard, write the word(s) underneath, and say the corresponding word(s). The pupils listen and repeat. Point to the flashcards and ask individual pupils to say the words. Ask the rest of the class for verification.

Remove the flashcards and hand them out to various pupils. Ask the pupils to come to the board, put them above the correct word, and say the word/phrase. Ask the rest of the class for verification.

**Pupils' books open.** Ask the pupils to open their books at page forty. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat. Check their pronunciation and intonation.

## LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

### ★ 1 Listen and read.

Read the instructions. Explain/Elicit the meaning of the phrase *The Country Code* (a set of instructions that we must follow in order to respect, protect and enjoy the countryside). Use L1 if necessary. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: (pointing to picture 1) Where are the children?

Pupils: In the countryside. etc

Play the recording. The pupils listen and follow along in their books.

### ★ 2 Read and say yes or no.

Explain the task. Allow the pupils time to read the dialogue again. Ask individual pupils to answer. Ask the rest of the class for verification.

1 yes                      2 no                      3 no

#### Extension

Play the recording again with pauses for the pupils to listen and repeat. Check their pronunciation and intonation. The pupils take roles and read out the dialogue.

Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: I love the ...

Class: countryside! etc

**Note:** If you wish, have the pupils close their books during this activity.

(Activities to present and practise must/mustn't.)

### ★ 3 In the park! Look, match and say. Then write in your notebook.

**Pupils' books closed.** Say and then write on the board: You **must** put out the fire! Underline the word in bold. The pupils repeat after you. Explain that we use **must** to say what we are obliged to do. Say, then write: You **mustn't** drop litter! Underline the word in bold. The pupils repeat after you. Explain that **mustn't**

# The Country Code

is the short form of **must not** and that we use it to say what we are not allowed to do.

Ask the pupils if they remember the *Green Cross Code* (Unit 3c) and write the following prompts on the board: *play, run, find a safe place to cross, stand and wait before we cross, listen to music when we cross, look both ways before we cross*. Invite the pupils to tell you what they *must/mustn't* do when they are in the street.

## (Suggested answers)

Pupil 1: We mustn't play in the street.

Pupil 2: We mustn't run in the street.

Pupil 3: We must find a safe place to cross. etc

**Pupils' books open.** Ask the pupils to read the sentences in the grammar box.

Explain the task. Refer the pupils to the picture of the park and to the sentences (1-5). Point to the signs (a-e) shown in the picture and read them out loud. Explain/Elicit any unknown words. Ask the pupils to say which person in the picture each sign refers to.

1 c    2 a    3 e    4 d    5 b

Read the example and allow the pupils some time to complete the task in their notebooks. Check their answers.

2 mustn't    3 must    4 mustn't    5 must

## ★ 4 Read and match in your notebook.

Read the instructions and explain the task. Tell the pupils to match the rules to the place (*at home or at school*). Allow them time to complete the task in their notebooks. Check their answers.

**At home:** Help with the chores. Make your bed. Don't eat in bed.

**At school:** Listen to your teacher. Don't eat in class. Don't drop litter in class. Don't be late.

## ★ 5 Talk with your friend.

Read the example and explain the task. The pupils work in pairs. One reads the rules and the other has to name the place. Then the pupils change partners and roles, and repeat the activity. Ask some pairs to report back to the class.

e.g. A: *Listen to your teacher.*

B: *At school. etc*

## Extension

Ask pupils to work in pairs or in groups. They write down more rules connected with the places. Ask a pair/group to tell you their rules and write them on the board. Ask the other pairs/groups to tell you any other rules they have come up with.

## ★ My Magic Files!

### Before going into class

A bank note.

Hold a bank note up and issue a challenge: *I bet no one can pick up this (5 euro) note! If anyone can pick it up, they can keep it!* Ask someone to step forward and accept your challenge. Give the following commands to a volunteer: *Stand up straight against the wall, make sure your heels are touching it.* Now place the (5 euro note) on the ground in front of the volunteer and say: *Lean over and pick up the money. DO NOT bend your knees or move your feet!* Have as many classmates try as possible – no one will be able to do it!

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask a pupil to think of one of the rules in Exs 3 or 4 and mime it. The rest of the class tries to guess the rule. Whoever guesses correctly comes to the front and the game is repeated.

e.g. Pupil 1: (*mimes riding a skateboard*)

Pupil 2: *We mustn't drop litter.*

Pupil 1: *No!*

Pupil 3: *We mustn't ride our skateboards.*

Pupil 1: *Yes! etc*

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1).

## Activity Book (Optional)

Assign some of the activities from Unit 5a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.





countryside



put out a fire



drop litter



make a noise

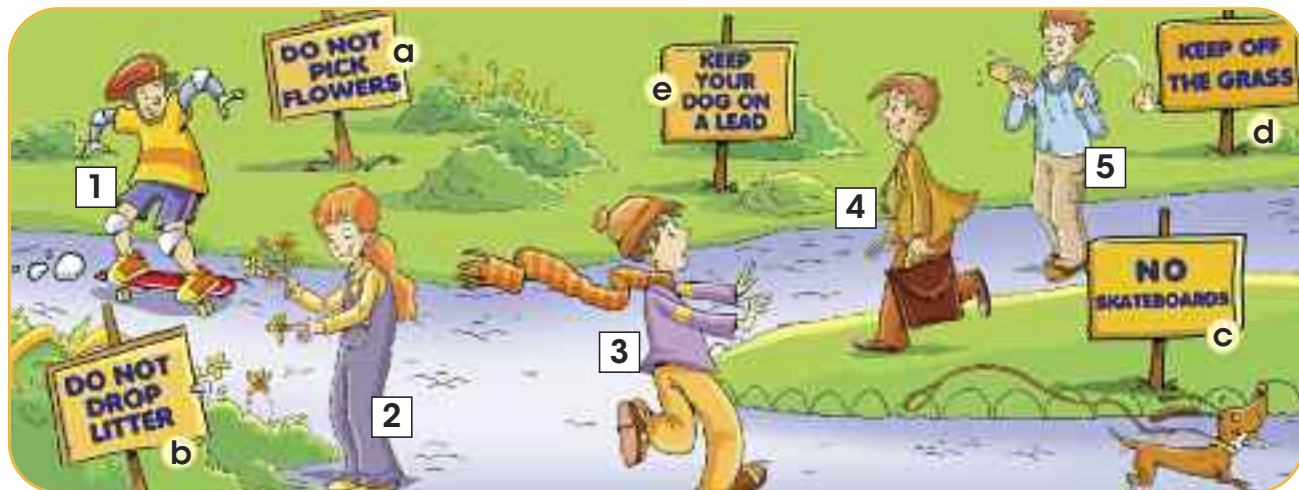


grass



You **must** put out the fire! You **mustn't** (**must not**) make a lot of noise!

### 3 In the park! Look, match and say. Then write in your notebook.



- 1 We **mustn't** ride our skateboards.
- 2 We ... pick flowers.

- 3 We ... keep off the grass.
- 4 We ... drop litter.
- 5 We ... keep our dog on a lead.

### 4 Read and match in your notebook.

**Make your bed.**

**Help with the chores.**

**Listen to your teacher.**

**Don't eat in bed.**

**AT HOME**

**Don't be late.**

**Don't eat in class.**

**AT SCHOOL**

**Don't drop litter in class.**

### 5 Talk with your friend.

- A:** You must help with the chores.  
**B:** At home.





a rash



a headache

# 1 Listen and read.

**1** You should be careful!

I'm so sorry!

**2** What's the matter?

Look at me! I've got a rash!

**3** ATISHOO!

And I've got a cold!

I've got a headache!

You should all go to the doctor's.

**4** Aspirin, skin cream, cough syrup ...

Thank you, doctor.

**5** You should all stay indoors. You shouldn't go outside!

Yes, doctor!

# 2 Read again and write a name in your notebook.

1 I've got a rash!

Harry

3 I've got a cold!

2 I've got a headache!

4 Thank you, doctor.



## Unit 5b

- **Aims:** to talk about illnesses, to give advice
- **Vocabulary:** doctor, a rash, a headache, a cold, a toothache, a stomachache, dentist, aspirin, cough syrup, skin cream, healthy, fit, safe
- **Language focus**  
**Structures:** should/shouldn't, object pronouns  
**Language in use:** You should be careful! Look at me! I've got a rash! I've got a headache! And I've got a cold! You should all go to the doctor's. You shouldn't go outside!
- **Extra materials:** At the doctor's poster

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 5a.)

Ask the pupils to tell you as many of the Country Code rules as they remember.

In pairs, the pupils, act out the exchange from Ex. 1.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

### ★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



#### POSTER

**Pupils' books closed.** Put the *At the doctor's* poster on the board. Point to the pictures, one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually. Point to the words in random order and ask individual pupils to say the words.

Mime an illness. Individual pupils name the illness.

**Pupils' books open.** Ask the pupils to open their books at page forty-two. Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.

## LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

### ★ 1 Listen and read.

Read the instructions. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: (pointing to picture 2) What's wrong with Harry?

Pupils: He's got a rash. etc

Write on the board: a rash, a stomachache, a cold, a toothache, a headache. The pupils listen to the dialogue and say which of the health problems are mentioned. Play the recording. The pupils listen, follow along and complete the task.

**Answer:** a rash, a headache, a cold

### ★ 2 Read again and write a name in your notebook.

Explain the task. Allow the pupils time to read the dialogue again and find who said each sentence. Check their answers.

2 Lee

3 Mona

4 Emma

#### Extension

Play the recording again with pauses for the pupils to listen and repeat. Check their pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

Read out sentences from the dialogue. Ask individual pupils to tell the class who said each sentence.

e.g. Teacher: What's the matter?

Class: Miss Dee! etc

**Note:** If you wish, have the pupils close their books during this activity.

(Activities to present and practise object pronouns.)

### ★ 3 Look, read and write in your notebook.



#### POSTER

**Pupils' books closed.** Say, then write: *I am (Mrs Jones). Look at **me**!* The pupils repeat after you. Underline the words in bold. Say, then write: *That's **Sam**. Look at **him**! He's a pupil.* The pupils repeat after you. Underline the



# Yes, doctor!

words in bold. Follow the same procedure to present the rest of the personal object pronouns. Explain that they are used after verbs.

Put the *At the doctor's* poster on the board. Point to the boy with the rash, say, then write: *He's got a rash. He **should** put some skin cream on it.* Underline **should**. The pupils repeat, chorally and/or individually. Point to the boy with the cold, say, then write: *He's got a cold. He **shouldn't** go outside.* Underline **shouldn't**. The pupils repeat, chorally and/or individually. Tell the pupils that *shouldn't* is the short form of *should not*. Explain the form and use of **should**. Explain that we use it to give advice.

**Pupils' books open.** Ask the pupils to read the sentences and the object pronouns in the grammar box. Read the instructions and explain the task. Allow the pupils time to complete the task in their notebooks. Check their answers.

2 him      3 them      4 her

## ★ 4 Listen to the doctor and write yes or no in your notebook.

Read the instructions. Refer the pupils to the title, pictures and the prompts. Explain/Elicit any unknown words. Play the recording, twice if necessary. The pupils listen and complete the task in their notebooks. Check their answers.

1 yes      3 yes      5 yes  
2 no      4 yes      6 no

### TAPESCRIPT

**Doctor:** Hello, children. I'm here today to talk to you about how to keep healthy, safe and fit! Now then, let's talk about riding our bikes. What should we wear?

**Child:** A helmet.

**Doctor:** Yes, very good. We should always wear a helmet when we ride our bikes. Who watches TV every day?

**Children:** Me!

**Doctor:** I see. Well we shouldn't really watch too much TV. It's not good for us. Now, I want to ask you another question. What should we do before we eat?

**Child:** Wash our hands!

**Doctor:** Exactly. We should always wash our hands before we eat. Now let me see – who goes to bed early every night?

**Children:** I do!

**Doctor:** Very good. We should go to bed early every night. Who likes playing outside?

**Child:** Me!

**Doctor:** Excellent! We should play outside as much as we can, and go for walks. But if it rains outside, be very careful. We shouldn't run when it's wet outside. It's very dangerous! Now let's talk about...

## ★ 5 Now look and say.

Read the instructions and explain the task. Refer the pupils to the pictures in Ex. 4 and the example. Ask individual pupils to give advice based on Ex. 4.

We shouldn't watch too much TV.

We should wash our hands before we eat. etc

## ★ 6 Let's play!

Brainstorm for what we should do when we are ill and write the ideas on the board.

e.g. *We should go to the doctor's. We should take an aspirin/some cough syrup. etc*

Ask the pupils to tell you which illness they associate with the above sentences. Read the dialogue and explain the game. The pupils work in pairs. One mimes an illness and the other gives appropriate advice. Monitor the activity around the classroom. Ask some pairs to report back to the class.

e.g. **A:** What's the matter?

**B:** (holding his/her head) I've got a headache.

**A:** You should take an aspirin. etc

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Play *hangman*. Divide the class into two teams. Explain the game. Tell them that you will think of a word and will draw a number of dashes on the board corresponding to the number of letters in the word. A pupil from each team will suggest a letter each time. If the letter appears in the word, you will write it in, if not you will add one line in the gallows (each team has its own gallows).

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 6.

### Activity Book (Optional)

Assign some of the activities from Unit 5b of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.



a cold



a toothache



a stomachache



dentist

aspirin



cough syrup



skin cream

### 3 Look, read and write in your notebook.

- 1 I've got a rash.  
Look at **me**!



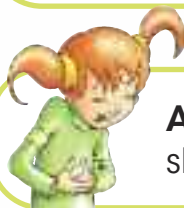
- 2 **Mark**'s got a headache. You  
should give ... an aspirin!



- 3 **Bob and Bill** have got a  
cold. We should take ...  
to the doctor!



- 4 **Anna**'s got a stomachache. You  
should give ... some hot tea.



### 4 Listen to the doctor and write **yes** or **no** in your notebook.



Look at **Mona**. Look at  
**her**.

**She**'s got a cold.

She **should** go to the  
doctor's.

She **shouldn't** (**should**  
**not**) go outside.

me	us
you	you
him	them
her	
it	

### 5 Now look and say.

We should wear a helmet  
when we ride our bikes.

### 6 Let's play!

What's the matter?

I've got a  
toothache.

You should go  
to the dentist.





# 1 Listen and answer.

- How can you keep your body strong and fit?



## Now sing along!

# 2 Shoo, cold, shoo! Read and complete in your notebook. Then say.



## KEEP COLDS AWAY!



- |                            |                                   |
|----------------------------|-----------------------------------|
| • wash your <u>hands</u>   | • eat a good <u>breakfast</u>     |
| • play <u>sports</u>       | • drink a lot of <u>water</u>     |
| • wear warm <u>clothes</u> | • eat fruit and <u>vegetables</u> |

*We should wash our hands.*



## Unit 5c

- **Aims:** to talk about ways to stay healthy, to develop the pupils' listening and writing skills
- **Vocabulary:** vegetables, fit, strong, exercise, rich, sweets, warm clothes
- **Language focus**  
**Structures:** consolidation  
**Language in use:** consolidation
- **Pronunciation:** /k/, /tʃ/
- **Extra materials:** *At the doctor's* poster, flashcards (48-53)

## BEGINNING THE LESSON

Greet the pupils as they arrive.

*(Activities to revise the language of Unit 5b.)*

Put the *At the doctor's* poster on the board. Point to a picture, hiding the word with your hand. Ask a pupil to come to the board and write the word(s) near the corresponding picture. Reveal the word so that the pupil can check the spelling. Repeat the procedure with as many pupils as you think is necessary.

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 6.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

*(Activities to present and activate the vocabulary of the unit.)*

### ★ Listen, point and repeat.



#### FLASHCARDS (48-53)

**Pupils' books closed.** Put the flashcards on the board, one at a time. Point to each flashcard, write the word underneath and say the corresponding word. The pupils listen and repeat, chorally and/or individually. Point to the flashcards in random order and ask individual pupils to say the words. Ask the rest of the class for verification.

**Pupils' books open.** Write a big 44 on the board and ask the pupils to open their books at page forty-four. Read the title of the unit and have pupils repeat after you. Play the recording. The pupils listen and repeat,

chorally and/or individually. Check their pronunciation and intonation.

### ★ 1 Listen and answer.

Read the instructions and explain the task. Refer the pupils to the pictures and ask them to tell you what they think the song will be about (*rules about staying healthy*). Explain to the pupils that they will listen to the song and answer the question. Play the song. The pupils listen and follow along.

**Answer:** We must eat fruit and vegetables every day, get lots of sleep and exercise.

### ★ Now sing along!

Play the recording again. The pupils listen and sing along. Alternatively, encourage the pupils to join in with the following actions:

*(Have the pupils march in a line, like soldiers, moving in time to the music.)*

**Staying healthy's really cool,**

**So listen to my golden rule:**

**Fruit and veggies every day**

**Keep the doctor far away!**

**Keep your body strong and fit,** (*bend down, touch toes*)

**You must, you must look after it!** (*stretch up, arms in the air*)

*(Have the pupils march in line, like soldiers, moving in time to the music.)*

**Staying healthy's really cool,**

**So listen to another rule:**

**Lots of sleep and exercise**

**Makes you healthy, rich and wise!**

### ★ 2 Shoo, cold, shoo! Read and complete in your notebook. Then say.

Read the instructions and explain the task. Explain to the pupils that *shoo* means the same as *go away*. Refer them to the text and ask them to complete the rules with the appropriate word in their notebooks. Tell them that the missing word appears as a mirror image underneath the gaps in order to help them.

- play **sports**
- wear warm **clothes**
- eat a good **breakfast**
- drink a lot of **water**
- eat fruit and **vegetables**

Refer the pupils to the example at the bottom of the poster. Read it out and ask individual pupils to make similar rules about the rest of the tips.

We should play sports.  
We should wear warm clothes.  
We should eat a good breakfast.  
We should drink a lot of water.  
We should eat fruit and vegetables.

## READING & WRITING

(Activities to develop the pupils' reading and writing skills.)

### 3 How healthy are you? Read and choose. Write in your notebook.

Read the instructions and explain the task. Refer the pupils to the quiz and explain/elicit any unknown words. Allow the pupils time to do the quiz in their notebooks. Go through the sentences 1-6 once more, and read out the right answers. Tell them that each correct answer is worth one point, and allow them time to do the calculations and find out their results.

1 C      3 C      5 C  
2 A      4 B      6 A

### 4 Portfolio: Draw and write in your notebook.

Ask the pupils to look at the picture and read the text. Ask them to say what they can see in the picture (a glass of orange juice and some nuts).

Ask the pupils to write a text about what we should eat/drink in order to stay healthy. Tell them to use the text in Ex. 4 as a model.

Allow the pupils time to write the text and draw their picture. Alternatively, you can ask the pupils to write the text and draw their picture as part of their homework.

#### (Suggested answer)

We should drink a lot of water and eat vegetables every day.

**Note:** Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

### 5 Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /k/ and /tʃ/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

#### Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

which, toothache, headache, chips, stomachache, rich, chocolate

mechanic	check

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Ask the pupils, in groups, to write down a list of things to eat/drink/do in order to stay healthy.

#### Activity Book (Optional)

Assign some of the activities from Unit 5c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

**Note:** For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.



fit



strong



exercise



rich



sweets



**3** How healthy are you? Read and choose.  
Write in your notebook.

## Quiz

- 1 What should you eat every day?  
**A** chocolate                      **B** chips                      **C** vegetables
- 2 What should you drink every day?  
**A** water                      **B** apple juice                      **C** tomato juice
- 3 You should drink orange juice because it's got a lot of  
**A** vitamin A.                      **B** vitamin B.                      **C** vitamin C.
- 4 Which of these is a healthy snack?  
**A** biscuits                      **B** nuts                      **C** chips
- 5 How often should you exercise?  
**A** every weekend                      **B** twice a week                      **C** every day
- 6 Exercise is good because  
**A** it keeps you healthy.                      **B** it makes you ill.                      **C** my friends like it.

**0-3**

You should find out more about staying fit and healthy.

**4-6**

You know what keeps you healthy. Do you do it?

**4** **Portfolio:** Draw and write in your notebook.

**5**  Listen and say. Then read.



We should drink orange juice for breakfast.  
Nuts are a healthy snack.



The mechanic should check the robot with a toothache!





lime



mango



lemon

## 1 Listen and read.

1 Where are you going, Alvin?

The elves need our help. Come on!

2 It's harvest time in Yumville.

3 This is fun! How many trees are there?

A lot!

4 Look - limes, mangoes, lemons, coconuts ...

Let's pick the coconuts!

5 Thanks, Alvin!

That's the last one. Oops, sorry!

6 How much food is there?

A lot! Time to eat!

## 2 Read and choose. Write in your notebook.

There are a lot of ... in Yumville!

limes

mangoes

melons

lemons

coconuts

## Unit 6a

- **Aims:** to talk about food and quantities
- **Vocabulary:** lime, mango, lemon, coconut, olive oil, grapes, strawberry, melon, watermelon, harvest
- **Language focus**  
**Structures:** How much/many, a lot of  
**Language in use:** There are a lot of fruit and vegetables here! How many trees are there? A lot! How much food is there?
- **Extra materials:** Meal time poster, cup or glass, small sponge, tissue paper, strawberries

## BEGINNING THE LESSON

(Activities to revise the language of Unit 5c.)

Play the song *Stay healthy* from Unit 5c, encouraging the pupils to sing along.

## PRESENTATION & PRACTICE

### ★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



#### POSTER

**Pupils' books closed.** Put the *Meal time* poster on the board. Point to the items (*lime, mango, etc*) and say the words. The pupils listen and repeat.

**Pupils' books open.** Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat. Check their pronunciation and intonation.

## LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)

### 1 ★ Listen and read.

Read the instructions. Tell the pupils that Alvin has got some friends in Yumville. Set the scene by asking questions.

e.g. Teacher: *Where are the children?*  
Pupils: *In Yumville. etc*

Write on the board: *There are a lot of trees in Yumville.* The pupils listen to the dialogue and find out if the sentence is *True* or *False*. Play the recording. The pupils listen, follow along and complete the task.

**Answer:** True

### 2 ★ Read and choose. Write in your notebook.

Read the instructions. Allow the pupils time to read and write the correct food items in their notebooks. Check their answers.

