

Предисловие

КРАТКАЯ ХАРАКТЕРИСТИКА УЧЕБНО-МЕТОДИЧЕСКОГО КОМПЛЕКТА

УМК «Английский в фокусе – Starter» предназначен для учащихся 1 класса общеобразовательных учреждений и рассчитан на два часа в неделю.

Младшие школьники будут изучать английский язык, наблюдая за увлекательными приключениями основных героев, действующих как в реальных, так и в сказочных ситуациях. Главные персонажи – мальчик Ларри и его младшая сестрёнка Лулу, их волшебница-няня и не совсем обычный домашний любимец, обезьянка Чаклз. Выбор таких героев не случаен: в этом возрасте ребятам нравятся сказки и чудесные превращения, и они с большой любовью относятся к животным.

Принципы, положенные в основу обучения английскому языку в данном УМК, во многом совпадают с принципами обучения родному языку. Младшие школьники усваивают звуки, слова, структуры в простых и, в то же время, реальных речевых ситуациях, ежедневно возникающих при общении со сверстниками, где им приходится выражать свои мысли, чувства, желания и т. д. Дети научатся рассказывать на английском языке о семье, школе, животных, игрушках и еде, то есть о том, что их интересует в реальной жизни.

КОМПОНЕНТЫ УМК

УМК «Английский в фокусе» для 1 класса состоит из следующих компонентов:

- Учебник (Student's Book)
- Рабочая тетрадь (Workbook)
- Языковой портфель (My Language Portfolio)
- Книга для учителя
- Буклет с раздаточным материалом (Picture Flashcards) и плакаты
- CD для работы в классе
- CD для самостоятельной работы дома
- DVD
- www.spotlightinrussia.ru – сайт учебного курса

■ Учебник

СТРУКТУРА И СОДЕРЖАНИЕ.

Учебник «Английский в фокусе – Starter» предлагает младшим школьникам интересные темы, которые прорабатываются в упражнениях и заданиях, направленных на развития умений и навыков аудирования и

говорения. Материал учебника обеспечивает активное вовлечение учащихся в процесс обучения.

Примечание

В первом классе обучение детей английскому языку строится на принципе устного опережения, т.е. дети сначала овладевают языком путем устного общения: они слушают и говорят. Главное внимание уделяется развитию разговорной речи и пополнению словарного запаса.

Учебник состоит из пяти основных модулей. Каждый модуль состоит из трёх микротем. Каждая микротема, в свою очередь, состоит из двух уроков. Урок рассчитан на 40-45 минут. Однако, количество времени, затраченное на изучение того или иного материала, может иногда варьироваться в зависимости от потребностей группы.

Тематический подход, когда тема одного модуля состоит из нескольких микротем, позволяет поддерживать высокую мотивацию всех учащихся. В рамках данной темы они получают возможность развивать устную речь с учётом их индивидуальных интересов.

«Английский в фокусе – Starter» состоит из следующих модулей и ставит перед учащимися задачи:

Модуль 1: My Family!

– научиться называть членов своей семьи.

Модуль 2: My School!

– познакомиться с названиями школьных принадлежностей и научиться говорить

об их местонахождении.

Модуль 3: My Room!

– научиться называть некоторые предметы мебели и говорить, где они находятся;

научиться называть и описывать игрушки.

Модуль 4: My Pets!

научиться называть некоторых животных, говорить о том, что умеют/не умеют делать люди и животные, описывать лицо.

Модуль 5: My Food!

– научиться рассказывать о своей любимой еде.

В каждом модуле есть следующие разделы:

Portfolio предлагает учащимся рассказать о себе, используя лексику модуля.

Spotlight on the UK дает учащимся начальные сведения о традициях Великобритании, о жизни их зарубежных ровесников, о том, чем они занимаются в свободное время, где любят бывать. Учащиеся узнают о церемонии чаепития и традиционных фургончиках с мороженым, о школьной форме британских школьников и об их любимых местах развлечений – Лондонском зоопарке и парке аттракционов Леголенде.

Fun at school даёт учащимся некоторые сведения из других областей знаний (математика, физика, биология и др.).

Сказка **The Ugly Duckling** даёт детям возможность в увлекательной форме развивать умения слушать, и воспроизводить звуки и интонацию, развивает умение говорить, повторяя монологи и диалоги героев сказки о приключениях Гадкого утенка.

Модуль заканчивается разделом **Now I Know**, в котором учащиеся имеют возможность проверить, насколько успешно они усвоили изученный материал, а учитель определяет, что нужно повторить и ещё раз проработать.

После основных модулей помещены следующие материалы:

Дополнительный модуль **Playtime!** Его можно использовать в конце учебного года при наличии резерва времени.

Раздел **Spotlight on Russia**. Сюда включен материал о России по той же тематике, что и в разделе **Spotlight on the UK**.

Certificate of Achievement – свидетельство о том, что учащийся закончил первый этап изучения английского языка с УМК «Английский в фокусе – Starter». Он вручается каждому учащемуся в конце года в торжественной обстановке (см. подробнее Банк ресурсов).

Все диалоги, тексты, песни, рифмовки и другие материалы, предназначенные для прослушивания, записаны на дисках.

РЕКОМЕНДАЦИИ ПО РАБОТЕ С МОДУЛЕМ

Рассмотрим более подробно структуру и задания модуля.

Одна из важных задач на начальном этапе обучения – удержать внимание и интерес ребёнка на уроке, т.к. учащиеся младшего школьного возраста быстро утомляются и легко отвлекаются. Чтобы избежать этого, в учебнике предусмотрена частая смена видов работы. Обеспечивается **чередование видов активности**: выполнение учебных задач, динамических упражнений, спокойные периоды (раскрашивание, рисование, изготовление поделок в соответствии с изучаемым материалом) и **смена видов речевой деятельности** (аудирование, говорение) в рамках одного урока, что позволяет удерживать внимание младших школьников и эффективно использовать учебное время.

В то же время, младшие школьники чувствуют себя комфортнее и увереннее, если они знают, что и в каком порядке им предстоит выполнить на уроке. Поэтому каждый модуль имеет чёткую структуру и последовательность упражнений, используется ряд символов и коротких музыкальных заставок, настраивающих учащихся на то или иное задание. Единообразие построения уроков модуля облегчает работу на уроке, так как учащиеся быстро понимают привычные установки и уделяют всё внимание содержанию заданий. Необходимо отметить, что

формулировки заданий унифицированы, и учащиеся постоянно слышат их на дисках.

ЛЕКСИКА

В Книге для учителя языковой материал каждого урока подразделяется на активную лексику, которую учащиеся используют при аудировании и говорении, и лексику для рецептивного усвоения, которую они понимают, слушая учителя, но не воспроизводят. Активные лексические единицы вводятся с помощью визуальных опор, что облегчает их запоминание, затем тщательно отрабатываются в упражнениях с использованием дисков и DVD, и только после этого учащиеся слушают песни, рифмовки и диалоги с уже знакомыми структурами. Это снижает эмоциональную напряжённость и повышает уверенность детей в овладении языком.

КАК ВВОДИТЬ, ОТРАБАТЫВАТЬ И ЗАКРЕПЛЯТЬ НОВЫЕ СЛОВА

- Учитель вводит новое слово с помощью картинок на плакате и/или картинок из Буклета с раздаточным материалом (буклет Picture Flashcards).
- Учащиеся повторяют слова за учителем хором и индивидуально.
- Учитель называет слова в произвольном порядке, дети слушают и показывают на соответствующую картинку на плакате или поднимают картинку, вырезанную из специального раздела Рабочей тетради, и произносят слово.
- Включается запись с новыми словами. Дети слушают и в паузах повторяют слова хором и индивидуально, следя по картинкам в учебнике.
- Учитель ещё раз проверяет, как учащиеся запомнили слова с помощью картинок из Рабочей тетради: дети слушают запись и раскладывают картинки, иллюстрирующие слова, в том порядке, в котором слова произносятся в упражнении.
- Учащиеся в обязательном порядке работают дома с диском для учащихся.

БЕСЕДА (СНПТ-СНАТ)

После введения новых слов следует устное упражнение, помогающее детям отрабатывать новые структуры с этими словами в мини-диалоге.

- Включается запись диалога. Учитель держит свою книгу открытой перед классом, чтобы детям хорошо были видны картинки, и показывает на персонажей, когда они говорят.

- Учитель произносит фразы из диалога. Дети повторяют за ним хором и индивидуально. Учитель следит за правильностью произношения.
- Учащиеся выполняют упражнение в парах.
- Учитель предлагает отдельным учащимся разыграть диалог перед классом.

СЮЖЕТНЫЕ ДИАЛОГИ

Учащиеся имеют возможность услышать изучаемые слова и структуры в диалогах главных героев учебника. Дети с интересом следят за их приключениями, и герои становятся им ближе. Прослушивая каждый диалог, учащиеся должны выполнить задание, направленное на проверку понимания текста.

Как работать с диалогом

- Учитель обращает внимание учащихся на картинки, иллюстрирующие диалог, и задаёт по ним вопросы, например: *Who's this? What's this? What colour is...?* и т. д. Вопросы помогают определить, где происходит действие, и повторить изученную лексику и структуры.
- Учащиеся прослушивают запись сюжетного диалога в первый раз и следят за картинками (можно использовать DVD).
- Учитель объясняет задание. Учащиеся прослушивают диалог еще раз и выполняют задание. Обычно они раскрашивают и обводят контуры.
- Учитель проверяет понимание текста различными способами: задает вопросы, просит учащихся перевести отдельные слова или фразы, согласиться или нет с его утверждениями по содержанию текста и др. При необходимости он использует родной язык.
- Учитель произносит реплики диалога, а учащиеся повторяют за ним. Учитель следит за правильностью произношения и интонации. Запись включается еще раз, и дети повторяют в паузах реплики героев.
- Если позволяет время, учитель, держа перед классом свою книгу раскрытой и показывая на соответствующие картинки, начинает реплику из диалога, а учащиеся ее завершают.

ПЕСНИ И РИФМОВКИ

Нельзя недооценивать важность использования песен и рифмовок при изучении английского языка. Они дают учащимся возможность расширять словарный запас и развивать долговременную память.

Существует много способов разучить песню. Дети могут слушать песню и двигаться под музыку. Если в песне есть слова, которые часто повторяются, дети их быстро подхватят. Нельзя настаивать на том, чтобы дети сразу же пели песню. Одни учащиеся смогут присоединиться к пению уже после второго прослушивания, другим потребуется для

этого больше времени. Учитель не должен никого торопить. Он помогает детям и подбадривает их. Песни несложные, дети смогут запомнить и исполнять их.

Как работать с песней

- Учитель обращает внимание детей на картинки, иллюстрирующие песню, и задаёт по ним вопросы, например: *Who's this? What's this?* И т. д.
- Включается запись песни. Учащиеся слушают и следят по картинкам учебника.
- Во время второго прослушивания дети получают задание, направленное на извлечение конкретной информации из текста песни. Они слушают песню еще раз и выполняют задание.
- Перед третьим прослушиванием учитель произносит слова песни по строчке, и при необходимости переводит на родной язык или просит учащихся это сделать. Дети повторяют каждую строчку за учителем хором и индивидуально. Учитель следит за правильностью произношения.
- Учащиеся поют вместе с диском, поднимая соответствующие картинки из Рабочей тетради и выполняя простые движения. Сначала учитель сам показывает движения и поет соответствующую строчку, а дети повторяют за ним.
- Учащиеся прослушивают песню столько раз, сколько необходимо для того, чтобы большинство детей приняли активное участие в ее исполнении.

Вот несколько способов, которые помогут сделать разучивание песен и рифмовок более увлекательным и эффективным.

а) «Слушай и делай» (TPR – Total Physical Response). Дети встают в круг. Учитель включает запись песни и демонстрирует действия. Во время следующих прослушиваний дети могут демонстрировать движения самостоятельно. Иногда некоторые дети выполняют движения, но не поют. Другим детям бывает трудно одновременно петь и координировать движения. Для того, чтобы все дети пели и выполняли движения, необходимо прослушать песню несколько раз. В любом случае, этот способ помогает убедиться в том, что учащиеся понимают содержание песни.

б) Использование опор. У детей есть набор картинок для каждого модуля из Рабочей тетради. Учитель просит детей показывать картинки каждый раз, когда они слышат соответствующие слова в песне.

в) Инсценирование. Все песни, стихи и рифмовки имеют сюжет, и их рекомендуется инсценировать, создавая таким образом комфортную атмосферу на уроке. Учитель распределяет роли, и дети их исполняют.

Они могут приготовить простые костюмы, маски и т. д., чтобы представление было более ‘реалистичным’.

Это всего лишь несколько идей. Опыт и воображение учителя подскажут, что ещё можно сделать, чтобы повысить мотивацию детей

ПОРТФОЛИО (PORTFOLIO).

В процессе изучения материала модуля, учащиеся с помощью рисунков и их устной презентации воспроизводят лексику и структуры данного модуля. Выполняя это задание, дети развивают свою фантазию и удовлетворяют естественную для этого возраста потребность рассказать о себе. Поскольку языковой запас учащихся на этом уровне ещё минимален, учитель всегда дает модель-опору для высказывания.

В классе устраивается выставка рисунков, а в дальнейшем все работы хранятся в папке Языкового портфеля учащихся (My Language Portfolio).

РАЗДЕЛЫ О КУЛЬТУРЕ (SPOTLIGHT ON THE UK, SPOTLIGHT ON RUSSIA)

Материал о культуре представлен информацией о различных аспектах жизни двух стран. Учащиеся имеют возможность сравнить свою страну со страной изучаемого языка. Таким образом поддерживается диалог культур. Очень важно, что уже на раннем этапе обучения язык и культура страны рассматриваются в тесной взаимосвязи, у учащихся развивается интерес и воспитывается дружелюбное отношение к представителям других стран.

Учащимся предлагается дома подготовить мини-проекты по теме модуля, описывающие некоторые стороны их жизни. Выполняя эту работу, дети делают первые попытки рассказать о своей стране на английском языке.

МЕЖПРЕДМЕТНЫЕ СВЯЗИ (FUN AT SCHOOL)

Выполняя несложные задания и опыты, учащиеся получают представление о взаимосвязи различных школьных предметов (ИЗО, математика, физика, биология и др.). В процессе изготовления поделок у учащихся развиваются моторика и глазомер.

СКАЗКА “THE UGLY DUCKLING”

В каждом модуле имеется три эпизода из сказки “The Ugly Duckling”. Сказка рифмована, что облегчает детям ее запоминание. Сказка записана на диск и DVD. Все это поможет детям воспроизвести слова героев сказки и разыграть по ролям различные сценки. В Банке ресурсов Книжки для учителя даны задания к каждому эпизоду сказки.

САМОКОНТРОЛЬ (NOW I KNOW)

В конце каждого модуля учащиеся выполняют проверочные задания в разделе **Now I Know**. Эти задания помогают увидеть, как дети усвоили материал данного модуля. Во время работы учителю следует объяснять детям, что они должны сделать в каждом упражнении. Учащихся нужно хвалить и подбадривать, и, если необходимо, помочь им найти правильные ответы. У детей не должно возникнуть ощущение, что их усилия были напрасны. Ответы проверяются после выполнения каждого упражнения.

В этом разделе есть следующие задания:

- **Упражнение 1:** учащиеся в диалоге воспроизводят структуры, изученные в модуле.
- **Упражнение 2:** учащиеся слушают инструкции учителя и выполняют задание.
- **Упражнение 3:** учащиеся определяют, что изображено на картинках, и называют соответствующие активные слова из модуля.
- **Упражнение 4:** учащиеся слушают диалог, записанный на диске, и выполняют задание.

■ **Рабочая тетрадь (Workbook)**

В Рабочей тетради содержится дополнительный материал для дальнейшей отработки языкового материала каждого урока соответствующего модуля учебника. Рабочая тетрадь используется в классе для тренировки и закрепления изученного материала. Здесь содержатся задания на аудирование.

В каждом модуле есть раздел **I love English**, где ранее изученный материал закрепляется в различных упражнениях.

Завершается модуль настольной игрой **Let's Play!** Играя группами, парами или командами учащиеся в увлекательной форме повторяют изученные слова и структуры и развивают навыки общения со сверстниками. В Книге для учителя в поурочном планировании даны рекомендации по проведению настольных игр. В начале и конце Рабочей тетради есть странички с наклейками, которые используются в играх.

В конце Рабочей тетради есть приложение **Picture Cards**, – картинки к каждому модулю для учащихся. Дети заранее вырезают картинки перед началом изучения каждого модуля и складывают их в конверт, который должны приносить на каждый урок. Чтобы дети смогли легко найти необходимые картинки, рекомендуется, чтобы картинки к каждому модулю хранились отдельно – например, в конверте меньшего размера. В Поурочном планировании Книги для учителя содержатся предложения по работе с этими картинками при введении, закреплении и повторении лексики.

Рабочая тетрадь выполнена в цвете, что очень важно для мотивации учащихся начальной ступени.

Примечание

Упражнения из Рабочей тетради выполняются в классе. Дома учащиеся могут закончить работу, которую они не успели выполнить в классе. В качестве домашнего задания на этом этапе детям может быть дана работа по изготовлению поделок и проектная работа. Предварительно в классе учитель обязательно объясняет, что и как нужно делать, дает все необходимые инструкции.

■ Языковой портфель (My Language Portfolio)

Языковой портфель представлен в виде отдельной тетради. На данном этапе в него включен один раздел – *досье*, в котором учащимся предлагаются задания для выполнения работ по темам модуля.

Учащиеся могут включать в Языковой портфель выполненные в классе или дома рисунки, проекты и поделки, аудио и видеокассеты/DVD с записями своих выступлений, сертификаты, отзывы учителей, и т. д. Здесь же могут храниться картинки из Рабочей тетради, странички из Банка ресурсов с заданиями к сказке “The Ugly Duckling”.

Как создавать Языковой портфель

Прежде, чем учащиеся приступят к созданию Языкового портфеля, учитель должен объяснить им его назначение и дать рекомендации по работе с ним. Учащиеся могут хранить свои работы в файлах/папках, которые должны быть подписаны под руководством учителя. Учитель обращает внимание учащихся на то, что каждую новую работу, включённую в Языковой портфель, необходимо занести в специальную таблицу **Мой выбор** на странице **3**. Языковой портфель должен регулярно пополняться и содержаться в чистоте и порядке.

■ Книга для учителя

Книга для учителя включает методические рекомендации по работе с УМК, тематическое планирование, описание задач и поурочное планирование, тексты упражнений, записанных на диски, ключи к упражнениям учебника, рекомендации и ключи к Рабочей тетради, рекомендации к Языковому портфелю и дополнительные упражнения, позволяющие учителю осуществлять дифференцированный подход. Каждый урок содержит подробные рекомендации по введению и отработке нового материала и по использованию других компонентов УМК.

Примечание

Языковой материал, который учащиеся должны активно использовать в речи, дается под заголовком **Активная лексика/структуры**. Новые на данном уроке слова и структуры выделены жирным шрифтом. Под

заголовком **Речь учителя на уроке** даются те слова и структуры, которые использует учитель, а учащиеся должны их понимать, но не воспроизводить.

В разделе **Банк ресурсов** находятся другие полезные материалы для оптимизации процесса обучения: рекомендации по проведению церемонии награждения учащихся сертификатами в конце учебного года; шаблоны для изготовления поделок; задания к каждому эпизоду сказки “The Ugly Duckling”; дополнительные песни и игры; бумажная кукла – обезьянка Чаклз; таблицы для оценки работы учащихся.

■ Диски

Диски содержат записи новых слов, диалогов, песен, а также другие задания, предназначенные для прослушивания в классе. Для домашней работы учащимся предлагается отдельный диск, что позволяет им самостоятельно работать над произношением и интонацией.

■ Буклет с раздаточным материалом

Буклет содержит картинки, которые являются визуальной опорой для введения и закрепления лексики. В Книге для учителя дан ряд рекомендаций по работе с ними.

■ Плакаты

В УМК входят три двухсторонних плаката. На плакатах размещены картинки, иллюстрирующие активную лексику каждого модуля. Словарь в картинках может использоваться на различных этапах урока: при введении новой лексики, для её повторения и закрепления и т. д.

■ DVD

Видеоматериал включает новую лексику, диалоги, песни, а также основные языковые модели, которые дети изучают в каждом модуле, и сказку “The Ugly Duckling”. Учащиеся имеют возможность не только слышать любимых персонажей, но и наблюдать за ними, что повышает их интерес к изучаемому материалу. Работа с видео проходит по мере прохождения материала учебника.

ОСОБЕННОСТИ ВИДОВ ПАМЯТЬ

Известно, что новая информация воспринимается и запоминается по-разному. У одних учащихся лучше развита зрительная память (визуалы), у других – слуховая (аудиалы), а третьи воспринимают большую часть информации через осязание и с помощью движений (кинестетики).

- **Визуалы** лучше воспринимают новый материал с использованием разных наглядных пособий, таких, как диаграммы, иллюстрации,

видеофильмы, картинки, раздаточный материал, мимика и жесты учителя и т. д.

- **Аудиалам** необходим слуховой сигнал, они лучше запоминают, участвуя в разговорах, дискуссиях. Письменная информация мало что значит для них до тех пор, пока они её не услышат. Очень часто они лучше воспринимают текст, который читается вслух или записан на диск. Такие учащиеся музыкальны, воспринимают мир через звуки, ритм и образы.
- **Кинестетики** познают мир с помощью прикосновений и движений. Они очень подвижны, им трудно усидеть на одном месте и долго заниматься одним делом. Такие учащиеся любят активные игры, хорошо выполняют различные действия, у них хорошая координация движений и хороший глазомер.

Для успешного восприятия материала учащимися, обладающими разными видами памяти, в УМК предусмотрены задания и упражнения, позволяющие использовать все каналы восприятия. Так, для детей-визуалов, предусмотрены разные виды наглядности: красочные иллюстрации учебника, буклет с раздаточным материалом, вырезанные из Рабочей тетради картинки, плакаты и видео фильм. Тексты УМК записаны на диски со звуковым и музыкальным оформлением, что отвечает потребностям детей-аудиалов, Для детей-кинестетиков предлагаются песни и рифмовки, сопровождающиеся движениями. Таким образом, у каждого учащегося есть шанс усвоить большую часть информации.

ОСОБЕННОСТИ ОБУЧЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ

Работать с младшими школьниками очень интересно. Дети в этом возрасте от природы любознательны, полны энтузиазма, восприимчивы ко всему новому, и у них богатое воображение.

Чтобы поддержать и сохранить интерес детей к изучению английского языка, учитель должен всегда помнить следующее:

1. Дети все время нуждаются в **поддержке**. Когда дети выполняют различные задания, учитель подходит к ним, помогает и подбадривает. Учителю не следует акцентировать внимание на их ошибках. Надо просто повторить правильно слово или фразу, где были допущены ошибки. Критика со стороны учителя может расстроить детей, и у них может пропасть желание работать дальше.
2. Дети любят **фантазировать**. Они часто придумывают себе друзей, представляют себя героями любимых книг, мультфильмов и т. д. Способность фантазировать может быть успешно использована на уроках, особенно исполнении песен и рифмовок.

3. У детей этого возраста слабо развиты **навыки общения в коллективе**, они ещё не умеют подчиняться правилам поведения в группе. Поэтому в учебник включено большое количество игр, которые учат детей общаться и сотрудничать со сверстниками.

4. Дети постоянно **нуждаются во внимании** учителя. Когда учащиеся работают самостоятельно, учителю следует общаться с ними, например, подойти и задать вопрос о выполняемом задании: *What colour is it? How many...?* И т. д. Это также позволит учителю выяснить, насколько хорошо дети поняли новый материал и нужны ли им дополнительные объяснения.

5. Детское **внимание очень неустойчиво**, и требуется постоянная смена заданий. Поэтому УМК предусматривает смену видов деятельности каждые 5-10 минут.

6. Вполне возможно, что на начальном этапе изучения языка может возникнуть так называемый **период «молчания»**, когда некоторые дети не смогут или не захотят отвечать на уроке. Это период адаптации, и учителю не следует беспокоиться по этому поводу. Известно, что такие дети в любом случае воспринимают информацию, но воспроизвести её они смогут несколько позже.

7. Младшим школьникам легче научиться **правильному произношению**, чем старшим. Они точнее воспроизводят услышанное и не боятся делать ошибки. Поэтому очень важно, чтобы учитель говорил отчетливо, но, в то же время, в естественном темпе. При отработке нового материала учащиеся сначала повторяют слова и структуры за учителем и диском хором, а затем индивидуально. При работе хором дети не боятся делать ошибки и чувствуют себя увереннее.

ИСПОЛЬЗОВАНИЕ РОДНОГО ЯЗЫКА НА УРОКЕ

На начальном этапе изучения английского языка, использование родного языка неизбежно по ряду причин. Прежде всего, младшие школьники чувствуют себя спокойнее, если им дается время привыкнуть к звучанию английской речи в классе. Кроме того, инструкции для игр и других упражнений можно понять лучше и быстрее, если они даются на родном языке. Использование родного языка также оправдано на уроках о культуре (*Spotlight on the UK, Spotlight on Russia*), где учащиеся знакомятся с различными аспектами жизни этих стран, а их словарный запас ещё очень мал.

Как сократить использование родного языка на уроке

Учитель может использовать различные средства, чтобы дети поняли инструкции, не обращаясь к родному языку.

а) **Жесты и мимика**. Детям свойственно пользоваться жестами и мимикой, чтобы выразить свои желания и настроение. Зная об этом,

учитель может прибегать к мимике и жестам, объясняя детям задание, значения новых слов и т. д.

б) **Картинки/наглядные средства.** Другой эффективный способ избежать использования родного языка – это объяснение с помощью картинок, предметов и других наглядных средств.

в) **Рисунки.** Иногда достаточно сделать простой рисунок на доске, чтобы дети поняли объяснение учителя.

ИГРЫ ДЛЯ МЛАДШИХ ШКОЛЬНИКОВ

Игры помогают детям эффективнее усвоить изучаемый материал, так как в игре новые слова и структуры запоминаются легче и быстрее, а играют дети всегда с удовольствием. В Книге для учителя (см. раздел *Банк ресурсов*) дано описание наиболее популярных игр, которые используются в УМК.