**Answer:** limes, mangoes, lemons, coconuts

#### Extension

Play the recording again with pauses for the pupils to listen and repeat. Check their pronunciation and intonation. Then, the pupils take roles and read out the dialogue.

(Activities to present and practise *much*, *many* and *a lot of*.)

### 3 ★ Read and write in your notebook. Then sing along!



#### POSTER

**Pupils' books closed.** Put up the *Meal time* poster. Point, count on your fingers and say: *One lime, two limes, three limes*. Explain that the word *lime* is **countable** (we can count limes). Point to the olive oil and explain that the word *olive oil* is **uncountable**. Write random food items on the board (e.g. *lemon, cheese, honey, melon, bread, etc*) and elicit which are countable and which uncountable.

Draw simple sketches of 5 strawberries. Ask and write: *Are there **many** strawberries?* Underline the word in bold. The pupils repeat after you. Answer: *Yes, there are **a lot of** strawberries.* Underline the words in bold. The pupils repeat after you. Erase four strawberries and ask the same question. Answer: *No, there aren't **many** strawberries.* The pupils repeat after you. Elicit the use of **a lot of** in affirmative sentences with countable nouns and the use of **many** in interrogative and negative sentences with countable nouns. Follow the same procedure for **much** and **a lot of**.

Draw simple sketches of 5 coconuts, say, then write: **How many coconuts are there?** Answer: **A lot!** Underline the

words in bold. The pupils repeat after you. Elicit the use of **How many** with countable nouns. Erase four coconuts. Ask the question again. Answer: **Not many!** The pupils repeat after you. Draw simple sketches of 5 loaves of bread and follow the same procedure to present **How much...?/A lot!/Not much!** for uncountable nouns.

Drill your pupils:

e.g. Teacher: *honey*

Pupil 1: *How much honey? etc*

**Pupils' books open.** Ask the pupils to read the sentences in the grammar box. Explain the task. Allow pupils time to complete the task in their notebooks. Play the song. The pupils listen and check their answers. Play the song again. The pupils listen and sing along.

- |           |            |             |
|-----------|------------|-------------|
| 2 bread   | 4 coconuts | 6 olive oil |
| 3 mangoes | 5 peas     | 7 cheese    |

## ★ 4 Talk with your friend.

Explain the task. Ask the pupils to identify the food items. Explain that kg stands for the word *kilogram* (*kilo*). Read out the example. In pairs, the pupils act out similar dialogues based on the pictures. Go around the class monitoring. Ask some pairs to report back to the class.

**A:** Can I have some strawberries?

**A:** Can I have some lemons?

**B:** How many?

**B:** How many?

**A:** One kilo, please.

**A:** Two kilos, please. etc

## ★ 5 Rolly's food! Look and choose. Write in your notebook.

Read the instructions. Allow the pupils time to complete the task in their notebooks. Check their answers.

- |            |            |            |
|------------|------------|------------|
| 1 a lot of | 3 many     | 5 a lot of |
| 2 much     | 4 a lot of | 6 a lot of |

## ★ Memory game!

Explain the game. Divide the class into two teams. Allow time for both teams to look at the pictures in Ex. 5 before they close their books. The teams take turns talking about the food items. Each correct answer gets one point. The team with the most points wins.

e.g. Team A Pupil 1: *There isn't much orange juice!*

Teacher: *Correct! One point for Team A! etc*

## ★ My Magic Files!

### Before going into class

You need a cup that you can't see through, a small sponge, or some tissue paper and some strawberries. For a better effect, cut the sponge so that it fits neatly in the bottom of the glass or cup. Place the sponge tightly into the bottom of the cup. Then drop a few strawberries on top of the sponge and you're ready to go.

*Water to strawberries.*

Hold up the cup (*Don't let them look inside!*). Pour a small amount of water (about an inch) into the cup. The sponge/tissue paper will absorb the water and stick to the sides of the cup. Blow into the cup, wave your hand over it and say 'Shazam!' Then tip the cup and let the strawberries roll out!

If you are using a disposable plastic cup for the trick, just throw it away dramatically! Watch the look of surprise on everyone's face! Be sure to practise this before performing for an audience!

**Note:** Instead of strawberries, you can use anything else you like, e.g. ice cubes, paper clips, nuts, etc.

## ENDING THE LESSON

*(An activity to consolidate the vocabulary and the language taught in the unit.)*

Ask the pupils to draw a fruit salad and write what's in it. Demonstrate this yourself first.

e.g. *My Fruit Salad*

*There are a lot of strawberries, bananas, etc.*

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Ex. 4.

## Activity Book (Optional)

Assign some of the activities from Unit 6a of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.





coconut

olive oil

grapes

strawberry

melon

watermelon



There are **a lot of** limes.  
Are there **many** limes?  
There aren't **many** limes.  
There is **a lot of** cheese.

**How many ...? Not many./A lot.**

Is there **much** cheese?  
There isn't **much** cheese.

**How much ...? Not much./A lot.**

3




**Read and write in your notebook. Then sing along!**


5

**Rolly's food! Look and choose. Write in your notebook.**

How many 1)  **lemons?**

How much 2)  ...?

How many 3)  ..., green and red?

How many 4)  ...?

How many 5)  ...?

How much 6)  ...?

How much 7)  ...?



- 1 There are **a lot/a lot of** mangoes.
- 2 There isn't **much/many** orange juice.
- 3 There aren't **much/many** strawberries.
- 4 There is **a lot of/many** honey.
- 5 There are **much/a lot of** melons.
- 6 There are **a lot/a lot of** watermelons.

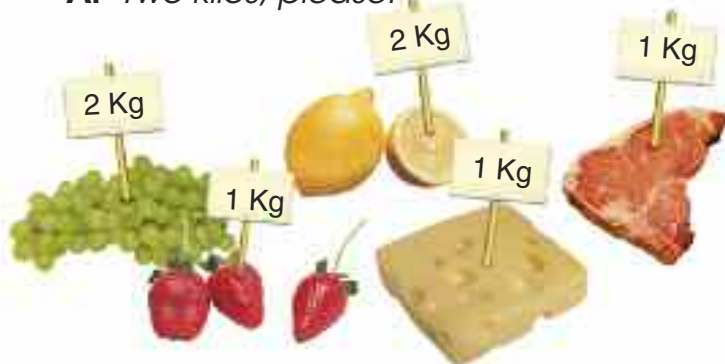
4

**Talk with your friend.**

**A:** Can I have some grapes?

**B:** How many?

**A:** Two kilos, please.



**Memory game!**

*There are a lot of mangoes.*





plate



jar

1



Listen and read.

1

This is a fantastic meal!



2

Are there any plates?

Use an elf plate.



3

Here you are!



There aren't any glasses either.

4

To good health and good friends.



5

Here are some presents!



Yummy! Some jars of jam and some cartons of juice.

6

Come again next year. Bye!



2

Read and choose. Write **A** or **B** in your notebook.

1 Are there any plates?

A Emma B Mona

2 Here you are!

A Lee B Alvin

3 Come again next year.

A Emma B Elf

## Unit 6b

- **Aims:** to talk about food and containers
- **Vocabulary:** plate, jar, carton, loaf, lemonade, bottle, cola, can, flour, packet
- **Language focus**  
**Structures:** some, any  
**Language in use:** Are there any plates? There aren't any glasses either. Here you are! Here are some presents! Yummy! Some jars of jam and some cartons of juice.
- **Extra materials:** Meal time poster

## BEGINNING THE LESSON

(Activities to revise the language of Unit 6a.)



### POSTER

Pin up the *Meal time* poster and write the corresponding words with some letters missing. Pupils come to the board and complete the words.

Ask the pupils, in pairs, to act out the exchanges from Exs 1 and 4.

## PRESENTATION & PRACTICE

### ★ Listen, point and repeat.

(An activity to present and activate the vocabulary of the unit.)



### POSTER

**Pupils' books closed.** Put the *Meal time* poster on the board. Point to the items (*plate, jar, carton, etc*) and say the words. The pupils listen and repeat. Point to the words again. Individual pupils say the words.

**Pupils' books open.** Read the title of the unit and have the pupils repeat after you. Play the recording. The pupils listen and repeat. Check their pronunciation and intonation.

## LISTENING & READING

(Activities to develop the pupils' listening and reading skills.)



### 1 Listen and read.

Explain/Elicit the meaning of the phrase *Meal time*. Use L1 if necessary. Set the scene by asking questions.

e.g. Teacher: How many strawberries are there in picture 4?

Pupils: Five! etc

Write on the board: Some j \_ \_ \_ of jam and some c \_ \_ \_ \_ \_ of juice.

The pupils listen to the dialogue and complete the sentence. Play the recording. The pupils listen, follow along and complete the task.

**Answer:** Some **jars** of jam and some **cartons** of juice.



### 2 Read and choose. Write A or B in your notebook.

Read the instructions and the sentences. Allow the pupils time to read the story again and complete the task.

1 A      2 B      3 B

#### Extension

Play the recording again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation. The pupils take roles and read out the dialogue.

Read out the dialogue and point to the pictures. Repeat, inviting the pupils to complete your sentences.

e.g. Teacher: This is a fantastic ...

Class: meal! etc

(Activities to present and practise **some** and **any**.)



### 3 What's on the table? Look and complete in your notebook.

**Pupils' books closed.** Say, then write on the board: There is **some** bread. Underline the word in bold. The pupils repeat after you. Explain that we use **some** in the affirmative for both countable and uncountable nouns. Say and write on the board: **Are there any** eggs? Answer: No, there aren't **any** eggs. Underline the words in bold. The pupils repeat after you. Explain that we use **any** in the negative and interrogative for both countable and uncountable nouns.

Write, then say: There **is** a mango. There are 2, 3... mangoes. There **is some** flour. There **are** 2, 3... **packets**



of flour. Underline the words in bold. The pupils repeat after you. Elicit that we use **a/an** with countable nouns and **some** with uncountable nouns. Revise the use of certain nouns with uncountable items to express quantity and write these nouns on the board (**jar, carton, loaf, bottle, can, packet**).

Drill your pupils:

e.g. Drill 1 Teacher: flour

Pupil 1: some flour etc

Drill 2 Teacher: bread

Pupil 1: a loaf of bread etc

**Pupils' books open.** Ask the pupils to read the sentences in the grammar box. Explain the task. Allow the pupils time to complete the task in their notebooks. Check their answers.

- |            |              |              |
|------------|--------------|--------------|
| 3 are some | 5 aren't any | 7 are some   |
| 4 is some  | 6 is some    | 8 aren't any |

## ★ Listen and number in your notebook.

Read the instructions and explain the task. Ask individual pupils to describe what is in each bag. Play the recording, twice if necessary. The pupils listen and complete the task in their notebooks. Check pupils' answers.

**Answers:** a 2      b 3      c 1      d 4

### TAPESCRIPT

**One:** In my shopping bag, there's a can of cola, a carton of juice and some limes.

**Two:** In my shopping bag, there's a can of cola, a jar of jam and some mangoes.

**Three:** In my shopping bag, there's a bottle of cola, a loaf of bread and some strawberries.

**Four:** In my shopping bag, there's a can of lemonade, a carton of milk and some lemons.

## ★ Talk with your friend.

Read the instructions and explain the task. Refer the pupils to their answers and the shopping bags in Ex. 4 and read out the example. The pupils, in pairs, ask and answer questions to find out which shopping bag their partner has chosen. Go around the classroom monitoring the activity.

### (Suggested answers)

Pupil 1: Is there any bread?

Pupil 2: No, there isn't.

Pupil 1: Are there any strawberries?

Pupil 2: Yes, there are.

Pupil 1: Your shopping bag b. etc

## ★ Let's play!

Read the example and have a picture discussion about what the pupils can see on the shelves (*a bottle of milk, a carton of milk, a packet of peas, a can of peas, bottles of cola, etc*). Explain the game. Pupil 1 is the customer and Pupil 2 is the shop assistant. Together they act out exchanges similar to the one in the example. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

### (Suggested answers)

Pupil 1: Can I have some peas, please?

Pupil 2: A packet or a can?

Pupil 1: A packet, please. etc

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Tell the pupils to draw a fridge/cupboard with food/drink items in it and present it to the class.

e.g. Pupil 1: In my fridge there are five cans of cola, a carton of milk, some strawberries, etc

**Note:** For the next lesson, the pupils should know the new words, as well as an exchange of their/your choice from the dialogue (Ex. 1). Ask them to learn the pattern in Exs 5 and 6.

### Activity Book (Optional)

Assign some of the activities from Unit 6b of the Activity Book as written H/W. If this is the case, make sure you do them first orally in class.



carton



loaf



lemonade  
bottle



cola  
can



flour  
packet



There **is some** jam.  
 There **isn't any** lemonade.  
**Is** there **any** flour?  
**a** lemon - **some** jam  
**an** egg - **some** juice

**BUT**

There **are some** lemons.  
 There **aren't any** grapes.  
**Are** there **any** limes?  
**a jar of** jam  
**a carton of** juice

### 3 What's on the table? Look and complete in your notebook.

- 1 There **is some** milk.
- 2 There **isn't any** flour.
- 3 There ... eggs.
- 4 There ... lemonade.



- 5 There ... apples.
- 6 There ... butter.
- 7 There ... bananas.
- 8 There ... carrots.

### 4 Listen and number in your notebook.

**a**



**b**



**c**



**d**



### 5 Talk with your friend.

Is there any juice?

Yes, there is.

Your shopping bag is number 1.

**6**

Let's play!



- A:** Can I have some lemonade, please?  
**B:** A can or a bottle?  
**A:** A can, please.

# On the shelves



pizza



beans

1



What have the elves got up on the shelves? Listen and choose.

What have the elves got up  
On the shelves?  
Burgers, pizzas or cakes?

No way! No! Not today!  
It's harvest time,  
Shout hooray!

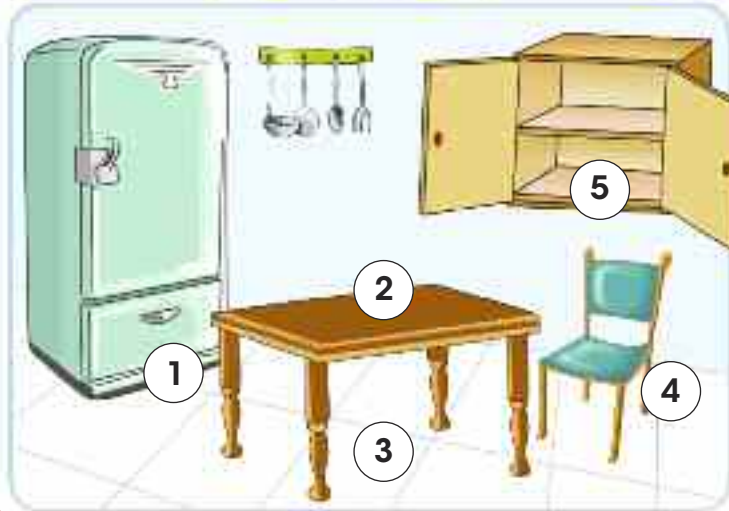
No way! No! Not today!  
There's honey, beans and peas!



Now sing along!

2

Where are they? Match the items with the numbers in your notebook. Then play with your friend.



Where is Mr Onion in your picture?

He's in the cupboard.





## Unit 6c

- **Aims:** to talk about food and location, to develop the pupils' listening and writing skills
- **Vocabulary:** pizza, beans, salad, green pepper, pasta, salt and pepper, onion, shopping list
- **Language focus**  
**Structures:** prepositions of place  
**Language in use:** Where is Mr Onion in your picture? He's in the cupboard. We've got some beans, but we haven't got any green peppers or carrots.
- **Pronunciation:** /v/, /eu/
- **Extra materials:** *Meal time* poster, slips of paper with the vocabulary of the previous lesson (*Beginning the Lesson*)

## BEGINNING THE LESSON

Greet the pupils as they arrive.

(Activities to revise the language of Unit 6b.)

### Before going into class

Prepare slips of paper with the words the pupils have learnt in the previous lesson.



### POSTER

Put the *Meal time* poster on the board. Hand out the slips of paper you have prepared, in random order. Each pupil reads his/her slip of paper, comes to the board and puts his/her slip of paper next to the correct item. Ask the rest of the class for verification. Demonstrate this yourself first.

Ask the pupils, in pairs, to act out the exchanges from Exs 1, 5 and 6.

If you have assigned any written homework, correct it before beginning the lesson.

## PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the unit.)



### Listen, point and repeat.



### POSTER

**Pupils' books closed.** Put the *Meal time* poster on the board. Point to the items (*pizza, beans, salad, green pepper, pasta, salt and pepper, onion*), one at a time, and say the corresponding word(s). The pupils listen and repeat, chorally and/or individually.

**Pupils' books open.** Write a big 50 on the board and ask the pupils to open their books at page fifty. Read the title of the unit and have pupils repeat after you. Play the recording. The pupils listen and repeat, chorally and/or individually. Check their pronunciation and intonation.



### 1 What have the elves got up on the shelves? Listen and choose.

Read the instructions and explain the task. Refer the pupils to the picture and ask them to tell you what food items they can see on shelves A and B (A: *cakes, burgers, pizzas*, B: *peas, beans, honey*). Tell them that they are going to listen to the recording and find out which food items (A or B) the elves have got. Play the song. The pupils listen to the song and check their answers.

**Answer:** B



### Now sing along!

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



### 2 Where are they? Match the items with the numbers in your notebook. Then play with your friend.

**Pupils' books closed.** Revise the prepositions of place (**on, in, under, behind, in front of**). Draw simple sketches of a table with an apple on it, point to the apple, ask and write on the board: **Where is the apple?** Elicit/Answer: *It's **on** the table.* Underline the words in bold. The pupils repeat after you. Draw two oranges under the table. Point to them, ask and write on the board: **Where are the oranges?** Elicit/Answer: *They're **under** the table.* Underline the words in bold. The pupils repeat after you. Repeat the same procedure with different sketches to present **in, behind** and **in front of**.

**Pupils' books open.** Read the instructions and explain the activity. Explain the use of **Mr** when we refer to men.

Refer the pupils to the pictures and ask a pair of pupils to read out the example. Ask the pupils to match the five food items presented above the picture (using the letters shown) to wherever they want (1-5) in their picture. Then, in pairs, they ask and answer questions in order to find out where their partner has placed the food items.

e.g. Pupil 1: *Where's Mr Pepper in your picture?*

Pupil 2: *He's on the table. (2) etc*

As an extension, the pairs can report back to the class.

e.g. *In my picture, Mr Pepper is under the table. (3)*

*In John's picture Mr Pepper is on the chair (4).*

## READING & WRITING

(Activities to develop the pupils' reading and writing skills.)



### Read and write the shopping list in your notebook. Then listen and read.

Read the instructions and explain the task. The pupils look at the note and the shopping list. Ask them to read the text and write the rest of the shopping list in their notebooks. Play the recording. The pupils listen and check their answers. Individual pupils read out from the text.

**Shopping list:** green peppers, carrots, chicken, olive oil



### Portfolio: Draw and write in your notebook.

Ask the pupils to look at the note and read it. Ask them to write a note to their mum about what they want her to buy. Tell them to use the texts in Exs 3 and 4 as models and draw their attention to the format of the memo.

Allow the pupils time to write the note. Alternatively, you can ask the pupils to write the note as part of their homework.

#### (Suggested answer)

Mum,

We've got some beans, but we haven't got any peas or onions. Can you get some?

Thanks,

Jimmy

**Note:** Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.



### Listen and say. Then read.

(An activity to familiarise the pupils with the pronunciation of the English language.)

Read the instructions and explain the task. Play the recording for the pupils to listen and repeat.

Draw the pupils' attention to the /ɒ/ and /eɪ/ sounds. Ask individual pupils to read out the sentence and correct their pronunciation.

#### Extension

Draw the following table on the board. Say the words. The pupils come to the board, write them in the correct column and repeat the words. Ask the rest of the class for verification.

onion, mango, shop, orange, tomato, strong, nose, olive, go, note

bottle	cola

## ENDING THE LESSON

(An activity to consolidate the vocabulary and the language taught in the unit.)

Brainstorm for food/drink items. Explain the game. The pupils get into two teams, A and B. One pupil from Team A comes to the board and writes a food item, e.g. *butter*. A pupil from team B comes to the board and writes a food item using one of the letters in team A's word, e.g. *rice*. Each correct word gets one point. The team with the most points wins.

e.g. B U T T E R

I

C

E

#### Activity Book (Optional)

Assign some of the activities from Unit 6c of the *Activity Book* as written H/W. If this is the case, make sure you do them first orally in class.

**Note:** For the next lesson, the pupils can do Ex. 4 (*Portfolio*) at home.



salad



green pepper



pasta



salt and pepper



onion



3



Read and write the shopping list in your notebook. Then listen and read.



Paul,

I need some things to make a salad. We've got some beans, but we haven't got any green peppers or carrots. Can you get some? There's some cheese in the fridge, but there isn't any chicken. Can you get some olive oil, too, please? There's some money on the table.

Thanks,  
Mum



Shopping list  
green peppers

...  
...  
...

4



Draw and write in your notebook.

Mum,

We've got some grapes, but we haven't got any apples or bananas. Can you get some?

Thanks,

Tony



5



Listen and say. Then read.



Buy a bottle of coconut cola from the shop, please!





# Troll Tales!



## Episode 3: Listen and read.



• Now take roles and read.

## Episode 3

- **Aims:** reading for pleasure
- **Vocabulary:** red spots
- **Extra materials:** photocopies of the episode (*Ending the Lesson*)

## BEGINNING THE LESSON

Ask the pupils to try and remember what the previous episode was about (*Pog and Trog driving their car into the lake.*). Ask them if they remember any of the phrases from that episode and ask them to say them out loud (e.g. *Nice car, boys! Can I drive it? Put your seatbelt on, Trog! Now, turn left and stop at the red light! I like driving our new car! You never listen to me!*).

## PRESENTATION & PRACTICE

### Episode 3: Listen and read.

(Activities to promote reading for pleasure.)

Write the words *red spots* on the board and elicit/ explain (using L1 if necessary) what it means.

Write a big 52 on the board and ask the pupils to open their books at page fifty-two. Ask the pupils to look at the pictures and guess what it is going to be about (e.g. *Popsie drawing red spots on Pog and Trog's faces.*).

Play the recording. The pupils listen and follow along. Play the recording again with pauses for the pupils to listen and repeat, chorally and individually.