РИСОВАНИЕ И ИЗГОТОВЛЕНИЕ ПОДЕЛОК

Рисование и изготовление поделок способствуют развитию тонкой моторики и глазомера. В начальной школе учитель не должен игнорировать такие виды деятельности на уроке английского языка, особенно на самом первом этапе изучения языка.

Рисуя и изготавливая поделки, дети слышат речь учителя на английском языке (вопросы, слова поощрения и т. д.), пополняя свой пассивный словарь.

Эти виды деятельности не вызывают у учащихся трудности, т.к., учитель всегда демонстрирует образец поделки и объясняет, что и как должны делать дети.

Кроме того, такого рода творческие задания развивают самостоятельность учащихся и позволяют им проявить свои индивидуальные способности.

Примечание: Дети всегда должны иметь на уроке следующие предметы:

- простой карандаш
- цветные карандаши
- ножницы
- ластик
- клей

Module 1

Unit 1 - Lesson a (p. 4)

- **Aims:** To introduce yourself and greet people.
- **Pupil Language:** Family – Nanny – boy – girl – chimp – Hello – I'm ... – Goodbye – My name's ... – What's your name?
- **Teacher Language:** Who's this? – Open/Close your books.
- **Extra Materials:** Poster (Module 1) – Flashcards and picture cards (family, Nanny, boy, girl, chimp).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive. Point to and introduce yourself to the class. Say: *Hello, I'm (Mrs Brown).*
- 2 Stand in front of a child and introduce yourself. Mime and say: *I'm (Mrs Brown).* Point to the child and elicit his/her name. Model the response. e.g. *I'm John.* Do the same for the rest of the class.

(An activity for children to meet one another.)

- 3 Have children form a circle. Pat a child on his/her shoulder. The child introduces him/herself and the rest of the class greet him/her. Demonstrate this yourself first.

e.g. Sue: *Hello, I'm Sue.*
Class: *Hello, Sue.*

Poster (Module 1)

(An activity to present the characters.)

- 4 Pin up the poster of Module 1 and point to the family tree. Go through the pictures of the characters with the children. Tell children their names and their relationships.

▶▶ Presentation & Practice

Flashcards (family, Nanny, boy, girl, chimp)

(Activities to present and practise the vocabulary of the lesson.)

- 5 Pin up the flashcards of Nanny and say the appropriate word. Children repeat, chorally and individually. Introduce the magical powers of Nanny Shine. Repeat with the remaining flashcards. Ask children to take out their picture cards (*family, Nanny, boy, girl, chimp*). Call out the items in random order. Children listen and hold up the corresponding picture card.

Note: It is a good idea to leave the flashcards on the board for the duration of the lesson and refer to them every time the children have difficulty remembering the new vocabulary.

- 6 Draw a large 4 on the board. Point to it, mime and say: *Open your books at page four!*

(Ex. 1) Listen and point. Then say.

- 7 Mime and say: *Listen and point.* Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Family, Nanny, boy, girl, chimp.

- 8 Ask children to put their picture cards (*family, Nanny, boy, girl, chimp*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Chit-Chat

(An activity for children to communicate in English.)

- 9 Refer children to the first picture and elicit the names of the characters. Play the cassette/CD, pointing to the characters as they speak. Children repeat, chorally and individually. Elicit the exchanges for the second picture. Then play the cassette/CD. Children repeat, chorally and individually.

TAPESCRIPT

Nanny: *Hello, my name's Nanny Shine. What's your name?*

Larry: *Hello, I'm Larry.*

Nanny: *Hello, my name's Nanny Shine. What's your name?*

Lulu: *Hello, I'm Lulu.*

Flashcards (Nanny, boy, girl)

- 10 Children close their books. Hold up the flashcards of *Nanny, boy*. Assign the roles of Nanny and Larry to two children and invite them to act out the exchange. Demonstrate this yourself first. Do the same with the flashcards of *Nanny, girl*.

Extension: Invite children, in pairs, to act out similar exchanges.

e.g. Jim: *Hello, My name's Jim. What's your name?*
Julie: *Hello, I'm Julie.* etc

(Ex. 3) Listen and look. Then draw and colour.

(Listening comprehension activities)

- 11 Set the scene by asking children what they can see in the pictures illustrating the dialogue.

e.g. *(Picture 1 – pointing to Nanny) Who's this? Look! Nanny's magic!*
(Picture 3 – pointing to Chuckles) Who's this? etc

- 12 Next, mime and say: *Listen and look.* Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Nanny: *Hello, I'm Nanny Shine!*
Mummy: *Hello, Nanny Shine.*
Daddy: *Please, come in.*

Nanny: *Hello, my name's Nanny Shine. What's your name?*
Larry: *Hello! I'm Larry. This is Lulu.*
Nanny: *Hello, Larry! Hello, Lulu!*

Lulu: *Nanny! This is Chuckles!*
Nanny: *Oh! Goodbye, Chuckles!*

- 13 Explain the task. Point to the third picture and ask (looking puzzled): *Who's missing? Let's listen.* Play the cassette/CD. Children listen and draw. Allow children some time to complete the task. Check children's answer. *(Chuckles)*

- 14 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Hello, I'm Nanny ...*
Children: *Shine.* etc

▶▶ Ending the lesson

(An activity to revise the words of Unit 1a.)

- 15 Pin up the character flashcards. Say and wave: *Goodbye, Larry; Goodbye, Lulu; Goodbye, Nanny Shine; Goodbye, Chuckles.* Children repeat after you. Address a child and ask: *What's your name?* The child responds. Then the rest of the class says goodbye. Repeat the procedure with the rest of the class. Demonstrate this yourself first.

e.g. Teacher: *What's your name?*
Alex: *My name's Alex.*
Class: *Goodbye, Alex.*
Alex: *(leaves the room)*

Unit 1 - Lesson b (p. 6)

- **Aims:** To revise the names of the characters through a song.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books.
- **Extra Materials:** Flashcards (Nanny, boy, girl, chimp).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive. Point to and introduce yourself to the class. Say: *Hello, I'm (Mrs Brown).*

(An activity to revise the vocabulary from Unit 1a.)

- 2 Assume the role of Chuckles and ask two children to come to the front of the class and introduce each other. Demonstrate this yourself first. You can use the puppet if you wish.

e.g. Chuckles: *Pat and John.*
Pat: *Hello, I'm Pat. What's your name?*
John: *Hello, I'm John. etc*

▶▶ Presentation & Practice

Flashcards (Nanny, boy, girl, chimp)

(Activities to practise the vocabulary of the lesson.)

- 3 Pin up the flashcards from Unit 1a (*family, Nanny, boy, girl, chimp*). Tell children to close their eyes. Remove one of the flashcards. Children open their eyes and tell you which one is missing by naming the character.

Draw a large 6 on the board. Point to it, mime and say: *Open your books at page six!*

(Ex. 1) Listen and point. Then sing and do.

(An activity for children's language development.)

- 4 Play the song on the cassette/CD. Children listen and look at the illustrations. During the second listening, the children listen and point to the people/animal mentioned in the song. Next, demonstrate the actions and play the song, encouraging children to participate fully.

TAPESCRIPT

*Hello, I'm Nanny Shine,
My name is Nanny Shine! (children wave and hold up the Nanny picture card)
What's your name?
I'm Nanny Shine.
My name is Nanny Shine!*

*Hello, hello, I'm Lulu,
My name is Lulu, hello! (children wave and hold up the
Lulu picture card)
What's your name?
I'm Lulu, hello.
Hello, my name is Lulu!*

*Hello, hello, I'm Larry, (children wave and hold up the
Larry picture card)
My name is Larry, hello!
What's your name?
I'm Larry, hello.*

*Hello, my name is Larry!
Hello, Chuckles, hello, (children wave 'Hello' and
'Goodbye' to the Chuckles picture card)
Goodbye Chuckles, goodbye!
Hello, Chuckles, hello.
Goodbye Chuckles, goodbye!*

*(See Introduction for further ideas on how to exploit
songs.)*

▶▶ Ending the lesson

- 5 Select a character from the song and ask a child to act out his/her part. Encourage them to come to the front of the class to perform their actions.

..... The Ugly Duckling (p. 7)

- **Aims:** To present the story of the Ugly Duckling.
- **Pupil Language:** Look at my ducklings – Come and see! – One, two, three!
- **Teacher Language:** Open your books. – What are you? – How many ducklings?
- **Extra Materials:** Pictures of a duck, rabbit, mouse and a tortoise. – Photocopies of activity story page (Extension). – Balloons and felt-tip pens (Ending the lesson).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive. Point to and introduce yourself to the class. Say: *Hello, I'm (Mrs Brown).*
- 2 Repeat the process with individual children. Mime and say: *I'm (Mrs Brown).* Point to a child and elicit his/her name. Model the response. e.g. *I'm John.*
(Activities to explore the theme of the story.)
- 3 Pin up the pictures, one at a time, and say the appropriate words. Children repeat, chorally and individually. Hold up the duck picture and say: *I'm a duck.* Hand out the other pictures to selected children and invite them to do the same.

- 4 Present the word *duckling*. Tell children that a duckling is a baby duck. Children repeat, chorally and individually.
- 5 Divide the class into groups of 4 children and assign the roles of *duckling, rabbit, mouse, tortoise*. Teach them the following lines: *I'm a duckling. What are you?* Have the child who plays the part of the ugly duckling introduce himself to the rest of the children in the group, one by one.
e.g. Child 1: *I'm a duckling. What are you?*
Child 2: *I'm a rabbit.* etc

▶▶ Presentation & Practice

(Activities to present the story.)

- 6 Draw a large 7 on the board. Point to it, mime and say: *Open your books at page seven!*
- 7 Hold up your book. Point to each animal in the picture and say the appropriate word. Children repeat, chorally and individually. Ask: *How many ducklings? (Three)*
- 8 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line to give children time to repeat, chorally and individually.

TAPESCRIPT

Mummy Duck: *Look at my ducklings,
Come and see!
Look at my ducklings.
One, two, three!*

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Extension: Hand out a photocopy to each child. Explain the activity. Allow children some time to complete task. Check children's answers.

- 9 Point to the unhatched egg in the picture and ask children to picture what they think the "Ugly Duckling" is going to look like. Ask children to draw and colour the "Ugly Duckling". Once they finish, have children show their drawings to the class and say: *Look at my Ugly Duckling.* Display their work in class.

▶▶ Ending the lesson

- 10 Bring some balloons and felt-tip pens to the class. Blow up a balloon for each child and have them draw an animal face (*duck, rabbit, mouse, tortoise*) on it. Children show their balloon to the class and say: e.g. *I'm a duck.* etc

Unit 2 - Lesson a (p. 8)

- **Aims:** To identify colours.
- **Pupil Language:** Tea – queen – king – cup – red – blue – green – yellow – a (red) cup – My cup is (red).
- **Teacher Language:** What colour is this? – What is Larry? – How lovely!
- **Extra Materials:** Flashcards (Unit 1) – Flashcards and picture cards (tea, queen, king, cup, red, blue, green, yellow).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 1.)
- 2 Hand out Unit 1 flashcards to children. Say the items at random. The child with the corresponding flashcard holds it up and says what it is.
- 3 **Song:** Play the song *Hello, I'm Nanny Shine ...* from Unit 1. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards (tea, queen, king, cup, red, blue, green, yellow)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Pin up the flashcards, one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (tea, queen, king, cup, red, blue, green, yellow). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 5 Draw a large 8 on the board. Point to it, mime and say: *Open your books at page eight!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Tea, king, queen, cup, red, blue, green, yellow.

- 7 Ask children to put their picture cards (tea, queen, king, cup, red, blue, yellow, green) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Look, listen and point. Then sing along.

(An activity to present and practise the vocabulary and the patterns of the lesson and help children reproduce the chant independently.)

- 8 Play the chant on the cassette/CD. Children listen and look at the illustration. During the second listening, hold up your book and point to the colours/people mentioned in the chant, encouraging children to join in. Play the chant as many times as you feel is necessary.

Chant

Red, blue,

Red, blue and green.

Red, blue

For a king and queen!

Red, blue,

Red, blue and yellow.

Red, blue

For a funny fellow!

- 9 Repeat the chant without the cassette/CD. Hold up your book and point to the picture. The children repeat after you. Then keep the rhythm by clapping your hands or snapping your fingers. Children chant by themselves with the help of the picture.

Variation

Pin up coloured pieces of paper (red, blue, green, yellow) and the flashcards of *king* and *queen* on the board in the order they are mentioned in the chant. For a *funny fellow* you can draw a simple sketch. Point to them and say the chant. The children repeat after you. Then, point to the pieces of paper and the flashcards and invite the children to reproduce the chant.

(Ex. 3) Listen and look. Then colour.

(Listening comprehension activities)

- 10 Set the scene by asking children what they can see in the pictures illustrating the dialogue.

e.g. *(Picture 1 – pointing to Lulu's cup) What colour is this?*

(Picture 2 – pointing to Larry) What is Larry? etc

- 11 Next, mime and say: *Listen and look.* Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Nanny: *Oh, tea! How lovely!*

Lulu: *Look, Nanny. I'm a queen. My cup is red.*

Larry: *I'm a king! My cup is blue.*

Nanny: *Oh, how lovely!*

Lulu: *A green cup for Nanny...*

Larry: *And Chuckles?*

Lulu: *And a yellow cup for Chuckles!*

Larry: *Look at Chuckles!*

Nanny: *Now, Chuckles is a king!*

- 12 Explain the listening task. Point to the white cup and ask (looking puzzled): *What colour is it? Red? Blue? Green? Yellow? Let's listen.* Play the cassette/CD. Children listen and colour the cup. Allow children some time to complete the task. Check children's answers. (*green*)
- 13 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Look, Nanny. I'm a...*

Children: *queen. etc*

▶▶ Ending the lesson

(An activity to revise the words from Unit 2a.)

- 14 Draw line sketches of cups and hand one to each child. Ask them to use one of the colours they've learned to colour them. Demonstrate this yourself first. Go around as the children do the activity, asking them what colour their cup is and providing any necessary help. As they leave they hand in their drawings. You can display them so that they can see them in the next lesson.

e.g. Sally: *My cup is red.*

Teacher: *How lovely!*

..... Unit 2 - Lesson b (p. 10)

- **Aims:** To revise colours through a song.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Show me - Open your books.
- **Extra Materials:** Flashcards (*tea, queen, king, cup, red, blue, green, yellow*) - Poster (Module 1) - Sheets of paper - Strips of paper.

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
- 2 Pin up the flashcards of Unit 2a (*tea, queen, king, cup, red, blue, green, yellow*). Say: *queen*. Ask a child to come to the board and point to the corresponding flashcard. Ask the rest of the class for verification. Repeat for the remaining flashcards.

▶▶ Presentation & Practice

Poster (Module 1)

(Activities to practise the vocabulary of the lesson.)

- 3 Pin up the poster of Module 1. Point to each colour, one at a time, and elicit the appropriate words. Children repeat, chorally and individually. Then ask:
e.g. Teacher: (*pointing to the red*) *What colour is it?*
Child: *Red etc*
- 4 Hand out two sheets of paper to each child. Ask them to draw a *king* on one side of the sheets. Do the same for *queen, tea, cup*. When they finish, say: *Show me the king*. Children hold up their drawings of the king. Repeat for the remaining items.
- 5 Draw a large 10 on the board. Point to it, mime and say: *Open your books at page ten!*

(Ex. 1) Listen and colour. Then sing and do.

(An activity for children's language development.)

- 6 Explain the activity. Play the song on the cassette/CD with pauses if necessary. Children listen, look at the illustration and colour the cups (*blue, green*). Check their answers. During the second listening, hold up your book and point to the items/people mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully.

TAPESCRIPT

My cup is blue, Nanny, Nanny (children hold up blue picture card)

Your cup is green. (children hold up green picture card)

I am a king, Nanny, Nanny (children mime putting crown on head)

Lulu's a queen! (children mime waving majestically)

This cup is red, Nanny, Nanny (children hold up red picture card)

This cup is yellow. (children hold up yellow picture card)

You say goodbye, Nanny, Nanny, (wave goodbye)

We say hello! (wave hello)

(See Introduction for further ideas on how to exploit songs.)

▶▶ Ending the lesson

- 7 Prepare strips of white paper. Give one to each child, ask them to colour it using one of the colours they know (*red, blue, green, yellow or pink*) and wear it as an armband. Play the song. The children form groups according to the colour of their arm bands.

..... The Ugly Duckling (p. 11)

- **Aims:** To present the story of the Ugly Duckling.
- **Pupil Language:** Oh dear! – What a terrible thing! – I've never seen – Such an ugly duckling!
- **Teacher Language:** Who's this? – Is Mummy Duck happy?
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- 2 Hold up your book and point to the picture of the previous story episode (p. 7). Ask:
e.g. Teacher: *How many ducklings?*
Child: *Three.*
Teacher: (*pointing to Mummy Duck*) *Who's this?*
Child: *Mummy Duck.* etc

▶▶ Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 11 on the board. Point to it, mime and say: *Open your books at page eleven!*
- 4 Hold up your book. Point to the Ugly Duckling and ask: *Who's this?* Elicit: *It's the Ugly Duckling.* Children repeat, chorally and individually.
- 5 Draw a happy face and a sad face and preteach the words *happy* and *sad*. Point to Mummy Duck and ask: *Is Mummy Duck happy?* Elicit the correct answer from the children (*No*).
- 6 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line to give children time to repeat, chorally and individually.

TAPESCRIPT

Mummy Duck: *Oh dear, oh dear!*
What a terrible thing!
I've never seen
Such an ugly duckling!

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Extension: Hand out a photocopy to each child. Explain the task. Allow children some time to complete the task. Once they finish, you can display their work in class.

▶▶ Ending the lesson

(An activity to revise the vocabulary of the story.)

- 7 Children act out the role of Mummy Duck while listening to the story. They can do this by using mime and gestures and/or joining in with as many words from the dialogue as they can.

..... Unit 3 - Lesson a (p. 12)

- **Aims:** To offer and understand commands.
- **Pupil Language:** Mummy – Daddy – cake – pink – sit down – stand up – clap your hands – yes – no – Here's a (red) cake for you. – Thank you!
- **Teacher Language:** What's this? – What's missing? – What colour is the girl's cake?
- **Extra Materials:** Flashcards (Unit 2) – Flashcards and picture cards (Mummy, Daddy, cake, pink, sit down, stand up, clap your hands).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 2.)
- 2 Hold up a flashcard from Unit 2 and partially cover it with a piece of paper. Invite children to guess what the item is.
- 3 **Song:** Play the song *My cup is blue, ...* from Unit 2. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards (Mummy, Daddy, cake, pink, sit down, stand up, clap your hands)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Pin up the flashcards, one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*Mummy, Daddy, cake, pink, sit down, stand up, clap your hands*). Call out the items in random order. Children listen and hold up the corresponding picture card.

- 5 Draw a large 12 on the board. Point to it, mime and say: *Open your books at page twelve!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Mummy, daddy, cake, pink, sit down, stand up, clap your hands.

- 7 Ask children to put their picture cards (*Mummy, Daddy, cake, pink, sit down, stand up, clap your hands*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Listen and colour.

(A listening comprehension activity)

- 8 Explain the listening task. Tell children they are going to listen and colour the cakes. Ask children to have their coloured pencils on their desks. Play the cassette/CD, twice if necessary. Children listen and complete the task. Check children's answers (*a pink cake and a yellow cake*).

TAPESCRIPT

Boy: *Here's a cake for you. It's a pink cake!*

Girl: *Mmm! A pink cake! Thank you!*

Girl: *Here's a cake for you. It's a yellow cake!*

Boy: *Mmm! A yellow cake! Thank you!*

Extension: Ask children questions about the colour of the cakes.

e.g. Teacher: *What colour is the girl's cake?*

Child: *pink* etc

(Ex. 3) Listen and look. Then draw and colour.

(Listening comprehension activities)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.

e.g. *(Picture 1 – pointing to cake) What's this? (pointing to Daddy) Who's this?* etc

- 10 Next, mime and say: *Listen and look*. Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Lulu: *Mummy! Daddy!*

Mummy: *Hello, Larry. Hello, Lulu.*

Daddy: *Here's a cake for you!*

Larry & Lulu: *Thank you!*

Larry: *Mummy, please sit down!*

Mummy: *Thank you, Larry!*

Lulu: *Sit down, Daddy. Chuckles, stand up!*

Larry: *Look at Chuckles!*

Nanny, Lulu

& Larry: *Oh, Chuckles!*

- 11 Explain the listening task. Point to the third picture and ask (looking puzzled): *What's missing? What is it? Let's listen*. Play the cassette/CD. Children listen and draw. Allow children some time to complete the task. Check children's answers. (*cake*)

- 12 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Mummy! ...*

Children: *Daddy!* etc

▶▶ Ending the lesson

(An activity to revise the words from Unit 3a.)

- 13 Ask children to use plasticine to make a cake or draw one. Children, in pairs, act out short exchanges. Demonstrate this yourself first with a child.

e.g. Child 1: *Here's a red cake for you.*

Child 2: *A red cake! Thank you!*

Unit 3 - Lesson b (p. 14)

- **Aims:** To revise commands.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books.
- **Extra Materials:** Flashcards (*Mummy, Daddy, cake, pink, sit down, stand up, clap your hands*),
• Craftwork sheets (one per child).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.

(An activity to revise the vocabulary from Unit 3a.)

- 2 Take out the flashcards of *Mummy, Daddy, cake, pink, sit down, stand up, clap your hands*. Shuffle the flashcards and show them to the children, one by one, without looking at them as you say, for example: *Mummy*. If you guess correctly, the children raise their hands silently and you lay the flashcard aside. Otherwise, you shuffle it back into the pack. Continue playing until you have guessed all the flashcards. You can repeat the activity with various children taking your role.

► Presentation & Practice

(Activities to practice the vocabulary of the lesson.)

- Mime opening a book. Elicit the appropriate command from the class: *Open your book*. Repeat with the rest of the commands. Alternatively, ask children to come to the front of the class to mime the actions.
- Draw a large 14 on the board. Point to it, mime and say: *Open your books at page fourteen!*

(Ex. 1) Listen and point. Then sing and do.

(An activity for children's language development.)

- Play the song on the cassette/CD. Children listen and look at the illustrations. During the second listening, the children point to the actions mentioned in the song. Next, demonstrate the actions and play the song, encouraging children to participate fully.

TAPESCRIPT

Chuckles says stand up, (children stand up)

Stand up, stand up.

Chuckles says stand up,

Stand up and clap your hands! (children stand up and clap their hands)

Chuckles says sit down, (children sit down)

Sit down, sit down.

Chuckles says sit down,

Sit down and clap your hands! (children sit down and clap their hands)

Chuckles says open your books, (children mime opening their books)

Open your books, open your books.

Chuckles says open your books,

Open your books and clap your hands! (children mime opening their books and clapping their hands)

Chuckles says close your books, (children mime closing their books)

Close your books, close your books.

Chuckles says close your books,

Close your books and clap your hands! (children mime closing their books and clapping their hands)

(See Introduction for further ideas on how to exploit songs.)

► Ending the lesson

- Tell the children they are going to play the 'Chuckles says' game. Explain that they are to follow the commands only if these are preceded by the words *Chuckles says*. Demonstrate this yourself first.

e.g. Teacher: *Chuckles says, stand up!*

Children: *(Children stand up.)*

Teacher: *Sit down!*

Children: *(Children remain still.)*

Craftwork (Optional)

(An activity to revise the characters while children practise fine motor skills.)

- Tell children they are going to make portraits of the characters. Hand out the *Craftwork Sheets*. Guide them through the cutting and gluing of the portraits. Go around the class as the children complete the task and ask questions about the characters. *Who's this?*, etc During this stage, feel free to play any song from the module.

The Ugly Duckling (p. 15)

- **Aims:** To present the story of the Ugly Duckling.
- **Pupil Language:** Go on now, children – Go and play! – It's such a lovely – Sunny day!
- **Teacher Language:** Is Mummy Duck happy or sad? – Who's this? – How many ducklings?
- **Extra Materials:** Photocopies of activity story page (Extension).

► Beginning the lesson

- Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- Ask the children to try to remember how Mummy Duck feels when she sees the "Ugly Duckling". Ask: *Is Mummy Duck happy or sad? (Sad)*

► Presentation & Practice

(Activities to present the story.)

- Draw a large 15 on the board. Point to it, mime and say: *Open your books at page fifteen!*
- Hold up your book. Point to the sun in the picture and say: *Sunny day!* Children repeat, chorally and individually. Next ask: *How many ducklings? (Four)*
- Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line to give children time to repeat, chorally and individually.

TAPESCRIPT

Mummy Duck: *Go on now, children,*

Go and play!

It's such a lovely

Sunny day!

- Then, ask the children in turns to tell you what Mummy Duck says to her ducklings. Teach the phrases: *Go on now, children, Go and play!* Allow children some time to practice them.

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Extension: Hand out a photocopy to each child. Explain the activity. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

(An activity to revise the vocabulary of the story.)

- 7 Say the dialogue from the story. Repeat, this time inviting the children to complete your sentences.

e.g. Teacher: *Go on now, ...*

Children: *children* etc

Portfolio – My family! (p. 16)

- **Aims:** To present family members.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Who's this?
- **Extra Materials:** Sheets of paper.

▶▶ Practice

(An activity to revise the language of the unit.)

- 1 Refer the children to the picture of the family. Point to the title and say: *My family!* Children repeat, chorally and individually. Then point to each family member and ask:

e.g. Teacher: *(pointing to Daddy) Who's this?*

Child: *It's Daddy.* etc

- 2 Hand out a sheet of paper to each child. Ask them to draw and colour in a picture of their family. Allow them some time to complete their work.

- 3 Once they finish, they present their drawings to the class.

e.g. *This is my family! This is ...*

**Spotlight on the UK –
Tea Time! (p. 16)**

- **Aims:** To familiarise children with British culture and talk about tea time.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Do you like tea?
- **Extra Materials:** Sheets of paper.