### Now take roles and read.

The pupils take roles and read the episode.

## ENDING THE LESSON

### Before going into class

Photocopy the episode, cut out the frames and tippex out the numbers. Photocopy one set per group of pupils.

Hand out one set of frames per group. Ask the pupils to work together and put the frames in the correct order. You can help them by playing the episode again while they're completing the task. Go around the classroom monitoring the activity.

# Go Green! 3: What colour is your food?

- **Aims:** to raise the pupils' environmental awareness, to talk about fruit and vegetables and the vitamins they contain
- **Vocabulary:** vitamin, heart, potassium, iron
- **Extra materials:** pictures of different red, green and yellow fruit and vegetables (from magazines, etc) (*Beginning the Lesson*)

## BEGINNING THE LESSON

Put the pictures of different food items on the board, point to each one, and then elicit/say the word. Explain to the pupils that fruit and vegetables are very good for the human body because they give essential elements to keep it healthy. Have a class discussion, in L1 if necessary, on what the pupils know about the vitamins different kinds of fruit/vegetables contain, e.g. *oranges and tomatoes contain vitamin C, carrots and mangoes contain vitamin A, coconuts contain vitamin E, etc.* During this stage, elicit/explain the words: *vitamin, heart, potassium, iron.*

## PRESENTATION & PRACTICE



### 1 Read and write the colour in your notebook.

Write a big 53 on the board and ask the pupils to open their books at page fifty-three. Read through the title (*What colour is your food?*) and explain/elicite what it means. Tell the pupils that we can divide fruit and vegetables into categories based on their colour. Each category provides us with vitamins and other essential elements that are good for us. Then, refer the pupils to the texts and the pictures. Allow them time to read the texts and write the correct colour in their notebooks. Check their answers. Individual pupils read out from the texts.

**Answers:** red, orange, green



### 2 Write your favourite fruit and vegetable for each colour in your notebook.

Read the instructions and explain the task. Brainstorm for different kinds of fruit and vegetables. Tell the pupils to write their favourite fruit and vegetable under

each category, based on the food's colour, in their notebooks.

### (Suggested answers)

strawberries	bananas	grapes	oranges
red peppers	corn	beans	carrots

## ENDING THE LESSON

Ask the pupils, in pairs or groups, to make a poster for all three fruit and vegetable category, based on their colour. Tell them to stick or draw pictures of the fruit/vegetables in each category. You can display their work somewhere in the classroom.



# Go Green!



## What colour is your food?

**1** Read and write the colour in your notebook.



The ... group has got a lot of vitamin C. **Vitamin C** protects us from colds. This group is good for our hearts, too.



The ... / yellow group has got a lot of vitamin C and **vitamin A**. Vitamin A is good for our eyes and hair.



The ... group has got a lot of vitamin A, vitamin C, **potassium** and **iron**. Potassium and iron are good for our bodies.

**2** Write your favourite fruit and vegetable for each colour in your notebook.



...  
...



...  
...



...  
...



...  
...



**London, England**

We usually have a big breakfast at the weekend.  
We usually have eggs, beans, sausages and toast.  
Yummy!



**Valencia, Spain**

My favourite food is paella.  
It's rice with seafood. We eat paella straight from the pan with our wooden spoons!  
It's delicious!



**Rabat, Morocco**

Couscous is very popular in Morocco. My mum makes the best couscous salad! She uses tomatoes, onions, olive oil and ... couscous, of course! Why don't you try it?  
It tastes great!



**1 Read and complete in your notebook.**

- 1 He usually has a big breakfast at the ... .
- 2 Paella is rice with ... .
- 3 In the couscous salad, there are tomatoes, onions, couscous and ... .

**2 Portfolio: Write about your favourite food in your notebook. Present it to the class.**

- **Aims:** to talk about popular/favourite dishes
- **Vocabulary:** paella, seafood, pan, wooden spoon, delicious, couscous
- **Extra materials:** world map (Ex. 1)

## BEGINNING THE LESSON

Ask the pupils what the most popular dishes in their country are and if they can name some of their ingredients.

## PRESENTATION & PRACTICE

### 1 Read and complete in your notebook.

#### Before going into class

Put the world map on the wall for the pupils to use.

Write a big 54 on the board and ask the pupils to open their books at page fifty-four. Read the instructions and explain the task. Use the world map and ask a pupil to come and show you where the UK, Spain, and Morocco are. Ask the pupils if they have ever been to/have heard of any of these countries and ask them about the food there. Refer the pupils to the pictures and the texts and explain to them that they are going to read about some popular dishes in these countries. Allow them time to read the texts and complete the sentences in their notebooks. Explain/Elicit any unknown words. Check their answers. Individual pupils read out from the texts.

1 weekend      2 seafood      3 olive oil

### 2 Portfolio: Write about your favourite food in your notebook. Present it to the class.

Read the instructions and explain the task. Ask the pupils to write about their favourite food and present it to the class. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project.

You can ask the pupils to do the project as part of their homework.

#### (Suggested answer)

My favourite food is lasagne. It's pasta with cheese, tomato sauce and meat. It's delicious!

**Note:** Once the pupils have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

Ask the pupils, in pairs or groups, to make a poster with famous foods/dishes in their country and present it to the class. Tell them they can decorate their posters with stickers, pictures or drawings. You can display their work somewhere in the classroom.

It is advised you do 'Our School' during this lesson or the next.



## Checkpoint: Units 5 - 6

- **Aims:** to consolidate Module 3, to obtain feedback on individual pupils, to monitor the pupils' progress

Do a quick revision of what the pupils have learnt in the module.

e.g. *Teacher: Tell me something we must do at home.*

*Pupil 1: We must help with the chores.*

*Teacher: I've got a toothache. What should I do?*

*Pupil 2: You should go to the dentist.*

*Teacher: How many trees are there in Yumville?*

*Pupil 3: A lot!*

*Teacher: Are there any cans of cola in your fridge?*

*Pupil 4: Yes, there are. etc*

Follow the same procedures to revise plurals; numbers 1-10; colours; introduce yourself; say how old you are.

**Note:** It is important that the pupils do not feel they are being tested. The rationale of this quick revision is to make the pupils aware of their progress in the English language. Always praise the pupils' efforts and encourage everyone to participate.

After this quick revision, the pupils work on their own and do the exercises.

### 1 Look and write in your notebook.

The pupils look at the pictures, unscramble the letters and write the word in their notebooks.

- |         |           |             |
|---------|-----------|-------------|
| 1 lime  | 3 coconut | 5 olive oil |
| 2 mango | 4 grapes  | 6 beans     |

### 2 Read and write *must* or *mustn't* in your notebook.

Read the instructions and explain the task. The pupils read the rules 1-5 and write *must* or *mustn't* in their notebooks.

- |           |           |        |
|-----------|-----------|--------|
| 1 mustn't | 3 mustn't | 5 must |
| 2 must    | 4 must    |        |

### 3 Read and choose. Write *A* or *B* in your notebook.

Refer the pupils to the pairs of sentences (1-4) and explain the task. The pupils read and choose the correct sentence (A or B) from each pair.

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

### 4 Give advice.

Refer the pupils to the example and explain the task. The pupils read the problem and write the appropriate advice in their notebooks.

**(Suggested answers)**

- 1 You should go to the doctor.
- 2 You should take an aspirin.

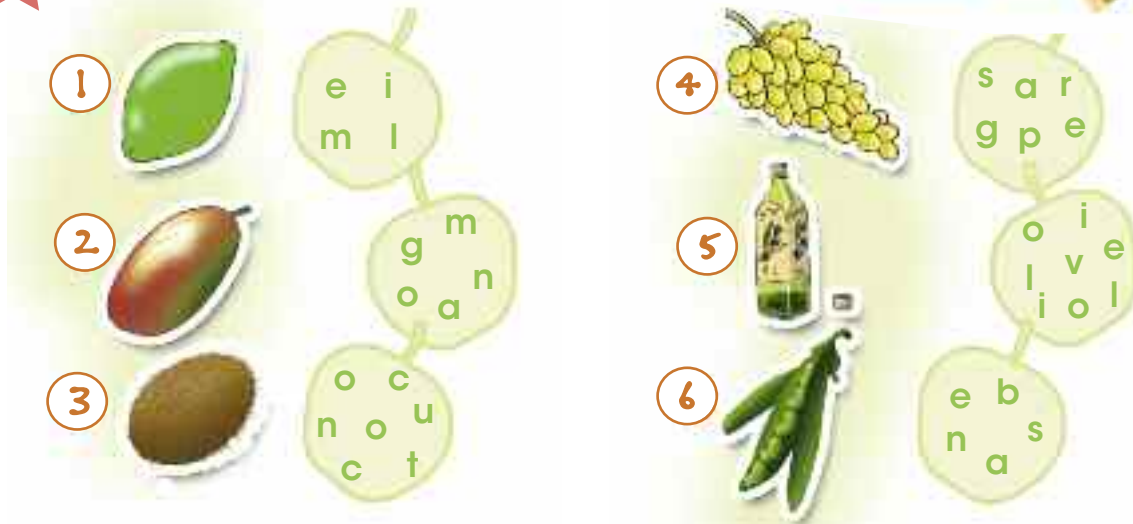
**Now I can ...**

Once all the exercises have been corrected, ask the pupils to tell you how they feel about the two units. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the pupils to the *Now I can* box and read through it with them.

**Note:** Pupils can now do *Modular Revision and Assessment 3* in their *Activity Books*.

**Note:** If you wish, you can do some or all of the *Reinforcement & Extension activities* from the *Teacher's Resource Pack*.

## 1 Look and write in your notebook.



## 2 Read and write **must** or **mustn't** in your notebook.

- 1 You ... drop litter in the street.
- 2 You ... keep off the grass in the park.
- 3 You ... eat in class.
- 4 You ... wear a helmet when you ride your bike.
- 5 You ... listen to your teacher.

## 3 Read and choose. Write **A** or **B** in your notebook.

- 1 **A** Can I have a jar of bread?  
**B** Can I have a loaf of bread?
- 2 **A** There isn't some butter.  
**B** There isn't any butter.
- 3 **A** There are a lot of onions.  
**B** There is much onions.
- 4 **A** Is there much salt in the food?  
**B** Is there many salt in the food?

## 4 Give advice.

- 0 I've got a toothache.  
**You should go to the dentist.**
- 1 I've got a cold. ...
- 2 I've got a headache. ...

**Now I can**

- talk about food
- talk about rules
- talk about illnesses
- give advice

**in English**

**1** Match the shape to the instrument in your notebook.



circle



square



triangle



rectangle



oval



xylophone



wood block




triangle



maracas



drum

**2**  Listen and choose. Write **A** or **B** in your notebook.

1 A violin

B guitar

2 A xylophone

B maracas

3 A drum

B piano

4 A wood block

B triangle

**3** *Over to you!* Make your own drum! Form a band – get together with your classmates!





## Music

- **Aims:** to talk about shapes and musical instruments
- **Vocabulary:** circle, square, triangle, rectangle, oval, xylophone, wood block, maracas
- **Language focus**  
**Language in use:** consolidation
- **Extra materials:** magazines (*Ending the Lesson*)

## BEGINNING THE LESSON

Read the title and explain to the pupils, in L1 if necessary, that in this section they will be doing activities based on some of the other subjects they study in school. Allow them some time to go through the section and become familiar with it.

## PRESENTATION & PRACTICE

(Activities to familiarise the pupils with shapes and musical instruments.)

### 1 Match the shape to the instrument in your notebook.

**Pupils' books closed.** Draw the following shapes on the board: *a circle, a square, a triangle, a rectangle and an oval*. Say and write the name of each shape underneath. The pupils repeat after you. Ask the pupils to find these shapes in the classroom (e.g. *blackboard – rectangle, poster – square, etc*).

Draw an imaginary circle in the air. Ask a pupil to name the shape. Repeat with the rest of the shapes.

**Pupils' books open.** Write a big 56 on the board and ask the pupils to open their books at page fifty-six. Refer the pupils to the pictures of the shapes and the musical instruments. Point to each musical instrument and read out the word. The pupils repeat after you. Read the instructions and explain the task. Allow the pupils time to match the shapes to the instruments in their notebooks. Check their answers.

1 e    2 c    3 b    4 a    5 d

### 2 Listen and choose. Write A or B in your notebook.

Read the instructions and explain the task. Play the recording, twice if necessary. The pupils listen and write A or B in their notebooks. Check their answers.

1 B    2 A    3 A    4 A

### 3 Over to you! Make your own drum! Form a band – get together with your classmates!

Read the instructions and explain the task. Refer the pupils to the picture and tell them to make their own drum at home, using an empty instant-coffee tin and decorating it with colourful paper. (You may want to show them how it is done, step-by-step, by bringing in an empty instant-coffee tin yourself, as well as some colourful wrapping paper.) Ask the pupils to have their drums ready for the next lesson, and tell them they are going to form a band with their classmates and give a performance.

## ENDING THE LESSON

Tell the pupils they are going to make a collage of shapes. In pairs, the pupils go through the magazines you have brought to class and cut out pictures of objects that have the following shapes: *circle, square, triangle, rectangle and oval*. Provide them with pieces of paper to glue their pictures on. You can display their collages somewhere in the classroom.

## ICT

- **Aims:** to talk about computers
- **Vocabulary:** speakers, mouse, screen, printer, keyboard, print, type, sound, move
- **Language focus**  
**Language in use:** consolidation
- **Extra materials:** large piece of thick paper (Ex. 2)

## ENDING THE LESSON

Write the following computer words on the board and ask the pupils to unscramble the letters and say the correct word.

U S M O E (MOUSE)  
C N E R E S (SCREEN)  
A O R E K D B Y (KEYBOARD)  
T E I P N R R (PRINTER)  
S A E E K S P R (SPEAKERS)

## BEGINNING THE LESSON

Write the word *computer* on the board. Ask the pupils to tell you, in L1 if necessary, what they know about computers (e.g. *what we use them for, what different parts they have, etc*).

## PRESENTATION & PRACTICE

(Activities to familiarise the pupils with computers.)

### 1 Look, read and write in your notebook.

Write a big 57 on the board and ask the pupils to open their books at page fifty-seven. Refer the pupils to the pictures of computer parts (peripherals). Point to each picture and read out the word. The pupils repeat after you. Read the instructions and explain the task. Refer the pupils to the definitions (1-5) and read out the example. Allow the pupils time to match the parts (peripherals) to the definitions. Check their answers.

- |            |            |
|------------|------------|
| 2 printer  | 4 speakers |
| 3 keyboard | 5 mouse    |

### 2 Portfolio: Computer speak! In groups make a poster with computer words. Present it to the class.

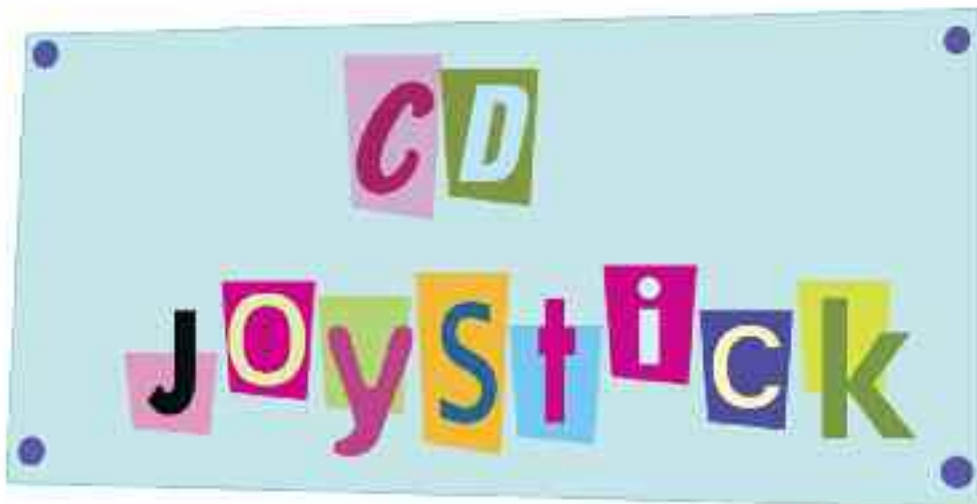
The pupils work in groups. Tell them they are going to make a poster with computer words. Brainstorm for computer words and write them on the board (e.g. *CD, mouse pad, mouse, printer, joystick, screen, speakers, keyboard, headphones, etc*). After the pupils finish their posters, display their work around the classroom.

## 1 Look, read and write in your notebook.

- 1 We use this to see what is on our computer. **screen**
- 2 We use this to print words and pictures.
- 3 We use this to type words into our computer.
- 4 We use this to listen to sounds and music from our computer.
- 5 We use this to move around the screen.



## 2 Portfolio: Computer speak! In groups make a poster with computer words. Present it to the class.





### 1 Read and complete in your notebook.



Cover your m...  
and n ...



Wash your h...

### Be a germbuster!

Cover your mouth and nose when you sneeze.  
Use a tissue, then throw it away.

### Wash your hands with soap and water

Wash your hands for 20 seconds – the time it takes to sing the Germbuster song!

### Wash your hands all the time

- after you sneeze or cough
- after you go to the bathroom
- before and after you eat
- before you touch your eyes, mouth or nose

### 2 Let's sing!

#### The Germbuster song!

Wash your hands all the time  
If you want to feel fine!  
Use some soap  
To wash your hands,  
Use hot water if you can!  
Wash your hands all the time  
If you want to feel fine!

## Health Education

- **Aims:** to talk about germs and how to fight them
- **Vocabulary:** germ, cover, sneeze, tissue, wash, soap, second
- **Language focus**  
**Language in use:** consolidation
- **Extra materials:** none

## BEGINNING THE LESSON

Write the word *germ* on the board. Explain/Elicit what it means, using L1 if necessary. Ask the pupils what they do in order to avoid/fight germs (e.g. *wash their hands after they play/before meals, etc.*).

## PRESENTATION & PRACTICE

(Activities to familiarise the pupils with personal hygiene rules.)

### 1 Read and complete in your notebook.

Write a big 58 on the board and ask the pupils to open their books at page fifty-eight. Refer the pupils to the pictures, read the instructions and explain the task. Allow them time to read the text and complete the sentences in their notebooks. Explain/Elicit any unknown words. Check their answers and write them on the board.

**Answers:** Cover your **mouth** and **nose**.  
Wash your **hands**.

### 2 Let's sing!

Refer the pupils to the song. Ask individual pupils to read it out and explain/elicite any unknown words. Play the song. The pupils listen to the song and sing along. Ask the pupils to time themselves every time they wash their hands by singing the song.

## ENDING THE LESSON

Ask the pupils, in pairs or groups, to make a poster with rules on how to keep germs away. Tell them they can use stickers, pictures, and drawings to decorate their poster. You can display their work somewhere in the classroom.





# Round-up

## 1 Read and complete the family tree in your notebook.

**Alan:** What's this?

**Betty:** It's a photo of my family. Look!  
This is my brother, Tom.

**Alan:** Who's this?

**Betty:** Oh, that's my sister, Anna.

**Alan:** Is this your dad?

**Betty:** No, it isn't. He's my uncle,  
George, and this is my aunt,  
Tina.

**Alan:** Is this your cousin Brett?

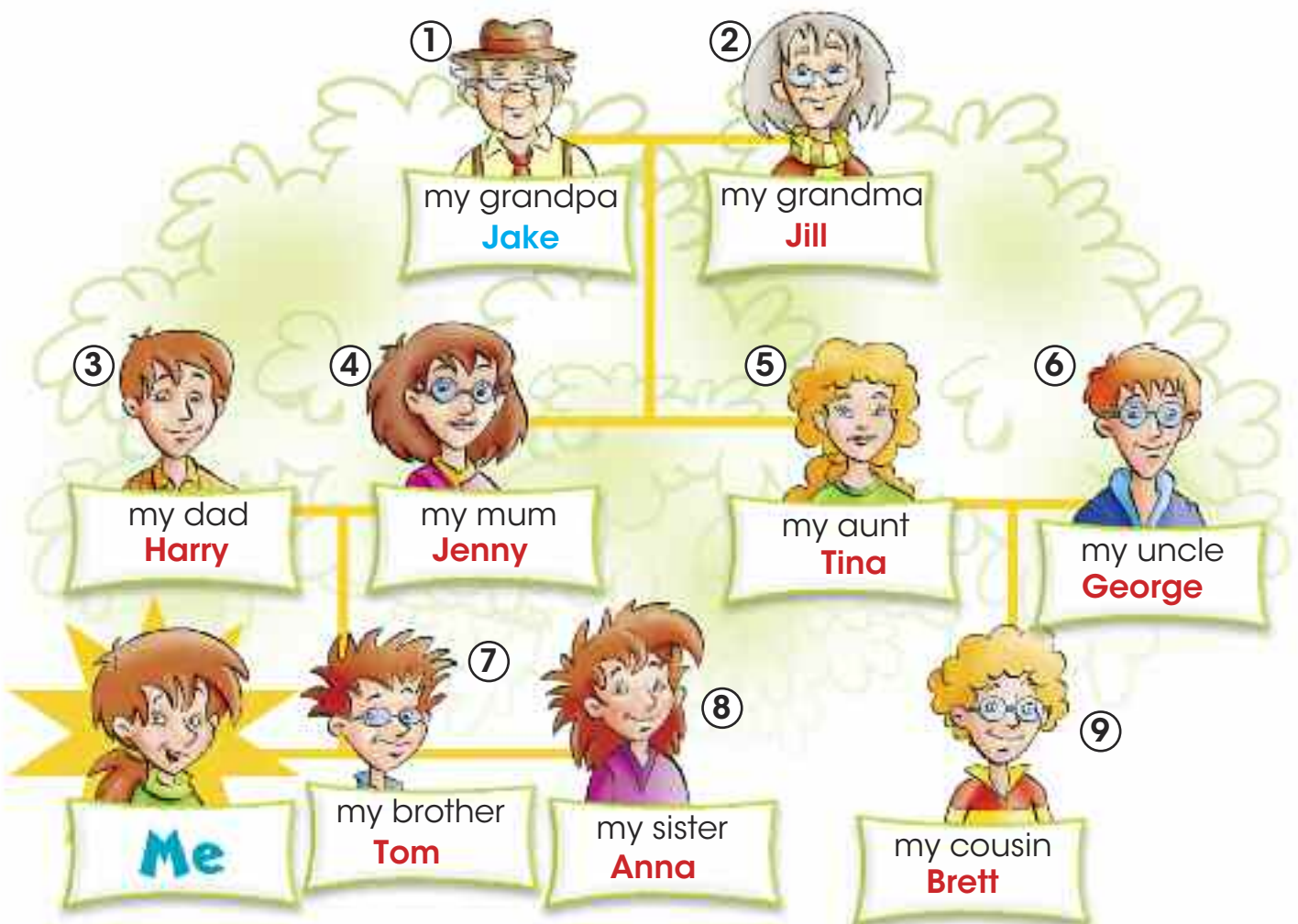
**Betty:** Yes, it is. And this is my dad.  
His name is Harry.