(An activity to talk about tea time.)

- 1 Point to the title and say: *Tea Time!* Elicit known vocabulary (*tea, cup, cake*, etc). Have a class discussion in L1 about the English tradition of drinking tea, what they have with their tea, etc. Then, ask children: *Do you like tea?* If not, what do they like drinking?

Note: Refer children to *Spotlight on Russia* (p. 90) during this lesson or the next one.

Fun at school (p. 17)

- **Aims:** To explore other subject areas (Art). To understand the concept of primary and secondary colours.
- **Pupil Language:** Purple, green, orange.
- **Teacher Language:** What colour is this?
- **Extra Materials:** Watercolours – paintbrushes.

(Activities to revise colours.)

(Ex. 1) Look, point and say the colours.

- 1 Refer children to the picture and revise/present the colours. Hold up your book, point and ask:

e.g. Teacher: *What colour is this?*

Child: *Red.* etc

- 2 Say a colour. The child/children who has an article of clothing with that colour stand(s) up and say(s) the colour.

(Ex. 2) Find the colours!

- 3 Tell children, in L1, that *red, yellow* and *blue* are primary colours. You can't make them by mixing any other colours, whereas a secondary colour is made by mixing two primary colours.

- 4 Refer the children to the picture and explain the task. Divide the class into groups of three. Give each group a set of watercolours and a paintbrush. Allow the children enough time to complete the task. Check their answers.

red + blue = purple

blue + yellow = green

yellow + red = orange

Alternatively, children work on their own and colour in the splodges.

Now I know (p. 18)

Aims: Consolidation of Module 1.

(Ex. 1) Chit-Chat

- 1 A Refer children to Part A picture 1. Point to Larry and say: *I'm Larry. This is Lulu.* Children repeat, chorally and individually. Point to Part A picture 2 and invite a child to say the corresponding pattern. Ask individual children to repeat the pattern before the rest of the class repeats it chorally. Repeat Part A with as many children as you feel is necessary.

- 1 Larry: *I'm Larry. This is Lulu.*
2 Lulu: *I'm Lulu. This is Larry.*

- B Refer children to Part B picture 1. Point to Mummy and say: *Here's a yellow cake (for you).* Children repeat, chorally and individually. Then point to Larry and say: *Thank you.* Children repeat, chorally and individually. Point to Part B picture 2. Invite a pair of children to say the corresponding exchange. Repeat Part B with as many pairs as you feel is necessary.

- 1 Mummy: *Here's a yellow cake (for you).*
Larry: *Thank you.*
2 Daddy: *Here's a pink cake (for you).*
Lulu: *Thank you.*

Extension: Children introduce themselves and the person next to them.

- e.g. Child 1: *I'm George. This is Mark.*
Child 2: *I'm Mark. This is Joan.* etc

(Ex. 2) Listen to your teacher and circle.

- 2 Revise the commands by miming and saying the actions, then have the children copy them.
- 3 Go through the pictures and elicit the actions. Then, point to the first set of pictures. Say: *Lulu, stand up.* Then follow the circle around the correct picture with your finger. Next, point to the second set of pictures. Say: *Larry, open your book.* Give children some time to circle the correct picture. Then, ask a child to show you his/her answer. Hold up your book and draw an imaginary circle around the correct picture for the class to see the correct answer. Repeat the procedure with the rest of the set of pictures. Check children's answers.

- Teacher: 1 *Lulu, stand up.*
2 *Larry, open your book.*
3 *Mummy, sit down.*
4 *Daddy, clap your hands.*

(Ex. 3) Look and say.

- 4 Hold up your book. Point to an item at random and ask a child to name the item. Repeat the procedure with the rest of the class. If a child makes a mistake, ask another child to help him/her.

- | | | |
|--------|---------|--------|
| 1 tea | 3 queen | 5 cup |
| 2 king | 4 chimp | 6 cake |

(Ex. 4) Listen and colour.

- 5 Refer children to the picture and elicit the items they know (*king, queen, cup, tea, cake*). Ask children to take out their coloured pencils and put them on their desks. They are going to need *red, blue, green, yellow* and *pink*. Play the cassette/CD up to the first pause. Draw children's attention to the example. Pick up a yellow colouring pencil and pretend to colour in the cup. Play the rest of the listening. Children listen and colour. (*There is a natural pause on the cassette/CD during which children colour in the items.*) Provide more time if necessary by pausing the cassette/CD. Check children's answers. (*a green king, a red queen, green tea, a pink cake*)

TAPESCRIPT

Woman: *Colour the cup yellow.*

Girl: *Yellow? A yellow cup?*

Woman: *Yes, that's right.*

Woman: *Now, colour the king green.*

Girl: *Colour the king green?*

Woman: *Yes, the king is green.*

Woman: *Can you see the queen? Colour the queen red!*

Girl: *A red queen?*

Woman: *Yes, colour the queen red.*

Woman: *The tea is green.*

Girl: *Green tea?*

Woman: *Yes, colour the tea green.*

Girl: *OK. The tea is green.*

Woman: *Now, colour the cake pink.*

Girl: *A pink cake! Mmm – that's nice!*

Woman: *Yes. A pink cake!*

- 6 Ask children questions about the colour of the items.

e.g. Teacher: *What colour is the cup?*

Child: *Yellow.* etc

Unit 4 - Lesson a (p. 20)

- **Aims:** To talk about numbers and school objects.
- **Pupil Language:** School – pen – pencil – numbers 1-5.
- **Teacher Language:** Where's Larry going? – How many (boys/girls)?
- **Extra Materials:** Flashcards (Module 1). Flashcards (school, pen, pencil) – Picture cards (school, pen, pencil, one, two, three, four, five) – Sheets of paper.

▶▶ **Beginning the lesson**

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the language taught in Module 1.)
- 2 Put flashcards from Module 1 in a pack. Go around the class showing individual children two or three items each and asking the children to name them. Ask the rest of the class for verification.

▶▶ **Presentation & Practice**

Flashcards (school, pen, pencil)

(Activities to present and practise the vocabulary of the lesson.)

- 3 Pin up the flashcards, one at a time, and say the appropriate words. Children repeat, chorally and individually. Hold up a finger and ask the children to do the same. All together say: *one*. Do the same for all five fingers and then children count out loud from 1 to 5, holding up their hands and counting on their fingers at the same time. Ask children to take out their picture cards (*school, pen, pencil, one, two, three, four, five*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 4 Draw a large 20 on the board. Point to it, mime and say: *Open your books at page twenty!*

(Ex. 1) Listen and point. Then say.

- 5 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIP

School, pen, pencil, one, two, three, four, five.

- 6 Ask children to put their picture cards (*school, pen, pencil, one, two, three, four, five*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Chit-Chat*(An activity for children to communicate in English.)*

- 7 Refer children to the first picture and elicit the names of the characters. Play the cassette/CD, pointing to the characters as they speak. Children repeat, chorally and individually. Elicit the exchanges for the other four pictures (*four boys, two chimps, three cakes, one cup*).

TAPESCRIP

Nanny: *How many girls?*Bus driver: *One, two, three, four, five. Five girls.*Flashcards (**girl, boy, chimp, cake, cup**)

- 8 Children close their books. Draw simple sketches of five girls on the board. Assign the roles of Nanny and the bus driver to two children and invite them to act out the exchange. Demonstrate this yourself first. Do the same with the remaining items (*four boys, two chimps, three cakes, one cup*).

(Ex. 3) Listen and look. Then circle.*(Activities to promote receptive and productive language skills.)*

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. *(Picture 1 – pointing to Larry) Where's Larry going? (pointing to children) How many boys? How many girls? etc*
- 10 Next, mime and say: *Listen and look*. Play the cassette/CD. Children listen and look at the pictures illustrating the dialogues.

TAPESCRIP

Nanny: *Have a nice day at school, Larry!*Lulu: *Bye, Larry.*Bus driver: *Now, let me see! How many girls? One, two, three. Three girls, good!*Bus driver: *Now, how many boys? One, two, three, four, five – huh?*Larry: *Oh, Chuckles!*

Bus driver: *Goodbye, Chuckles!*
All children: *Goodbye, Chuckles!*

Bus driver: *But... what's this?*

- 11 (Focus question) Point to the pictures of the girls and say (looking puzzled): *How many girls? Three? Two? Let's listen.* Play the cassette/CD and children listen to the dialogue again. Point to the pictures again and ask the same question. Children circle the correct number. Check their answers. (*three girls*)
- 12 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Have a nice day at ...*
Children: *school.* etc

▶▶ Ending the lesson

(An activity to revise the words from Unit 4a.)

- 13 Provide children with a sheet of paper. Ask them to draw as many pens (up to five) as they wish and write the number below them. They hand in their drawings as they leave the classroom. Make sure you display their work in class or somewhere in school to promote self-esteem and a sense of achievement. As they leave, ask them about the number of pens.

e.g. Teacher: *How many pens?*
Child 1: *Five (pens).* etc

Unit 4 - Lesson b (p. 22)

- **Aims:** To revise numbers.
- **Pupil Language:** Consolidation.
- **Teacher Language:** How many?
- **Extra Materials:** Slips of paper with numbers on them.
- Different magazines.

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 4a.)
- 2 Write the numbers (1-5) on the board in random order. Point to a number and elicit its corresponding name. Repeat for the remaining numbers. Then hold up two pencils and ask: *How many?* Elicit: *two pencils.* Do the same for pens. Repeat the procedure as many times as you feel necessary.

▶▶ Presentation & Practice

(Activities to practise the vocabulary of the lesson.)

- 3 Give each child a slip of paper with a number written on it. Call out the numbers (1-5) in random order. The child/children who has/have this number hold(s) it up for the class to see. The rest of the children count and say how many girls/boys are holding up the number.
- 4 Draw a large 22 on the board. Point to it, mime and say: *Open your books at page twenty-two!*

(Ex. 1) How many boys? Listen, count and say. Then sing and do.

(An activity for children's language development.)

- 5 Play the song on the cassette/CD. Children listen, count and say how many boys go to school on Monday (*five*). During the second listening, hold up your book and point to the items/people mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully.

TAPESCRIPT

One boy goes to school (hold up one finger)
Goes to school on Monday,
One boy and his chimp (put hands under armpits)
Go to school on Monday!

Two boys go to school (hold up two fingers, etc)
Go to school on Monday,
Two boys, one boy and his chimp
Go to school on Monday!

Three boys go to school
Go to school on Monday,
Three boys, two boys, one boy and his chimp
Go to school on Monday!

Four boys go to school
Go to school on Monday,
Four boys, three boys, two boys, one boy and his chimp
Go to school on Monday!

Five boys go to school
Go to school on Monday,
Five boys, four boys, three boys, two boys, one boy and his chimp
Go to school on Monday!

(See Introduction for further ideas on how to exploit songs.)

▶▶ Ending the lesson

- 6 Divide the children into groups. Provide each group with a large piece of paper on which you have

written the numbers 1-5, evenly spaced on the page. Provide the children with magazines and scissors. Ask them to cut out objects (whatever they want) and place the correct amount of objects next to each number.

..... The Ugly Duckling (p. 23)

- **Aims:** To present the story of the Ugly Duckling.
- **Pupil Language:** I'm a duckling. – What are you? – I can't fly at all. – Can you? I'm a cat. I can play all day! – But you're so ugly. – Go away!
- **Teacher Language:** Who's this?
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- 2 Tell the children to try to recall the last episode of the story (p. 11). Ask them to name as many things as they can remember from the picture (*sun, Mummy Duck, four ducklings, etc.*). Then ask:
e.g. Teacher: *Is it a lovely day?*
Child: *Yes.*
Teacher: *What does Mummy Duck say?*
Child: *Go and play! etc*

▶▶ Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 23 on the board. Point to it, mime and say: *Open your books at page twenty-three!*
- 4 Hold up your book. Point to the Ugly Duckling and ask: *Who's this? (The Ugly Duckling).* Repeat, this time pointing to the cat.
- 5 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line to give children time to repeat, chorally and individually.

TAPESCRIPT

Ugly Duckling: *I'm a duckling.*
What are you?
I can't fly at all,
Can you?

Cat: *I'm a cat.*
I can play all day!
But you're so ugly.
Go away!

- 6 Hold up your book, point to the picture of the cat

and say: *A cat can play.* Children repeat, chorally and individually. Then say: *The Ugly Duckling can't fly.* Children repeat, chorally and individually.

- 7 Have children work in pairs and assign the roles of Ugly Duckling and cat. Demonstrate yourself first:

e.g. Teacher: *I'm a duckling,*
What are you?
Child: *I'm a cat.*

Teacher: *I can't fly,*
Can you?
Child: *I can play!*

Extension

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. The children look and circle the differences. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

- 8 Mime an action (fly, play). Children call out the word. Change the actions quickly to make the activity fun for the children. Invite a child to come to the front and take your role.

..... Unit 5 - Lesson a (p. 24)

- **Aims:** To identify and name school items. To talk about location.
- **Pupil Language:** Pencil case – rubber – book – schoolbag – desk – bus – in – on – (It's) in the (book).
- **Teacher Language:** Where's the rubber? – Where are Larry's pencils?
- **Extra Materials:** Picture cards (Unit 4) – Flashcards and picture cards (pencil case, rubber, book, schoolbag, desk, bus, in, on).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 4.)
- 2 Children put picture cards, picture side down, on their desk. Teacher goes around the class, chooses a card, and asks the child to turn it over and name it.
- 3 **Song:** Play the song *One boy goes to school ...* from Unit 4. Invite children to sing along.

► Presentation & Practice

Flashcards (pencil case, rubber, book, schoolbag, desk, bus, in, on)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Pin up the flashcards, one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*pencil case, rubber, book, schoolbag, desk, bus, in, on*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 5 Draw a large 24 on the board. Point to it, mime and say: *Open your books at page twenty-four!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Pencil case, rubber, book, schoolbag, desk, bus, in, on.

- 7 Ask children to put their picture cards (*pencil case, rubber, book, schoolbag, desk, bus, in, on*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Look, listen and point. Then sing along.

(An activity to present and practise the vocabulary and the patterns of the lesson and help children reproduce the chant independently.)

- 8 Play the chant on the cassette/CD. Children listen and look at the illustrations. During the second listening, hold up your book and point to the items mentioned in the chant, encouraging children to join in. Play the chant as many times as you feel is necessary.

Chant

*Get your pencils,
Get your pens,
Get your books,
It's school again!*

*Get your schoolbag,
Your pencil case, too!
Get your things
And go to school!*

- 9 Repeat the chant without the cassette/CD. Hold up your book and get the children to follow the picture and repeat after you. Then point to the items and keep the rhythm by clapping your hands or snapping

your fingers. Children chant by themselves with the help of the picture.

Variation

Draw simple sketches or pin up pictures of *pencils, pens, books, schoolbag, pencil case* on the board in the order they are mentioned in the chant. Point to them and say the chant. The children repeat after you. Then, point to the sketches/pictures and invite the children to reproduce the chant.

(Ex. 3) Listen and look. Then draw and colour.

(Listening comprehension activities)

- 10 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. *(Picture 1 – pointing to Larry) Where's Larry?
(Picture 2 – pointing to Larry) Where are Larry's pencils? etc*
- 11 Next, mime and say: *Listen and look*. Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

All children: *Hello, Miss Sweet!*

Teacher: *Hello, children. Get your books! Get your pencil case! Put them on your desk.*

Teacher: *Where's your pencil, Larry?*

Larry: *It's in my pencil case, Miss Sweet!*

Teacher: *Where's your pencil case?*

Larry: *It's in my schoolbag, Miss Sweet!*

Teacher: *And where's your schoolbag, Larry?*

Larry: *It's on the bus, Miss!*

- 12 Explain the listening task. Point to the fourth picture and ask (looking puzzled): *What's missing? What is it? Let's listen*. Play the cassette/CD. Children listen and draw. Allow children time to complete the task. Check children's answers. (*Schoolbag*)
- 13 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Hello children! Get your ...*
Children: *books, etc*

► Ending the lesson

(An activity to revise the words from Unit 5a.)

- 14 **What's in the bag?:** Put some school items the children know in a bag. Ask a child to put his/her hand in it and

feel an item. He/She says what it is and then takes it out of the bag. Ask the rest of the class for verification.

Unit 5 - Lesson b (p. 26)

- **Aims:** To revise school items and talk about location through a song.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books.
- **Extra Materials:** Flashcards (pencil case, rubber, book, schoolbag, desk, bus, in, on) – Poster (Module 2).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.

(An activity to revise the vocabulary from Unit 6.)

- 2 Pin up the flashcards from Unit 5a (*pencil case, rubber, book, schoolbag, desk, bus, in, on*), one at a time, and invite a child to respond. Ask the rest of the class for verification.

▶▶ Presentation & Practice

Poster (Module 2)

(Activities to practise the vocabulary of the lesson.)

- 3 Put up the poster of Module 2. Point to each school item, one at a time, and elicit the appropriate words. Children repeat, chorally and individually.
- 4 Draw a large 26 on the board. Point to it, mime and say: *Open your books at page twenty-six!*

(Ex. 1) Listen and tick (✓). Then sing and do.

(An activity for children's language development.)

- 5 Play the song on the cassette/CD. Children listen and tick (✓) the correct pencil case (*first one*). During the second listening, hold up your book and point to the items mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully.

TAPESCRIPT

My pencil case, (hold up pencil case)
My pencil case,
My pencil case is red and blue.
Five pencils in my pencil case, (hold up five fingers)
Five pens and a rubber, too!

My pencil case, (hold up pencil case)
My pencil case,
My pencil case is really cool! (hold up thumb)

It's a lovely pencil case,
It goes with me to school! (mime walking)

(See Introduction for further ideas on how to exploit songs.)

▶▶ Ending the lesson

- 6 Place an assortment of school objects on your desk, e.g. *two pencil cases, 5 pens*, etc. Invite children to look at the objects and try to memorise them. Then tell children to close their eyes and remove one of the objects. Children open their eyes and try to guess what's missing. Whoever guesses first chooses the next object to hide.

The Ugly Duckling (p. 27)

- **Aims:** To present the story of the Ugly Duckling
- **Pupil Language:** I'm a duckling – What are you? – I can't fly at all, – Can you? – I'm a dog – I can run all day! – But you're so ugly. – Go away!
- **Teacher Language:** Open your books. – Who's this? Look at the butterfly!
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- 2 Tell the children to try to recall the last episode of the story (p. 23). Ask:
e.g. Teacher: *Can the cat fly?*
Child: *No.*

▶▶ Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 27 on the board. Point to it, mime and say: *Open your books at page twenty-seven!*
- 4 Hold up your book. Point and say: *Look at the butterfly!* Children repeat, chorally and individually. Point to the dog and ask: *Who's this? (dog)* Repeat this time pointing to the Ugly Duckling.
- 5 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Ugly Duckling: *I'm a duckling.*
What are you?
I can't fly at all,
Can you?

Dog: *I'm a dog.
I can run all day!
But you're so ugly.
Go away!*

- 6 Hold up your book, point to the picture of the dog and say: *A dog can run*. Children repeat, chorally and individually.

- 7 Have children work in pairs and assign the roles of Ugly Duckling and dog. Demonstrate yourself first.

e.g. Teacher: *I'm a duckling,
What are you?*
Child: *I'm a dog.*

Teacher: *I can't fly,
Can you?*
Child: *I can run!*

Extension

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. The children look and tick the items found in the picture. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

- 7 Invite a child to choose one of the animals from the story (without telling anyone) and come to the front of the class. The rest of the children ask questions to guess the animal. Demonstrate yourself first.

e.g. Child 1: *Can it run?*
Child 2: *No.*
Child 3: *Can it play?*
Child 2: *Yes.*
Child 3: *Cat.*

Unit 6 - Lesson a (p. 28)

- **Aims:** To talk about location. To count.
- **Pupil Language:** Numbers (6-10) – magic – new – (It's) on the book.
- **Teacher Language:** Where's the pen? – What number is this?
- **Extra Materials:** Poster (Module 2) – Flashcards (magic, new) – Picture cards (six, seven, eight, nine, ten, magic, new) – Sheets of paper (one per child).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 5.)
- 2 Take a *pen* and a *pencil* and put them in various places (e.g. *in a schoolbag, on the desk, in a book, etc.*). Ask individual children to tell you where they are.
e.g. Teacher: *(putting a pen on a book) Where's the pen, John?*
John: *(It's) on the book, etc*
- 3 **Song:** Play the song *My pencil case ...* from Unit 5. Invite children to sing along.

▶▶ Presentation & Practice

Poster (Module 2)

Flashcards (magic, new)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Put up the poster. Point to each number, one at a time, and say the appropriate words. Children repeat, chorally and individually. Hold up a finger and ask the children to do the same. All together say: *one*. Do the same for all ten fingers and then children count out loud from 1 to 10, holding up their hands and counting on their fingers at the same time. Pin up the flashcards. Say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*six, seven, eight, nine, ten, magic, new*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 5 Draw a large 28 on the board. Point to it, mime and say: *Open your books at page twenty-eight!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Six, seven, eight, nine, ten, magic, new.

- 7 Ask children to put their picture cards (*six, seven, eight, nine, ten, magic, new*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Listen and draw lines.

(A listening comprehension activity)

- 8 Elicit the names of the items around the picture. Explain the listening task. Tell children they are going

to listen and draw lines. Play the cassette/CD. Children listen and complete the task. Check children's answers (*pencil in pencil case, rubber in schoolbag, book on desk*).

TAPESCRIPT

Teacher: *Can you see the pen?*

Girl: *The pen? Yes!*

Teacher: *Put the pen on the book.*

Girl: *On the book?*

Teacher: *Yes. Put the pen on the book.*

Girl: *OK.*

Teacher: *Now, put the pencil in the pencil case.*

Girl: *The pencil is in the pencil case.*

Teacher: *Yes, the pencil is in the pencil case.*

Teacher: *Now, look at the rubber.*

Girl: *The rubber?*

Teacher: *Yes. Put the rubber in the schoolbag.*

Girl: *In the schoolbag? OK. The rubber is in the schoolbag.*

Teacher: *Put the book on the desk.*

Girl: *The book? On the desk?*

Teacher: *That's right. The book is on the desk!*

Extension: Ask children questions about the location of the items.

e.g. Teacher: *Where's the pen?*

Child: *(It's) on the book. etc*

(Ex. 3) Listen and look. Then colour.

(*Listening comprehension activities*)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.

e.g. (*Picture 1 – pointing to schoolbag*) *What's this?*
(*Picture 2 – pointing to pencil case*) *What's this?*
etc

- 10 Next, mime and say: *Listen and look*. Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Nanny: *Here's your schoolbag, Larry!*

Larry: *Oh, thank you, Nanny!*

Lulu: *Look in your pencil case, Larry! How many pencils?*

Larry: *One, two, three, four, five, six, seven, eight, nine, ten! Wow! Magic!*

Lulu: *Ha, ha! Look, Larry! Chuckles is in your schoolbag!*

Larry: *Oh, Chuckles, you are funny!*

Larry: *What's this?*

Lulu: *It's a new pen! It's red! It's for you, Larry!*

Larry: *Thank you, Chuckles!*

- 11 Explain the listening task. Point to the white pen and ask (looking puzzled): *What colour is it? Red? Blue? Green? Yellow? Pink? Let's listen*. Play the cassette/CD. Children listen and colour the pen. Allow children some time to complete the task. Check children's answers. (*red*)
- 12 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Here's your ...*

Children: *schoolbag, etc*

▶▶ Ending the lesson

(*An activity to revise the words in Unit 6a.*)

- 13 Provide each child with a sheet of paper. Ask them to draw an outline of their hands on it and colour them in. Write the numbers 1-10 on the board. Ask children to write the numbers, in sequence above each finger. As they leave the class, ask them to show you their picture.

Unit 6 - Lesson b (p. 30)

- **Aims:** To revise numbers.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Let's count our fingers. Open your books.
- **Extra Materials:** Poster (Module 2) – Craftwork Sheets (one per child).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(*An activity to revise the vocabulary from Unit 6a.*)
- 2 Ask the children to count their fingers with you. Mime and say: *Let's count our fingers: one, two, ..., ten*. Then ask the children to count their fingers according to your instructions. Say: *Count five fingers.* etc

▶▶ Presentation & Practice

Poster (Module 2)

(*Activities to practise the vocabulary of the lesson.*)

- 3 Pin up the poster of Module 2. Point to each number, one at a time, and elicit the appropriate words. Children repeat, chorally and individually.

- 4 Draw a large 30 on the board. Point to it, mime and say: *Open your books to page thirty!*

(Ex. 1) How many pencils? Listen, count and write. Then sing and do.

(An activity for children's language development.)

- 5 Play the song on the cassette/CD. Children listen, count and write (10). During the second listening, hold up your book and point to the items/person mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully.

TAPESCRIPT

One pencil, two pencils, three pencils, four (count on fingers throughout the song)

Five magic pencils, more, more, more!

Six pencils, seven pencils, eight pencils, nine

Ten magic pencils from Nanny Shine!

Craftwork (Optional)

(An activity to revise colours while children practise fine motor skills.)

- 6 Tell children they are going to make bookmarks. Photocopy and hand out the *Craftwork Sheets*. Guide them through the cutting and colouring of the bookmarks. Go around the class as the children complete the task and ask questions about the colour(s) they have decided to use. Then, write their first names on the bookmarks. During this stage, feel free to play any song from the module.

▶▶ Ending the lesson

(An activity to revise language taught so far.)

- 7 Pin up picture cards from the module around the room. Divide the class into two teams, A and B. Call out the names of the items and ask a child from each team, in turn, to retrieve the picture card. Each correct card wins a point.

..... **The Ugly Duckling (p. 31)**

- **Aims:** To present the story of the Ugly Duckling.
- **Pupil Language:** I'm a duckling – What are you? – I can't fly at all, – Can you? – I'm a rabbit – I can jump all day! – But you're so ugly. – Go away!
- **Teacher Language:** Open your books. – Who's this? ▶
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- 2 Tell the children to try to recall the last episode of the story (p. 27).
- 3 Draw simple sketches of the animals (*duckling, cat, dog*) on the board and say incorrect statements about each one. Have the children respond.
e.g. Teacher: *A dog can fly.*
Child: *No.*
- Teacher: *A duckling can run.*
Child: *No. etc*

▶▶ Presentation & Practice

(Activities to present the story.)