**Alan:** Who's she?

**Betty:** She's my mum. Her name is  
Jenny.

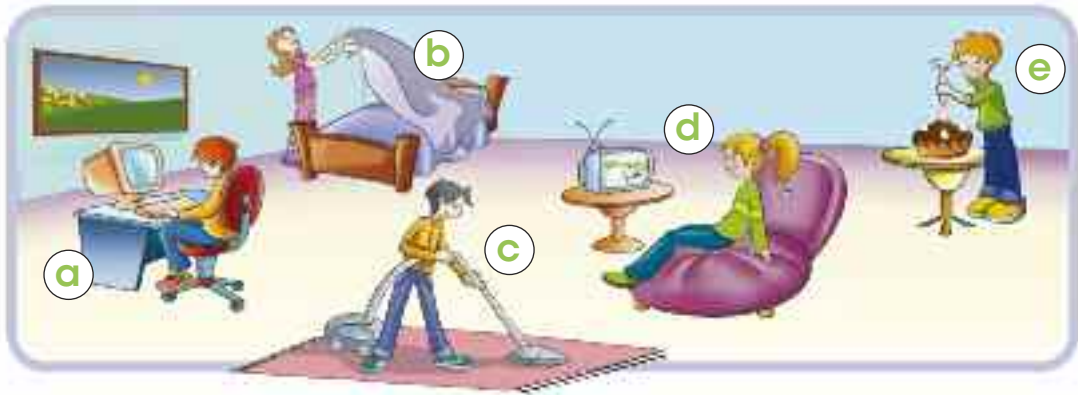
**Alan:** Who are they?

**Betty:** My grandma, Jill, and my  
grandpa, Jake.



# Round-up

**2** Read and complete in your notebook. Then match.



- |   |   |
|---|---|
| 1 She <b>is watching</b> (watch) TV. <b>d</b>     | 4 She <b>is making</b> (make) the bed. <b>b</b> |
| 2 He <b>is making</b> (make) a cake. <b>e</b>     | 5 He <b>is vacuuming</b> (vacuum) the           |
| 3 He <b>is writing</b> (write) an email. <b>a</b> | carpet. <b>c</b>                                |

**3** Look and write in your notebook, as in the example.



- |  |  |
|--|--|
| 1 The supermarket is next to the post office.<br><b>No, it isn't. The supermarket is next to the bank.</b> | 3 The police station is between the baker's and the hotel. |
| 2 The cinema is next to the greengrocer's.<br><b>Yes, that's right.</b>                                    | 4 The greengrocer's is opposite the butcher's.             |
|  | 5 The hotel is next to the baker's.                        |
|  | 6 The bank is opposite the greengrocer's.                  |

*(See Round-up Key)*



# Round-up

★ 4 Look, ask and answer.



What's number  
**twenty-five**?

It's a **scarf**.

(See Round-up Key)



# Happy Halloween!

## 1 Read.

Halloween is on 31st October.  
On Halloween ...



we use pumpkins  
to make jack-o'-lanterns,



we put on  
a scary costume



and we play  
'trick or treat'!

## 2 Let's sing!



Halloween, Halloween,  
Halloween tonight!  
Costumes, pumpkins,  
Trick or treat,  
To give your friends  
a fright -

Aah!

## 3 Let's play!



## Optional Unit

- **Aims:** to talk about Halloween
- **Vocabulary:** use pumpkins to make jack-o'-lanterns, put on scary costume, play 'trick or treat'
- **Language focus**  
**Language in use:** Happy Halloween!
- **Extra materials:** enlarged photocopy of pumpkin and pumpkin nose template from the *Teacher's Resource Pack* (Ex. 3)

This unit is optional. It is designed to be taught just before Halloween.

## BEGINNING THE LESSON

Play the *Halloween* song from Ex. 2 as the pupils are arriving. Greet them by saying *Happy Halloween!*

## PRESENTATION & PRACTICE

(Activities to get the pupils talking about Halloween.)



### Read.

**Pupils' books closed.** Have a class discussion about what we usually do when we celebrate Halloween and what comes to mind when they hear the word *Halloween*. Ask the pupils to tell you how they spend Halloween.

**Pupils' books open.** Write a big 62 on the board and ask the pupils to open their books at page sixty-two. Point to the illustrations in your book and ask the pupils what they can see in each one. Ask individual pupils to read out the sentences. Explain/Elicit any unknown words. Ask the pupils if they celebrate Halloween in the same way in their country.



### Let's sing!

Play the recording. The pupils listen and follow along. Play the recording again. The pupils listen and sing along.



### Let's play!

#### Before going into class

Photocopy the pumpkin and the pumpkin nose template from the *Teacher's Resource Pack* and stick the pumpkin on the wall.

Tell the pupils that you are going to play a game. Show them the pumpkin that you have stuck on the wall and show them the pumpkin's nose. Explain the game and demonstrate with one of the pupils. Put a blindfold on the pupil and spin him/her around and around (carefully). Take the pumpkin nose, give it to the blindfolded pupil and ask him/her to try to stick it on the pumpkin's face. Repeat with other pupils. The pupil that comes the closest to the correct spot on the pumpkin poster is the winner and can get a sweet as a treat.

## **4 Help the children go to the haunted house. Read and say *True* or *False*.**

Tell the pupils that they are going to play a board game. Explain the rules.

### **Rules of the game**

- The pupils play in pairs and each player needs a counter (*any small object will do*). They place their counters on **Start** and throw the dice, saying the number that comes up. The player with the highest number begins the game by saying *My turn*.
- Depending on the square they land on, the pupils have to answer the question. If they land on a 'Go back to start' square, the pupils must go back to the **Start** square and begin the game again.
- The game is non-competitive and should continue until both players reach the last square.

### **Key**

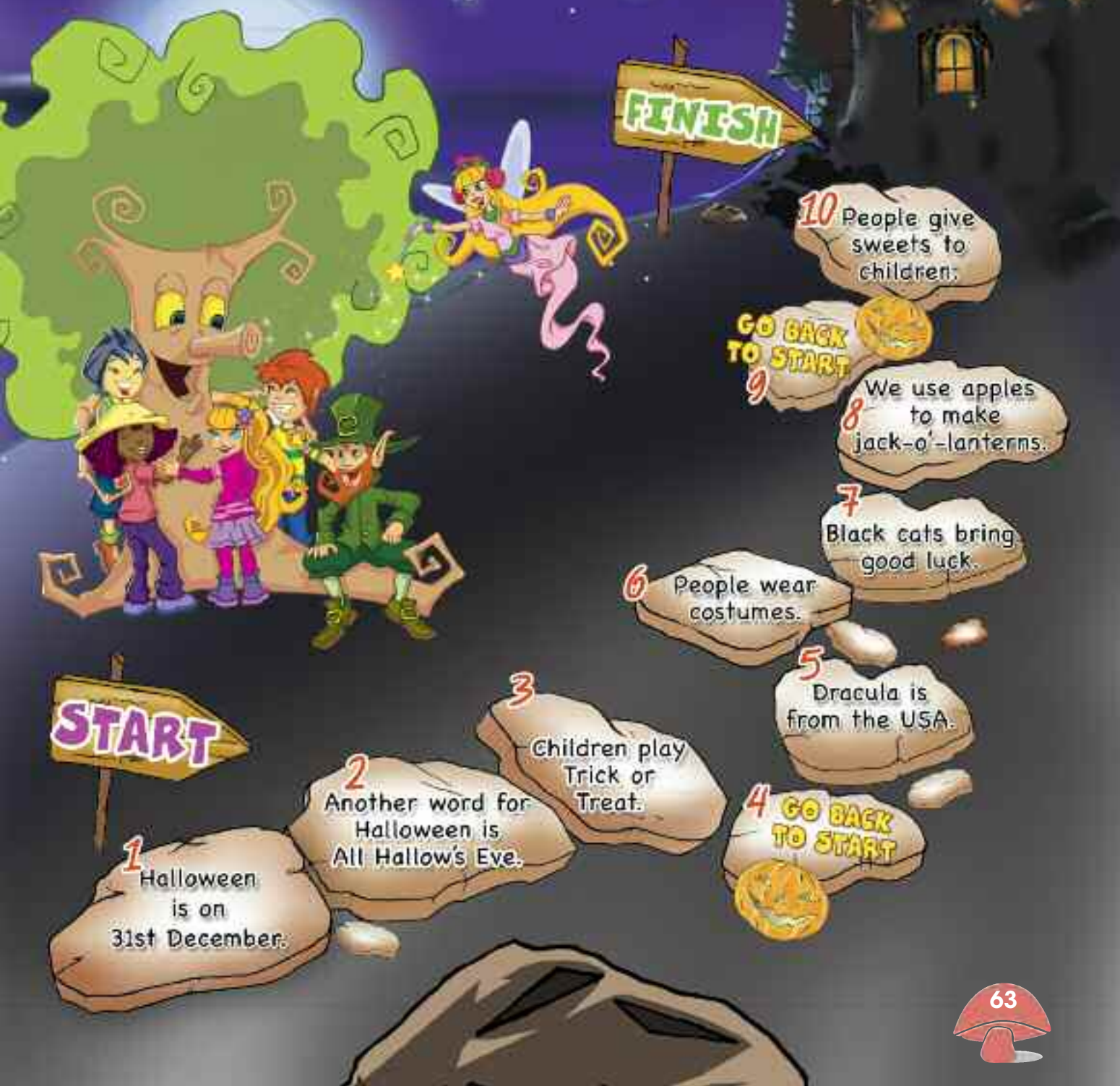
- |                           |                           |
|---------------------------|---------------------------|
| <b>1</b> False            | <b>6</b> True             |
| <b>2</b> True             | <b>7</b> False            |
| <b>3</b> True             | <b>8</b> False            |
| <b>4</b> Go back to Start | <b>9</b> Go back to Start |
| <b>5</b> False            | <b>10</b> True            |

## **ENDING THE LESSON**

Ask the pupils to design a scary costume for Halloween.



- 4 Help the children go to the haunted house. Read and say True or False.



START

1 Halloween is on 31st December.

2 Another word for Halloween is All Hallow's Eve.

3 Children play Trick or Treat.

6 People wear costumes.

5 Dracula is from the USA.

4 GO BACK TO START

7 Black cats bring good luck.

8 We use apples to make jack-o'-lanterns.

9 GO BACK TO START

10 People give sweets to children.

FINISH

# HAPPY NEW YEAR!

## 1 Let's make a New Year's rattle!

1 Take a plastic bottle.

2 Cover it with paper.

3 Put dried beans, peas, etc inside.

4 Decorate with glitter, ribbons, etc.



**At midnight ...** run outside and make a lot of noise!!

## 2 New Year's News! Read.

### Portuguese New Year

People in Portugal eat twelve grapes as the clock strikes twelve on New Year's Eve. This is for twelve happy months in the coming year.

**Feliz Ano Novo!**

### Scottish New Year

The Scottish New Year is called *Hogmanay*.

Special foods at this time of year are cheese, bread and shortbread (a kind of biscuit).

The person most welcome on New Year's morning is a tall, dark man – this brings good luck to the house!

**Happy New Year!**

## 3 Let's sing!

Happy New Year!  
Happy New Year!  
Let's have fun!  
Let's have fun!  
Goodbye to the old year,  
Hello to the new year!  
Hurray! Hurray!  
Hurray! Hurray!





## Optional Unit

- **Aims:** to talk about New Year
- **Vocabulary:** make a lot of noise, the clock strikes twelve, brings good luck to the house
- **Language focus**  
**Language in use:** Happy New Year!
- **Extra materials:** plastic bottles (one for each pupil), dried beans, peas or lentils, glue, sticky tape, scissors, strips of coloured paper or crepe paper, glitter, ribbons, etc (*Ex. 1*), pieces of thick paper (*Ending the Lesson*)

This unit is optional. It is designed to be taught just before New Year.

## BEGINNING THE LESSON

Play the song *Happy New Year* from Ex. 3 as the pupils are arriving.

## PRESENTATION & PRACTICE

(Activities to get the pupils talking about New Year.)

**Pupils' books closed.** Have a class discussion about what we usually do when we celebrate New Year and what comes to mind when they hear the words *New Year*. Ask the pupils to tell you how they spend their New Year.

### 1 Let's make a New Year's rattle!

#### Before going into class

Ask the pupils beforehand to bring in an empty plastic bottle (a small one preferably). Take in some dried beans, peas or lentils, glue, sticky tape, scissors, strips of coloured paper or crepe paper, glitter, ribbons, etc.

**Pupils' books open.** Write a big 64 on the board and ask the pupils to open their books at page sixty four. Point to the illustration and explain to the pupils that they are going to make a New Year's rattle for the celebration of New Year. Demonstrate how to make it: First, take a plastic bottle and cover it with paper. Then put the dried beans, peas or lentils in the bottle and screw the bottle cap on the bottle. Once it is securely closed, start decorating the bottle by cutting

and gluing ribbons and pieces of coloured paper on them.

### 2 New Year's News! Read.

Explain to the pupils that they are going to read about the way people from different countries celebrate New Year. Write the following questions on the board: *What do Portuguese people eat at midnight? What special food do the Scottish eat on New Year's Day?* Ask pupils to read the two texts and answer the questions in their notebooks. Check pupils' answers. Then, select two pupils to read the texts out loud.

The Portuguese eat twelve grapes at midnight.  
The Scottish eat cheese, bread and shortbread.

### 3 Let's sing!

Play the recording. The pupils listen and follow along. Play the recording again. The pupils listen and sing along. They can use their New Year's rattles for extra effect.



## ★ 4 Look, read and say *yes* or *no*.

Read the instructions and explain the task. Refer the pupils to the picture and the sentences (1-6). Allow them some time to read the sentences. Ask individual pupils to read out a sentence and then say *yes* or *no* according to what they can see in the picture. Ask the rest of the class for verification.

- |       |      |       |
|-------|------|-------|
| 1 yes | 3 no | 5 no  |
| 2 yes | 4 no | 6 yes |

## ★ 5 Read and answer the questions in your notebook.

Read the instructions and explain the task. Read the invitation aloud and explain/ elicit what a New Year's Eve party is. Allow the pupils some time to read the invitation again and answer the questions in their notebooks. Check their answers.

- |                    |                   |
|--------------------|-------------------|
| 1 31 December      | 3 25 Apple Street |
| 2 8 in the evening | 4 Emily Hall      |

## ★ 6 Portfolio: Make an invitation for a New Year's Eve party at your house.

Ask the pupils to write an invitation for a New Year's Eve Party at their house. Tell them to use the invitation in Ex. 5 as a model. Allow the pupils some time to write their invitation. Alternatively, you can ask the pupils to write the invitation as part of their homework.

### (Suggested answer)

Please come to our New Year's Eve Party.  
It's on 31st December from 9 in the evening.  
Our house is at 16 Elm Street.  
Please call John White at 438-6128 by 27 December.

**Note:** Once you have corrected their writing activities, guide your pupils on how to file them in their *Junior Language Portfolios*.

## ENDING THE LESSON

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

### Before going into class

Bring in pieces of thick paper.

Provide each pupil with a rectangular piece of thick paper. Ask the pupils to fold it in half and make a New Year's card to offer a classmate. Write a sample text on the board for the pupils to copy, as follows:

To: ...
Happy New Year!
From: ...

Tell the pupils they can decorate their card with drawings, stickers, ribbons, etc. If you wish, while the pupils are making their cards, play the song from Ex. 2. Before leaving the classroom, the pupils offer one another their cards and wish each other *Happy New Year!*

4 Look, read and say **yes** or **no**.



- 1 It's twelve o'clock.
- 2 There are two children.
- 3 The boy is wearing a hat.
- 4 The girl has got a rattle.
- 5 The mother is setting the table.
- 6 The father is watching TV.

5 Read and answer the questions in your notebook.

Please come to our New Year's Eve Party.  
It's on 31st December from 8 in the evening.  
Our house is at 25 Apple Street.  
Please call Emily Hall at 546 78902  
by 27th December

- 1 When is the party?
- 2 What time?
- 3 What's the address?
- 4 Who should you call?

6 **Portfolio:** Make an invitation for a New Year's Eve party at your house.

# Fun Time Starter

**1 Choose the odd one out. Write in your notebook.**

- 1 spring — summer — winter — sun
- 2 Monday — London — Wednesday — Friday
- 3 blue — purple — cat — green
- 4 autumn — banana — orange — apple
- 5 sofa — armchair — table — black
- 6 trousers — bike — shirt — skirt
- 7 grandma — mum — flower — sister
- 8 postman — milkman — fireman — kitchen

**2 Read, choose and complete in your notebook.**



eyes

call

white

children

cat

## Lost Cat

Our **1) cat**, Bella, is missing. Please help us find her. Bella is black and **2) white**. She's got blue **3) eyes**. Bella is very friendly and great with **4) children**. If you find her, please **5) call** us at 555-4678 or email us at [findourcat@gmail.com](mailto:findourcat@gmail.com)

**3 Your pet (cat/dog) is missing. In groups, prepare a similar poster.**

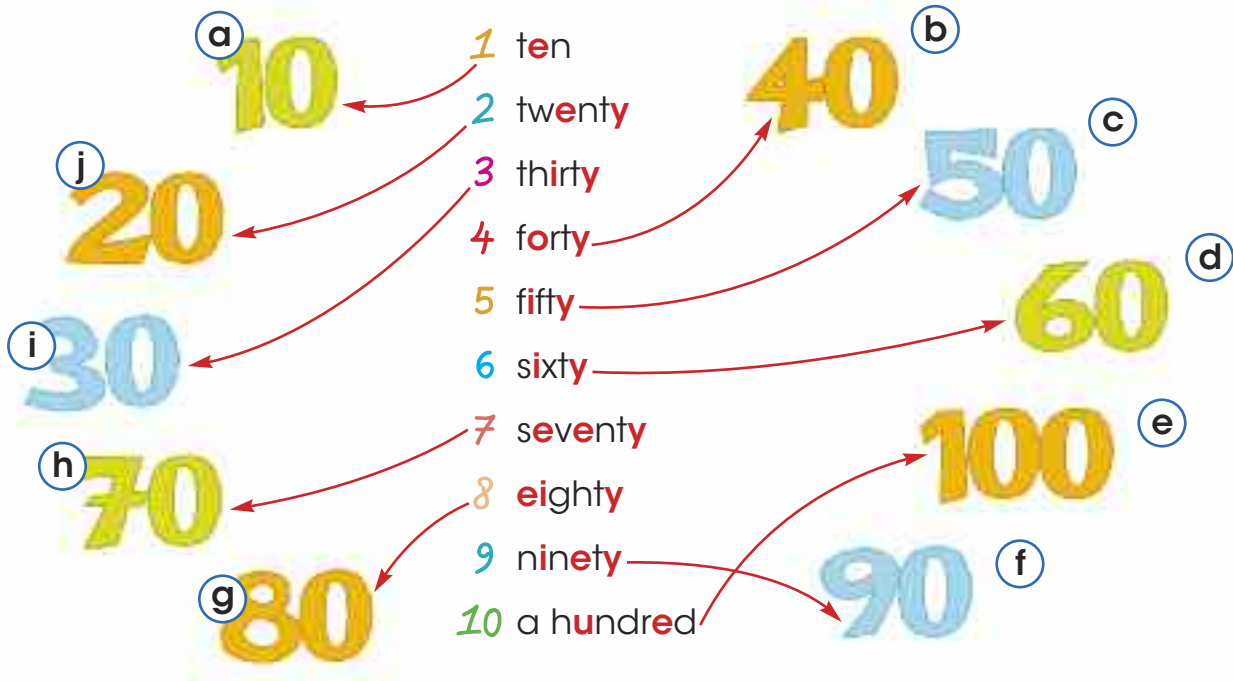
*(See Fun Time Key)*





# Starter★

★ **4 Find and write the numbers in your notebook. Then match.**



★ **5 Copy the form in your notebook and complete it. Then talk with your friend and complete it with information about him/her.**

	Me	My friend
First Name: ...		
Last Name: ...		
Age: ...		
Address: ...		
Name of School: ...		
Phone Number: ...		

(See Fun Time Key)



# Fun Time 1

1

**Read and answer.**

Dear Tom,

Hello. How are you? Let me tell you about my best friend, Bill.

Bill is nine years old and he goes to my school. We are in the same class. Bill is tall and slim. He's got short dark hair and green eyes. Bill isn't from the UK. He's from Germany but he lives in London now. Bill's favourite subject is Maths and he's really good at sports, too! He likes burgers just like me. In his free time, Bill plays football. His favourite football team is Manchester United!

What about you? Please write and tell me about your best friend.

Bye for now,

George

1 Who is George's best friend?

2 How old is he?

3 What does he look like?

4 Where is he from?

5 What is his favourite food?

6 What does he do in his free time?

*(See Fun Time Key)*

2

**Write to Tom about your best friend.**

*(See Fun Time Key)*

3

**Talk with your friend.**

A: *She's got curly hair.*

B: *Has she got long curly hair?*

A: *No, she hasn't.*

B: *Has she got fair curly hair?*

A: *Yes, she has.*

B: *It's Sara Williams!*



Sara Williams



Wendy Hall



Tina Smith



Betty Morris



Lisa Harris



Kelly Adams

★ **4 Look, read and choose. Write in your notebook.**



This 1) **is** my dog, Rooney. He 2) **is** four years old. He 3) **has** got long ears and a curly tail. He 4) **has got** big brown eyes and a black nose. He has got brown hair on 5) **his** body and his tummy is white! I love 6) **my** Rooney!