- 4 Draw a large 31 on the board. Point to it, mime and say: *Open your books at page thirty-one!*
- 5 Hold up your book. Point to the rabbit and ask: *What's this?* Elicit the answer: *rabbit*. The children repeat, chorally and individually. Repeat this time pointing to the Ugly Duckling.
- 6 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Ugly Duckling: *I'm a duckling,
What are you?
I can't fly at all,
Can you?*

Rabbit: *I'm a rabbit.
I can jump all day!
But you're so ugly.
Go away!*

- 7 Hold up your book, point to the picture of the rabbit and say: *A rabbit can jump*. Children repeat, chorally and individually.
- 8 Have children work in pairs and assign the roles of Ugly Duckling and rabbit. Demonstrate yourself first.
e.g. Teacher: *I'm a duckling,
What are you?*
Child: *I'm a rabbit.*
- Teacher: *I can't fly at all,
Can you?*
Child: *I can jump all day!*

Extension

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. The children join the dots and colour the picture. Allow children some time to complete the task. Check children's answers.

▶▶ **Ending the lesson**

- 8 Mime an animal from the module, making the movements and noises of that animal. Invite children to guess which animal you are. Invite the first child to guess correctly to come to the front of the class and mime a different animal for the others to guess. Repeat as many times as you feel is necessary.

Portfolio – My Pencil Case!

(p. 32)

- **Aims:** To talk about school items.
- **Pupil Language:** Consolidation.
- **Teacher Language:** What's this? How many pencils?
- **Extra Materials:** Sheets of paper.

▶▶ **Practice**

(An activity to revise the language of the unit.)

- 1 Point to the title and say: *My pencil case!* Children repeat, chorally and individually. Refer the children to the picture of the *pencil case*. Point to the picture and ask:
- e.g. Teacher: *What is this?*
Child 1: *It's a pencil case.*
- Teacher: *How many pencils?*
Child 2: *Two.* etc
- 2 Hand out a sheet of paper to each child. Ask them to draw and colour in their own pencil case. Allow them some time to complete their work. Once they finish they present their drawings to the class.
- e.g. *This is my pencil case. It is red. Two pencils and a rubber are in my pencil case.*

Spotlight on the UK – School Days! (p. 32)

- **Aims:** To familiarise children with British culture and talk about schools in Britain.
- **Pupil Language:** Consolidation.
- **Teacher Language:** What colour? How many children? How many boys?
- **Extra Materials:** Sheets of paper.

(An activity to talk about schools in Britain.)

- 1 Point to the title and say: *School days!* Children repeat, chorally and individually. Then point to the picture of the children and tell the class that pupils in Britain wear school uniforms. Point to the uniforms and ask:
- e.g. Teacher: *What colour?*
Child: *Red.*
Teacher: *How many children?*
Child: *Five.*
Teacher: *How many boys?*
Child: *Four.* etc
- 2 **Optional:** Hand out sheets of paper to children and ask them to draw their school. Once they finish they present their drawings to the class.
- e.g. *This is my school.*

Note: Refer children to *Spotlight on Russia* (p. 90) during this lesson or the next one.

Fun at school (p. 33)

- **Aims:** To explore other subject areas (Maths). To introduce shapes.
- **Pupil Language:** Square – circle – triangle.
- **Teacher Language:** How many sides?
- **Extra Materials:** None.

(Ex. 1) **Trace. Then complete the shapes.**

- 1 Refer children to the picture of the square. Point to it and say: *square*. Children repeat, chorally and individually. Repeat pointing to the *circle* and *triangle*.
- 2 Explain the task. Allow some time for the children to trace and complete the shapes. Then hold up your book and ask:
- e.g. Teacher: (*pointing to the square*) *How many sides?*
Children: *Four.* etc

(Ex. 2) How many? Count and write.

- 3 Refer children to the picture and explain the task. Allow the children enough time to complete the task. Check their answers.

squares – 8
circles – 2
triangles – 5

Then ask children questions:

e.g. Teacher: *How many squares?*
Children: *Eight.* etc

..... **Now I know (p. 34)**

..... **Aims:** Consolidation of Module 2.

(Ex. 1) Chit-Chat

- 1 A Refer children to Part A picture 1. Point to the boy and say: *Where's my pencil case?* Children repeat, chorally and individually. Then point to Larry and say: *It's on the desk.* Children repeat, chorally and individually. Point to Part A picture 2 and invite a pair of children to say the corresponding exchange. Repeat Part A with as many pairs as you feel is necessary.

1 Boy: *Where's my pencil case?*
Larry: *It's on the desk.*

2 Boy: *Where's my book?*
Larry: *It's on the desk.*

- B Refer children to Part B picture 1. Point to Mrs Sweet and say: *How many pencils?* Children repeat, chorally and individually. Then point to the boy, count the pens and say: *three.* Children repeat, chorally and individually. Point to Part B picture 2 and invite a pair of children to say the corresponding exchange. Repeat Part B with as many pairs as you feel is necessary.

1 Mrs Sweet: *How many pencils?*
Boy: *three*

2 Mrs Sweet: *How many pens?*
Boy: *five*

(Ex. 2) Listen to your teacher and circle.

- 2 Revise the school objects and numbers 1-10. Point to the pictures and elicit the names of the items.

- 3 Point to the example and say: *1, 2, 3, three pencils.* Follow the circle around the correct number of pencils. Next, point to the second item. Say: *Seven pens.* Give children some time to circle the correct number. Then ask a child to show you his or her answer. Hold up your book and draw an imaginary circle around the correct number of pens for the class to see the correct answer. Repeat the procedure with the rest of the items. Check children's answers.

- 1 *1, 2, 3, three pencils.*
2 *1, 2, 3, 4, 5, 6, 7, seven pens.*
3 *1, 2, 3, 4, 5, 6, 7, 8, 9, nine rubbers.*
4 *1, 2, 3, 4, 5, five books.*
5 *1, one schoolbag.*
6 *1, 2, 3, 4, 5, 6, six desks.*
7 *1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ten pencil cases.*

(Ex. 3) Look and say.

- 4 Hold up your book. Point to an item at random and ask a child to name the item. Repeat the procedure with the rest of the class. If a child makes a mistake, ask another child to help him/her.

- | | |
|---------------|-------------|
| 1 school | 5 book |
| 2 bus | 6 rubber |
| 3 pencil | 7 desk |
| 4 pencil case | 8 schoolbag |

(Ex. 4) Listen and tick (✓).

- 5 Refer children to the pictures and elicit the items. Play the cassette/CD up to the first pause. Draw children's attention to the example. Play the rest of the listening. Children listen and tick. (*There is a natural pause on the cassette/CD during which children circle the items.*) Provide more time if necessary by pausing the cassette/CD. Check children's answers (*book in schoolbag, pen in pencil case*).

TAPESCRIPT

Girl: *Mummy, where's my pencil case?*
Woman: *It's on your desk.*

Girl: *Mummy, where's my book?*
Woman: *It's in your schoolbag.*

Girl: *Mummy, where's my pen?*
Woman: *It's in your pencil case.*

Unit 7 - Lesson a (p. 36)

- **Aims:** To talk about location and objects in a room.
- **Pupil Language:** Room – chair – TV – table – bed – under – I've got a ... – Larry's got a ...
- **Teacher Language:** What's Larry got? – Who's this?
- **Extra Materials:** Flashcards (Module 2) – Flashcards and picture cards (room, chair, TV, table, bed, under).

▶▶ **Beginning the lesson**

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise language taught in Module 2.)
- 2 Put the flashcards from Module 2 in a pack. Go around the class showing individual children two or three items each and asking the children to name them.

▶▶ **Presentation & Practice**

Flashcards (room, chair, TV, table, bed, under)

(Activities to present and practise the vocabulary of the lesson.)

- 3 Pin up the flashcards, one at time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*room, chair, TV, table, bed, under*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 4 Draw a large 36 on the board. Point to it, mime and say: *Open your books at page thirty-six!*

(Ex. 1) Listen and point. Then say.

- 5 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Room, chair, TV, table, bed, under.

- 6 Ask children to put their picture cards (*room, chair, TV, table, bed, under*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Chit-Chat

(An activity for children to communicate in English.)

- 7 Refer children to the pictures and elicit/present the names of the characters and the items. Play the cassette/CD, pointing to the characters as they speak. Children repeat, chorally and individually. Elicit the exchanges for the other three items (*a yellow TV, a green chair, a red table*).

TAPESCRIPT

Larry: *I've got a blue bed!*
Sumeet: *It's very nice!*

Flashcards (bed, TV, chair, table)

- 8 Children close their books. Hold up the flashcard of the *bed*. Assign the roles of Larry and Sumeet to two children and invite them to act out the exchange. Demonstrate this yourself first. Do the same with flashcards of the *TV, chair, table*.

(Ex. 3) Listen and look. Then draw and colour.

(Activities to promote receptive and productive language skills.)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. *(Picture 1 – pointing to Larry) Who's this? (Point to Sumeet looking puzzled) Who's this? Then say, Sumeet! (ask children to repeat chorally) (Picture 3 – pointing to bed) Where's Sumeet? etc*
- 10 Next, mime and say: *Listen and look*. Play the cassette/CD. Children listen and look at the pictures illustrating the dialogues.

TAPESCRIPT

Larry: *Nanny, this is Sumeet!*
Nanny: *Hello, Sumeet!*
Sumeet: *Hello!*

Larry: *Look, Sumeet – this is my room! I've got a blue bed, a green chair and a red table!*
Sumeet: *Wow! It's very nice!*

Larry: *I've got a TV, too!*
Sumeet: *Oh, good! Let's watch TV! What's that?*

Larry: *It's Chuckles! He's under the bed!*
Sumeet: *You've got a chimp too! Cool!*

- 11 (Focus question). Point to Sumeet in the third picture of the dialogue and say (looking puzzled): *Let's watch ...? What's missing? What is it? Let's listen.* Play the cassette/CD. Children listen to the dialogue again. Point to the third picture again and ask the same question. Invite the children to give you the correct response. (*Let's watch TV.*) Allow children some time to draw the TV. Check children's answers.
- 12 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Nanny, this is ...*
Children: *Sumeet, etc*

▶▶ Ending the lesson

(An activity to revise the words from Unit 7a.)

- 13 Pin up the flashcards of the vocabulary of Unit 7a on the board (*room, chair, TV, table, bed, under*). Ask the children to close their eyes and remove one of the flashcards. Children open their eyes and try to guess what's missing. Repeat as many times as you feel is necessary.

Unit 7 - Lesson b (p. 38)

- **Aims:** To revise location and objects in a room.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books.
- **Extra Materials:** Flashcards (*room, chair, TV, table, bed, under*).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
- (An activity to revise the vocabulary from Unit 7a.)
- 2 Tell the children they are going to play a memory game. Divide them into two teams, and tell them to look at the flashcards (*room, chair, TV, table, bed, under*) on the board, carefully. Turn them over and point to a flashcard. Choose a child from one team and ask him/her to name the hidden object. Each correct response gets a point. Leave the flashcards on the board.

▶▶ Presentation & Practice

Flashcards (*room, chair, TV, table, bed, under*)

(Activities to practise the vocabulary of the lesson.)

- 3 Pin up the flashcards, one at a time and ask: *What has the boy got in his room?* Children name the objects and what colour they are.
- 4 Draw a large 38 on the board. Point to it, mime and say: *Open your books at page thirty-eight!*

(Ex. 1) Listen and colour. Then sing and do.

(An activity for children's language development.)

- 5 Play the song on the cassette/CD. Children listen, look at the illustration and colour. During the second listening, hold up your book and point to the items mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully.

TAPESCRIPT

My room is nice,

It's just for me! (children point to themselves)

It's got a table, a chair (children hold up picture cards mentioned (*table, chair, and TV*) one at a time)

And a big TV.

Come to my room, (beckon with one hand)

Come today.

Come to my room (beckon with one hand)

And play all day. (wave hands in the air)

My room is nice,

It's just for me! (children point to themselves)

It's got a big blue bed, (children hold out hands far apart)

Come and see! (beckon with one hand)

Come to my room, (beckon with one hand)

Come today.

Come to my room (beckon with one hand)

And play all day. (wave hands in the air)

(See Introduction for further ideas on how to exploit songs.)

▶▶ Ending the lesson

- 6 Play *Bingo* with the whole class. Ask the children to take out the following picture cards: *room, chair, TV, table, bed*. Tell them to lay them on their desks face up and then turn one over, picture side down. Say the words at random and tell them to turn the corresponding cards face down. When they have turned all their cards down, they raise their hands. The game ends when you have said all the words and all the children raised their hands.

The Ugly Duckling (p. 39)

- **Aims:** To present the story of the Ugly Duckling
- **Pupil Language:** I'm a duckling – What are you? – I can't fly at all, – Can you? – I'm a mouse – I can climb all day! – But you're so ugly. – Go away!
- **Teacher Language:** Open your books. – What can a rabbit do?
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- 2 Tell the children to try to recall the last episode of the story (p. 31). Ask:
e.g. Teacher: *What can a rabbit do?*
Child: *Run.*

▶▶ Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 39 on the board. Point to it, mime and say: *Open your books at page thirty-nine!*
- 4 Hold up your book. Point to the mouse and say: *Look! A mouse.* The children repeat, chorally and individually. Then ask: *What can a mouse do?* Say: *Climb.* The children repeat, chorally and individually. Repeat this time pointing to the Ugly Duckling.
- 5 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Ugly Duckling: *I'm a duckling,
What are you?
I can't fly at all,
Can you?*

Mouse: *I'm a mouse.
I can climb all day!
But you're so ugly.
Go away!*

- 6 Have children work in pairs and assign the roles of Ugly Duckling and mouse. Demonstrate yourself first.
e.g. Teacher: *I'm a duckling,
What are you?*
Child: *I'm a mouse.*
Teacher: *I can't fly at all,
Can you?*
Child: *I can climb all day!*

Extension

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. The children look at the silhouette and find the matching mouse. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

- 7 The children come to the front of the class in pairs. One child says and mimes an action and the other child mirrors the action. Encourage them to use different animals (*duckling, cat, dog, rabbit, mouse*).
e.g. Child 1: *I'm a rabbit. I can jump.*
Child 2: *I can jump, too.*

Unit 8 - Lesson a (p. 40)

- **Aims:** To identify and name toys.
- **Pupil Language:** Toys – kite – ball – teddy bear – boat – doll – car.
- **Teacher Language:** What's Lulu got? – Has Lulu got a ...? Lulu hasn't got ...
- **Extra Materials:** Flashcards (Unit 7) – Poster (Module 3) – Picture cards (toys, kite, ball, teddy bear, boat, doll, car).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise language taught in Unit 7.)
- 2 Pin up the flashcards from Unit 7, (*room, chair, TV, table, bed, under*) face down on the board. Above them write the numbers one to six in sequence. Invite children to choose a number and guess what the flashcard is: e.g. *five, bed!* Turn the flashcard over. If it's correct leave it. If not, turn it over again and repeat the procedure with another child.
- 3 **Song:** Play the song *Come to my room ...* from Unit 7. Invite children to sing along.

▶▶ Presentation & Practice

Poster (Module 3)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Put up the poster. Point to each item (*toys, kite, ball, teddy bear, boat, doll, car*), one at time, and say the

appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards, (*toys, kite, ball, teddy bear, boat, doll, car*). Call out the items in random order. Children listen and hold up the corresponding picture card.

- 5 Draw a large 40 on the board. Point to it, mime and say: *Open your books at page forty!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Toys, kite, ball, teddy bear, boat, doll, car.

- 7 Ask children to put their picture cards (*toys, kite, ball, teddy bear, boat, doll, car*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Look, listen and point. Then sing along.

(An activity to present and practise the vocabulary and the patterns of the lesson and help children reproduce the chant independently.)

- 8 Play the chant on the cassette/CD. Children listen and look at the illustration. During the second listening, hold up your book and point to the items/people mentioned in the chant, encouraging children to join in. Play the chant as many times as you feel is necessary.

Chant

*What have I got?
I'll tell you what.
I've got a teddy bear
And a big red car!*

*What have I got?
I'll tell you what.
I've got a lovely doll
And a yellow ball!*

*What have I got?
I'll tell you what.
I've got a funny kite
And a boat – that's right!*

- 9 Repeat the chant without the cassette/CD. Hold up your book and get the children to follow the picture and repeat after you. Then keep the rhythm by clapping your hands or snapping your fingers while pointing to the toys in the picture. Children chant by themselves.

Variation

Draw simple sketches or pin up pictures of *teddy bear, red car, doll, yellow ball, kite* on the board in the order they are mentioned in the chant. Point to them and say the chant. The children repeat after you. Then, point to the sketches/pictures and invite the children to reproduce the chant.

(Ex. 3) Listen and look. Then colour.

(Listening comprehension activities)

- 10 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. *(Picture 2 – pointing to Sumeet) What's Sumeet got? (Picture 2 – pointing to doll) Has Lulu got a doll? etc*
- 11 Next, mime and say: *Listen and look*. Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Lulu: *Look at my room, Sumeet!*
Sumeet: *Wow! You've got a lot of toys!*

Lulu: *Yes – I've got a doll, a teddy bear, a ball and a green kite!*
Sumeet: *You've got a car too!*

Sumeet: *Have you got a TV, Lulu?*
Lulu: *A TV? No, I haven't got a TV.*

Sumeet: *Larry, let's go to your room.*
Larry: *OK. Let's go!*
Lulu: *Oh, Chuckles! I haven't got a TV, but I've got you.*

- 12 Explain the listening task. Point to the white kite and ask (looking puzzled) *What colour is it? Red, blue, green, yellow, pink? Let's listen*. Play the cassette/CD. Children listen and colour the kite. Allow children some time to complete the task. Check children's answers. (*green*)
- 13 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Look at my ...*
Children: *room. etc*

►► Ending the lesson

(An activity to revise the words from Unit 8a.)

- 14 Tell children to choose three of their picture cards (*kite, ball, teddy bear, boat, doll, car*). Ask each child: *What have you got?* Invite them to tell you.

Unit 8 - Lesson b (p. 42)

- **Aims:** To revise the names of toys through a song.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books. Where is the kite?
- **Extra Materials:** Poster (Module 3).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 8a.)
- 2 Pin up the poster of Module 3 on the board. Name the items, one at a time (*toys, kite, ball, teddy bear, boat, doll, car*). Ask children to come to the board and point to the corresponding items. Ask the rest of the class for verification.
- 3 Draw a large 42 on the board. Point to it, mime and say: *Open your books at page forty-two!*

▶▶ Presentation & Practice

(Ex. 1) Listen and point. Then sing and do.

(An activity for children's language development.)

- 4 Point to the toys in the picture and elicit the appropriate words. Children repeat, chorally and individually. Then ask:
e.g. Teacher: *Where is the teddy bear?*
Child: *It's on the bed.* etc
- 5 Play the song on the cassette/CD. Children listen and look at the illustration. During the second listening, hold up your book and point to the items mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully.

TAPESCRIPT

*Toys, toys, everywhere,
Toys on my bed,
Toys on my chair!*

*Lots and lots and lots of toys,
Toys for girls and toys for boys!*

*Toys, toys, everywhere,
Toys on my bed,
Toys on my chair!*

*Teddy bears, dolls, balls and kites
In my room all day and night!*

(Teacher hands out flashcards of the toys mentioned to various children and they hold them up whenever the items are heard.)

*Toys, toys everywhere,
Toys on my bed,
Toys on my chair!*

(See Introduction for further ideas on how to exploit songs.)

▶▶ Ending the lesson

- 6 Children are in pairs. Child A takes out his/her toy picture cards (*doll, ball, teddy, bear, kite, car, plane, train, boat*) and arranges them as though in a shop. Child B is the customer. Teach the children this short exchange:
A: Hello.
B: Hello, a (doll) and a (kite), please!
A: Here you are! (hands over appropriate flashcards)
B: Thank you. Goodbye!

Children play "shop", taking it in turns to be the shopkeeper and the customer.

The Ugly Duckling (p. 43)

- **Aims:** To present the story of the Ugly Duckling.
- **Pupil Language:** Oh me, Oh my! – I can't run or fly! – The animals don't like me. – I can't jump or climb. – I think it's time – to leave my family!
- **Teacher Language:** Open your books. – What can the mouse do? – Is the Ugly Duckling happy?
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- 2 Tell the children to try to recall the last episode of the story (p. 31). Ask:
e.g. Teacher: *What can the mouse do?*
Child: *Climb.*

▶▶ Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 43 on the board. Point to it, mime and say: *Open your books at page forty-three!*
- 4 Hold up your book. Point to the Ugly Duckling and ask: *Is the Ugly Duckling happy? (No).* Point to the Ugly Duckling in the speech bubble and say: *Goodbye family. It's time to leave.* The children repeat, chorally and individually.
- 5 Play the cassette/CD. Children listen. Play the cassette/

CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Ugly Duckling: *Oh me, oh my!
I can't run or fly!
The animals don't like me.
I can't jump or climb.
I think it's time
To leave my family!*

- 6 Ask children to assume the role of the Ugly Duckling and say what he can't do.

e.g. Child 1: *Oh me, oh my!
I can't fly.*
Child 2: *Oh me, oh my!
I can't run.* etc

Extension

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

- 7 In pairs, ask children to act out a short dialogue. Demonstrate this yourself first.

e.g. Child 1: *Hello, I'm a duck.*
Child 2: *Can you climb?*
Child 1: *No, I can't (climb).*
Child 2: *Can you fly?*
Child 1: *Yes, I can (fly).* etc

Unit 9 - Lesson a (p. 44)

- **Aims:** To describe toys, to talk about size.
- **Pupil Language:** Train – plane – big – small – Larry's got a (plane).
- **Teacher Language:** Has Larry got a TV? – What's Larry got?
- **Extra Materials:** Poster (Unit 3) – Flashcards and picture cards (train, plane, big/small) – Sheets of paper.

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of Unit 8.)
- 2 Put up the poster of Module 3. Point to each item

(toys, kite, ball, teddy bear, boat, doll, car), one by one, and say either the corresponding or a wrong word. Ask the children for verification.

e.g. Teacher: *(holding ball flashcard) ball*
Child 1: Yes
Teacher: *(holding doll flashcard) kite*
Child 2: No etc

- 3 **Song:** Play the song *Toys, toys everywhere ...* from Unit 8. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards (train, plane, big/small)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Pin up the flashcards, one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards *(train, plane, big/small)*. Call out the items in random order. Children listen and hold up the corresponding picture card.
- 5 Draw a large 44 on the board. Point to it, mime and say: *Open your books at page forty-four!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Train, plane, big, small.

- 7 Ask children to put their picture cards *(train, plane, big/small)* on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Listen and draw lines.

(A listening comprehension activity)

- 8 Elicit the names of the characters and the items surrounding them. Explain the listening task. Tell children they are going to listen and draw lines. Play the cassette/CD, twice. Children listen and complete the task. Check children's answers. *(Lulu – doll, Sumeet – TV, Chuckles – teddy bear)*

TAPESCRIPT

Man: *What's Larry got?*
Girl: *Larry? Oh, Larry's got a plane.*
Man: *A plane?*
Girl: *Yes. Larry's got a plane.*

Man: *What's Lulu got?*
 Girl: *Lulu's got a doll.*
 Man: *Oh, yes. Lulu's got a doll!*

Man: *What's Sumeet got?*
 Girl: *A TV. Sumeet's got a TV!*

Man: *And what's Chuckles got?*
 Girl: *Ha, ha! Chuckles has got a teddy bear!*
 Man: *A teddy bear? That's funny!*

Extension: Invite the children to tell you what each character has got.

e.g. Teacher: *What's Larry got?*
 Child: *Larry's got a plane.* etc

(Ex. 3) Listen and look. Then draw and colour.

(Listening comprehension activities)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
 e.g. *(Picture 1 – pointing to TV) Has Larry got a TV?*
(Picture 2 – pointing to plane) What's this? etc
- 10 Next, mime and say: *Listen and look.* Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Sumeet: *This is great! Look at the big plane, Larry! Look at the big train!*

Larry: *Look, Sumeet, I've got a small plane and a small train.*

Sumeet: *Ha, ha! Let's play!*

Lulu: *Come and see my TV!*

Sumeet: *Oh, Lulu! You haven't got a TV!*

Lulu: *Come to my room!*

Lulu: *Look! I've got a TV too! It's a chimp TV!*

Sumeet: *Ha, ha! That's a great TV!*

- 11 Explain the listening task. Point to the second picture and ask (looking puzzled): *What's missing? What is it? Let's listen.* Play the cassette/CD. Children listen and draw. Allow children some time to complete the task. Check children's answers. *(train)*
- 12 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Look at the big ...*
 Children: *plane.* etc

▶▶ Ending the lesson

(An activity to revise the words from Unit 9a.)

- 13 Children are in pairs. Provide each child with a sheet of paper. Assign one of the toys from the unit and ask them to draw the item. One draws a big toy and the other draws a small toy. e.g. a small car, a big car. Invite children to tell you about their pictures (e.g. *I've got a big car, Anna's got a small car.*)

Unit 9 - Lesson b (p. 46)

- **Aims:** To revise toys.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books.
- **Extra Materials:** Flashcards (train, plane, big/small) –
- Poster (Module 3).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 9a.)
- 2 Pin up the flashcards of Unit 9a (*train, plane, big/small*). Say: *train*. Ask a child to come to the board and point to the corresponding flashcard. Ask the rest of the class for verification. Repeat for the remaining flashcards.

▶▶ Presentation & Practice

Poster (Module 3)

(Activities to practise the vocabulary of the lesson.)

- 3 Pin up the poster of Module 3. Point to each item, one at a time, and elicit the corresponding words. Children repeat, chorally and individually.
- 4 Draw a large 46 on the board. Point to it, mime and say: *Open your books at page forty-six!*

(Ex. 1) Listen and number the pictures. Then sing and do.