- |                  |                 |            |
|------------------|-----------------|------------|
| 1 <b>is</b>      | <b>are</b>      | <b>has</b> |
| 2 <b>has</b>     | <b>have</b>     | <b>is</b>  |
| 3 <b>have</b>    | <b>has</b>      | <b>is</b>  |
| 4 <b>has got</b> | <b>have got</b> | <b>is</b>  |
| 5 <b>your</b>    | <b>her</b>      | <b>his</b> |
| 6 <b>I</b>       | <b>my</b>       | <b>you</b> |

★ **5 Look and write in your notebook.**



He can't swim.



She can skate.



They can fly.



She can climb.



He can't ride a bike.



They can't sing.



# Fun Time 2

## 1 Read and write their names in your notebook.

These are photos of my friends.  
Look at **Katie**. She's playing the drums.  
She can play the drums really well!

This is Katie's brother, **William**. He's  
playing the violin. Katie and William  
are in the school band.

This is my friend, **Molly**. Look! She's  
skiing! Molly likes skiing.

Look at **Troy**. He's playing table tennis.  
He's a great table tennis player!



**Katie**



**William**



**Troy**



**Molly**

## 2 Find the differences and say.



1 In picture A, Erlina is watering the flowers. In picture B, Erlina isn't watering the flowers. She is doing the ironing.

(See Fun Time Key)

### 3 Ask and answer. Then write in your notebook.

1



**A:** Is he playing hockey?

**B:** Yes, he is.

2



**A:** Is it having a shower?

**B:** No, it isn't.  
It's having a bath.

3



**A:** Is she drawing?

**B:** No, she isn't.  
She's riding a horse.

4



**A:** Is he swimming?

**B:** No, he isn't.  
He's jumping.

5



**A:** Are they making kites?

**B:** Yes, they are.

6



**A:** Is it raining?

**B:** Yes, it is.

### 4 Draw your house in your notebook. Present it to the class.

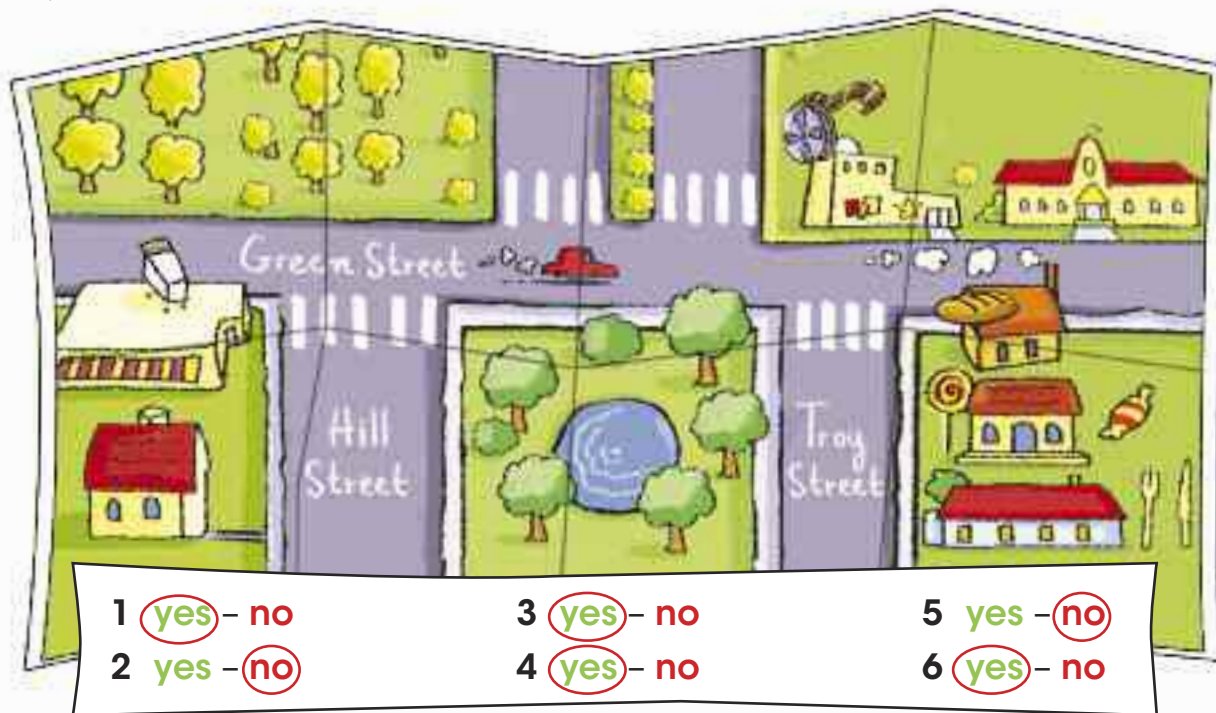
- How many rooms are there?
- What colour is your room?
- What is there in your room?
- Who does the chores in the house?

(See Fun Time Key)



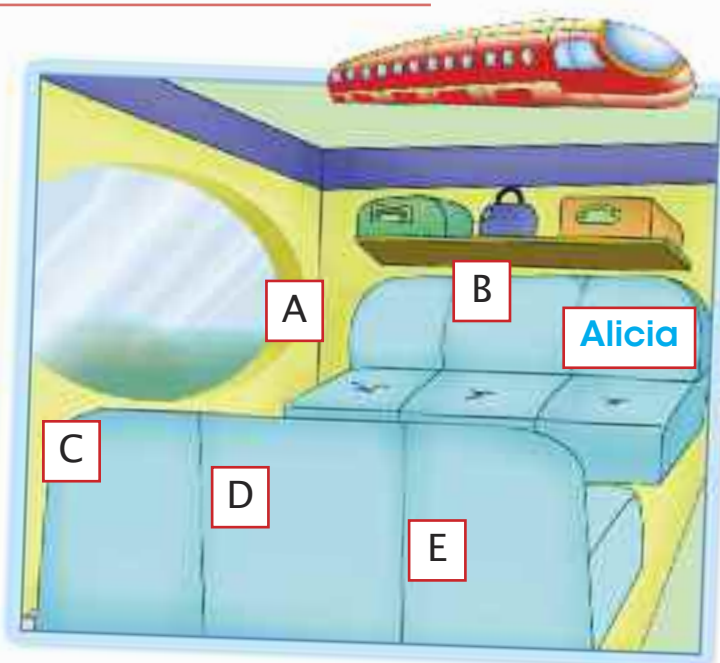
# Fun Time 3

**1**  Look at the map. Listen and write **yes** or **no** in your notebook.



**2** Read and write the names in your notebook.

Six children are on the train.  
 The boys are Jake, Scott and Colin. The girls are Amy, Alicia and Klara. Alicia is sitting opposite a boy. Klara is sitting between two boys. She isn't sitting next to Jake. Jake is sitting next to Amy. Colin is sitting next to the window. Amy is sitting opposite Klara. Scott isn't sitting next to the window.



(See Fun Time Key)



### 3 Find eight differences. Then say.



1 In picture A, there are two scarves. In picture B, there's one scarf.

(See Fun Time Key)

### 4 Read and match in your notebook.



a Don't run!

b Go this way!

c Clean your room!

d Don't ride your skateboard in the park!

e Don't turn left!

f Switch off the TV!

(See Fun Time Key)

# Fun Time 4

**1** Read and complete in your notebook. Then match the clocks to the pictures.



Sam **1) wakes (wake)** up at half past seven.



He **2) gets (get)** dressed, and **3) has (have)** breakfast at eight o'clock.



He **4) goes (go)** to school at quarter to nine.



Lessons **5) start (start)** at nine o'clock.



Sam usually **6) finishes (finish)** school at half past three.



In the afternoon, Sam **7) does (do)** his homework. Then, at quarter to eight he **8) watches (watch)** his favourite programme on TV.

**2 Portfolio:** In groups, prepare a similar project about what you usually do on a weekday. Present it to the class.

(See Fun Time Key)

### 3 Make sentences in your notebook.

1 Do Saturdays? go you to cinema usually on the

**Do you usually go to the cinema on Saturdays?**

2 the I in never TV afternoon. watch

**I never watch TV in the afternoon.**

3 Sundays. She cleans always room her on

**She always cleans her room on Sundays.**

4 their They visit sometimes the at weekend. friends

**They sometimes visit their friends at the weekend.**

5 He usually doesn't to drive school.

**He doesn't usually drive to school.**

### 4 Read and complete in your notebook. Use: on, in, at.



Saturday is my favourite day. 1) **On** Saturdays I get up 2) **at** ten o'clock 3) **in** the morning and I have breakfast. Then I go to the park and play with my friends. 4) **At** one o'clock I have lunch and 5) **in** the afternoon I watch TV. 6) **In** the evening I go to the cinema with my friends. I go to bed 7) **at** ten o'clock 8) **at** night.



# Fun Time 5

## 1 Read and write in your notebook.

Karen feels terrible today. She's got a 1)



toothache. She

should take some 2)



aspirin and go to the 3)



dentist.

She shouldn't eat any 4)



sweets or 5)



cakes.

## 2 Read and say **yes** or **no**. Then write in your notebook.



1 eat too much chocolate

2 brush your teeth after meals

3 drink too much cola

4 visit the dentist often

1 You shouldn't eat too much chocolate.

(See Fun Time Key)



### 3 Complete in your notebook. Then match.

- |  |                             |
|--|-----------------------------|
| 1 You <b>mustn't</b> eat in class.                       | <b>a</b> at home            |
| 2 You <b>must</b> put out the fires.                     | <b>b</b> at school          |
| 3 You <b>mustn't</b> walk on the grass.                  | <b>c</b> at the zoo         |
| 4 You <b>must</b> clean your bedroom.                    | <b>d</b> in the park        |
| 5 You <b>must</b> wear a helmet when you ride your bike. | <b>e</b> in the countryside |
| 6 You <b>mustn't</b> feed the animals.                   | <b>f</b> in the street      |

### 4 Look, read and complete in your notebook.



# Fun Time 6

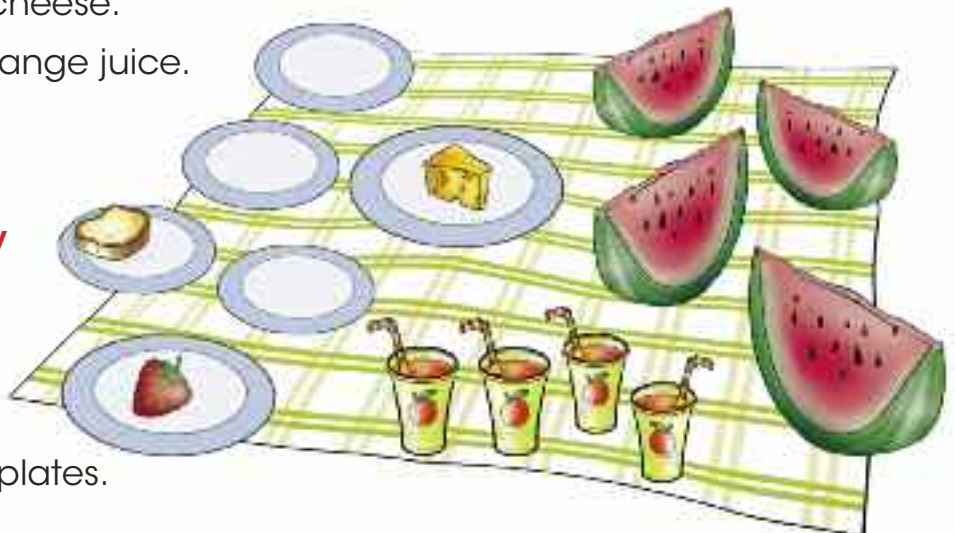
1 Read and write in your notebook.

can pizza pasta onion carton  
lemonade rice jar milk burger cola  
grapes packet green pepper orange juice

Food	Containers	Drinks	Fruit & Vegetables
pizza pasta rice burger	can jar packet carton	lemonade milk cola orange juice	grapes green pepper onion mango

2 Look at the picture and write in your notebook. Use: **much**, **many** or **a lot of**.

- 1 There **isn't much** cheese.
- 2 There **is a lot of** orange juice.
- 3 There **are a lot of** watermelons.
- 4 There **aren't many** strawberries.
- 5 There **isn't much** bread.
- 6 There **are a lot of** plates.





### 3 Read and complete in your notebook. Use: **some** or **any**.

**A:** Have you got all the food for the party, Troy?

**B:** No, but I've got **1) some** lemonade and **2) some** cola.

**A:** Have you got **3) any** pizza?

**B:** No, I haven't got **4) any** pizza, but I've got **5) some** burgers.

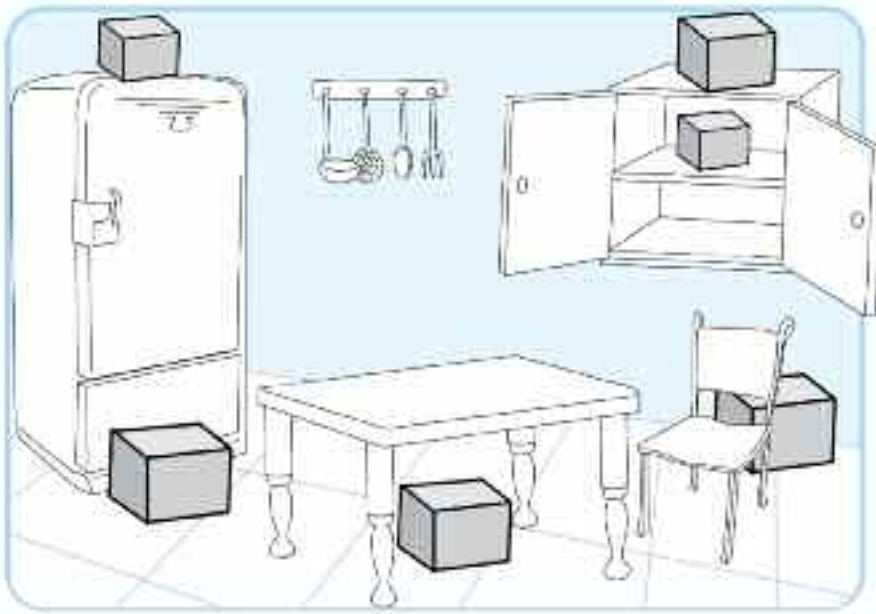
**A:** Do you need **6) any** ice cream?

**B:** No, I don't need **7) any** ice cream, but I need **8) some** sausages for the hot-dogs.

**A:** Mmm ... hot-dogs! I love hot-dogs!



### 4 Read and talk with your friend.



There are a lot of boxes in the kitchen. Look! There's a red box on the fridge and a green box in front of the fridge. There's a yellow box in the cupboard and a blue box on the cupboard. There's a pink box under the table and a grey box behind the chair.

**A:** Where's the red box?

**B:** On the fridge.

(See Fun Time Key)

# Evaluation

**1** Read and choose **A** or **B**. Write in your notebook.

## QUIZ

- |   |  |
|---|--|
| 1 I fix people's cars.<br><b>A Chef</b> <b>B Mechanic</b>             | 4 I look after animals. I grow fruit and vegetables.<br><b>A Greengrocer</b> <b>B Farmer</b> |
| 2 I bring letters to your house.<br><b>A Milkman</b> <b>B Postman</b> | 5 I'm very famous. I sing and play the guitar.<br><b>A Rock star</b> <b>B Taxi driver</b>    |
| 3 I fly into space.<br><b>A Astronaut</b> <b>B Policeman</b>          |  |



**2** Look and write in your notebook.



(See Fun Time Key)

**3** Read and choose. Write in your notebook.

- ... she got curly hair?  
**A** Has      **B** Can
- Who is ... favourite teacher?  
**A** his      **B** him
- There are two ... on the bed.  
**A** scarf      **B** scarves
- I have piano lessons ... Monday.  
**A** on      **B** at
- You ... clean your bedroom.  
**A** must      **B** mustn't

**4** Read and choose. Write in your notebook.

- A:** Where are you from?  
**B:** **a)** I'm from Italy.  
     **b)** It's in Italy.
- A:** What does your uncle look like?  
**B:** **a)** He's here.  
     **b)** He's tall and slim.
- A:** What's the matter?  
**B:** **a)** I've got a cold.  
     **b)** Yes, I am.
- A:** Excuse me, where's the greengrocer's?  
**B:** **a)** I sell fruit and vegetables.  
     **b)** It's opposite the hotel.
- A:** How much is this cap?  
**B:** **a)** It's nine pounds.  
     **b)** It's yellow.



## Round-up

### Ex. 3, p. 60

- 3 No, it isn't. The police station is between the post office and the butcher's.  
4 Yes, that's right.  
5 Yes, that's right.  
6 No, it isn't. The bank is opposite the hotel.

### Ex. 4, p. 61

- A: What's number fifty-six?  
B: It's a bike.  
A: What's number twenty-eight?  
B: They're pyjamas.  
A: What's number fifteen?  
B: It's a skateboard.  
A: What's number twenty?  
B: It's a carpet.  
A: What's number eighty-eight?  
B: It's a double-decker bus.  
A: What's number sixty-five?  
B: It's a clock.  
A: What's number seventy-four?  
B: They're grapes.  
A: What's number forty-eight?  
B: It's a chair.  
A: What's number ninety-nine?  
B: It's a guitar.  
A: What's number thirty?  
B: It's a bus-stop.  
A: What's number sixty-one?  
B: It's a bath.  
A: What's number eleven?  
B: It's a violin.  
A: What's number fifty?  
B: It's a table tennis table.  
A: What's number eighty-three?  
B: They're gloves.

## Fun Time Starter

### Ex. 3, p. 66

#### (Suggested answer)

Our dog, Billy is missing. Please help us find him. Billy is white and grey. He's got brown eyes. Billy is very friendly and great with children. If you find him, please call us at 555-6297 or email us at findourdog@gmail.com.

### Ex. 5, p. 67

#### (Suggested answers)

First Name: Linda  
Last Name: White  
Age: 10  
Address: 45 Pine Road  
Name of School: Green School  
Phone Number: 555-3291

- A: Hello, can I borrow a book from the library?  
B: Yes, of course. What's your name?  
A: Linda  
B: And your last name?  
A: White  
B: How old are you?  
A: 10  
B: What's your address?  
A: 45 Pine Road  
B: Where do you go to school?  
A: Green School  
B: And what's your phone number?  
A: 555-3291

## Fun Time 1

### Ex. 1, p. 68

- 1 Bill  
2 nine  
3 He's tall and slim. He's got short dark hair and green eyes.  
4 He's from Germany.  
5 His favourite food is burgers.  
6 He plays football.



# Fun Time Key & Tapescripts

## Ex. 2, p. 68

### (Suggested answer)

Dear Tom,

Hello. How are you? Let me tell you about my best friend, Helen.

Helen is ten years old and she goes to my school. We are in the same class. Helen is short and slim. She's got long dark hair and brown eyes. Helen isn't from the UK. She's from India but she lives in London, now. Helen's favourite subject is Geography and she's good at Maths, too. She likes pizza just like me. In her free time, Helen plays computer games. Her favourite are adventure ones!

What about you? Please write and tell me about your best friend.

Bye for now,  
Jane

## Ex. 3, p. 68

### (Suggested answers)

**B:** Has she got short hair.

**A:** No, she hasn't.

**B:** Has she got brown hair?

**A:** No, she hasn't.

**B:** It's Tina Smith!

**A:** She's got short hair.

**B:** Has she got short brown hair?

**A:** No, she hasn't.

**B:** Has she got curly hair?

**A:** No, she hasn't.

**B:** It's Lisa Harris!

**A:** She's got long hair.

**B:** Has she got long fair hair?

**A:** No, she hasn't.

**B:** Has she got straight hair?

**A:** No, she hasn't.

**B:** It's Betty Morris!

**A:** She's got straight hair.

**B:** Has she got long straight hair?

**A:** Yes, she has.

**B:** Has she got fair hair?

**A:** No, she hasn't.

**B:** It's Kelly Adams!

**A:** She's got short hair.

**B:** Has she got short straight hair?

**A:** No, she hasn't.

**B:** Has she got fair hair?

**A:** No, she hasn't.

**B:** It's Wendy Hall!

## Fun Time 2

### Ex. 2, p. 70

- 2** In picture A, Lee is mopping the floor. In picture B, Lee isn't mopping the floor. He is setting the table.
- 3** In picture A, Mona is setting the table. In picture B, Mona isn't setting the table. She is watering the flowers.
- 4** In picture A, Alvin is doing the ironing. In picture B, Alvin isn't doing the ironing. He is washing the dishes.
- 5** In picture A, Harry is washing the dishes. In picture B, Harry isn't washing the dishes. He is mopping the floor.
- 6** In picture A, Emma is washing the dishes. In picture B, Emma isn't washing the dishes. She is setting the table.

### Ex. 4, p. 71

#### (Suggested answer)

There are 6 rooms. My room is blue. There is a bed, a bookcase, a computer and a desk. My sister and I do the chores.

## Fun Time 3

### Ex. 1, p. 72

- |              |              |              |
|--------------|--------------|--------------|
| <b>1</b> yes | <b>3</b> yes | <b>5</b> no  |
| <b>2</b> no  | <b>4</b> yes | <b>6</b> yes |

#### Tapescript

- 1** *There's a supermarket opposite the park.*
- 2** *There's a sweet shop next to the cinema.*
- 3** *There's a restaurant next to the sweet shop.*
- 4** *There's a school opposite the baker's.*
- 5** *There's a house between the cinema and the school.*
- 6** *There's a park opposite the restaurant.*

## Ex. 2, p. 72

- A Jake      C Colin      E Scott  
B Amy      D Klara

## Ex. 3, p. 73

- 2 In picture A, there's one cap. In picture B, there are two caps.
- 3 In picture A, there's one dress. In picture B, there are two dresses.
- 4 In picture A, there are two boxes. In picture B, there's one box.
- 5 In picture A, there are two coats. In picture B, there's one coat.
- 6 In picture A, there are two balls. In picture B, there's one ball.
- 7 In picture A, there's one train. In picture B, there are two trains.
- 8 In picture A, there's one pair of pyjamas. In picture B, there are two pairs of pyjamas.

## Ex. 4, p. 73

- |     |     |     |
|-----|-----|-----|
| 1 f | 3 e | 5 c |
| 2 b | 4 a | 6 d |

## Fun Time 4

### Ex. 2, p. 74

#### (Suggested answer)

I usually wake up at seven. I get dressed and have breakfast at half past seven. I go to school at quarter past eight. Lessons start at half past eight. I usually finish school at four o'clock. In the afternoon, I do my homework. Then, at eight o'clock I watch my favourite programme on TV.