(An activity for children's language development)

- 5 Play the song on the cassette/CD. Children listen, look at the illustrations and number the pictures. During the second listening, hold up your book and point to the items/people mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully. Check children's answers. *(1, 2, 3)*

TAPESCRIPT

*I've got a ball
And it goes like this:
Boing, boing, boing!* (children mime bouncing a ball)
*I've got a ball
And I play with it
All day long!*

*I've got a kite
And it goes like this:
Weey, weey, weey!
I've got a kite
And I play with it
Every day!*

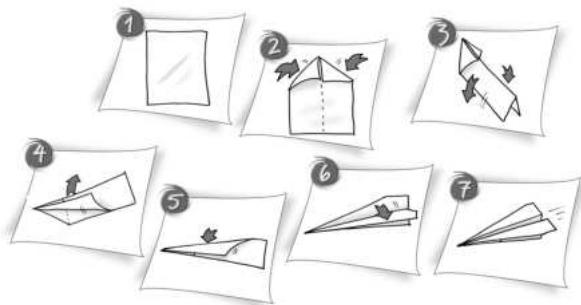
*I've got a car
And it goes like this:
Vroom, vroom, vroom!* (children mime driving a car)
*I've got a car
And I play with it
In my room!*

(See Introduction for further ideas on how to exploit songs.)

Craftwork (Optional)

(An activity to revise language already taught while children practise fine motor skills.)

- 6 Tell children they are going to make a paper plane. Photocopy and hand out the *Craftwork Sheets*. Guide them through the cutting and folding of the paper plane. Go around the class as the children complete the task, providing any necessary help. Invite children to decorate their planes with colours, family members, toys, etc and go around asking questions about their drawings. During this stage, feel free to play any song from the module.

**Ending the lesson**

- 7 Hand out number picture cards to ten children. Explain that they are 'stations'. Appoint someone to be the 'train'. Call out the number of a station. The 'train' goes to the station and the child holding the number joins onto the back of the train.

The Ugly Duckling (p. 47)

- **Aims:** To present the story of the Ugly Duckling
- **Pupil Language:** Oh dear! Oh dear! – What a terrible thing! – We've never seen – Such an ugly duckling! – You're so ugly! – Go away! – Don't come back – Leave – today!
- **Teacher Language:** Open your books. Do the animals like the Ugly Duckling? Can the Ugly Duckling climb?
- **Extra Materials:** Photocopies of activity story page (Extension).

Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- 2 Tell the children to try to recall the last episode of the story (p. 43). Ask:
e.g. Teacher: *Do the animals like the Ugly Duckling?*
Child: *No.*
Teacher: *Can the Ugly Duckling climb?*
Child: *No.* etc

Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 47 on the board. Point to it, mime and say: *Open your books at page forty-seven!*
- 4 Hold up your book. Point to and elicit the names of the animals. Point to the Ugly Duckling and ask: *Is the Ugly Duckling happy? (No, it's sad.)* Ask children to guess what the animals are saying to the Ugly Duckling? (*You're so ugly. Go away!*). The children repeat, chorally and individually.
- 5 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Animals: *Oh dear! Oh dear!
What a terrible thing!
We've never seen
Such an ugly duckling!*

*You're so ugly –
Go away!
Don't come back
Leave – today!*

- 6 Teach the following phrases: *You're so ugly, go away!
Don't come back, leave today.* Allow children some time to practise their phrases.

- 7 Ask children to assume the role of one of the animals and to act out the dialogue. Demonstrate yourself first.

e.g. Child 1: (*in the role of the rabbit*)
You're so ugly. Go away!
 Child 2: (*in the role of the dog*)
Don't come back, leave today.

Extension

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

- 8 Mime an animal from the story, making the movements and noises of that animal. Invite children to guess which animal you are. Invite the first child to guess correctly to come to the front of the class and mime a different animal for the others to guess. Repeat as many times as you feel is necessary.

Portfolio – My Toys! (p. 48)

- **Aims:** To talk about toys.
- **Pupil Language:** Consolidation.
- **Teacher Language:** What's this? What colour is the kite?
- **Extra Materials:** Sheets of paper.

▶▶ Practice

(An activity to revise the language of the unit.)

- 1 Refer the children to the picture of the *teddy bear* and *kite*. Point to the title and say: *My Toys!* Children repeat, chorally and individually. Then point to the picture and ask:
- e.g. Teacher: *What's this?*
 Child 1: *It's a teddy bear.*
- Teacher: *What colour is the kite?*
 Child 2: *Red and yellow.* etc
- 2 Ask children to talk about their toys, in L1 if necessary. What kind of toys do they play with? Do they like playing with balls/dolls or with electronic toys?
- 3 Hand out a sheet of paper to each child. Ask them to draw and colour in their favourite toy. Allow them

some time to complete their work. Once they have finished they present it to class.

e.g. *This is my train. It is big and red.*

Spotlight on the UK – Legoland! (p. 48)

- **Aims:** To familiarise children with British culture and Legoland.
- **Pupil Language:** Castle – dragon – knight – horse – models.
- **Teacher Language:** Look at the big Lego models.
- **Extra Materials:** Sheets of paper.

(An activity to introduce Legoland.)

- 1 Point to the title and say: *Legoland!* Children repeat, chorally and individually. Tell children that Legoland is an exciting park and funfair in England. It has many rides, big Lego models of rich and famous people and a castle with a dragon. Then point to the picture on the left and say: *Look at the big Lego models.* Ask:
- e.g. Teacher: *How many Lego models?*
 Child 1: *Four.* etc

Then ask children: *Have you got a Lego toy?* Elicit children's answers.

- 2 **Optional:** Hand out sheets of paper to children and ask them to draw their Lego toy or one they would like to have. Once they finish they present their drawings to the class, e.g. *This is my Lego toy.*

Note: Refer children to *Spotlight on Russia* (p. 91) during this lesson or the next one.

Fun at school (p. 49)

- **Aims:** To explore other subject areas (Arts and Crafts).
- **Pupil Language:** Consolidation.
- **Teacher Language:** Let's make a toy bus.
- **Extra Materials:** Box – construction paper – glue – scissors – paint, markers or crayons.

- 1 Say to the children: *Let's make a toy bus.*

Instructions:

- 1 Paint the box yellow.
- 2 Cut small circles from construction paper and paint the outer diameter black to make the wheels of the bus.
- 3 Glue the wheels into place. Attached the wheels

to the bus body with very little hanging over the bottom edge. If you want, glue on the wheels for one side, let it dry and then do the other side.

- 4 Draw the details on the bus (windows and even kids in the windows, etc).

Once they have finished, children present their buses to the class.

Now I know (p. 50)

Aim: Consolidation of Module 3.

(Ex. 1) Chit-Chat

- 1 A Refer children to Part A picture 1. Point to Sumeet and say: *Have you got a kite?* Children repeat, chorally and individually. Then point to Larry and say: *Yes, I have.* Children repeat, chorally and individually. Point to Part A picture 2 and invite a pair of children to say the corresponding exchange. Repeat Part A with as many pairs as you feel is necessary.
- 1 Summet: *Have you got a kite?*
Larry: *Yes, I have.*
 - 2 Summet: *Have you got a plane?*
Larry: *Yes, I have.*
- B Refer children to Part B picture 1. Point to Summet and say: *Have you got a ball?* Children repeat, chorally and individually. Then point to Larry and say: *No, I haven't.* Children repeat, chorally and individually. Point to Part B picture 2 and invite a pair of children to say the corresponding exchange. Repeat Part B with as many pairs as you feel is necessary.
- 1 Summet: *Have you got a ball?*
Larry: *No, I haven't.*
 - 2 Summet: *Have you got a train?*
Larry: *No, I haven't.*

(Ex. 2) Listen to your teacher and colour.

- 2 Elicit the names of the toys in the pictures and the words *big* and *small*. Ask children to take out their coloured pencils and put them on their desks. Say: *Colour the big ball blue.* Take out a blue pencil and pretend to colour the big ball blue. Next, say: *Colour the small ball yellow.* Give children some time to

colour the correct picture, then ask a child to show you his or her answer. Repeat the procedure with the rest of the items.

- Teacher:
- 1 Colour the big ball blue.
 - 2 Colour the small ball yellow.
 - 3 Colour the big car green.
 - 4 Colour the small car red.
 - 5 Colour the big boat blue.
 - 6 Colour the small boat green.

(Ex. 3) Look and say.

- 3 Hold up your book. Point to an item at random and ask a child to name the item. Repeat the procedure with the rest of the class. If a child makes a mistake, ask another child to help him/her.

- | | | |
|--------------|---------|--------|
| 1 teddy bear | 3 table | 5 TV |
| 2 bed | 4 chair | 6 room |

(Ex. 4) Listen and draw lines.

- 4 Revise *in* and *on*. Elicit the items in and around the picture. Play the cassette/CD up to the first pause. Draw children's attention to the example. Follow the line from the teddy bear to the bed with your finger. Play the rest of the listening. Children listen and draw lines. (There is a natural pause on the cassette/CD during which children draw lines.) Provide more time if necessary by pausing the cassette/CD. Check children's answers. (*doll – under the chair, boat – in the schoolbag, kite – on the table*)

TAPESCRIPT

- Nanny: *Can you see the teddy bear?*
Larry: *The teddy bear? Oh, yes.*
Nanny: *Put the teddy bear on the bed.*
Larry: *On the bed? OK.*
- Nanny: *Now, look at the doll.*
Larry: *Yes, I can see the doll.*
Nanny: *Put the doll under the chair.*
Larry: *Put the doll under the chair?*
Nanny: *Yes. The doll is under the chair.*
- Nanny: *Can you see the boat?*
Larry: *Yes. Where's the boat?*
Nanny: *The boat is in the schoolbag.*
Larry: *In the schoolbag? That's funny!*
- Nanny: *Can you see the kite?*
Larry: *The kite?*
Nanny: *Yes. The kite is on the table.*
Larry: *OK. The kite is on the table.*

Module 4

Unit 10 - Lesson a (p. 52)

- **Aims:** To identify and name pets.
- **Pupil Language:** Pets – cat – dog – rabbit – mouse – tortoise – duck – house – Who's this? This is ... – Who's that? – That is
- **Teacher Language:** What pets has Nanny got? – Look at Nanny's pets!
- **Extra Materials:** Flashcards (Module 3). Flashcards and picture cards (pets, cat, dog, rabbit, mouse, tortoise, duck, house).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise language taught in Module 3.)
- 2 Put the flashcards from Module 3 in a pack. Go around the class letting individual children choose two or three items each and asking them to name them. Ask the rest of the class for verification.

▶▶ Presentation & Practice

Flashcards (pets, cat, dog, rabbit, mouse, tortoise, duck, house)

(Activities to present and practise the vocabulary of the lesson.)

- 3 Pin up the flashcards (*pets, cat, dog, rabbit, mouse, tortoise, duck, house*), one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*pets, cat, dog, rabbit, mouse, tortoise, duck, house*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 4 Draw a large 52 on the board. Point to it, mime and say: *Open your books at page fifty-two!*

(Ex. 1) Listen and point. Then say.

- 5 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIP

Pets, cat, dog, rabbit, mouse, tortoise, duck, house.

(Ex. 2) Chit-Chat

(An activity for children to communicate in English.)

- 6 Refer children to the first picture. Elicit the names of the characters and present the pet (*Danny the dog*). Play the first sentence on the cassette/CD. Children repeat, chorally and individually. Present the names of the other pets (*Kitty the cat, Maisie the mouse, Derek the duck, Roger the rabbit, Tommy the tortoise*). Play the rest of the recording on the cassette/CD and repeat the procedure.

TAPESCRIP

Nanny: *This is Danny the dog.*
That is Kitty the cat.
This is Maisie the mouse.
This is Derek the duck.
That is Roger the rabbit.
That is Tommy the tortoise.

Flashcards (dog, cat, duck, mouse, rabbit, tortoise)

- 7 Pin up the *dog* flashcard on the board. Stand near, point to and say: *This is Danny the dog*. The children repeat after you. Stand further away from the flashcard, point to and say: *That is Danny the dog*. The children repeat after you. Explain that we use *this* to point to things/people/animals that are near us and *that* to things/people/animals that are further away from us.
- 8 Pin up the *cat* flashcard on the board. Stand near, point to it and elicit the sentence from the children, *This is Kitty the cat*. Stand further away from the flashcard, point to it and elicit the appropriate sentence, *That is Kitty the cat*. Follow the same procedure with the rest of the flashcards.
- 9 Ask a child to come to the board. Say a sentence. The child stands near or far from the flashcard and point to it. Ask the rest of the class for verification. Repeat with as many children as you think is necessary.
e.g. Teacher: *That is Roger the rabbit.*
Child: *(stands far from the rabbit flashcard and points to it)* etc
- 10 Present the following exchange:
A: Who's this?
B: This is Danny the dog.
The children in pairs ask and answer about the animals

in Ex. 2. Check round the class. Ask some pairs to report back to the class.

A: Who's that?

B: That is Kitty the cat.

A: Who's this?

B: This is Maisie the mouse.

A: Who's this?

B: This is Derek the duck.

A: Who's that?

B: That is Roger the rabbit.

A: Who's that?

B: That is Tommy the tortoise.

(Ex. 3) Listen and look. Then point.

(Activities to promote receptive and productive language skills.)

- 11 Set the scene. Explain to children that Larry, Lulu and Chuckles are at Nanny's house. Go through the illustrations and elicit Nanny's pets, e.g. (Point to picture 1 and say): *Look at Nanny's pets!* Invite children to tell you what pets Nanny's got. Do the same for the other pictures. Then point to the animals in turn and elicit their names. *Danny the dog, Kitty the cat, Roger the rabbit, Maisie the mouse, Derek the duck, Tommy the tortoise.*
- 12 Next, mime and say: *Listen and look.* Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Nanny: *Here we are, children! This is my house!*

Lulu: *Oh, let's look at Nanny's pets!*

Lulu: *Who's this, Nanny?*

Nanny: *This is Danny the dog and this is Kitty the cat!*

Lulu & Larry: *Hello, Danny! Hello, Kitty!*

Nanny: *That's Roger the rabbit and that's Maisie the mouse!*

Lulu: *Hello, Roger!*

Larry: *Hello, Maisie!*

Lulu: *Aggh! What's that?*

Nanny: *Don't worry! That's Tommy the tortoise!*

- 13 Ask the children (looking puzzled): *Who's Danny?* Invite them to point to Danny in the picture (the dog). Ask again: *Who's Kitty?* Children point to the cat.
- 14 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the

dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *We are here children. This is my ...*

Children: *house.* etc

▶▶ Ending the lesson

(An activity to revise the words from Unit 10a.)

- 15 Make animal noises. Children name the animal.

e.g. Teacher: *eek – eek – eek*

Child: *mouse* etc

Unit 10 - Lesson b (p. 54)

- **Aims:** To revise the names of pets.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books.
- **Extra Materials:** Flashcards (pets, cat, dog, rabbit, mouse, tortoise, duck, house) – Poster (Module 4).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.

(An activity to revise the vocabulary from Unit 10a.)

- 2 Hold up the flashcards (*pets, cat, dog, rabbit, mouse, tortoise, duck, house*), one at a time, and partially cover each one with a piece of paper. Invite children to guess what the item is.

▶▶ Presentation & Practice

Poster (Module 4)

(Activities to practise the vocabulary of the lesson.)

- 3 Put up the poster of Module 4. Say the name of an animal and choose a child to come and point to it on the poster. Ask the class for verification.
- 4 Draw a large 54 on the board. Point to it, mime and say: *Open your books at page fifty-four!*

(Ex. 1) Listen and draw lines. Then sing and do.

(An activity for children's language development)

- 5 Play the song on the cassette/CD. Children listen, look at the illustration and draw lines. During the second listening, hold up your book and point to the items/animals mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully.

TAPESCRIPT

We're at Nanny's country house, (hold up house picture card)

Doo - da - doo - da,

We're at Nanny's country house,

Doo - da - doo - da - dey!

The dog goes woof - woof - woof, (hold up dog picture card)

The cat goes miaow - miaow - miaow, (hold up cat picture card)

We're at Nanny's country house,

Doo - da - doo - da - dey!

We're at Nanny's country house,

Doo - da - doo - da,

We're at Nanny's country house,

Doo - da - doo - da - dey!

The mouse goes eek - eek - eek, (hold up mouse picture card)

The duck goes quack - quack - quack, (hold up duck picture card)

We're at Nanny's country house,

Doo - da - doo - da - dey!

(See Introduction for further ideas on how to exploit songs.)

▶▶ Ending the lesson

- 6 Ask children to draw their pet or a pet they would like to have. Once they finish their drawings they present them to the class.

e.g. *This is my pet. Its name is (Spot). He goes (woof, woof). etc*

..... The Ugly Duckling (p. 55)

- **Aims:** To present the story of the Ugly Duckling
- **Pupil Language:** I'm all alone. - Where can I go? - Look at the ice, - Look at the snow.
- **Teacher Language:** Look at the Ugly Duckling. - It's cold. - What's this? - It's snow. - Look at the fish jump!
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.

(An activity to revise the vocabulary of the story.)

- 2 Tell the children to try to recall the last episode of the story (p. 43) and ask: *How many animals? (Five).*

Then ask children to name all the animals from the story. (*Rabbit, cat, dog, mouse, Ugly Duckling.*)

▶▶ Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 55 on the board. Point to it, mime and say: *Open your books at page fifty-five!*
- 4 Hold up your book. Point to the Ugly Duckling and say: *Look at the Ugly Duckling. It's cold (miming the action).* Point to the snow and ask: *What's this?* Say: *It's snow.* Children repeat, chorally and individually. Do the same for the word *ice.*
- 5 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Ugly Duckling: *I'm all alone.*

Where can I go?

Look at the ice,

Look at the snow!

- 6 Teach the phrases: *I'm all alone. Where can I go?* Allow children some time to practise the phrases.
- 7 Ask children to mime the Ugly Duckling shivering and act out the dialogue.

e.g. Child 1: *I'm all alone.*

Child 2: *Where can I go? etc*

Extension**Before going into class**

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

- 8 Say while miming: *I'm cold!* Invite the children to do the same. Then, smile and say: *I'm happy!* Invite the children to do the same. Follow the same procedure with *I'm sad, I'm hot.* Explain the game. The children walk around in a circle. Say a sentence, e.g. *I'm cold!* The children repeat and mime being cold. Keep changing the instructions.

Unit 11 - Lesson a (p. 56)

- **Aims:** To talk about pets and facial features.
- **Pupil Language:** Eyes – ears – mouth – nose – I've got a ... – Tommy's got
- **Teacher Language:** What has Tommy got?
- **Extra Materials:** Flashcards (Unit 10) – Flashcards and picture cards (eyes, ears, mouth, nose) – Sheets of paper.

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 10.)
- 2 Pin up the flashcards from Unit 10 (*pets, cat, dog, rabbit, mouse, tortoise, duck, house*). Put the *house* flashcard in the middle and around it the animal flashcards. Say: *This is Nanny's ...* elicit *house* point to the pets and say: *These are Nanny's ...* elicit: *pets*. Then point to the dog flashcard and say: *This is Danny the ...* elicit: *dog*. Repeat the same procedure with all the pets.
- 3 **Song:** Play the song *We're at Nanny's country house ...* from Unit 10. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards (eyes, ears, mouth, nose)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Pin up the flashcards (*eyes, ears, mouth, nose*), one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*eyes, ears, mouth, nose*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 5 Draw a large 56 on the board. Point to it, mime and say: *Open your books at page fifty-six!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

Tapescript

Eyes, ears, mouth, nose.

- 7 Ask children to put their picture cards (*eyes, ears, mouth, nose*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Look, listen and point. Then sing along.

(An activity to present and practise the vocabulary and the patterns of the lesson and help children reproduce the chant independently.)

- 8 Play the chant on the cassette/CD. Children listen and look at the illustrations. During the second listening, hold up your book and point to the parts of the face mentioned in the chant, encouraging children to join in. Play the chant as many times as you feel is necessary.

Chant

*I've got two eyes,
They're very very nice.
I've got a nice nose too.
I've got two ears.
One here, one here.
And a mouth to shout "Yoo-hoo"!*

- 9 Repeat the chant without the cassette/CD. Point to your eyes, nose, etc and get the children to repeat after you. Then pin up the flashcards (*eyes, nose, ears, mouth*) on the board. Keep the rhythm by clapping your hands or snapping your fingers. Children chant by themselves with the help of the flashcards.

(Ex. 3) Listen and look. Then draw and colour.

(Listening comprehension activities)

- 10 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (Picture 2 – pointing to Tommy the tortoise) *Who's this? (Picture 4 – pointing to Chuckles) What is Chuckles now? etc*
- 11 Next, mime and say: *Listen and look*. Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Larry: *Ha, ha! Tommy the tortoise is funny!*

Lulu: *I can't see his mouth!*

Larry: *Look! Here's his mouth!*

Lulu: *But ... he hasn't got a nose or ears!*

Nanny: *He's got a small nose and very small ears.*

Larry: *Ha, ha! Look at Chuckles! Now he is a tortoise!*

Lulu: *A tortoise with big ears and a big nose!*

- 12 Explain the listening task. Point to the first picture and ask (looking puzzled): *What's missing? What is it? Let's listen*. Play the cassette/CD. Children listen and draw. Allow children some time to complete the task. Check children's answers. (*Tommy the tortoise*)

- 13 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *I can't see his ...*

Children: *mouth!* etc

▶▶ **Ending the lesson**

(An activity to revise the words from Unit 11a.)

- 14 Hand out a sheet of paper to each child. Draw a big circle on the board and ask children to do the same. Then give instructions for them to fill in the face. e.g. *Draw two big eyes* etc. Children give you their pictures before they leave the class. Display them in the classroom.

..... Unit 11 - Lesson b (p. 58)

- **Aims:** To revise facial features.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books. – Look – Touch (your eyes).
- **Extra Materials:** Flashcards (eyes, ears, mouth, nose).

▶▶ **Beginning the lesson**

- 1 Wait by the door and greet the children as they arrive.

(An activity to revise the vocabulary from Unit 11a.)

- 2 Invite a child to the front of the class and present the parts of the face by pointing and saying: *Look! Eyes, nose, mouth, ears.* Ask the children to touch their face according to your instructions. Say: *Touch (your eyes).* Encourage them to repeat, chorally and individually.

▶▶ **Presentation & Practice**

Flashcards (eyes, ears, mouth, nose)

(Activities to practise the vocabulary of the lesson.)

- 3 Pin up the flashcards. Say: *mouth.* Ask a child to come to the board and point to the corresponding flashcard. Repeat for the remaining flashcards.
- 4 Draw a large 58 on the board. Point to it, mime and say: *Open your books at page fifty-eight!*

(Ex. 1) Listen and number. Then sing and do.

(An activity for children's language development.)

- 5 Play the song on the cassette/CD. Children listen, look

at the illustrations and number. During the second listening, hold up your book and point to the items/people mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully. Check children's answers. (1, 5, 4, 3, 2)

TAPESCRIPT

Here comes a fly, (children use index finger to mime the movement of a fly)

A very big fly

And it lands right on my eye – boohoo!

(index finger on one eye and make a sad face)

Shoo fly, shoo! (mime waving fly away)

Go away,

I really don't want you!

Here comes a fly (children use index finger to mime the movement of a fly)

A very big fly

And it lands right on my ear – boohoo!

(index finger on one ear and make a sad face)

Shoo fly shoo! (mime waving fly away)

Go away

I really don't want you!

Here comes a fly, (children use index finger to mime the movement of a fly)

A very big fly

And it lands right on my nose – boohoo!

(index finger on nose and make a sad face)

Shoo fly, shoo! (mime waving fly away)

Go away,

I really don't want you!

Here comes a fly, (children use index finger to mime the movement of a fly)

A very big fly

And it lands right on my mouth – boohoo!

(index fingers on mouth and make a sad face)

Shoo fly, shoo!

Go away,

Oh, dear – I've eaten you! (mime swallowing a fly)

(See Introduction for ideas on how to exploit songs.)

▶▶ **Ending the lesson**

- 6 Ask children to model the face of a person or monster using plasticine. Then they report back to the class: e.g. *Look at my monster. It has got three eyes and four ears.* etc

..... The Ugly Duckling (p. 59)

- **Aims:** To present the story of the Ugly Duckling
- **Pupil Language:** You look so cold! – You look so sad! – Where’s your mum? – Where’s your dad?
- **Teacher Language:** Open your books. – Is the Ugly Duckling alone? – Who’s this?
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- 2 Tell the children to try to recall the last episode of the story (p. 55) and ask: *Is the Ugly Duckling alone? (Yes), etc*

▶▶ Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 59 on the board. Point to it, mime and say: *Open your books at page fifty-nine!*
- 4 Hold up your book. Point to the boy and ask:
e.g. Teacher: *Who’s this?*
Child: *A boy.* etc
- 5 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Boy: *You look so cold!*
You look so sad!
Where’s your mum?
Where’s your dad?

- 6 Say the dialogue again and mime an action (*shivering*). Help children respond: *You look so cold! Where’s your mum?* etc

Extension

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. Allow children some time to complete the task. Check children’s answers.

▶▶ Ending the lesson

- 7 Ask children to draw a picture of a sad and cold Ugly Duckling. Have them present their drawings to the class. The rest of the children say:

e.g. *You look so cold!*
You look so sad! etc

..... Unit 12 - Lesson a (p. 60)

- **Aims:** To express ability.
- **Pupil Language:** Run – jump – climb – sausages – tree – Kitty can ... – Danny can’t ... – Yes, (he can) – No, (he can’t.)
- **Teacher Language:** Can Kitty run?
- **Extra Materials:** Flashcards (Unit 11) – Flashcards and picture cards (run, jump, climb, sausages, tree).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 11.)
- 2 Hand out the flashcards of Unit 11 (*eyes, ears, nose, mouth*) to children. Teacher points to parts of his/her face and children hold up the appropriate flashcard and say the word.
e.g. Teacher: *(pointing to nose)*
Child: *(holding up nose flashcard) Nose!*
- 3 **Song:** Play the song *Here comes a fly ...* from Unit 11. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards (run, jump, climb, sausages, tree)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Pin up the flashcards (*run, jump, climb, sausages, tree*), one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*run, jump, climb, sausages, tree*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 5 Draw a large 60 on the board. Point to it, mime and say: *Open your books at page sixty!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Run, jump, climb, sausages, tree.

- 7 Ask children to put their picture cards (*run, jump, climb, sausages, tree*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Listen and choose.*(A listening comprehension activity)*

- 8 Elicit the names of the animals. Explain the listening task. Tell children they are going to listen and choose the correct animal by circling it. Play the cassette/CD, twice. Children listen and complete the task. Check children's answers. (*tortoise*)

TAPESCRIPTNanny: *Have you got a pet?*Sumeet: *Yes, I have.*Nanny: *Can it climb?*Sumeet: *No, it can't.*Nanny: *Has it got big ears?*Sumeet: *No, it hasn't.*Nanny: *Can it run?*Sumeet: *No, it can't.*Nanny: *What is it?*Sumeet: *It's a ... (fade out)***Extension:** Ask children questions about the other animals.e.g. Teacher: *Can Chuckles run?*Child: *Yes, he can.***(Ex. 3) Listen and look. Then tick (✓).***(A listening comprehension activity to familiarise children with spoken English.)*

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (*Picture 1 – pointing to cat*) *What has Kitty got?*
(*Picture 2 – pointing to dog*) *Can Danny jump?* etc
- 10 Next, mime and say: *Listen and look.* Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPTNanny: *Where are my sausages? Come back, Kitty!*Lulu: *Look! Kitty's got Nanny's sausages!*Larry: *Kitty can run!*Lulu: *Danny can run too!*Larry: *Look! Kitty can jump!*Lulu: *Danny can jump too! Now Danny's got the sausages!*Larry: *Look! Kitty can climb the tree!*Lulu: *Can Danny climb the tree?*Larry: *No, he can't!*Larry: *Danny can't climb the tree, but Chuckles can!*

- 11 Explain the listening task. Point to the pictures of Danny and elicit: *run, climb, jump.* Ask: *Can Danny run?, Can Danny jump?, Can Danny climb? Let's listen.* Play the cassette/CD and children listen to the dialogue again. Point to the pictures of Danny again

and ask the same questions. Invite children to give you the correct answers.

Run – ✓, Climb – ✗, Jump – ✓

- 12 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.e.g. Teacher: *Where are my ...*Child: *sausages? etc***▶▶ Ending the lesson***(An activity to revise the words from Unit 12a.)*

- 13 Mime an action (*run, jump, climb*). Children call out the word. Change the actions quickly to make the activity fun for the children. Invite a child to come to the front and take your role.

Unit 12 - Lesson b (p. 62)

- **Aims:** To revise ability.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books.
- **Extra Materials:** Picture Cards (rabbit, mouse, cat, dog, run, jump, climb) – Craftwork Sheet.

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 12a.)
- 2 Ask the children to take out their picture cards (*rabbit, mouse, cat, dog, run, jump, climb*). Say the words. They listen and put their cards in the order in which they hear the words.

▶▶ Presentation & Practice

- (Activities to practise the vocabulary of the lesson.)*
- 3 Name the animals again and say their abilities, e.g. *rabbit: I can jump.* Encourage the children to say the words and do the actions.
- 4 Draw a large 62 on the board. Point to it, mime and say: *Open your books at page sixty-two!*

(Ex. 1) Listen and number. Then sing and do.*(An activity for children's language development.)*

- 5 Play the song on the cassette/CD. Children listen, look at the illustrations and write the order the animals are heard on the song. During the second listening, hold up

your book and point to the animals mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully. Check children's answers. (1, 4, 2, 3)

TAPESCRIPT

Rabbits can run, (mime running)

They can run, run, run.

Rabbits can run

And it's fun, fun, fun! (make cheering action with arms)

Mice can run, (mime running)

Cats and dogs can run.

Rabbits can run,

They can run, run, run!

Rabbits can jump (mime jumping)

They can jump, jump, jump.

Rabbits can jump

They go thump, thump, thump! (slap hands on thighs)

Mice can jump, (mime jumping)

Cats and dogs can jump.

Rabbits can jump,

They can jump, jump, jump!

(See Introduction for further ideas on how to exploit songs.)

Craftwork (Optional)

(An activity to revise the language already taught while children practise fine motor skills.)

- Tell children they are going to make rabbit ears. Photocopy and hand out the *Craftwork Sheets*. Guide them through the cutting and gluing of the rabbit ears. Go around the class as the children complete the task, providing any necessary help. Invite children to colour their ears and put them on. Go around asking questions about rabbits (e.g. *Can rabbits run?*, *Have rabbits got big ears?*, etc) During this stage, feel free to play any song from the module.

▶▶ Ending the lesson

- Invite the children, one by one, to the front. Hand them an animal flashcard and ask them to mime the action. The rest of the class has to guess what the animal is. The first child to answer correctly takes the next turn.

The Ugly Duckling (p. 63)

- **Aims:** To present the story of the Ugly Duckling
- **Pupil Language:** Come with me. – Don't be lonely, – I've got a house, – I've got a family!
- **Teacher Language:** Who is in the picture? – Open your books. – Who's this? – What's this?
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- Tell the children to try to recall the last episode of the story (p. 59) and ask: *Who is in the picture? (The Ugly Duckling and the boy.)* etc

▶▶ Presentation & Practice

(Activities to present the story.)

- Draw a large 63 on the board. Point to it, mime and say: *Open your books at page sixty-three!*
- Hold up your book. Ask:
e.g. Teacher: *(pointing to the family)*
Who's this?
Child: *Mum and Dad.*
Teacher: *(pointing to the house)*
What's this?
Child: *A house. etc*
- Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Boy: *Come with me.*

Don't be lonely.

I've got a house,

I've got a family!

Ask children questions:

e.g. Teacher: *What has the boy got?*

Child: *A house. etc*

Extension

Before going into class

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

- Ask children to draw a picture of their house and family. Have them present their drawings to the class. Then have them invite the Ugly Duckling to their house.
e.g. *Come with me. I've got a house. I've got a family.*

Portfolio – My Pets! (p. 64)

- **Aims:** To talk about pets.
- **Pupil language:** Consolidation.
- **Teacher language:** What is this? Who has got a pet? – What is its name? – Is your pet big? – Has it got big ears?
- **Extra materials:** Sheets of paper.

► Practice

(An activity to revise the language of the unit.)

- 1 Point to the title and say: *My pets!* Children repeat, chorally and individually. Refer the children to the picture of the animals. Point to the rabbit and ask:
 - e.g. Teacher: *What is this?*
 - Child 1: *It's a rabbit.*
 - Teacher: *Can a rabbit jump?*
 - Child 2: *Yes, (it can). etc*
- 2 Ask children to talk about their pets, in L1 if necessary. Ask: *Who has got a pet?, What is its name?, Is your pet big?, Has it got big ears?* etc
- 3 Hand out a sheet of paper to each child. Ask them to draw and colour in their own pet or a fictional one if they haven't got a pet. Allow them some time to complete their work. Once they finish, they present their drawings to the class.
 - e.g. *This is my pet. It's a rabbit. It has got two big ears. It can jump and run. Its name is Binky.*

Spotlight on the UK – London Zoo! (p. 64)

- **Aims:** To familiarize children with British culture and talk about the London Zoo.
- **Pupil language:** Consolidation.
- **Teacher language:** Look at the penguin at the London Zoo! – What animals are in the zoo?
- **Extra materials:** Sheets of paper.

(An activity to talk about London Zoo.)

- 1 Point to the title and say: *London Zoo!* Children repeat, chorally and individually. Then point to the pictures and say: *Look at the penguin at the London Zoo!* Children repeat, chorally and individually.
- 2 Tell children that there are about 12,000 animals at the London Zoo and it's the home of the famous Penguin Pool. Ask: *What animals are in the zoo?* Elicit children's answers.

- 3 **Optional:** Hand out sheets of paper to children and ask them to draw a zoo in their country. Once they finish they present their drawings to the class.

e.g. *This is (San Diego) Zoo. Look at the animals!*

Note: Refer children to *Spotlight on Russia* (p. 92) during this lesson or the next one.

Fun at school (p. 65)

- **Aims:** To explore other subject areas (Science). To group animals according to physical characteristics.
- **Pupil language:** Snail – crab – snail – monkey – parrot – chicken – shell – fur – feathers.
- **Teacher language:** What's this? – It has got a shell. – Which animal has ...?
- **Extra materials:** Pictures of animals.

(Ex. 1) Look and circle the same.

- 1 Refer children to the pictures of the animals. Point to the tortoise and say: *What's this? (a tortoise).* Then point to its shell and say: *It has got a shell.* Children repeat, chorally and individually. Repeat for the remaining animals and tell children what each animal has got (*a shell, fur, feathers*).
- 2 Explain the task. Tell children to circle the animals with similar physical characteristics. Check their answers.
 - 1 tortoise, snail, crab (all have a shell)
 - 2 mouse, cat, dog (all have fur)
 - 3 duck, parrot, chicken (all have feathers)

Then ask children questions:

e.g. Teacher: *Which animal has got fur?*
Children: *Cat. etc*

(Ex. 2) Make an Animals poster.

- 3 Tell children that they are going to make an Animals poster.
- 4 Ask children to draw pictures or use the pictures of the animals that you have brought to class. Go around the class and help them with the names of the animals, if necessary. When they finish they present their posters to the class. Display their work in the classroom.

Now I know (p. 66)

- **Aims:** Consolidation of Module 4.

(Ex. 1) Chit-Chat

- 1 A Revise *This is* and *That is*. Refer children to Part A picture 1. Point to the dog and say: *Who's this?* Children repeat, chorally and individually. Then say: *This is Danny the dog.* Children repeat, chorally and individually. Point to Part A picture 2 and say: *Who's that?* Children repeat, chorally and individually. Then say: *That is Roger the rabbit.* Children repeat, chorally and individually. Invite pairs of children to say the corresponding exchanges. Repeat Part A with as many pairs as you feel is necessary.

1 Lulu: *Who's this?*

Nanny: *This is Danny the dog.*

2 Lulu: *Who's that?*

Nanny: *That is Roger the rabbit.*

- B Refer children to Part B picture 1. Point to the cat and say: *Look! Kitty (the cat) can run!* Children repeat, chorally and individually. Then point to the dog and say: *Danny (the dog) can run, too!* Children repeat, chorally and individually. Point to Part B picture 2 and invite a pair of children to say the corresponding exchange. Repeat Part B with as many pairs as you feel is necessary.

1 Larry: *Look! Kitty (the cat) can run!*

Lulu: *Danny (the dog) can run, too!*

2 Larry: *Look! Kitty (the cat) can jump!*

Lulu: *Danny (the dog) can jump, too!*

Extension: Stand close to or far away from a child and ask another child to respond to your question. Then, invite a child to take your role.

e.g. Teacher: *(standing close) Who's this?*

Child 1: *This is Ryan.*

Teacher: *(standing further away from another child) Who's that?*

Child 2: *That is Margaret.*

(Ex. 2) Listen to your teacher and put a tick (✓) or a cross (x).

- 2 Revise abilities. Point to the stick men and elicit *run*, *jump*, *climb*. Then point to Danny the dog and say: *Danny the dog can run.* Draw children's attention to the tick next to *run*. Then say: *Danny the dog can't climb.* Draw children's attention to the cross next to *climb*. Then point to Roger the rabbit and say: *Roger the rabbit can't climb.* Give children some time to put a cross in the box, then ask a child to show you his or her answer. Hold up your book and draw an imaginary cross in the box for the class to see the correct answer. Repeat the procedure with the rest of the items. Check children's answers.

Teacher: 1 *Danny the dog can run. Danny the dog can't climb.*

2 *Roger the rabbit can't climb. Roger the rabbit can jump.*

3 *Derek the duck can't jump. Derek the duck can't climb.*

4 *Maisie the mouse can run. Maisie the mouse can't jump.*

(Ex. 3) Look and say.

- 3 Hold up your book. Point to an item in random order and ask a child to name the item. Repeat the procedure with the rest of the class. If a child makes a mistake, ask another child to help him/her.

1 sausages 5 house

2 eyes 6 mouth

3 tree 7 duck

4 ears 8 nose

(Ex. 4) Listen and colour.

- 4 Refer children to the picture and elicit the items they know (*cat, duck, rabbit, tortoise*). Ask children to take out their coloured pencils and put them on their desks. They are going to need red, blue, green, yellow and pink. Play the cassette/CD up to the first pause. Draw children's attention to the example. Pick up a green colouring pencil and pretend to colour in the tortoise. Play the rest of the listening. Children listen and colour. (There is a natural pause on the cassette/CD during which children colour in the items.) Provide more time if necessary by pausing the cassette/CD. Check children's answers (*a yellow duck, cat's nose – pink, children draw in two big ears*).

TAPESCRIPT

Man: *Can you see the tortoise?*

Boy: *Yes, I can.*

Man: *Colour the tortoise green.*

Boy: *A green tortoise. OK.*

Man: *Can you see the duck?*

Boy: *Yes. I can see the duck.*

Man: *Colour the duck yellow.*

Boy: *A yellow duck. Right.*

Man: *Now look at the cat.*

Boy: *The cat? Oh, yes. I can see the cat.*

Man: *The cat has got a pink nose.*

Boy: *A pink nose! That's funny!*

Man: *Now look at the rabbit.*

Boy: *The rabbit?*

Man: *Yes. The rabbit hasn't got ears. Can you draw two big ears?*

Boy: *Oh, yes. Two big ears for the rabbit.*

- 5 Ask children questions about the colour of the items.

e.g. Teacher: *What colour is the tortoise?*

Child: *Green, etc*

Unit 13 - Lesson a (p. 68)

- **Aims:** To talk about food and preferences.
- **Pupil Language:** Food – orange juice – apple – banana – milk – biscuit – basket – I like ..., Chuckles likes ...
- **Teacher Language:** What does Larry like?
- **Extra Materials:** Flashcards (Module 4) – Poster (Module 5) – Picture cards (food, orange juice, apple, banana, milk, biscuit, basket).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Module 4.)
- 2 Put the flashcards from Module 4 in a pack. Go around the class showing individual children two or three items each and asking the children to name them.

▶▶ Presentation & Practice

Poster (Module 5)

(Activities to present and practise the vocabulary of the lesson.)

- 3 Pin up the poster of Module 5. Point to each item (*food, orange juice, apple, banana, milk, biscuit, basket*) one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*food, orange juice, apple, banana, milk, biscuit, basket*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 4 Draw a large 68 on the board. Point to it, mime and say: *Open your books at page sixty-eight!*

(Ex. 1) Listen and point. Then say.

- 5 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIP

Food, orange juice, apple, banana, milk, biscuit, basket.

- 6 Ask children to put their picture cards (*food, orange*

juice, apple, banana, milk, biscuit, basket) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Chit-Chat

(An activity for children to communicate in English.)

- 7 Refer children to the first picture and elicit the names of the characters and the food items. Play the cassette/CD, pointing to the characters as they speak. Children repeat, chorally and individually. Elicit the exchanges for the other three pictures. (*orange juice and biscuits, milk and bananas, apples and orange juice.*)

TAPESCRIP

Nanny: *What's in your basket, Larry?*

Larry: *Milk and apples. I like milk and apples. Yummy!*

Picture cards (milk, apple, biscuit, orange juice, banana)

- 8 Children close their books. Hold up the picture cards of *milk, apple*. Assign the roles of Nanny and Larry to two children and invite them to act out the exchange. Demonstrate this yourself first. Hand out the remaining picture cards, inviting children, in pairs, to act out the exchanges.

(Ex. 3) Listen and look. Then draw and colour.

(Activities to promote receptive and productive language skills.)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (*Picture 2 – pointing to Larry*) *What's in Larry's basket?* (*Picture 3 – pointing to Lulu*) *What's in Lulu's basket?* etc
- 10 Next, mime and say: *Listen and look*. Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIP

Nanny: *Right children! Get a basket. Let's go shopping!*

Lulu: *Ooh! I like shopping!*

Nanny: *What's in your basket, Larry?*

Larry: *Milk and apples. I like milk and apples! Yummy!*

Nanny: *What's in your basket, Lulu?*

Lulu: *I like biscuits and orange juice! Yummy!*

Larry: *Oh, look, Nanny! Chuckles has got a basket too!*

Nanny: *Oh! Lots of bananas!*

Lulu: *Yes! Chuckles likes bananas!*

- 11 Explain the listening task. Point to the second picture and ask (looking puzzled): *What's missing? What is it? Let's listen.* Play the cassette/CD. Children listen and draw. Allow children some time to complete the task. Check children's answers. (*apples and milk*)
- 12 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Right, children! Get a ...*
Children: *basket.* etc

▶▶ Ending the lesson

(An activity to revise the words from Unit 13a.)

- 13 Ask children to choose two items of food from their picture cards. Each child, in turn, holds up their cards and tells you what they like.

e.g. Child: *(holding up banana and biscuit picture cards) I like bananas and biscuits.*

..... Unit 13 - Lesson b (p. 69)

- Aims: To revise food and preferences.
- Pupil Language: Consolidation.
- Teacher Language: Open your books.
- Extra Materials: Poster (Module 5).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 13a.)
- 2 Put up the poster of Module 5. Ask two children to come to the front. Tell them to imagine what's in their baskets. The children ask and answer using the food items on the poster as prompts. Demonstrate this yourself first.
e.g. Child 1: *What's in your basket?*
Child 2: *Biscuits and milk. I like biscuits and milk. Yummy!*

▶▶ Presentation & Practice

Poster (Module 5)

(Activities to practise the vocabulary of the lesson.)

- 3 Put up the poster of Module 5. Point to each item (*orange juice, apple, banana, milk, biscuit*), one at a time, and say the appropriate words. Children repeat, chorally and individually. Point to the food items in random order. Individual children say the food items.
- 4 Draw a large 70 on the board. Point to it, mime and say: *Open your books at page seventy!*

(Ex. 1) Listen and draw lines. Then sing and do.

(An activity for children's language development.)

- 5 Play the song on the cassette/CD. Children listen, look at the illustration and draw lines. During the second listening, hold up your book and point to the items mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully. Check children's answers. (*biscuit, apple, orange juice*)

TAPESCRIPT

Round and round

The supermarket, (mime holding a shopping basket and look around)

Looking at the food.

Put it in my shopping basket. (mime putting items in basket)

Everything looks good! (kiss fingers)

Put them in my basket, (mime putting food in basket)

Put them in my tummy, (rub tummy)

Everything's so nice,

Yummy, yummy, yummy!

I like orange juice, (hold up orange juice picture card)

And biscuits, (hold up biscuit picture card)

I like apples too. (hold up apple picture card)

Put them in my shopping basket.

Lots for me and you! (point to yourself and others)

Put them in my basket, (mime putting food in basket)

Put them in my tummy, (rub tummy)

Everything's so nice,

Yummy, yummy, yummy!

(See Introduction for further ideas on how to exploit songs.)

▶▶ Ending the lesson

- 6 Put up the poster of Module 5 on the board. Children sit in a circle. The first child starts by saying: *In my basket I've got (apples)*. The second child continues by saying: *In my basket I've got (apples and milk)*. Each child, in turn, adds an item of food to the list. Teacher can help by pointing to the poster as a prompt.

..... The Ugly Duckling (p. 71)

- **Aims:** To present the story of the Ugly Duckling.
- **Pupil Language:** Look at you now! – You're big, not small. – And you're not ugly. – Not at all! – It's time to go! – It's summertime! – Goodbye, dear friend. – Have a good time! – swan.
- **Teacher Language:** Open your books. – Look at the Ugly Duckling! – It's a swan. – It's beautiful! – Is the Ugly Duckling big?
- **Extra Materials:** Photocopy of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary of the story.)
- 2 Tell the children to try to recall the last episode of the story (p. 63). Ask:
- e.g. Teacher: *Is the Ugly Duckling alone?*
Child: *No.*
Teacher: *Who is in the picture?*
Child: *The boy, Mum, Dad.* etc

▶▶ Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 71 on the board. Point to it, mime and say: *Open your books at page seventy-one!*
- 4 Hold up your book. Say: *No ice, no snow. It's summertime!* Children repeat, chorally and individually. Point to the swan and say: *Look at the Ugly Duckling! It's a swan. It's beautiful!* Ask the children: *Is the Ugly Duckling big? (Yes). Is it ugly? (No).*
- 5 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Boy: *Look at you now!*
You're big, not small.

And you're not ugly.
Not at all!

It's time to go!
It's summertime!
Goodbye, dear friend.
Have a good time!

- 6 Teach the following phrases: *You're big, not small. And you're not ugly. It's time to go! Goodbye, dear friend.* Divide the class into groups and assign one phrase per group. Allow the groups enough time to practise their phrases. Then the groups act out the phrases, using both words and gestures.

Extension

Before going into class

Photocopy the corresponding activity page of the story (one per child).

- 7 Hand out a photocopy to each child. Explain the activity. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

- 8 Have children draw the Ugly Duckling that turned into a beautiful swan. Allow them some time to complete their work. Once they finish they present their drawings to the class.
e.g. *Look at me. I'm big. I'm a beautiful swan!*

..... Unit 14 - Lesson a (p. 72)

- **Aims:** To talk about food. To give orders.
- **Pupil Language:** Bread – egg – cheese – chocolate – sandwich – plate – Let's ... – Bring the ... – Put your ...
- **Teacher Language:** Who likes ...? – (Anna,) bring me the cheese, please.
- **Extra Materials:** Poster (Module 5) – Picture cards (bread, egg, cheese, chocolate, sandwich, plate).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 13.)
- 2 Put up the poster of Module 5. Point to each item (*food, orange juice, apple, banana, milk, biscuit, basket*), one at a time and say the wrong word. Ask individual children to correct you.

- 3 **Song:** Play the song *Round and round the supermarket ...* from Unit 13. Invite children to sing along.

► Presentation & Practice

Poster (Module 5)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Put up the poster of Module 5. Point to each item (*bread, egg, cheese, chocolate, sandwich, plate*), one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*bread, egg, cheese, chocolate, sandwich, plate*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 5 Draw a large 72 on the board. Point to it, mime and say: *Open your books at page seventy-two!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Bread, egg, cheese, chocolate, sandwich, plate.

- 7 Ask children to put their picture cards (*bread, egg, cheese, chocolate, sandwich, plate*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Look, listen and point. Then sing along.

(An activity to present and practise the vocabulary and the patterns of the lesson and help children reproduce the chant independently.)

- 8 Play the chant on the cassette/CD. Children listen and look at the illustration. During the second listening, hold up your book and point to the items mentioned in the chant, encouraging children to join in. Play the chant as many times as you feel is necessary.

Chant

*Bring the eggs,
Bring the cheese.
Let's make lots
Of sandwiches!*

*Bring the bananas
And the chocolate.
Put your sandwich
On a plate!*

- 9 Repeat the chant without the cassette/CD. Hold up your book, point to the food items and get the

children to repeat after you. Then pin up the poster of Module 5. Point to the food items mentioned in the chant and keep the rhythm by snapping your fingers. Children chant by themselves with the help of the picture prompts.

(Ex. 3) Listen and look. Then draw and colour.

- 10 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. *(Picture 1 – pointing to the bread) What's Larry got? (Picture 3 – pointing to sandwiches) What are they?* etc
- 11 Next, mime and say: *Listen and look.* Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Nanny: *Now then, let's make some sandwiches.*

Larry: *Oh, good! I like sandwiches!*

Nanny: *Larry, bring the bread, please!*

Larry: *Yes, Nanny!*

Nanny: *Lulu, bring the eggs and cheese, please!*

Lulu: *Yes, Nanny!*

Lulu: *Wow! Lots of sandwiches! Egg sandwiches and cheese sandwiches! Yummy!*

Nanny: *Lulu, put your sandwich on a plate!*

Nanny: *Larry, what's that?*

Larry: *It's a banana and chocolate sandwich. It's for Chuckles!*

Nanny: *Oh, Larry!*

- 12 Explain the listening task. Point to the second picture and ask (looking puzzled): *What's missing? What is it? Let's listen.* Play the cassette/CD. Children listen and draw. Allow children some time to complete the task. Check children's answers. (*cheese*)
- 13 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Now, then, let's make some ...*
Children: *sandwiches.* etc

► Ending the lesson

(An activity to revise the words from Unit 14a.)

- 14 Ask children to put their food picture cards in front of them. Ask individual children to bring you an item of food before leaving the class.
e.g. Teacher: *(Anna,) bring me the cheese, please.*

Unit 14 - Lesson b (p. 74)

- **Aims:** To revise food items.
- **Pupil Language:** Consolidation.
- **Teacher Language:** Open your books.
- **Extra Materials:** Poster (Module 5) – Old magazines, scissors, glue, paper, dates.

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 14a.)
- 2 Put up the poster of Module 5. Point to each item, one at a time, and say the appropriate words. Children repeat, chorally and individually. Point to the food items in random order. Individual children say the food items.

▶▶ Presentation & Practice

Poster (Module 5)

(Activities to practise the vocabulary of the lesson.)

- 3 Put up the poster of Module 5. Point to a food item and say: *I like sandwiches! Sandwiches are yummy!* Invite a child to come and point to an item and say what he/she likes. Repeat for all the food items.
- 4 Draw a large 74 on the board. Point to it, mime and say: *Open your books at page seventy-four!*

(Ex. 1) Listen and tick (✓). Then sing and do.

(An activity for children's language development)

- 5 Play the song on the cassette/CD. Children listen, look at the illustration and tick the food items they hear. During the second listening, hold up your book and point to the items mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully. Check children's answers. (*sandwich, apple, banana.*)

TAPESCRIPT

Sing a song of sandwiches (hold up sandwich picture card)

Sing a sandwich song

Sing a song of sandwiches!

On and on and on!

Sandwiches are scrummy (rub tummy)

Sandwiches are great (hold up thumbs)

Sandwiches are yummy (rub tummy)

Put them on my plate! (hold out imaginary plate)

Apples and bananas (hold up picture cards of items mentioned)

Are nice and so is cheese.