## Fun Time 5

### Ex. 2, p. 76

- 1 (No)
- 2 (Yes) You should brush your teeth after meals.
- 3 (No) You shouldn't drink too much cola.
- 4 (Yes) You should visit the dentist often.

## Fun Time 6

### Ex. 4, p. 79

- A: Where's the green box?  
B: In front of the fridge.
- A: Where's the yellow box?  
B: In the cupboard.
- A: Where's the blue box?  
B: On the cupboard.
- A: Where's the pink box?  
B: Under the table.
- A: Where's the grey box?  
B: Behind the chair.

## Evaluation

### Ex. 2, p. 80

- 1 watermelon
- 2 baseball
- 3 post office
- 4 coat
- 5 stomachache

# Instruments for Evaluation

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Evaluation is an essential part of the learning process. It helps the learners realise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial* evaluation at the beginning of the course, *formative* evaluation, which is done on a daily basis, and *cumulative* evaluation upon finishing a Module.

## **Initial Evaluation**

This evaluation centres mainly on the pupils' reports from the previous school year. The teacher can assess the pupils' level, work already covered, work needed to be covered, strengths, weaknesses, etc.

## **Formative Evaluation**

Any exercise a pupil does can be used for this type of evaluation. The results are then recorded on the pupils' *Formative Evaluation Chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g. *the dialogues, songs, craft activities, and so on*) and write the marks obtained with the help of the following code (*using colours if you wish*):

**c** (*competence – green*): the pupil has a full understanding of the task and responds appropriately

**w** (*working on – yellow*): the pupil has an understanding of the task but the response is not fully accurate

**n** (*non-competence – red*): the pupil does not understand the task and is unable to respond appropriately

## **Cumulative Evaluation**

In order to obtain reliable information, the cumulative evaluation takes into account the work the pupils have done throughout the module as well as their participation and attitude. The course is accompanied by two forms of cumulative evaluation:

- *Pupil's Self-Assessment Forms*  
The pupils give their personal opinion about their own results upon completion of each *Modular Revision and Assessment* section. They file these forms in their *Language Portfolios*.
- *Progress Report Cards*  
The teacher completes them, one per pupil, after each test and they are given to the pupils to file in their *Language Portfolios*.



# Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....




Module: ..... Unit: ..... Course: .....

Pupils' name:	Mark and comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	




Evaluation criteria: c (green) w (yellow) n (red)

## • Pupil's Self-Assessment Forms

### Pupil's Self-Assessment Form




Name: .....							Module 1		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Where are they from? They're from Greece.									
• What does uncle Fergus look like? He's got a big nose. What's he like? He's very funny!									
• Can you clap your hands behind your back? Yes, I can.									
• Can you help me with my homework? Sorry, I can't. I'm writing an email.									
• What's he doing? He's playing badminton.									
<b>Draw how you feel!</b>   									

## Pupil's Self-Assessment Form

Name: .....							Module 2		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• Excuse me, where's the bank? It's opposite the post office.									
• How much is this coat, please? It's ninety-three pounds, nine.									
• Do you like football? Of course I do! I play football every day!									
• What's your favourite subject? Art. Why? Because I love painting pictures.									
• I eat fruit every day.									
<b>Draw how you feel!</b>   									



## Pupil's Self-Assessment Form

Name: .....							Module 3		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• You mustn't drop litter.									
• What's the matter? I've got a toothache. You should go to the dentist.									
• Can I have some grapes? How many? Two kilos, please.									
• Is there any juice? Yes, there is.									
<b>Draw how you feel!</b>   									

## • Progress Report Cards

### Progress Report Card

..... (name) can:		Module 1	
	very well	OK	not very well
talk about countries			
describe people and talk about their personalities			
talk about what people can do			
write about his/her super family			
ask for help			
talk about actions happening now			
write a description of a photo			

### Progress Report Card

..... (name) can:		Module 2	
	very well	OK	not very well
give and follow directions			
identify clothes			
talk about prices			
write about his/her neighbourhood			
talk about what he/she usually does every day			
tell the time			
talk about school subjects			
talk about what he/she likes doing			
write about what he/she likes doing and what he/she wants to be			

## Progress Report Card

..... (name) can:		Module 3	
	very well	OK	not very well
talk about rules			
talk about illnesses			
give advice			
write about how to keep healthy			
talk about food			
write a note			

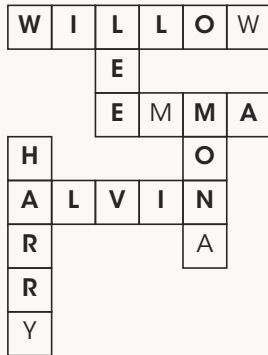


## STARTER UNIT

It's nice to be back!

### 1 Whose name is missing? Complete the puzzle to find out!

Revise the characters' names. Point to each character in turn and elicit his/her name. Explain the task and allow the pupils some time to complete the puzzle. Then ask the pupils to tell you the character whose name is missing (*Erlina*).



### 2 Read and complete.

Read the instructions and explain the task. Refer the pupils to the box and allow them time to read it and complete the missing information about themselves. Check their answers and ask individual pupils to report back to the class.

**(Suggested answers)**

My name is **Joe**.

I'm **ten** years old.

My favourite colour is **blue**.

My favourite toy is **my train**.

### • Now ask your friend and complete.

Read the instructions and explain the task. The pupils, in pairs, ask and answer questions and complete the missing information about their partner. Allow them time to complete the task. Ask individual pupils to report back to the class.

**(Suggested answers)**

My friend's name is **Fiona**.

She is **eleven** years old.

Her favourite colour is **red**.

Her favourite toy is **her toy piano**.

### 3 Read and complete. Then colour.

Revise the colours. Read the instructions and explain the task. Refer the pupils to the pictures (1-4) and the incomplete words underneath, as well as to the missing parts of the words. Allow them time to complete the words with the appropriate endings, then colour the pictures accordingly.

**2** a yellow window

**4** an orange fridge

**3** a white kite

### 4 Look, ask and answer.

Revise numbers 1-100. Refer the pupils to the numbered items in the picture and elicit their names. Read through the example and explain the task. Invite pupils, in pairs, to ask and answer questions about the different items, as in the example. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

**(Suggested answers)**

**A:** What's number ninety-nine?

**B:** It's a guitar.

**A:** What colour is it?

**B:** It's green.

**A:** What's number twenty?

**B:** It's a bike.

**A:** What colour is it?

**B:** It's red.

**A:** What's number twenty-five?

**B:** It's a computer.

**A:** What colour is it?

**B:** It's black.

**A:** What's number fifteen?

**B:** It's a TV.

**A:** What colour is it?

**B:** It's pink.

**A:** What's number thirty?

**B:** It's a wardrobe.

**A:** What colour is it?

**B:** It's green.

**A:** What's number fifty?

**B:** It's a table.

**A:** What colour is it?

**B:** It's blue.

**A:** What's number sixty-one?

**B:** It's a bath.

# Activity Book (Key & Instructions)

**A:** What colour is it?

**B:** It's yellow.

**A:** What's number seventy-four?

**B:** It's a clock.

**A:** What colour is it?

**B:** It's orange.

**A:** What's number eighty-eight?

**B:** It's a piano.

**A:** What colour is it?

**B:** It's brown.

## 5 Let's play!

Beforehand, ask the pupils to cut out the characters' cutouts from their Activity Books and stick them onto straws. Ask the pupils to look at the picture. Elicit the words (*aeroplane, bus, camera, dress, elephant, frog, giraffe, horse, jacket, lion, mirror, radio, teddy bear, vase, yo-yo, zebra*). Have the pupils in pairs act out similar exchanges. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

## MODULE 1

### Unit 1a - Hello

#### 1 Complete. Then find the countries.

Revise the countries. Use the *Around the World* poster. Point to each flag and ask pupils to say the name chorally and/or individually. Then explain the task and allow the pupils some time to complete the exercise. Check their answers.

**2 MEXICO**

**3 UK**

**4 PORTUGAL**

**5 TURKEY**

**6 GREECE**

**7 ITALY**

**8 SPAIN**

**9 POLAND**

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

## 2 Country Bingo! Let's play!

Write the names of the countries from Unit 1a on the board. Explain the game. Tell the pupils to write the names of six countries in any square they like. Call out the names of six countries in random order. The child who crosses out all or most of the countries he/she has written, says *Bingo* and is the winner.

## 3 Read and tick (✓).

Read the example and explain the task. Allow the pupils some time to complete the task. Check their answers.

**2 b**

**3 b**

**4 a**

## 4 Look, read and fill in: *Is* or *Are*. Then answer.

Read the instructions and explain the task. Have a picture discussion, e.g. *Where is the boy? In the tree*. Give pupils enough time to complete the task. Check pupils' answers.

**2 Are** they sad?

**No, they aren't.**

**3 Is** the girl on the table?

**No, she isn't.**

**4 Is** the boy in the tree?

**Yes, he is.**

**5 Is** the dog brown?

**Yes, it is.**

## 5 Choose and complete.

Revise the possessive adjectives. Read the instructions and explain the task. Give pupils enough time to complete the task. Check pupils' answers.

**3 you**

**6 his**

**9 our**

**12 they**

**4 your**

**7 her**

**10 we**

**5 he**

**8 she**

**11 their**

## Unit 1b - The Mirror

### 1 Match. Then write.

Explain the task to the pupils. Give them enough time to complete the task. Check their answers.

- 2 D – sad                      4 E – short  
3 A – fat                      5 B – small

## 2 Look, read and find the stickers!

Explain the task to the pupils. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page. Then individual pupils read out the description.

### Extension

Ask comprehension questions.

e.g. *Who's tall and fat? Uncle Tom.*  
*Who's got long, curly hair? Cousin Derek.*  
*etc*

## 3 Read and complete. Then look at the pictures and write A or B.

Read the instructions and explain the task. Allow the pupils time to complete the task. Check their answers.

- 2 has B                      5 have A                      8 has B  
3 have B                      6 has B  
4 has A                      7 has A

## 4 Write about your best friend. Draw or stick a picture.

Explain the task. Give the pupils enough time to complete the task and check their answers.

### (Suggested answer)

My best friend's name is Bill. He has got short brown hair and blue eyes. He is very clever!

## 1c – Super Gran

### 1 Talk with your friend and complete.

Explain to the pupils that they will be working in groups of two. Pupils take turns asking questions to complete the missing information on their cards. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

e.g. *Pupil 1: Can Jake climb trees?*  
*Pupil 2: Yes, he can.*  
*Pupil 1: Can he ride a horse?*  
*Pupil 2: No, he can't. etc*

## 2 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils time to complete the exercise. Check their answers.

Answers: Yes                      No

## 3 Listen and tick (✓) the box.

Read the instructions and explain the task. Ask pupils to describe the girls in 1 and tell you what the boys in 2 can do. Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

- 1 A                      2 C

### TAPESCRIPT

#### 1 Which is Pat?

A: *Can you see Pat anywhere?*  
B: *I don't know Pat. What does she look like?*  
A: *She's quite short and she's got dark hair.*  
B: *Has she got long, dark hair?*  
A: *No, She's got short, curly hair. And she's got glasses.*

#### 2 Which is Bill?

A: *Bill, can you climb?*  
B: *No, I can't.*  
A: *Can you walk on your hands?*  
B: *No, I can't. But I can ride a skateboard.*  
A: *Ride a skateboard? Really?*  
B: *Yes, look... .*

## 4 Read, look and write.

Explain the task. Give the pupils time to complete the task. Check their answers.

- 2 fifty-five                      5 orange                      8 drive  
3 nose                      6 monkey  
4 feet                      7 climb

## Unit 2a – Chores

### 1 Look and complete.

Read the instructions and explain the task. Elicit the actions. Allow the pupils time to complete the task. Check their answers.

- 2 is vacuuming                      5 is washing  
3 is mopping                      6 is doing/is setting  
4 is watering

## • Now ask and answer.

The pupils, in pairs, ask and answer questions. Go around the classroom monitoring the activity. Ask some pairs to report back to the class.

### (Suggested answers)

- A:** What is Scott doing?  
**B:** He is vacuuming the carpet.
- A:** What is Emma doing?  
**B:** She is mopping the floor.
- A:** What is Grandpa doing?  
**B:** He is watering the plants.
- A:** What is Grandma doing?  
**B:** She is washing the dishes.
- A:** What is Dad doing?  
**B:** He is doing the ironing.
- A:** What is Katie doing?  
**B:** She is setting the table.

## 2 Complete the questions.

Ask pupils to look at the picture. Elicit what the characters are doing. Explain the task and give the pupils time to complete it. Check their answers.

- 2** Is Alvin dancing?  
**3** Are Mona and Harry hiding behind Willow?  
**4** Are Harry and Lee wearing blue T-shirts?  
**5** Is Lee playing the piano?  
**6** Is Erlina singing?

## 3 Look, read and complete. Then act out.

Read the instructions and the example, and explain the task. Allow the pupils time to complete the task. Check their answers. Then the pupils act out the exchanges.

- 2** I'm washing the car.  
**3** I'm doing my homework.  
**4** I'm making lunch.

## Unit 2b – Waterland

### 1 Look, read and put a tick (✓) or a cross (X).

Read the instructions and the example, and explain the task. Allow the pupils time to complete the task. Check their answers.

**2** X      **3** ✓      **4** ✓      **5** X      **6** ✓

### 2 Look, read and complete the rhymes! Then colour.

Tell the pupils that the pictures are about some famous English rhymes. Review the prepositions *up*, *over*, *down* and *out*. Point to the pictures in the exercise and say: *Are the children walking up or down the hill?* Encourage the pupils to answer (*They are walking up the hill.*). Do the same with the rest of the pictures. Say: *Is the cow jumping over or under the moon?* (*The cow is jumping over the moon.*) *Is the bridge falling down or up?* (*The bridge is falling down.*) *Is the spider going into or coming out of the water spout?* (*The spider is coming out of the water spout.*). Explain the task to the pupils and give them enough time to complete it. Check their answers. Then the pupils colour in the pictures using any colours they like.

**2** over      **3** down      **4** out of

### Extension

If you wish, you can teach the pupils the rhymes.

### 3 Read and find the stickers! Then play with your friend.

Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page. Then play the game. Divide the class into pairs/groups. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc as a marker and place it on the **Start** sign. Teams or pairs take it in turns to select a number by throwing a dice, spinning a spinner, etc, and then move along the board according to the number. The pupils must say the sentence the picture in the square they land on illustrates. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one space backwards.



## Unit 2c – A wonderful time

### 1 Listen and number.

Ask pupils to look at the pictures and say what the people are doing. Explain the task and play the recording twice if necessary. The pupils listen to the sounds and complete the task. Check their answers.

Molly **4**      Trevor **3**      Allison **5**      Bruce **2**

### • Now ask and answer.

In pairs, pupils ask and answer questions concerning the pictures.

**(Suggested answers)**

**A:** What is Molly doing?

**B:** She is playing table tennis.

**A:** What is Trevor doing?

**B:** He is playing basketball.

**A:** What is Allison doing?

**B:** She is playing the violin.

**A:** What is Bruce doing?

**B:** He is playing the drums.

### 2 What are they doing? Join the dots and write. Then colour.

Explain the task to the pupils. Give them enough time to complete it. Check pupils' answers.

**1** ... is playing the violin.

**2** ... is playing the drums.

**3** ... is playing the guitar.

### 3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

**Answers:** Yes      No

### 4 Look, read and write yes or no.

Ask the pupils to look at the picture and write yes next to the statements that are correct and no next to the statements that are incorrect.

**2** no      **3** no      **4** yes      **5** yes

## Modular Revision and Assessment 1

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 20 and 21 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 1 and help them to complete it. Now, the pupils are ready to take *Module Test 1* in the *Teacher's Resource Pack*.

### 1 Look and write.

**1** Spain      **2** Italy      **3** Poland

### 2 Look, read and complete.

**1** baseball      **3** tennis  
**2** basketball      **4** hockey

### 3 Read and underline.

**1** has      **3** through      **5** His  
**2** has      **4** can't

### 4 Write sentences.

**1** Is John washing the dishes?  
**2** Are Ben and Kate tidying their rooms?  
**3** Sue isn't setting the table.  
**4** Are Lyn and Lee playing tennis?  
**5** Alex isn't playing basketball.  
**6** Tom is riding his bike.

### 5 Read and match.

**1** d      **2** e      **3** b      **4** a

### 6 Listen and draw lines.

**1** Mark – riding a bike  
**2** James – reading a book  
**3** Sam – playing basketball  
**4** Katy – playing tennis

# Activity Book (Key & Instructions)

## TAPESCRIPT

**Narrator:** Look at the picture. There is one example.

**Girl:** What's Jenny doing?

**Man:** She's playing tennis.

**Girl:** Has she got long straight hair?

**Man:** Yes, she has.

**Narrator:** Can you see the line? Now, you listen and draw lines.

### One

**Man:** Can you see Mark?

**Girl:** Is he playing basketball?

**Man:** No, he isn't. He's riding his bike.

### Two

**Man:** Can you see James?

**Girl:** No, where is he?

**Man:** He's sitting under the tree. He's reading a book.

**Girl:** Oh yes, I can see him now.

### Three

**Girl:** Where's Sam?

**Man:** He's playing basketball. Can you see him?

**Girl:** Is he wearing glasses?

**Man:** Yes, he is.

### Four

**Girl:** What does Katy look like?

**Man:** She's got short curly hair.

**Girl:** Is she playing tennis?

**Man:** Yes, she is.

## 7 Look, read and write yes or no.

1 yes

3 no

5 yes

2 no

4 yes

## MODULE 2

### Unit 3a – In town

## 1 Where are they? Match and write.

Read the instructions and explain the task. Allow the pupils time to complete the task. Check their answers.

2 He's at the park.

3 She's at the clothes shop.

4 She's at the greengrocer's.

5 He's at the baker's.

6 She's at the butcher's.

## 2 What's wrong? Look, read and write.

Read the instructions and explain the task. Refer the pupils to the pictures and allow them time to look at them and complete sentences 2-3 by finding out what is wrong in each picture. Check their answers.

2 There are **sausages in the post office**.

3 There is **fruit in the pet shop**.

## 3 Listen and draw lines.

Read the instructions and explain the task. Play the recording, twice if necessary. The pupils listen and complete the task. Check the pupils' answers.

**butcher's** – opposite the baker's

**hotel** – between the baker's and the police station

**bank** – between the greengrocer's and the post office

**cinema** – next to the post office

## TAPESCRIPT

**Narrator:** Listen and draw lines. Listen and look. There is one example.

**A:** Put the butcher's opposite the baker's.

**B:** Opposite the baker's?

**A:** Yes. The butcher's is opposite the baker's.

**Narrator:** Can you see the line? Now you listen and draw lines.

**A:** Put the hotel between the baker's and the police station.

**B:** Where's the hotel?

**A:** Between the baker's and the police station.

**A:** Put the bank between the greengrocer's and the post office.

**B:** Sorry? Where's the bank?

**A:** Between the greengrocer's and the post office.

# Activity Book (Key & Instructions)

- A:** Put the cinema next to the post office.  
**B:** Next to the post office?  
**A:** Yes. The cinema is next to the post office.

## 4 Read and colour.

Read the instructions and explain the task. Allow them time to read and colour the objects. Check their answers.

**On the left:** a red basketball, an orange teddy bear, a brown camera

**On the right:** a yellow basketball, a green camera

As an extension, you can ask the pupils to act out similar dialogues using the clothes flashcards from the unit.

## 4 Read, count and circle.

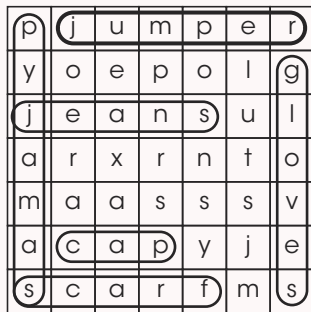
Ask the pupils to look at the school items and their prices. Revise telling the prices by asking individual pupils to tell you how much each item costs. Read the instructions and explain the task. Ask the pupils to read the example, and tell them to read the rest of the sentences and choose the appropriate sum (A, B or C). Allow the pupils some time to do the calculations and check their answers.

2 C      3 C      4 B      5 B

## Unit 3b – A new scarf

### 1 Circle and match.

Revise clothes. Point to each picture (1-6) in turn and elicit the correct word. Explain the task and allow the pupils some time to find all the words. Check their answers.



### 2 Count and write.

Read the instructions and explain the task. Allow the pupils time to complete the task. Check their answers.

- 2 fish      4 scarves  
 3 dresses      5 caps

### 3 Look, read and find the stickers!

Read the instructions and explain the task. Ask the pupils to look at the pictures (1-4) and read the speech bubbles. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page. Then pupils in pairs act out the short dialogue.

## Unit 3c – The Green Cross Code

### 1 Let's play!

Revise *The Green Cross Code*. Refer the pupils to the board game and the A-B exchange below. Explain the rules of the game. The pupils may play in teams or in pairs, and each player needs a counter (*any small object will do*). They place their counters on *Start* and the first pupil throws the dice. The players move along the board according to the number and complete the task. If they land on an instruction of *The Green Cross Code*, they have to say it out loud, either beginning with *Always* or with *Never*, as in the example, according to what they remember about *The Green Cross Code*. If what they say is correct, they have the right to play again. If what they say is incorrect, they hand the dice over to the next pupil. When a pupil lands on a *Stop* sign, he/she misses his/her turn to play; when he/she lands on a blue sign, he/she goes back to *Start*. The first pupil to reach the *Finish* square wins the game.

### 2 Read and complete. Then act out.

Read the instructions and explain the task. Refer the pupils to the dialogue and the missing sentences (A-C). Allow them time to read and complete the dialogue with the missing sentences. Upon completion of the task, the pupils, in pairs, act out the dialogue. Go around the classroom monitoring the

# Activity Book (Key & Instructions)

activity. Ask some pairs to report back to the class.

1 C                      2 A                      3 B

## 3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

Answers: No      Yes

## 4 Look, read and choose A, B or C.

Read the instructions and explain the task. Refer the pupils to the town map and to Paul's note to Jack. Allow them time to read the note, follow the directions and find the right house.