But what do I like most?

Some sandwiches please! (hold sandwich picture card high above head)

(See Introduction for further ideas on how to exploit songs.)

▶▶ Ending the lesson

- 6 Provide children with old magazines, scissors, glue and a paper plate each. Children cut pictures of food out of the magazines and stick them on their plates. Go around the class and ask children about the items on their plates.

e.g. Teacher: *What's this?*

Child: *(An) apple.*

Teacher: *Do you like apples? etc*

The Ugly Duckling (p. 75)

- **Aims:** To present the story of the Ugly Duckling.
- **Pupil Language:** Look at the swans up in the sky! – Look at them they can fly!
- **Teacher Language:** Open your books. – What does the Ugly Duckling say to the boy?
- **Extra Materials:** Photocopies of activity story page (Extension).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.

(An activity to revise the vocabulary of the story.)

- 2 Tell the children to try to recall the last episode of the story (p. 71). Ask:

e.g. Teacher: *What does the boy say to the Ugly duckling?*

Child 1: *You're big, not small.*

Child 2: *And you're not ugly.*

Child 3: *It's time to go! etc*

▶▶ Presentation & Practice

(Activities to present the story.)

- 3 Draw a large 75 on the board. Point to it, mime and say: *Open your books at page seventy-five!*
- 4 Hold up your book. Point to the swans and say: *Look at the swans up in the sky.* Children repeat, chorally and individually. Ask: *How many swans? (three) etc*
- 5 Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Ugly Duckling: *Look at the swans
Up in the sky!
Look at them –
They can fly!*

- 6 Teach the following phrases: *Look at the swans up in the sky! Look at them they can fly!* Allow enough time for the children to practise their phrases. Then tell the children to imagine that they are swans flying in the sky (children mime flying). Choose a child to act out the role of the Ugly Duckling, using both words and gestures. Repeat with other children.

Extension**Before going into class**

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. Allow children some time to complete the task. Check children's answers.

▶▶ Ending the lesson

- 7 Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting the children to complete your sentences.

e.g. Teacher: *Look at the ...*
Children: *swans, etc*

Unit 15 - Lesson a (p. 76)

- **Aims** To express likes and dislikes.
- **Pupil Language:** Eat – drink – ice cream – play – sand – seaside – I like ... – I don't like ... – Drink your ...
- **Teacher Language:** Does Sumeet like ...?
- **Extra Materials:** Flashcards (Units 13 and 14) – Flashcards and picture cards (eat, drink, ice cream, play, sand, seaside).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Units 13 and 14.)
- 2 Pin up the food flashcards from Units 13 and 14. Draw a happy face and a sad face on the board. Invite children to come to the front and put an item under each face and say: e.g. *I like bananas. I don't like eggs.*
- 3 **Song:** Play the song *Sing a song of sandwiches ...* from Unit 14. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards (eat, drink, ice cream, play, sand, seaside)

(Activities to present and practise the vocabulary of the lesson.)

- 4 Pin up the flashcards, one at a time, and say the appropriate words. Children repeat, chorally and individually. Ask children to take out their picture cards (*eat, drink, ice cream, play, sand, seaside*). Call out the items in random order. Children listen and hold up the corresponding picture card.
- 5 Draw a large 76 on the board. Point to it, mime and say: *Open your books at page seventy-six!*

(Ex. 1) Listen and point. Then say.

- 6 Play the cassette/CD. Children listen and point to the pictures. Play the cassette/CD again. Children repeat, chorally and individually, while pointing to the pictures. Then individual children point to and say the words.

TAPESCRIPT

Eat, drink, ice cream, play, sand, seaside.

- 7 Ask children to put their picture cards (*eat, drink, ice cream, play, sand, seaside*) on their desks in random order. Play the cassette/CD again. Children listen and put the picture cards in the order they hear them.

(Ex. 2) Listen and put a tick (✓) or a cross (X).

(A listening comprehension activity)

- 8 Explain the listening task. Tell children they are going to listen and put a tick or a cross. Elicit the character Sumeet and the food items. Play the cassette/CD. Children listen and complete the task. Check children's answers. (*sandwiches – ✓, apples – ✓, eggs – X, orange juice – X, milk – ✓*)

TAPESCRIPT

Nanny: *Sumeet, do you like cheese?*

Sumeet: *No, I don't like cheese. Yuk!*

Nanny: *Do you like sandwiches?*

Sumeet: *Sandwiches? Oh, yes, I like sandwiches!*

Nanny: *Do you like apples, Sumeet?*

Sumeet: *Mmm, yes! I like apples!*

Nanny: *What about eggs? Do you like eggs?*

Sumeet: *Oh, no! I don't like eggs!*

Nanny: *Do you like orange juice?*

Sumeet: *No, Nanny Shine, I don't like orange juice. I like milk!*

Nanny: *Milk? Oh, good! Here's some milk, Sumeet.*

Sumeet: *Thank you, Nanny! Yummy!*

Extension: Ask children questions about what Sumeet likes/doesn't like.

e.g. Teacher: *Does Sumeet like cheese?*
Child 1: *No, he doesn't.* etc

(Ex. 3) Listen and look. Then circle.

(A listening comprehension activity to familiarise children with spoken English.)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.

e.g. *(Picture 1 – pointing to Larry and Lulu) Where are they? (Picture 2 – pointing to orange juice) What's this? etc*

- 10 Next, mime and say: *Listen and look.* Play the cassette/CD. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Lulu: *Oooh! I like the seaside!*

Larry: *Come on, Lulu! Let's play in the sand!*

Nanny: *Food's ready! Come on children! Eat your sandwiches! Drink your orange juice!*

Larry & Lulu: *Mmm! Yummy!*

Lulu: *Chuckles! Be careful!*

Larry: *Oh, no! Now we've got sand sandwiches!*

Nanny: *Don't worry, children! Look! Ice cream!*

Lulu: *Yummy! I love ice cream!*

Larry: *Come on! Let's get some ice cream!*

- 11 Explain the listening task. Children listen and circle the correct picture. Point to the pictures of orange juice and sandwiches, milk and apples. Elicit the items and ask (looking puzzled): *What does Nanny say? Eat your ...? Drink your ...? Let's Listen.*
- 12 Play the cassette/CD and children listen to the dialogues again. Point to the pictures of the food items again and repeat the questions. Invite children to give you the correct answer and check that they have circled the correct picture. *(sandwiches and orange juice)*
- 13 Play the dialogue again with pauses for children to listen and repeat. Check children's pronunciation and intonation.

Extension: Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting children to complete your sentences.

e.g. Teacher: *Oooh! I like the ...*
Children: *seaside.* etc

▶▶ Ending the lesson

(An activity to revise the words from Unit 15a.)

- 14 Make correct and incorrect statements, e.g. *Eat your milk!* Invite children to respond accordingly, e.g. *No! Drink your milk!* Invite a child to come to the front and take the teacher's role.

Unit 15 - Lesson b (p. 78)

Aims: To revise expressing likes and dislikes.

Pupil Language: Consolidation.

Teacher Language: Open your books.

Extra Materials: Flashcards (eat, drink, ice cream, play, sand, seaside).

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to revise the vocabulary from Unit 14a.)
- 2 Tell the pupils they are going to play a game. Explain the rules. Approach a child at the front desk and whisper a food item. Ask him/her to whisper the same word to the child sitting next to him/her, who then whispers it to the next child, etc. Ask the last child to call out the food item. Check if the food item is the correct one. Repeat the procedure for other food items.

▶▶ Presentation & Practice

Flashcards (eat, drink, ice cream, play, sand, seaside)

(Activities to practice the vocabulary of the lesson.)

- 3 Pin up the flashcards (*eat, drink, ice cream, play, sand, seaside*), one at a time, and say the appropriate words. Children repeat, chorally and individually. Point to the items in random order. Individual children say the items.
- 4 Draw a large 78 on the board. Point to it, mime and say: *Open your books at page seventy-eight!*

(Ex. 1) Listen and draw a line. Then sing and do.

(An activity for children's language development)

- 5 Point to Nanny and ask: *What's Nanny holding? A sandwich? An ice cream? Let's listen!* Play the song on the cassette/CD. Children listen, look at the illustration and draw a line. During the second listening, hold up your book and point to the items mentioned in the song, encouraging children to join in. Next, demonstrate the actions and play the song, encouraging children to participate fully. Check children's answers. *(ice cream)*

TAPESCRIPT

Oh, I do like to be beside the seaside. (mime swimming)
Oh, I do like to be beside the sea.

Oh, I do like to walk along the sand, sand, sand (mime walking)

With a big ice cream in my hand, hand, hand! (mime holding a big ice cream)

Oh, I do like to be beside the seaside. (mime swimming)
Oh, I do like to be beside the sea.

There are lots of things to do, (open arms wide)

There are lots of things to see, (mime looking around)

Beside the seaside, beside the sea.

(See Introduction for further ideas on how to exploit songs.)

Craftwork (Optional)

(An activity to revise food items while children practise fine motor skills.)

- Tell children they are going to make a shop. Photocopy and hand out the *Craftwork Sheets*. Guide them through the cutting and folding of the shop. Go around the class as the children complete the task, providing any necessary help. During this stage, feel free to play any song from the theme.

Ending the lesson

- Conduct a survey of children's food preferences. On the board, make a table by writing the children's names down the side of the board. Put up the poster of Module 5 on the board. Go around the class asking children what they like/don't like and put a tick or a cross in the appropriate place on the board. Children can then talk about other members of the class.
 e.g. Teacher: *(Anna), what does (Tony) like?*
 Anna: *Tony likes milk and chocolate.* etc

The Ugly Duckling (p. 79)

- **Aims:** To present the story of the Ugly Duckling.
- **Pupil Language:** But who is that? – Is it me? – I'm a beautiful swan. – How can that be? – What a lovely day! – Come with me, – Come and play! – Close your eyes – Count to three – Now, fly – Just like me.
- **Teacher Language:** Open your books. – Where are the swans? – What can the swans do?
- **Extra Materials:** Photocopies of activity story page (Extension).

- Wait by the door and greet the children as they arrive.

(An activity to revise the vocabulary of the story.)

- Tell the children to try to recall the last episode of the story (p. 75). Ask:

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

Child: *Up in the sky.*

Teacher: *What can the swans do?*

Child: *They can fly. etc*

Presentation & Practice

(Activities to present the story.)

- Draw a large 79 on the board. Point to it, mime and say: *Open your books at page seventy-five!*
- Hold up your book. Point to the Ugly Duckling in the bubble and say: *Look at the Ugly Duckling. It's a beautiful swan.* Children repeat, chorally and individually.
- Play the cassette/CD. Children listen. Play the cassette/CD again and pause after each line for children to repeat, chorally and individually.

TAPESCRIPT

Ugly Duckling: *But who is that?*

Is it me?

I'm a beautiful swan –

How can that be?

Swan: *Hello! Hello!*

What a lovely day!

Come with me,

Come and play!

Close your eyes,

Count to three,

Now, fly, fly, fly,

Just like me!

- Divide the class into three groups and assign one stanza per group. Allow enough time for the children to practise their phrases. The children act out their phrases, using both words and gestures.

Extension**Before going into class**

Photocopy the corresponding activity page of the story (one per child).

Hand out a photocopy to each child. Explain the activity. Allow children some time to complete the task. Check children's answers.

Ending the lesson

- Children act out the role of the Ugly Duckling while listening to the story. They can do this by using mime and gestures and/or joining in with as many words from the dialogue as they can.

Portfolio – My favourite food! (p. 80)

- **Aims:** To talk about food.
- **Pupil Language:** Consolidation – pizza – hot dog.
- **Teacher Language:** What's this? – What is your favourite food?
- **Extra Materials:** Sheets of paper.

► Practice

(An activity to revise the language of the unit.)

- 1 Point to the title and say: *My favourite food!* Children repeat, chorally and individually. Refer the children to the picture of the food items. Point to the sausage and ask:

e.g. Teacher: *What's this?*
Child: *It's a sausage.* etc

- 2 Ask children to talk about their favourite food, in L1 if necessary. Ask: *What is your favourite food?*
- 3 Hand out a sheet of paper to each child. Ask them to draw their favourite food. Allow them some time to complete their work. Once they finish they present their drawings to the class.

e.g. *Pizza is my favourite food. I like pizza. Yummy!*

Spotlight on the UK – An ice treat! (p. 80)

- **Aims:** To familiarise children with British culture and talk about an ice treat.
- **Pupil Language:** Consolidation – treat.
- **Teacher Language:** Look at the ice cream van!
- **Extra Materials:** Sheets of paper.

(Activities to familiarise the children with British culture.)

- 1 Point to the title and say: *An ice treat!* Children repeat, chorally and individually. Explain what a *treat* is. Then point to the picture and say: *Look at the ice cream van!* Children repeat, chorally and individually.
- 2 Tell children that the *ice cream van* is a tradition in Britain. It's a treat for children to hear the ice cream van approaching and buy ice cream on a hot summer day. Ask children if they have ice cream vans in their country. What other treats can children name? Have a discussion, in L1 if necessary.

Optional: Hand out sheets of paper to children and ask them to draw a treat in their country. Once they finish they present their drawings to the class.

e.g. *This is a hot dog vendor. Look at the yummy hot dogs!*

Note: Refer children to *Spotlight on Russia* (p. 93) during this lesson or the next one.

Fun at school (p. 81)

- **Aims:** To explore other subject areas (Science). To carry out an experiment.
- **Pupil Language:** Dancing – raisins – soda water.
- **Teacher Language:** Look, the raisins are dancing!
- **Extra Materials:** Glass – raisins – soda water.

- 1 Tell children that they will do an experiment.

Materials:

a glass of soda water
3-4 raisins

Instructions:

- 1 Put the raisins into the glass of soda water.
- 2 Watch the raisins go up and down.
- 2 Say: *Look, the raisins are dancing!* Ask the children to try to explain why this happens. Soda water (carbonated water) contains dissolved carbon dioxide gas. This gas collects on the uneven surfaces of the raisins. When enough gas has collected, it will actually lift the raisins to the surface where the gas is then released into the air. With the gas now gone, the raisins will sink back to the bottom where the process begins a new.

Now I know (p. 82)

- **Aim:** Consolidation of Module 5.

(Ex. 1) Chit-Chat

- 1 **A** Refer children to Part A picture 1. Point to Nanny and say: *What's in your basket?* Children repeat, chorally and individually. Then point to Lulu and say: *Milk and apples.* Children repeat, chorally and individually. Point to Part A picture 2 and invite a pair of children to say the corresponding exchange. Repeat Part A with as many pairs as you feel is necessary.
 - 1 Nanny: *What's in your basket?*
Lulu: *Milk and apples.*
 - 2 Nanny: *What's in your basket?*
Larry: *Orange juice and bananas.*

- B** Refer children to Part B picture 1. Point to the Nanny and say: *Look! Ice cream!* Children repeat, chorally and individually. Then point to Lulu and say: *Yummy! I love ice cream!* Children repeat, chorally and individually. Point to Part B picture 2 and invite a pair of children to say the corresponding exchange. Repeat Part B with as many pairs as you feel is necessary.

- 1 Nanny: *Look! Ice cream!*
Lulu: *Yummy! I love ice cream!*
- 2 Nanny: *Look! Chocolate!*
Larry: *Yummy! I love chocolate!*

(Ex. 2) Listen to your teacher and choose.

- 2 Revise the food items. Point to the first set of pictures and say: *Eat your bananas, Chuckles!* Draw children's attention to the circle around the correct picture. Point to the second set of pictures and say: *Lulu, drink your orange juice!* Allow children some time to draw a circle around the correct picture, then ask a child to show you his or her answer. Hold up your book and draw an imaginary circle around the correct picture for the class to see the correct answer. Repeat the procedure with the rest of the items. Check children's answers.

- Teacher: 1 *Chuckles, eat your bananas!*
2 *Lulu, drink your orange juice!*
3 *Larry, eat your biscuits!*
4 *Sumeet, eat your ice cream!*

(Ex. 3) Look and say.

- 3 Hold up your book. Point to an item at random and ask a child to name the item. Repeat the procedure with the rest of the class. If a child makes a mistake, ask another child to help him/her.

- | | |
|----------|-------------|
| 1 basket | 5 cheese |
| 2 plate | 6 chocolate |
| 3 bread | 7 biscuit |
| 4 egg | 8 ice cream |

(Ex. 4) Listen and put a tick (✓) or a cross (X).

- 4 Refer children to the picture and elicit the food items. Play the cassette/CD up to the first pause. Draw children's attention to the tick next to the bananas. Play the rest of the listening. Children listen and put a tick or a cross. (There are natural pauses on the cassette/CD during which children tick the items they hear.) Provide more time if necessary by pausing the cassette/CD. Check children's answers. (*orange juice - X, milk - ✓, biscuits - X, chocolate - ✓, ice cream - ✓*)

TAPESCRIPT

Nanny: *OK. Larry, Lulu, let's make a really nice drink!*

Lulu & Larry: *Oh, yes!*

Nanny: *Lulu, bring me the bananas!*

Lulu: *Bananas, yummy! Here you are, Nanny!*

Nanny: *Thank you. Larry, bring me the milk.*

Larry: *Mmm, milk, too! Here you are, Nanny!*

Nanny: *Bring me the chocolate, Lulu.*

Lulu: *Here you are, Nanny! Chocolate, yummy!*

Nanny: *Now then. Larry, bring me the ice cream, please.*

Larry: *Yes, Nanny. Ice cream. Here you are.*

Nanny: *OK. Let's drink!*



Resource Bank

Introduction

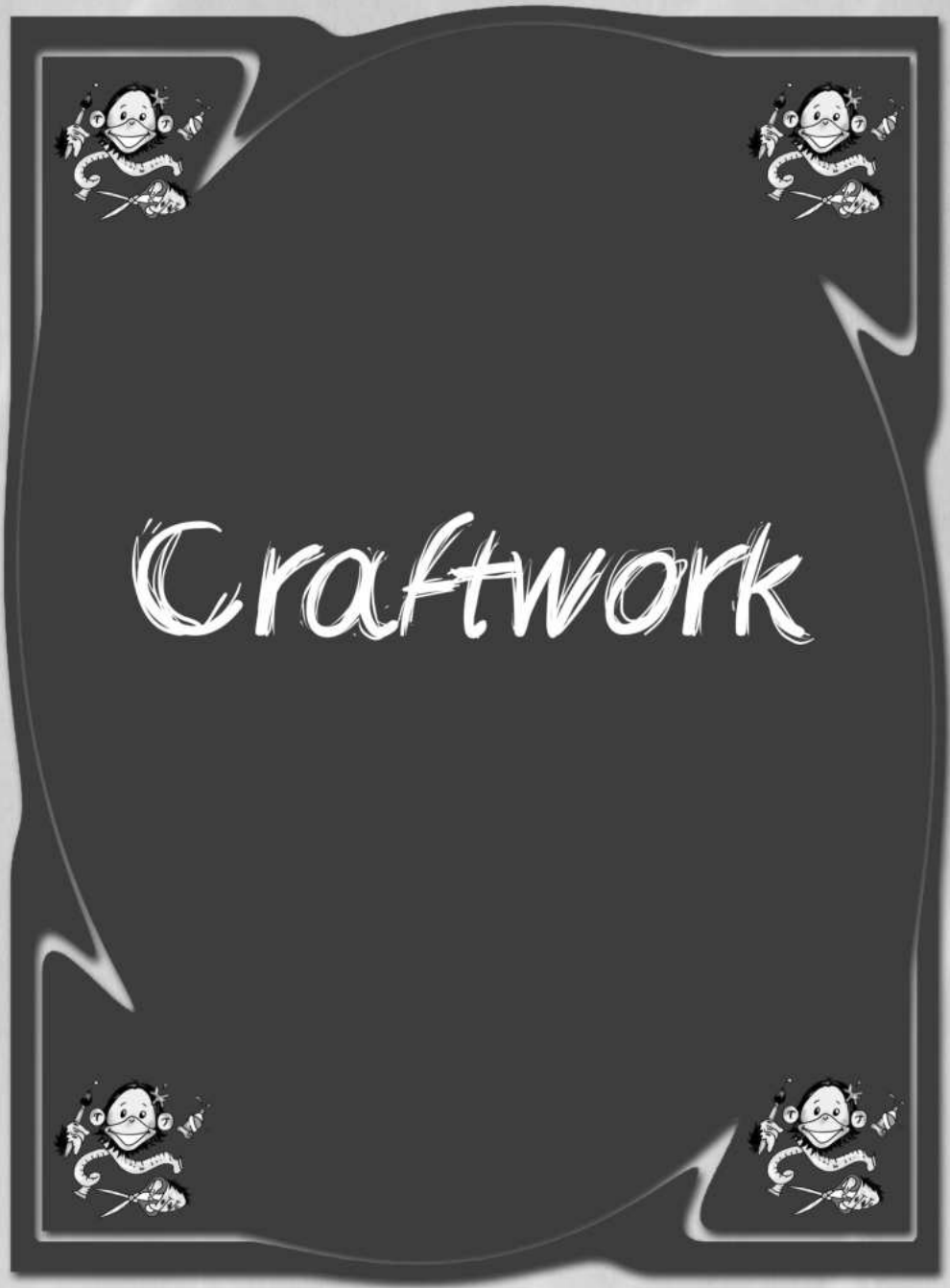
This resource bank is full of extra ideas and activities for you to use in the classroom. You will find the following material:

- Instructions for the *Award ceremony* at the end of the course. Praise and encouragement are an integral part of teaching young learners: the aim of this ceremony is to give the children a sense of achievement in the target language.
- *Craftwork Sheets*: Children learn better by doing and thus there is always a craftwork activity in each module. Photocopy and hand out the templates, one per child. While the children are doing the craftwork activity, the teacher can go around the class asking questions about the colours they are using, the names of the items, etc. In this way, the children are involved and can relate themselves to the new language. Upon completion, the craftwork can be stored and recorded in the children's *Language Portfolios*.
- *The Ugly Duckling Activity Pages*: Each episode of the story is accompanied by an additional activity, which further consolidates the language taught.
- *Module songs*: They are TPR songs, one per module, that can be used to consolidate or broaden the topic of each theme and to develop the children's *musical intelligence* (the ability to sing, use rhyme and rhythm among others) and the *bodily-physical intelligence* (the ability to use one's hands or body). There is a picture for each song that can be photocopied and handed out.
- *Puppet*: Children feel less threatened responding to a puppet and are more willing to participate in activities. The teacher can photocopy and hand out the Chuckles puppet, one per child.
- *Class games*: These are used for practice, evaluation or to round up a lesson and they help develop *interpersonal or social intelligence*.

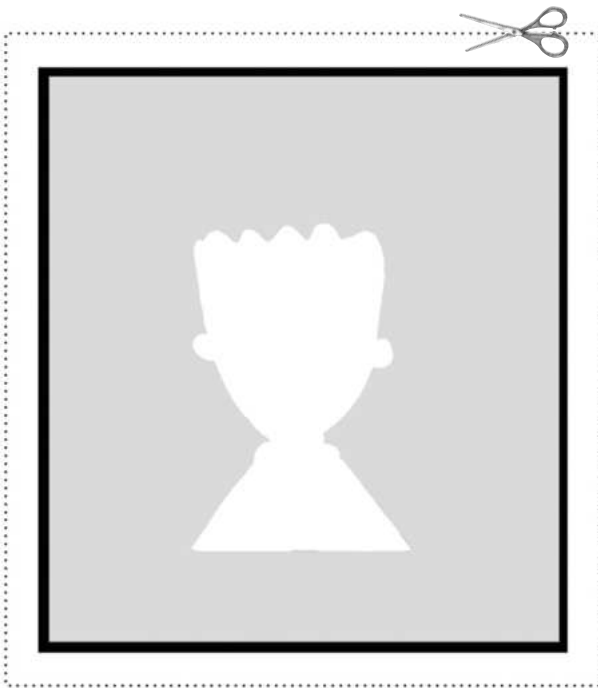
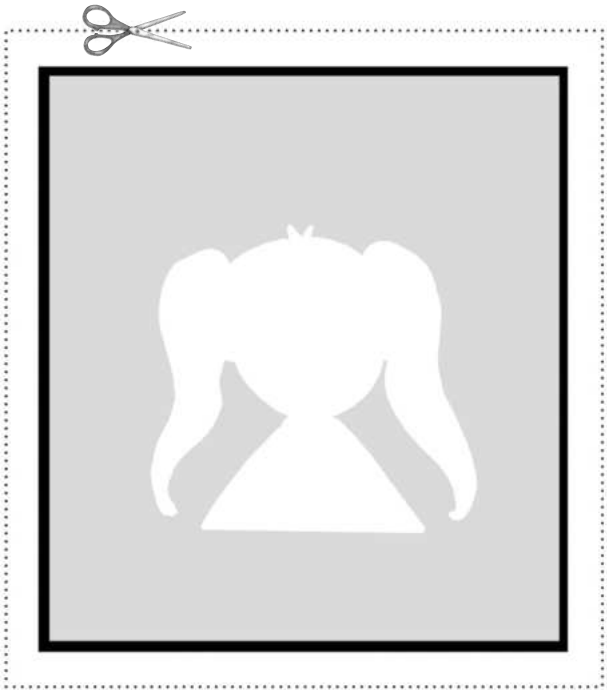
- *Instruments for evaluation*: Evaluation is an integral part of the learning process and it is most successful when done through the systematic observation of pupils during the course.