- Jill's house is **C**.

## • Now read again and write yes or no.

Read out the example and explain the task. Refer the pupils back to the note in Ex. 4 and allow them time to read it again and write yes or no next to the sentences 2-4. Check their answers.

2 no                      3 yes                      4 no

## Unit 4a – A space trip

### 1 Read and complete. Then find the stickers!

Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

2 an astronaut                      5 a pilot  
3 a greengrocer                      6 a mechanic  
4 a baker

### 2 Read and circle.

Revise the prepositions *into*, *at*, *to*, *in* and *on*. Make sure the pupils understand when to use these words. Explain the task to the pupils. Give them enough time to complete it. Check their answers.

2 to                      3 in                      4 on

### 3 Make sentences.

Read the example and explain the task to the pupils. Give them enough time to complete it. Check the pupils' answers.

- 2 She doesn't play football.
- 3 They don't like sausages.
- 4 I play the piano every day.
- 5 My mum drives a red car.
- 6 They don't go to bed late.

### 4 Write questions and answers.

Read the example and explain the task. Give the pupils enough time to complete it and check their answers.

- 2 **A: Does he like animals?**  
**B: Yes, he does.**
- 3 **A: Do they live in London?**  
**B: No, they don't.**
- 4 **A: Do you eat cereal for breakfast?**  
**B: Yes, I do.**

## Unit 4b – XL in concert!

### 1 Colour the pairs.

Ask the pupils to take out their coloured pencils. Explain that they should find the pairs and choose a different colour for each pair.

(couple walking down the street) – go shopping  
(young man in gym) – go to the gym  
(man ringing a doorbell) – visit my friends  
(man putting on a sweater) – get dressed

### 2 Make sentences.

Read through the example with the pupils and explain the task. Give pupils enough time to complete the task. Check their answers.

- 2 Do you often play tennis?
- 3 We always stay in this hotel.
- 4 She isn't usually late.
- 5 Does she sometimes work in the evenings?
- 6 I don't usually get up early.



## 3 Read and complete. Use *at, in, on*.

Revise the use of *at, in* and *on*. Then explain the task and give the pupils enough time to complete it. Check pupils' answers.

2 in      3 at      4 in      5 at

## 4 Let's play!

Read through the example with the pupils. Explain the game and ask the pupils to get into pairs. Make sure that pupils understand that they each need to take turns asking questions. Give pupils enough time to complete the task. Go around the classroom monitoring the activity.

e.g. **A:** *What time do you get up?*

**B:** *At half past seven.*

**A:** *What time do you go to school?*

**B:** *At half past eight.*

**A:** *Are you Lee?*

**B:** *Yes, I am.*

**B:** *What time do you get dressed?*

**A:** *At eight.*

**B:** *What time do you do your homework?*

**A:** *At quarter past five.*

**B:** *Are you Mona?*

**A:** *Yes, I am.*

**A:** *What time do you do your homework?*

**B:** *At half past four.*

**A:** *What time do you go to school?*

**B:** *At quarter past eight.*

**A:** *Are you Harry?*

**B:** *Yes, I am.      etc*

## Unit 4c – A happy person

### 1 Read and write the subjects.

Go through the sentences and explain/elicite any unknown words. Explain the task and give the pupils enough time to complete the puzzle. Check their answers.

- |           |             |
|-----------|-------------|
| 1 PE      | 6 MATHS     |
| 2 ENGLISH | 7 MUSIC     |
| 3 HISTORY | 8 GEOGRAPHY |
| 4 ART     | 9 SCIENCE   |
| 5 ICT     |             |

### 2 Listen and match. Then write.

Explain the task. Play the recording twice if necessary. Once the pupils have done the matching, give them enough time to complete the sentences. Check pupils' answers.

Sally – mechanic

Peter – pilot

Vicky – chef

**2** Sally **wants to be a mechanic, because she loves fixing cars.**

**3** Peter **wants to be a pilot, because he loves flying.**

**4** Vicky **wants to be a chef, because she loves cooking.**

### TAPESCRIPT

**Teacher:** *OK, everyone. Let's talk about what you want to be when you grow up. Jim? What do you want to be?*

**Jim:** *I want to be a baker.*

**Teacher:** *A baker? Really?*

**Jim:** *Yes, my dad's a baker, too. And I love making cakes.*

**Teacher:** *That's nice. A family of bakers!*

**Teacher:** *Sally? What about you?*

**Sally:** *Well, I love fixing cars, so I want to be a mechanic.*

**Teacher:** *Fixing cars, Hmm ... interesting!*

**Teacher:** *Peter? Do you want to be a chef?*

**Peter:** *No, Miss. I want to be a pilot. I love flying!*

**Vicky:** *I want to be a chef, Miss.*

**Teacher:** *Yes, Vicky! Why?*

**Vicky:** *I love cooking!*

### 3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example and then allow the pupils a short amount of time to complete the exercise. Check their answers.

**Answers:** No      Yes

### 4 Read, choose and complete.

Explain the task to the pupils. Give them enough time to complete it. Check pupils' answers.

# Activity Book (Key & Instructions)

- |     |     |     |
|-----|-----|-----|
| 2 A | 4 B | 6 A |
| 3 C | 5 C | 7 A |

## • Now write about you.

The pupils in class or at home write about themselves.

### (Suggested answer)

My name is Tom. I'm nine years old. I live in Rome, Italy. I go to San Giovanni Primary School. Lessons start at half past eight and finish at three. My favourite subjects are Maths and Art. In my free-time I like playing football with my friends and going to the cinema. I always have lunch with my family on Sundays.

## Modular Revision and Assessment 2

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 34 and 35 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 2 and help them to complete it. Now, the pupils are ready to take *Module Test 2* in the *Teacher's Resource Pack*.

### 1 Look and write.

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 f | 3 g | 5 h | 7 d |
| 2 c | 4 b | 6 a | 8 e |

### 2 Look, read and circle.

- 1 Science    2 ICT    3 Music

### 3 Write the plurals.

- |           |           |            |
|-----------|-----------|------------|
| 1 scarves | 3 coats   | 5 socks    |
| 2 glasses | 4 dresses | 6 slippers |

### 4 Look, read and underline.

- |           |            |
|-----------|------------|
| 1 next to | 3 opposite |
| 2 next to | 4 between  |

## 5 Read and tick (✓).

- 1 I always drink milk for breakfast.
- 2 He doesn't usually drive to work.
- 3 I get up at half past eight.
- 4 She goes shopping on Saturdays.

## 6 Read and answer.

- 1 They're sixteen pounds, fifteen pence.
- 2 They're eight pounds, ninety-nine pence.

## 7 Listen and write. There is one example.

Read the instructions and explain the task. Play the recording, twice if necessary. The pupils listen and complete the task. Check the pupils' answers.

- 1 32    2 tennis    3 mechanic    4 7:30

### TAPESCRIPT

#### Look at the example. Listen and write.

- Man:** Hello! Can I ask you some questions, please?
- Woman:** Yes, of course.
- Man:** What's your name?
- Woman:** Emily Hall.
- Man:** Hall? Can you spell that, please?
- Woman:** H-A-L-L.
- Man:** OK.

**Narrator:** Can you see the answer? Now, listen and write.

- Man:** How old are you, Miss Hall?
- Woman:** I'm thirty-two.
- Man:** Thirty-two? All right.
- Man:** And what's your favourite sport?
- Woman:** My favourite sport... let me see ... tennis. Yes, I like tennis.
- Man:** And what do you like doing in your free time?
- Woman:** Oh dear! Let me think. What do I like doing? Well, I like going to the gym.
- Man:** Going to the gym? OK.
- Man:** And what do you do, Miss Hall?
- Woman:** I fix cars. I'm a mechanic.
- Man:** A mechanic? Great.
- Man:** And what time do you start work?
- Woman:** I usually start work at half past seven in the morning.

**Man:** Half past seven? That's very early!  
OK. Thanks, Miss Hall.

## 8 Read and write the word.

Read the instructions and explain the task.  
Allow the pupils time to complete the task.  
Check the pupils' answers.

- |              |            |
|--------------|------------|
| 1 eight      | 3 swimming |
| 2 helicopter | 4 horse    |

## MODULE 3

### Unit 5a – The country code

#### 1 Read and find the stickers!

Read the instructions and explain the task. Ask the pupils to read the rules, find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

#### 2 Look and say.

Read the instructions and explain the task. Refer the pupils to the picture and ask individual pupils to read out the list of dos and don'ts. Explain/Elicit any unknown words. Read out the example and ask the pupils to make sentences about what they must/mustn't do in a storm.

##### (Suggested answers)

- You mustn't stand near bikes, umbrellas or anything metal.
- You mustn't go in a boat.
- You mustn't stand under a tree.
- You must stay in your house.

As an extension, you can have a discussion, in L1 if necessary, about safety in storms.

#### 3 Read and write.

Read the instructions and explain the task. Read out the rules and ask the pupils to write them in the correct place. Check their answers.

**In the swimming pool:** You mustn't eat before you swim. You must have a shower before you swim.

**In the forest:** You mustn't pick flowers. You must put out camp fires. You must keep to the path.

#### 4 Write rules for your room.

Read the instructions and explain the task. Ask the pupils to write rules for their room and read them out for the rest of the class. Provide any necessary help with the vocabulary.

##### (Suggested answers)

- You mustn't eat in my room.
- You mustn't use my computer.
- You must knock before you come in. etc

### Unit 5b – Yes, doctor!

#### 1 Read, look and make sentences.

Revise illnesses as well as the use of *should/shouldn't*. Read the instructions and the example, and then explain the task. Allow them time to complete the task and check their answers.

- 2 You should go to the dentist.
- 3 You should put some skin cream on.
- 4 You shouldn't eat chocolate.

#### 2 Listen and tick (✓) the right box.

Ask the pupils to read the questions and look at the pictures. Tell them they have to listen carefully and tick the right box according to what they hear. Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

- 1 C                      2 B

##### TAPESCRIPT

**Narrator:** What's the matter with Pat?

**A:** What's the matter, Pat?

**B:** Oh, I feel terrible!

**A:** Have you got a headache?

**B:** No.

**A:** Have you got a toothache?

**B:** No, I've got a stomachache.

**A:** Oh, dear. I hope you feel better soon!

**Narrator:** What should Paul do today?

**A:** I've got a cold, Mum.

**B:** You shouldn't go swimming, Paul.

**A:** I know, Mum.

**B:** And you can't go to the park today.

# Activity Book (Key & Instructions)

**A:** OK, Mum.

**B:** You should stay in bed and take some cough syrup.

## 3 Read and complete. Use: eat, go, play, buy, drive, have.

Read the instructions and explain the task. Allow the pupils time to complete the sentences with *should/shouldn't* and the appropriate verb. Check their answers.

- |                       |                  |
|-----------------------|------------------|
| 2 They should have    | 5 You should go  |
| 3 He shouldn't play   | 6 You should buy |
| 4 You shouldn't drive |                  |

## 4 Read and circle.

Revise object pronouns. Read the instructions and explain the task. Ask the pupils to read the letter and allow them time to circle the correct object pronoun. Check their answers.

- |        |       |       |
|--------|-------|-------|
| 1 him  | 3 it  | 5 her |
| 2 them | 4 you |       |

## Unit 5c – Stay healthy!

### 1 Look, read and complete.

Read the instructions and explain the task. Refer the pupils to the pictures and allow them time to read the speech bubbles. Ask them to unscramble the letters and fill in the gaps with the missing words. Check their answers.

- 2 rich      3 veggies      4 strong

### 2 What does Kim say to Bill? Read and complete. There is one extra sentence.

Read the instructions and explain the task. Refer the pupils to the dialogue and the missing sentences (A-D). Allow them time to read and complete the dialogue with the missing sentences, pointing out that there is one sentence they do not need to use. Check their answers. Then, the pupils act out the dialogue in pairs.

- 1 D      2 A      3 C

## 3 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example, then allow the pupils a short amount of time to complete the exercise. Check their answers.

**Answers:** No      Yes

## 4 Read and complete the letters. Write one word for each space.

Read the instructions and explain the task. Refer the pupils to the letters and read out the example. Allow them time to read the letters and complete the missing words. Check their answers. Then, individual pupils read out the letters.

- |          |       |        |
|----------|-------|--------|
| 2 should | 5 to  | 8 Miss |
| 3 cough  | 6 is  |        |
| 4 me     | 7 you |        |

## Unit 6a – Yumville

### 1 Complete the puzzle.

Read the instructions and explain the task. Allow the pupils time to complete the task. Check their answers.

#### Down

- 2 WATERMELON      3 OLIVE OIL

#### Across

- |           |                |
|-----------|----------------|
| 4 LIME    | 7 STRAWBERRIES |
| 5 COCONUT | 8 ONION        |
| 6 GRAPES  |                |

### 2 Read and underline. Then act out.

Revise the use of *many*, *much* and *a lot of*. Explain the task to the pupils and give them enough time to complete it. Check their answers. Then, the pupils act out the dialogues in pairs.

- |               |              |
|---------------|--------------|
| 2 many, A lot | 5 a lot of   |
| 3 a lot of    | 6 much, much |
| 4 much        |              |

### 3 Read and choose.

Explain the task to the pupils. Give them enough time to complete it. Check the pupils' answers.

- 2 B      3 A      4 B      5 A      6 B



## 4 Listen and colour and draw.

Ask the pupils to take out their red, yellow, green and black pencils/crayons. Read the instructions and explain the task. Play the recording, twice if necessary. The pupils listen and complete the task. Check their answers.

lemon in basket – **red**

lemon behind the chair – **yellow**

lemon between the watermelon and the coconut – **green**

lemon under the table – **black**

### TAPESCRIPT

**Narrator:** Look at the picture. Listen and look.  
There is one example.

**A:** Can you see the lemon in the tree?

**B:** Yes, I can.

**A:** Colour it blue.

**B:** The lemon in the tree – blue. OK.

**Narrator:** Can you see the blue lemon? This is an example. Now you listen and colour and draw.

**A:** Can you see the lemon in the basket?

**B:** Pardon? Which lemon?

**A:** The lemon in the basket.

**B:** Aah, yes.

**A:** Colour it red. Colour the lemon in the basket red.

**A:** Now find the lemon behind the chair.

**B:** The lemon behind the chair? Oh, yes.

**A:** Colour it yellow.

**B:** Yellow? OK.

**A:** Good.

**A:** Look at the lemon between the watermelon and the coconut.

**B:** Sorry? Which lemon?

**A:** The lemon between the watermelon and the coconut. Colour it green.

**B:** Green?

**A:** Yes.

**A:** Now I want you to draw a lemon.

**B:** OK. That's good.

**A:** Yes, I want you to draw a lemon under the table.

**B:** Under the table. Right.

**A:** Then, I want you to colour the lemon under the table black.

**B:** A black lemon under the table.  
That's funny.

## Unit 6b – Meal time

### 1 Look and write.

Ask the pupils to look at the pictures and say the names of the items. Then explain the task and give them enough time to complete it. Check pupils' answers.

3 cheese

5 olive oil

4 an egg

6 honey

### 2 Look and complete.

Explain the task to the pupils and give them enough time to complete it. Check pupils' answers.

2 bread

4 flour

6 milk

3 orange juice

5 lemonade

### 3 Read and circle.

Revise the use of *some*, *a(n)*, and *any* with the pupils. Then, explain the task. Give pupils enough time to complete the task. Check their answers.

2 any

4 a

6 any

3 any

5 some

### 4 Read and write *some* or *any*.

Explain the task. Give pupils enough time to complete it. Check their answers.

2 any

3 any

4 some

### 5 Now read again and answer.

Allow the pupils time to read through the text again and write the answers to the questions in their books. Check their answers.

1 No, he doesn't.

2 fruit, fish and vegetables

3 He's got chicken, potatoes and peas for dinner. There are some strawberries and honey, too.

## Unit 6c – On the shelves

### 1 Find the stickers! Then ask and answer.

Read the instructions and explain the task. Ask the pupils to find the corresponding stickers, one at a time, and show them to you for verification before sticking them on the page.

Read the example aloud. Explain the task and tell the pupils that they will be working in pairs. Give them enough time to complete the task. Monitor the activity around the classroom, providing any necessary help. Ask some pairs to report back to the class.

#### (Suggested answers)

**A:** What's for breakfast today?

**B:** Cereal.

**A:** What's for lunch?

**B:** Hot dogs.

**A:** It's Tuesday.

**B:** What's for breakfast today?

**A:** Eggs.

**B:** What's for dinner?

**A:** Chicken and peas.

**B:** It's Wednesday.

**A:** What's for breakfast?

**B:** Milk and biscuits.

**A:** What's for lunch?

**B:** Salad.

**A:** It's Thursday.

**B:** What's for lunch?

**A:** Hot dogs.

**B:** What's for dinner?

**A:** Pizza.

**B:** It's Friday.

**A:** What's for lunch?

**B:** Burger and chips.

**A:** What's for dinner?

**B:** Pasta and cheese.

**A:** It's Saturday.

**B:** What's for breakfast?

**A:** Eggs.

**B:** What's for dinner?

**A:** Pizza.

**B:** It's Sunday. etc

### 2 Rhyme time! Read and circle.

Read the instructions and explain the task. Read through the example then allow the pupils a short amount of time to complete the exercise. Check their answers.

**Answers:** No Yes

### 3 You've got £3 for a sandwich! Look at the menu below and choose.

Explain the task to the pupils. Give them a few minutes to think about what they are going to put in their sandwich with the 3 pounds that they have. Then, give them enough time to complete the task. Check pupils' answers.

#### (Suggested answers)

**1** In my sandwich there is bread, a burger, cheese, egg, onion and green peppers.

**2** It's three pounds.

**3** I haven't got any change.

## Modular Revision and Assessment 3

Do a quick revision of what the pupils have learnt in this module. Praise their efforts at this stage of the lesson and encourage everyone to participate. Ask the pupils which parts of the module they enjoyed the most and why.

Do all the exercises on pages 48 and 49 orally in class. Then, allow the pupils to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the pupils' answers and have them add up their total marks. Give them the *Pupil's Self-Assessment Form* for Module 3 and help them to complete it. Now, the pupils are ready to take *Module Test 3* in the *Teacher's Resource Pack*.

### 1 Read and write their names.

**1** Tony    **2** Mark    **3** Patrick

### 2 Look, read and choose.

**1** B    **2** B    **3** A    **4** B    **5** A

### 3 Read and choose.

**1** A    **2** B    **3** A    **4** B    **5** B

## 4 Read and underline.

- |            |            |        |
|------------|------------|--------|
| 1 a lot of | 4 many     | 7 any  |
| 2 some     | 5 any      | 8 much |
| 3 much     | 6 a lot of |        |

## 5 Look, read and complete.

- |          |                |          |
|----------|----------------|----------|
| 1 can    | 3 big          | 5 carton |
| 2 packet | 4 orange juice |          |

## 6 Listen and write the letters in the boxes. There is one example.

- 1 F    2 E    3 D    4 A    5 C

### TAPESCRIPT

**Narrator:** Listen and look. There is one example.  
What are Ben's friends having for lunch?

**Girl:** Jill loves vegetables, so she's having a salad for lunch today.

**Narrator:** Can you see the letter B? Now listen and write the letter.

**Girl:** Nick doesn't like vegetables, but he likes meat. He's having hot dogs for lunch.

**Girl:** Sam likes hot dogs, too. But he's not having hot dogs today. He's having chicken!

**Girl:** Anna doesn't like chicken, but she loves pizza! She's having pizza for lunch today.

**Girl:** Kim doesn't want pizza today. She wants beans. She is having beans for lunch!

**Girl:** Bill likes beans too, but he's having pasta for lunch today. Pasta is his favourite food.

## 7 Read and complete: *bad, soon, sleep, home, shouldn't, aspirin.*

- |           |             |        |
|-----------|-------------|--------|
| 1 home    | 3 sleep     | 5 soon |
| 2 aspirin | 4 shouldn't |        |

## Board Game 1

- 1 Pupil's own answer.
- 2 over
- 3 like
- 4 Pupil goes back to Start.
- 5 suggested answers: aeroplane, doll, car, robot
- 6 wash the dishes
- 7 badminton
- 8 Pupil goes back to Start.
- 9 doing
- 10 curly hair
- 11 Pupil's own answer.
- 12 Pupil goes back to Start.
- 13 Pupil sings the song.
- 14 skateboard
- 15 can
- 16 Pupil's own answer.
- 17 Pupil goes back to Start.
- 18 got
- 19 drums

## Board Game 2

- 1 suggested answers: chef, greengrocer, mechanic, baker
- 2 Pupil goes back to Start.
- 3 flies
- 4 pyjamas
- 5 Pupil sings the song.
- 6 Pupil goes back to Start.
- 7 go
- 8 baker's
- 9 where is
- 10 suggested answers: cinema, hotel, restaurant, bank
- 11 Geography
- 12 Pupil goes back to Start.
- 13 pilot
- 14 suggested answers: Art, ICT, Maths, History
- 15 get dressed
- 16 Pupil goes back to Start.
- 17 much
- 18 favourite
- 19 Pupil sings the song.

## Board Game 3

- 1 suggested answers: mango, melon, strawberry, lemon
- 2 vegetables
- 3 some
- 4 Pupil goes back to Start.
- 5 Pupil sings the song.
- 6 strawberry
- 7 Pupil goes back to Start.
- 8 many
- 9 jar
- 10 suggested answers: green pepper, peas, beans
- 11 Pupil goes back to Start.
- 12 loaf
- 13 strong
- 14 suggested answers: a cold, a stomachache, a rash, a toothache
- 15 matter
- 16 toothache
- 17 Pupil goes back to Start.
- 18 carton of orange juice
- 19 Pupil sings the song.



### Suggestions on how to teach the plays

Each play can be covered in approximately two to three lessons including the performance.

In the first lesson, present or revise the language and songs to be used, and the setting of the scene, as suggested in the *Before The Play* section.

In the second lesson, play the recording of the whole play while the pupils follow the lines in their books. Ask the pupils questions to see if they understood the plot of the story. Play the recording again, pausing at the end of each line to allow the pupils to repeat. This will help the pupils to practise intonation and pronunciation. Allocate roles and ask the pupils to read the play aloud in class. Repeat this step until every pupil has had an opportunity to read. At the end of the lesson, assign each pupil a role to learn for homework. Give the same role to more than one pupil. All pupils must have roles.

In the third lesson, split the class into two groups. Make sure that each group has at least one complete cast of characters needed to perform the play. Ask them to rehearse their lines within their groups. The pupils who are not taking character roles in this final rehearsal can be the audience. Select a group to perform the play. You can perform the play as many times as the pupils like. Good luck!

# Play 1 - The Magic Mirror!

## ★ Outline:

Emma, Harry, Mona, Lee and the Magic Forest characters are back in the Magic Forest. Alvin receives a parcel from the U.S.A. which turns out to be a magic mirror. Alvin looks into the magic mirror and sees a funny reflection of himself. Then the mirror magically helps Mona, Emma, Harry and Lee to meet Super Gran and talk about her super powers.

## ★ Characters:

Emma	Harry
Mona	Lee
Willow	Alvin
Erlina	Pigeon
Super Gran	Audience

## ★ Props:

Magic mirror

## ★ Structures/Functions:

### Greetings:

- Hello!
- Bye
- Nice to see you again!
- See you later!

### Talking about physical appearance:

- Am I old?
- I've got a ...

### Talking about ability:

- Can you see through a wall?
- What can you do?
- I can clap ...

### Useful phrases:

- This is for you.
- What is it?
- It's from ...
- Look after my mirror.
- What's happening?
- Cool.
- Show me.
- Catch me if you can!
- Hey wait for us!

## ★ Vocabulary:

- mirror
- old
- fat
- big
- nose
- ride
- skateboard
- head
- lift
- double-decker bus
- wall

## ★ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

- 1 Invite four pupils to come to the front of the class. Tell pupils 1 & 2 to hold their hands together and form an arch: they will be the frame of the mirror. Pupil 3 is Alvin, Pupil 4 is the mirror's reflection. Pupil 4 makes different gestures so that Pupil 3 can guess what he looks like in the mirror.

e.g. Pupils 1&2: (who are the frame) Look in the magic mirror!

Pupil 4: (mimes having long hair)

Pupil 3: Have I got long hair?

Pupil 4: Yes! etc.

### Before going into class

Prepare as many slips of paper as there are pupils in your class, with super powers written on them e.g. *see through a wall, fly over a house etc.* Also prepare a "My Super Duper Pupils" chart with the names of your pupils and a space next to each name for the pupils to write in.

- 2 Tell your pupils you're going to play a game: first invite two pupils to come to the front of the class and pick a slip of paper each. Ask them to read it but **not** to show it to anyone else. They have to ask each other what they can do and, through mime, they have to guess and write it on the *My Super Duper Pupils* chart!

e.g. Pupil 1: What can you do?

Pupil 2: (mimes swimming)

Pupil 1: Can you swim across the ocean?

Pupil 2: Yes I can! What can you do?

# Play 1 - The Magic Mirror!

Pupil 1: *(mimes jumping)*

Pupil 2: *Can you jump over a tall giraffe?*

Pupil 1: *Yes I can! etc.*

- 3 Show the backdrop. Have a class discussion about the Magic Forest and the characters who live there.

e.g. Teacher: *(pointing to the backdrop)*  
*Where is this forest?*

Pupil 1: *In Fairyland!*

Teacher: *What kind of a forest is it?*

Pupil 2: *It's a magic forest! etc.*

*(Activities to familiarise the pupils with the lyrics of the songs.)*

- 4 Ask the pupils to take out one of their character cutouts: *Alvin, Erlina, Harry, Lee, Mona, Emma and Willow*. Ask them to sing along with the whole class but when it's time to say the name of the character they are holding, they have to stand up holding their character and sing as loud as they can. Every time they hear "and me" in the chorus, the whole class must stand up and sing as loudly as possible!

- 5 For the song of Act 2, ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

*I've got a super grandma, (point to yourself)*

*I call her Super Gran! (thumbs under armpits as if holding straps)*

*Can **you** ride a skateboard on your head? (mime riding skateboard and patting head)*

*My super granny can! (one arm up, hand into a fist, the other next to chest like superman when he flies)*

*Oh, my granny! (clap hands to the rhythm)*

*I've got a Super Gran.*

*She's a super duper grandma*

*And I call her Super Gran!*

*I've got a super grandma, (point to yourself)*

*I call her Super Gran! (thumbs under armpits as if holding straps)*

*Can **you** lift a double-decker bus? (mime picking a heavy object)*

*My super granny can! (one arm up, hand into a fist, the other next to chest like Superman when he flies)*

# Play 1 - The Magic Mirror!

## Script & Stage Directions

### The Magic Mirror!

#### Scene 1

*(We can see Willow, Alvin and Erlina in the Magic Forest. Enter: Harry, Emma, Mona and Lee.)*

**Emma:** *(entering the forest)* Hi, Alvin!

**Mona:** *(entering the forest)* Hi, Willow!

**Lee:** *(entering the forest)* Hi, Erlina!

**Alvin:** Hello, everyone! It's nice to see you again!

**Harry:** *(addressing the audience)* Hello, everyone! Nice to see you!

**Audience:** Nice to see you, too!

**Mona:** It's nice to be back in Fairyland!

**Willow:** Is it nice to be back in Fairyland, children?

**All:** YES!

**Erlina:** Wow! Let's sing! *(addressing the audience)* Come on, everybody!  
*(They all join in the song together)*

It's nice to be back

At school again.

It's nice to be back

With all my friends!

Alvin, Erlina,

Harry and Lee!

Mona and Emma,

Willow and me!

It's nice to be back

In Fairyland!

It's nice to be back,

So let's all chant!

**Pigeon:** *(flies onto stage, carrying a package)*  
Coo! Coo! This is for you, Alvin! It's from the USA.

**Emma:** What is it?

*(the characters gather round while the package is turned upside-down to show the mirror)*

**Lee:** *(addresses the audience)* What is it?

**Audience:** A mirror!

**Lee:** *(disappointed)* Oh, a mirror.

**Alvin:** *(He addresses the audience)* Yes, but what kind of mirror is it?

**Audience:** A magic mirror!

**Mona:** A magic mirror? Wow!

**Emma:** Why is it a magic mirror?

**Willow:** Look in the mirror, Alvin!

**Erlina:** *(addresses the audience)* Look in the mirror, everybody!

**Alvin:** *(Alvin looks in the mirror, then addresses the audience)* Am I old?

**Audience:** Yes!

**Alvin:** Am I fat?

**Audience:** Yes!

**Alvin:** Have I got a big nose?

**Audience:** Yes!

**Harry:** Oh, Alvin, you're so funny!

**Erlina:** Hey Alvin, let's go!

**Alvin:** See you later. Look after my mirror! Bye!  
*(exit Alvin and Erlina)*  
*(the mirror begins to shake)*

**Mona:** Harry! Lee! Emma! Look at the mirror!

**Emma:** Oh, no! What's happening?



# Play 1 - The Magic Mirror!

## Scene 2

---

*(The characters are on stage. We can see Super Gran in front of the mirror. She "steps out" and talks to the children.)*

**Lee:** Who are you?

**Super Gran:** I'm Super Gran! Hello!

**All:** Hello!

**Mona:** Super Gran? Why?

**Super Gran:** Can **you** ride a skateboard on your head?

**All:** No!

**Super Gran:** *(addressing the audience)* Can you?

**Audience:** No!

**Super Gran:** I can! Can **you** lift a double-decker bus?

**All:** No!

**Super Gran:** *(addressing the audience)* Can you?

**Audience:** No!

**Super Gran:** I can! Can **you** see through a wall?

**All:** No!

**Super Gran:** *(addressing the audience)* Can you?

**Audience:** No!

**Super Gran:** I can!

**Lee:** Cool!

**Super Gran:** What can **you** do?

**Harry:** I can clap my hands behind my back!

**Super Gran:** *(addresses audience)* Can you clap your hands behind your back?

**Audience:** YES!

**Super Gran:** Show me! *(audience clap hands behind back)* Can you sing?

**All:** YES!

**Super Gran:** *(addresses audience)* Can **you**?

**Audience:** YES!

**Super Gran:** *(addresses audience)* OK, then! Sing with me! *(everyone joins in the song)*

I've got a super grandma,  
I call her Super Gran!  
Can you ride  
A skateboard on your head?  
My super granny can!

Oh, my granny!  
I've got a Super Gran.  
She's a super duper grandma  
And I call her Super Gran!

I've got a super grandma,  
I call her Super Gran!  
Can you lift  
A double-decker bus?  
My super granny can!

**Super Gran:** *(lifts the mirror with ease)* Come on, everyone! Catch me if you can!  
*(she flies off stage with the mirror, the others follow, laughing)*

**All:** Hey, wait for us! *(they all exit)*

# Play 2 - Meet XL!

## ★ Outline:

The children are magically transported to a spaceship where they meet Andy the astronaut. Together they go to Planet Rox and meet XL, a famous alien rock star!

## ★ Characters:

Alvin	Lee
Erlina	XL
Emma	Andy
Mona	Audience
Harry	

## ★ Structures/Functions:

### Talking about professions/routines:

- I'm an astronaut. I fly into space.
- What does he do?
- I go to the gym every day.

## Useful phrases:

- Are you ready for some fun?
- Let's go to...
- Let's cross the road.
- You're a great dancer!
- Join in, everyone!
- Fantastic.
- I know!

## ★ Vocabulary:

- |             |           |
|-------------|-----------|
| • astronaut | • concert |
| • spaceship | • cross   |
| • fly       | • road    |
| • space     | • gym     |
| • alien     | • sing    |
| • famous    | • guitar  |
| • rock star |           |
| • planet    |           |

## ★ BEFORE THE PLAY

(Activities to familiarise the pupils with the language of the play.)

### Before going into class

Prepare six A5 cards with the following sentences: *He flies planes./He cooks in a restaurant./He sells vegetables./He bakes bread./He fixes cars./He flies into space.* You'll also need the following flashcards: *astronaut, chef, pilot, greengrocer, baker and mechanic.* Cover the words at the back.

- 1 Pin the flashcards of the professions on the board (make sure the word is hidden) and underneath, in jumbled order, place the cards that you have prepared. Divide the class into two teams. Ask a pupil from team A to come to the board and pick one card from the top row and one from the bottom row. If they match, the team keeps the cards – if not they have to put them back. The team with the most cards wins!

e.g. Teacher:

*Pick one card from the top row and one from the bottom row. Do they match?*

*(pupil selects 'pilot' and 'fixes cars')*

Team A, Pupil 1: *A pilot fixes cars. No, a pilot doesn't fix cars, he flies planes!*

Teacher: *Sorry! Put the cards back!*

*(pupil selects 'astronaut' and 'flies into space')*

Team B, Pupil 1: *An astronaut flies into space. Yes!*

Teacher: *That's right! You can keep the cards! etc.*

- 2 Play "XL says" with the class: Tell everyone to stand up. Tell the class that they will hear various commands that they have to follow. They must follow the commands only if they first hear "XL says". If they don't hear "XL says" and they follow the command, they are out of the game and have to sit down. You can revise language from *The Green Cross Code* song for this game. Demonstrate this yourself first, then choose a pupil to act as leader.

e.g. Teacher: XL says listen!  
(pupils hold their hands next to their ears)

Teacher: XL says look!  
(pupils hold their hands above their eyes)

Teacher: Look left!  
(pupils should stand still, if not they are out of the game) etc.

- 3 Show the backdrop. Have a class discussion about space and the spaceship.

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

Pupils: It's a spaceship!

Teacher: Who flies into space in this space ship?

Pupils: Andy the astronaut!

Teacher: Does Andy know any aliens?

Pupils: Yes!

Teacher: (pointing to the picture of XL)  
Who does he know? Who's this?

Pupils: XL!

Teacher: Who is XL?

Pupils: He's a famous rock star!

Teacher: (pointing to a planet) What's this?

Pupils: A planet. etc.

(Activities to familiarise the pupils with the lyrics of the song.)

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

Use the Green Cross Code

When you cross the road: (mime walking)

Stop, look and listen! (stand to attention, click heels together – hands next to the ears – then hands above the eyes)

Find a safe place to cross,

Then stand and wait! (stamp one foot down and stand to attention)

Use your ears, use your eyes, (point to ears, point to eyes)

Look left, look right! (turn head left, then right)

Do not cross the road (wag your index finger)

Until it is safe!

Walk across, never run, (mime walking carefully)

And look both ways! (turn head left, then right)

- 5 I like playing music, (mime playing the guitar)

And watching kids' cartoons. (draw a square in the air)

I like eating sushi, (mime eating)

And fishing on the moon! (mime fishing)

I'm a happy kind of person, (wave your hands in the air)

I always laugh and smile. (use both thumbs

and index fingers to draw a smile on your face)

I'm a happy kind of person, (wave your hands in the air)

People like my style! (blow kisses and wave)

I like having picnics, (mime eating)

And skipping in the rain. (mime skipping)

I like planting flowers, (mime planting flowers)

And riding in a train! (mime train motion)

## Script & Stage Directions

### Meet XL!

#### Scene 1

*(Andy is on stage alone, he addresses the audience.)*

**Andy:** Hello, everyone!

**Audience:** Hello!

**Andy:** My name's Andy. I'm an astronaut. Are you ready for some fun?

**Audience:** Yes!

**Andy:** Do you want to see the children?

**Audience:** Yes!

**Andy:** *(shouts off-stage)* Magic mirror! Help me, please!  
*(Alvin, Erlina, Harry, Lee, Mona and Emma enter in a flurry, sounding surprised)*

**Lee:** Wow! We're in a spaceship!

**Andy:** Hi. I'm Andy. I'm an astronaut.

**Alvin:** *(addressing the audience)* What is he?

**Audience:** An astronaut!

**Andy:** I fly into space.

**Alvin:** *(addressing the audience)* What does he do?

**Audience:** He flies into space!

**Harry:** Do you know any aliens?

**Andy:** Of course I do! Look, that's XL. *(points to a picture in his spaceship)*

**Emma:** XL? Who's XL?

**Andy:** He's a famous rock star! Do you want to meet him?

**Erlina:** *(addresses the audience)* Do you want to meet XL?

**Audience:** Yes!

**Andy:** OK! Let's go to Planet Rox.

**All:** Yeah! *(Andy presses some buttons)*

**Andy:** This is Planet Rox!

**Lee:** Where is XL?

**Andy:** Over there, in concert!

**Mona:** Let's cross the road. Come on, everybody! Sing!

*(everyone joins in the singing, all the characters on stage do the actions before crossing the road)*

Use the Green Cross Code  
When you cross the road:  
Stop, look and listen!

Find a safe place to cross,  
Then stand and wait!  
Use your ears, use your eyes,  
Look left, look right!

Do not cross the road  
Until it is safe!  
Walk across, never run,  
And look both ways!

**Andy:** Ready? Let's go and meet XL! *(they all exit stage right)*



## Scene 2

---

*(The characters are on stage with Andy.)*

**Andy:** *(looking off-stage)* Here's XL!

**XL:** *(enters)* Hello, everyone! *(he starts to dance)*

**All:** Hello!

**Harry:** You're a great dancer!

**XL:** Yes, I know! And look at me! I've got a great body!

**Mona &**

**Emma:** Hmmmm!

**XL:** I go to the gym every day.

**Emma &**

**Mona:** Really? Hmmmmmm!

**XL:** I sing and play the guitar, too! I'm a great singer!

**Lee:** Oh, XL. Please sing for us.

**XL:** Do you want to sing with me?

**All:** Oh, yes!

**XL:** *(addressing the audience)* Do you want to sing with me, too?

**All:** YES!

**XL:** Oh, alright then! *(addressing the audience)* Join in, everyone!

I like playing music,  
And watching kids' cartoons.  
I like eating sushi,  
And fishing on the moon!

I'm a happy kind of person,  
I always laugh and smile.  
I'm a happy kind of person,  
People like my style!

I like having picnics,  
And skipping in the rain.  
I like planting flowers,  
And riding in a train!

**All:** Fantastic!

**XL:** Yes, I know! Thank you!

**Andy:** Time to go!

**All:** Bye, XL!

**XL:** Bye, bye! Come again soon!  
*(characters exit)*

# Play 3 - A Day in Yumville!

## ★ Outline:

The children go with Alvin to Yumville, an underground oasis, to help the elves at harvest time. They meet Rolly and, after helping with the harvest, they all enjoy a wonderful feast together.

## ★ Characters:

Alvin	Harry
Erlina	Lee
Emma	Rolly
Mona	Audience

## ★ Structures/Functions:

### Talking about professions/routines:

- There is/There are a lot of ...
- How many/How much ...

## Useful phrases:

- What are these?
- What's in the cartons?
- We need your help.
- Let's start work!
- Let's pick the coconuts!
- No way!
- Yummy!

## ★ Vocabulary:

- |                |          |
|----------------|----------|
| • honey        | • milk   |
| • beans        | • carton |
| • peas         | • bottle |
| • coconuts     | • jar    |
| • mangoes      | • pizza  |
| • strawberries | • burger |
| • lemons       | • chips  |
| • orange juice | • jam    |

## ★ BEFORE THE PLAY

*(Activities to familiarise the pupils with the language of the play.)*

### Before going into class

Bring in the pictures of food and drink items.

- 1 Shuffle the pictures and turn them upside down. Write two columns on the board: *How much?* and *How many?* Divide the class into two teams. Ask a pupil from team A to come to the front, choose a card, and place it on the board in the correct column. Each correct answer scores a point. The team with the most points wins.

e.g. Team A, Pupil 1: *(pupil selects 'jam')*  
*How much jam! (places it in the corresponding column)*

Teacher: *Correct! One point!*

- 2 Show the backdrop. Have a class discussion about Yumville, the people who live there, what grows there etc.

e.g. Teacher: *(pointing to the backdrop)*  
*What is this place?*

Pupil 1: *Yumville!*

Teacher: *What kind of trees can you see?*

Pupil 2: *Coconut trees! etc.*

- 3 Play *Fruit Salad* with the class: divide the class into *coconuts*, *mangoes* or *lemons*. Everyone sits in a circle. The teacher stands in the middle and begins the game by saying:

e.g. *There are a lot of coconuts today! All the coconuts change seats, and whoever is left without a chair continues the game by standing in the middle. If the person in the middle says Fruit Salad!, everyone has to change seats!*

*(all the coconuts change seats, meanwhile the Teacher finds a seat in the circle)*

Pupil 1: *There are a lot of lemons today! (all the lemons change seats) etc.*

*(Activities to familiarise the pupils with the lyrics of the song.)*

- 4 Ask the pupils to listen and repeat the words after you. Play the song, encouraging the pupils to join in with the actions.

*(have the pupils march in a line, like soldiers, moving in time to the music)*

Staying healthy's really cool,  
So listen to my golden rule:  
Fruit and veggies every day  
Keep the doctor far away!

# Play 3 - A Day in Yumville!

Keep your body strong and fit, *(bend down, touch toes)*

You must, you must look after it! *(stretch up, arms in the air)*

*(have the pupils march in line, like soldiers, moving in time to the music)*

Staying healthy's really cool,

So listen to another rule:

Lots of sleep and exercise

Makes you healthy, rich and wise!

- 5 What have the elves *(right arm outstretched, then left)*

Got up on the shelves? *(cross arms over chest, then hold out both hands in front)*

Burgers, pizzas or cakes?

No way! No! Not today! *(cross hands quickly in front of one another)*

It's harvest time,

Shout hooray! *(hands in the air)*

No way! No! Not today!

There's honey, beans and peas! *(cross hands quickly in front of one another)*

## Script & Stage Directions

### A Day in Yumville!

#### Scene 1

*(Rolly is waiting Stage Right for the others to arrive. He's jumping up and down with excitement.)*

**Alvin:** *(entering with Mona, Emma, Harry, Lee and Erlina)* Rolly! Nice to see you again!

**Rolly:** *(welcoming the others)* Hello, everyone! Welcome to Yumville!

**Mona:** Wow! There are a lot of fruit and vegetables here!

**Rolly:** Of course. Fruit and veggies every day keep the doctor far away!  
*(addresses the audience)* Do you like staying healthy?

**Audience:** YES!

**Rolly:** Do you eat fruit and veggies?

**Audience:** YES!

**Rolly:** Do you want to sing with me?

**Audience:** YES!  
*(everyone joins in the singing)*

Staying healthy's really cool,  
So listen to my golden rule:  
Fruit and veggies every day  
Keep the doctor far away!

Keep your body strong and fit,  
You must, you must look after it!

Staying healthy's really cool,  
So listen to another rule:  
Lots of sleep and exercise  
Makes you healthy, rich and wise!

**Rolly:** It's harvest time in Yumville. We need your help.

**Lee:** How many trees are there?

**Rolly:** A lot! Look!

**Emma:** What are these? *(addresses the audience)*

**Audience:** Lemons!

**Harry:** What are these? *(addresses the audience)*

**Audience:** Coconuts!

**Erlina:** OK, everyone. Let's start work!

**Lee:** This is fun! Let's pick the coconuts!

**All:** Yeah!

# Play 3 - A Day in Yumville!

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## Scene 2

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**Emma:** (*pointing to the shelves*) Look! There's so much food! Yummy!

**Lee:** What have the elves got on the shelves?

**Emma:** What's in the cartons? (*addresses the audience*)

**Audience:** Orange juice!

**Harry:** What's in the jars? (*addresses the audience*)

**Audience:** Jam!

**Mona:** What's in the bottles? (*addresses the audience*)

**Audience:** Milk!

**Alvin:** Is there a lot of food? (*addresses the audience*)

**Audience:** Yes!

**Rolly:** Let's sing, everybody!  
(*everyone joins in the singing*)

What have the elves  
Got up on the shelves?  
Burgers, pizzas or cakes?

No way! No! Not today!

It's harvest time,

Shout hooray!

No way! No! Not today!

There's honey, beans and peas!

**Rolly:** Here are some presents for you! (*gives them the hamper of food*)

**Alvin:** Thank you, Rolly. Yummy! Some orange juice, some milk and some jam!

**Rolly:** Good food for good friends!  
(*addresses the audience*) Stand up, everyone! Wave your hands and shout 'To good health and good friends!'

**Audience:** To good health and good friends!

**Erlina:** Time to go! Thank you, Rolly!

**All:** Thank you, Rolly! Bye!

**Rolly:** Come again next year! Bye! (*Erlina, Alvin, Harry, Lee, Mona and Emma exit*)





# Notes

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