The Award ceremony

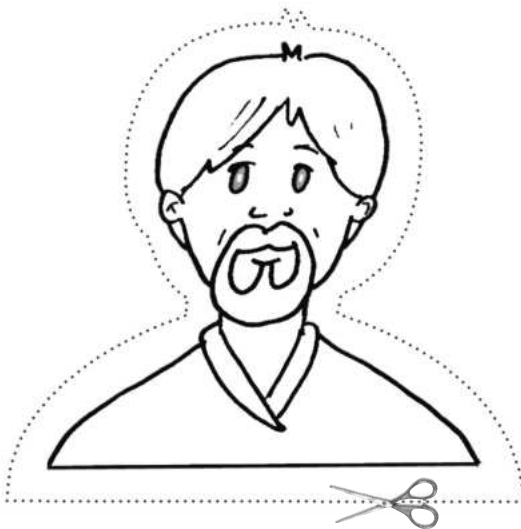
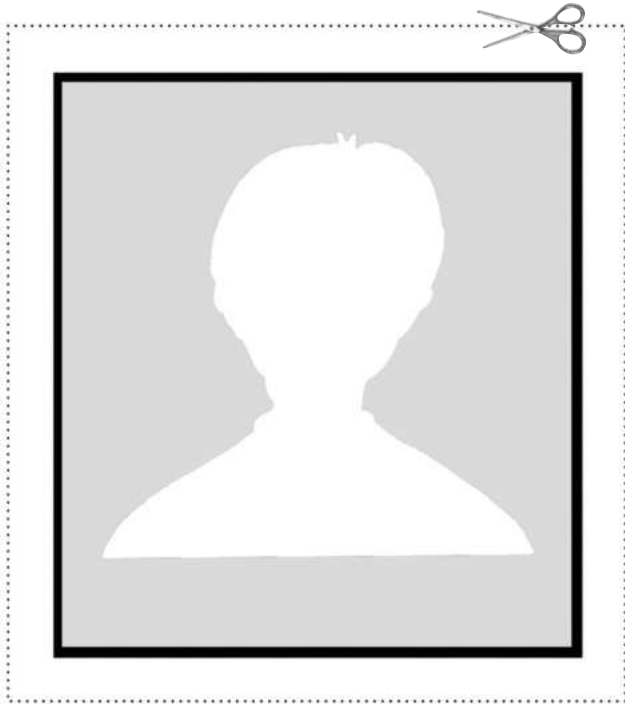
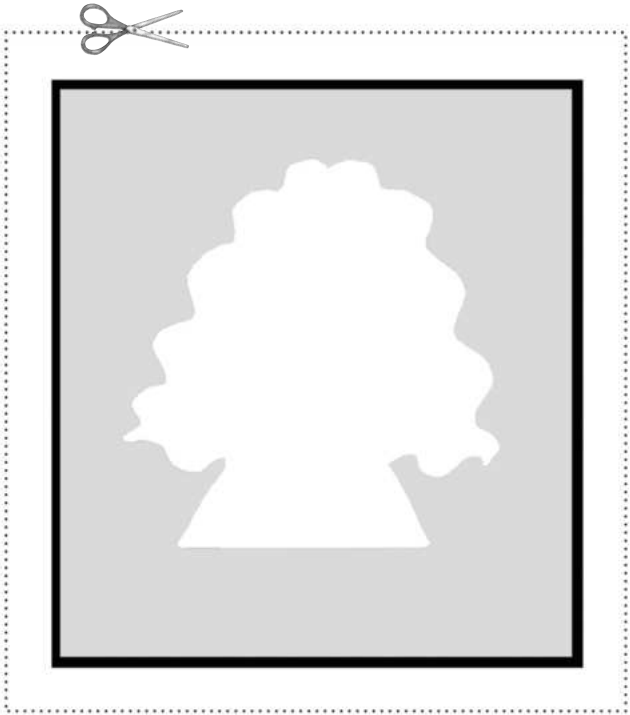
- The aim of this award is to give the children a sense of achievement in the target language. Designate some time during the penultimate lesson to cut out of the Student's Book the award. Explain to the children that in the following lesson you are going to have an *Award ceremony*.
- During the last lesson, call each child to the front individually and hand them their awards.
- As an extension, conduct a survey to choose the children's favourite song(s). Play the song(s) as an end to your lesson.



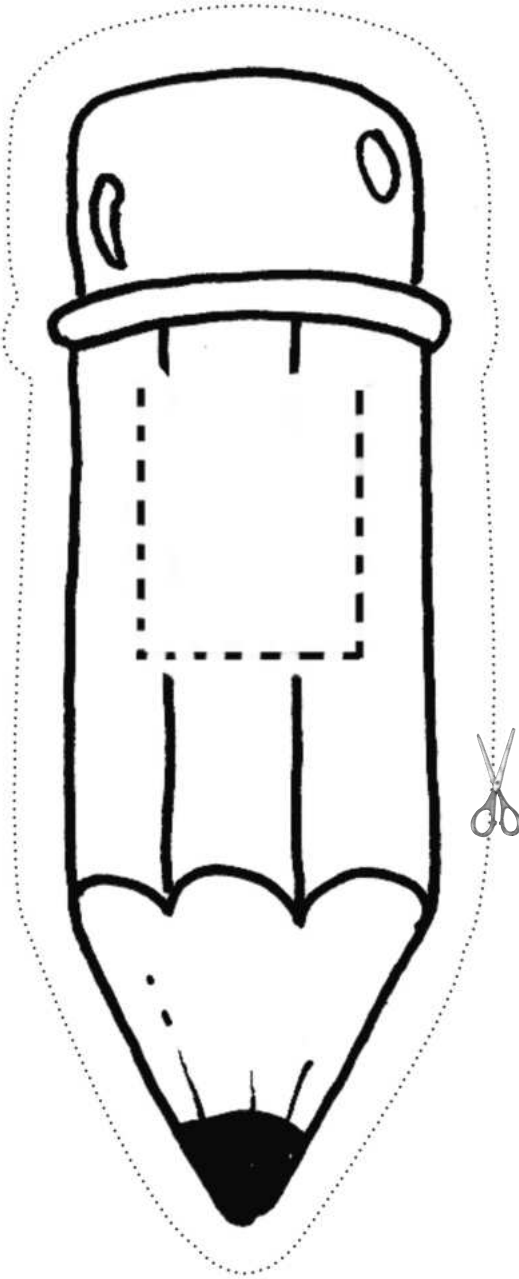
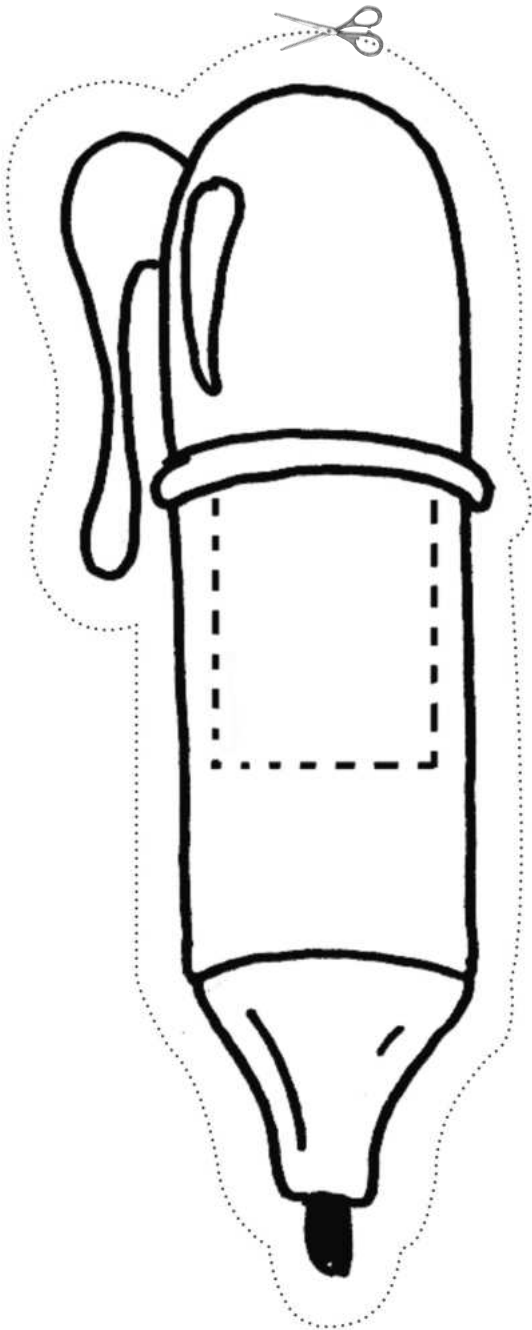
Module 1

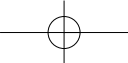


Module 1

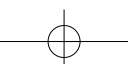
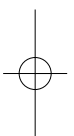
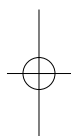
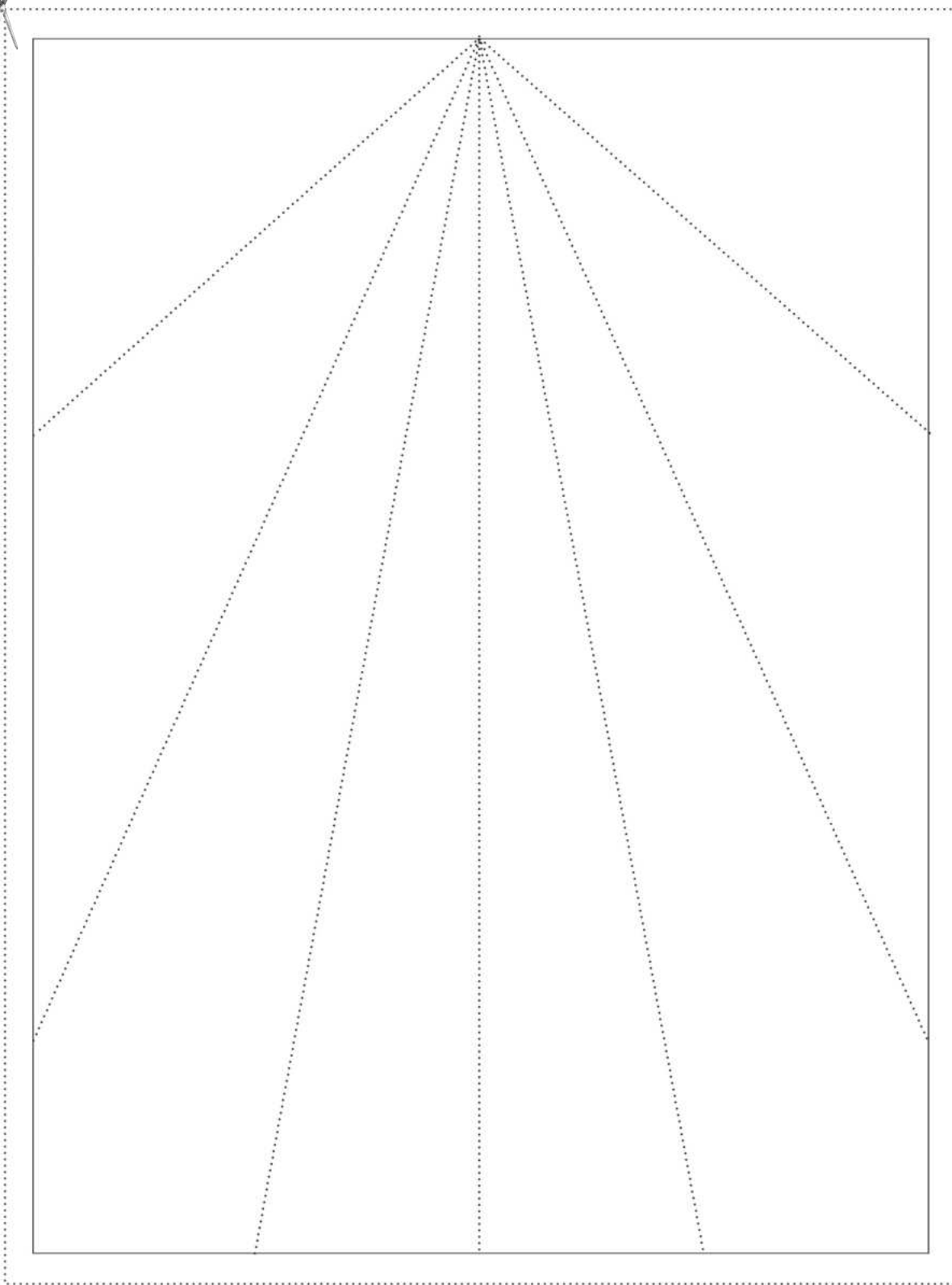


Module 2

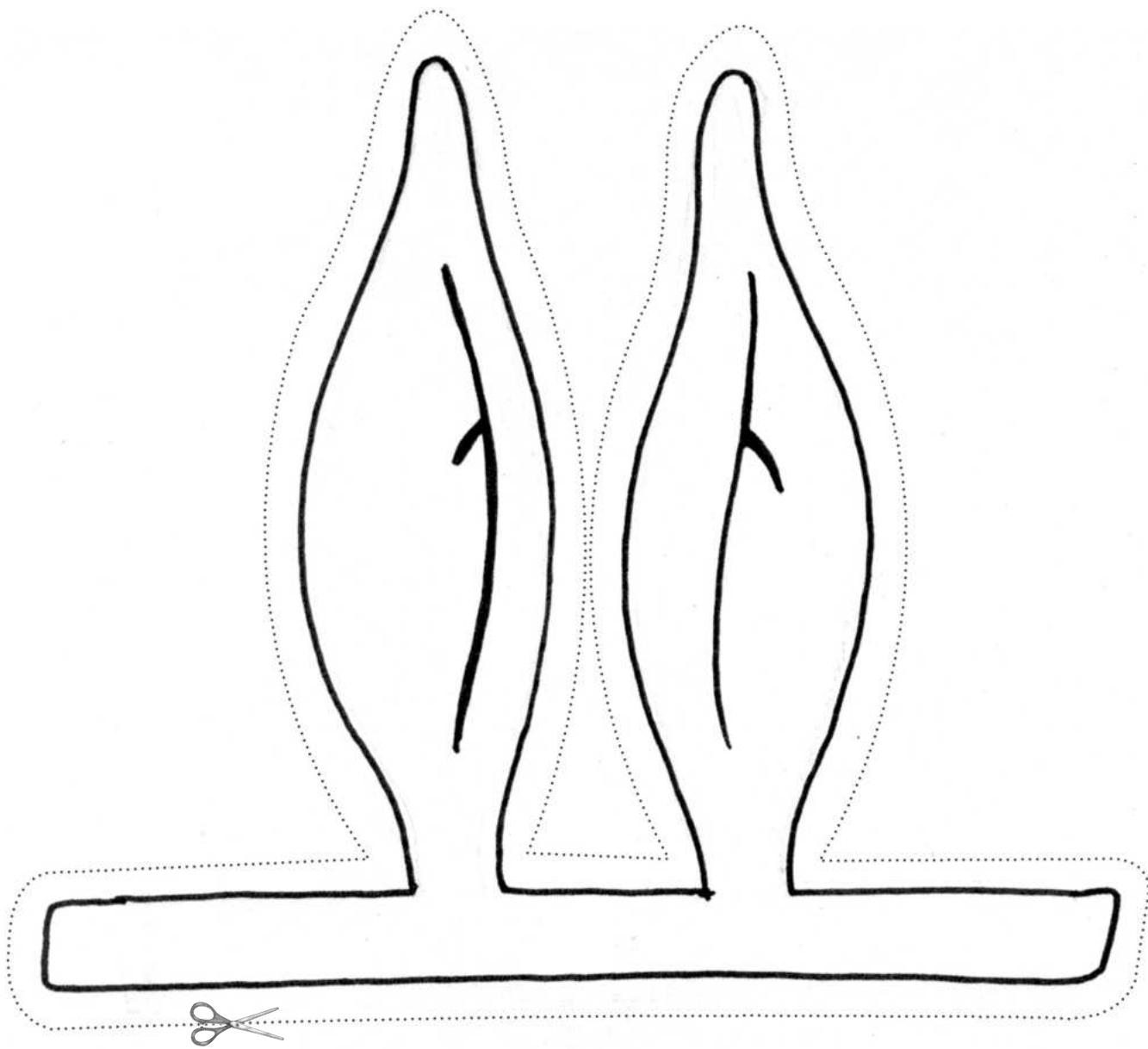




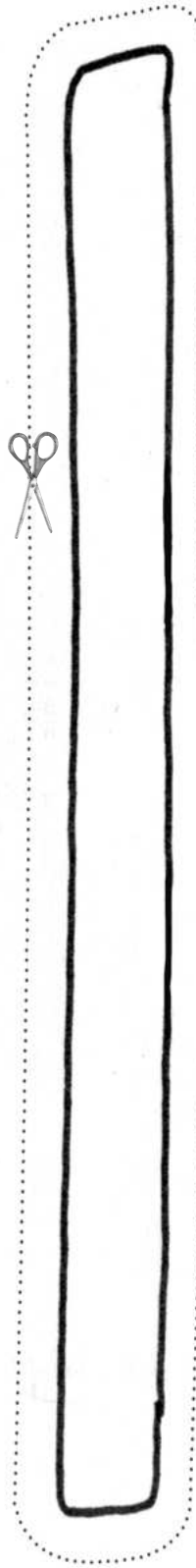
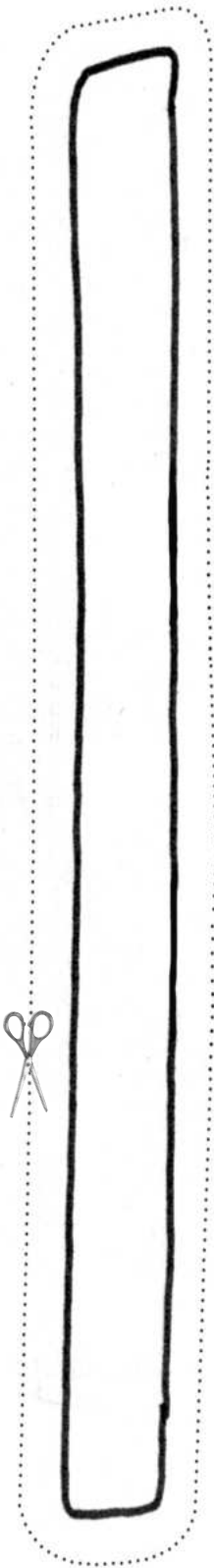
Module 3



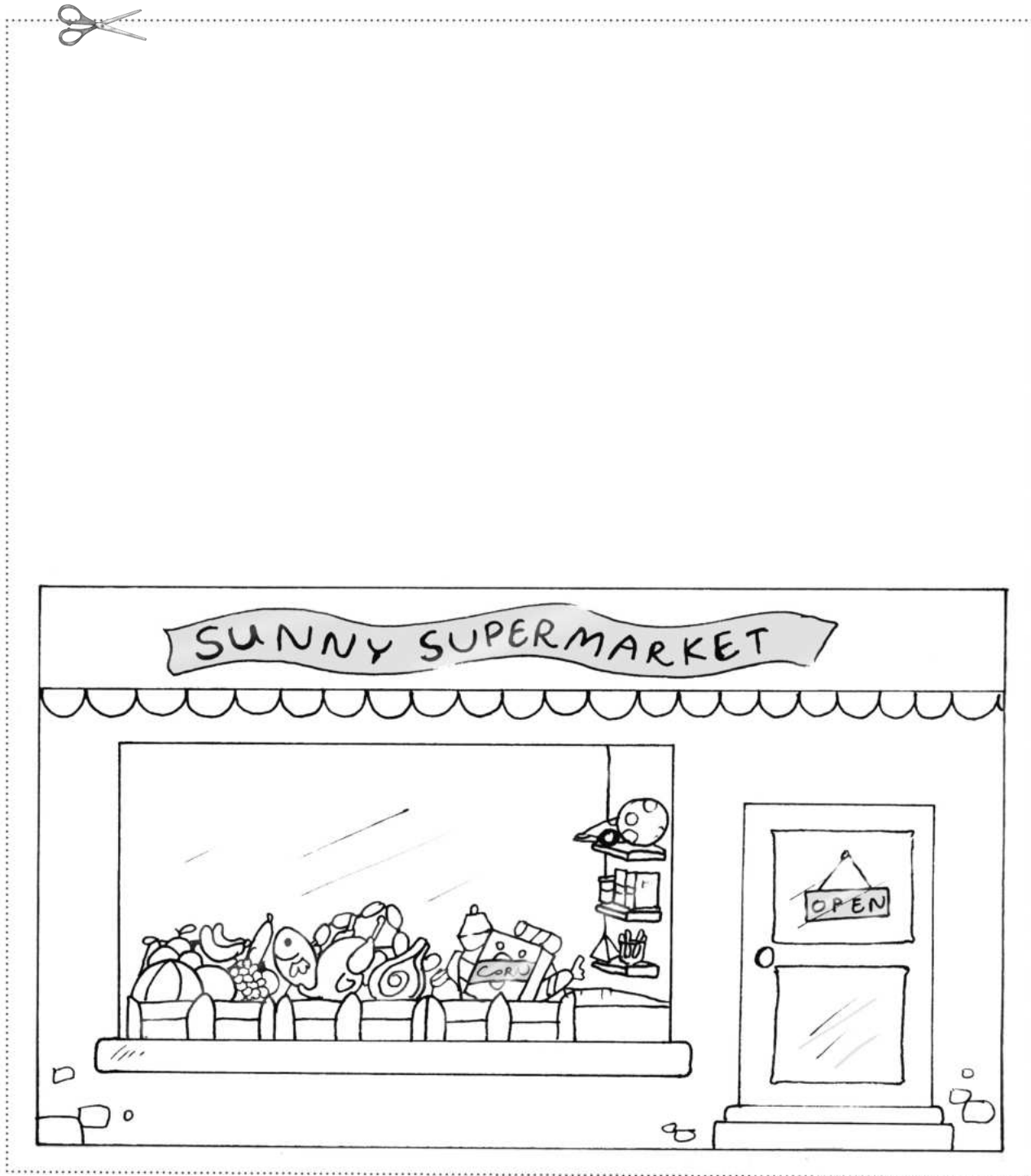
Module 4



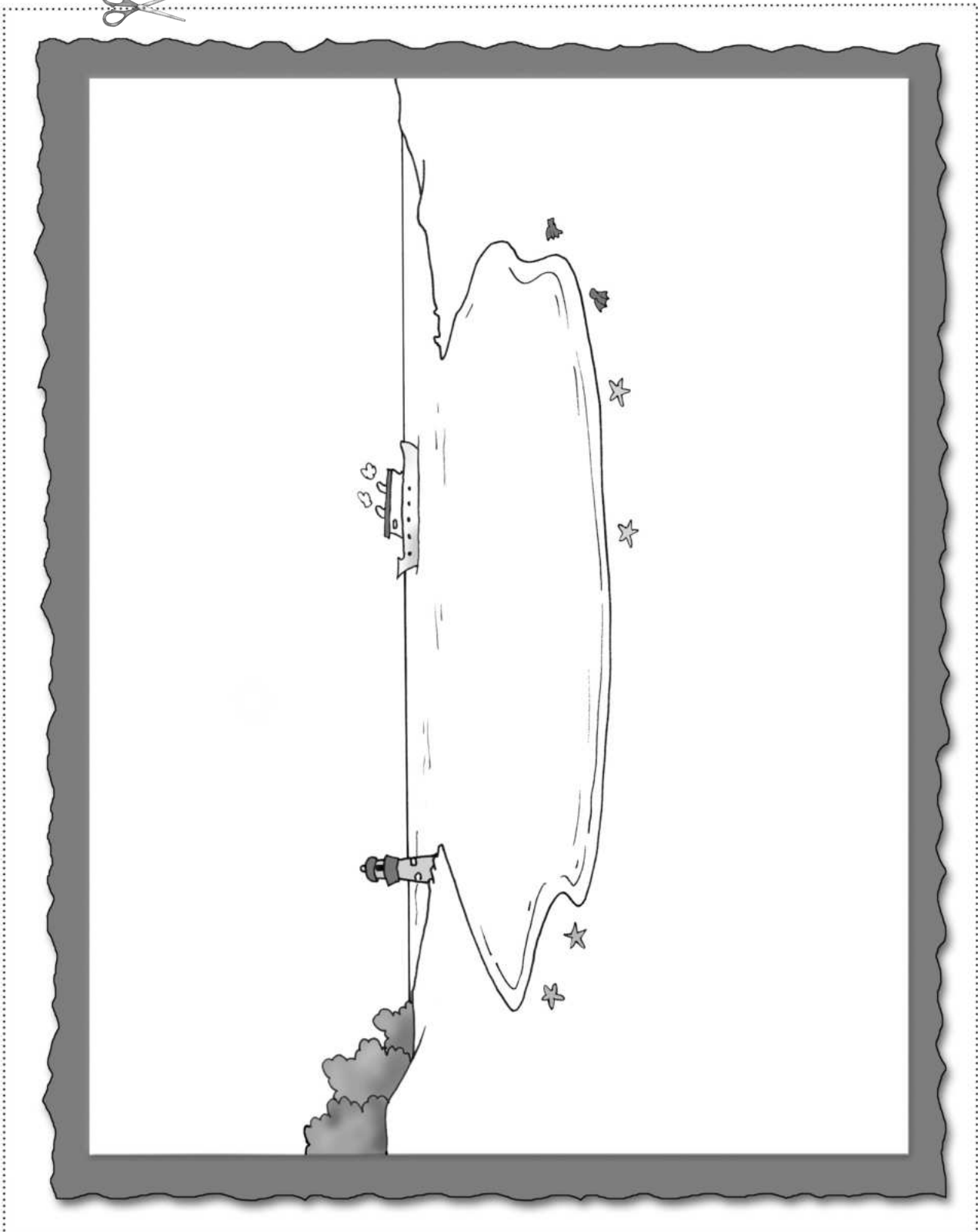
Module 4



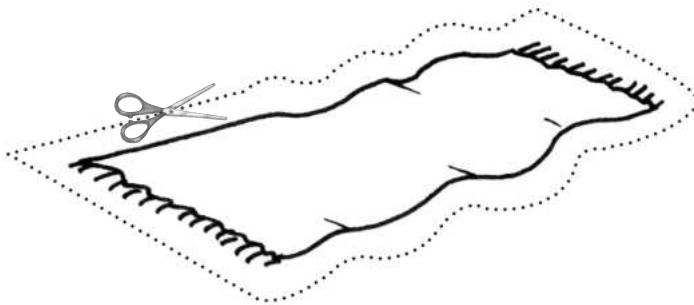
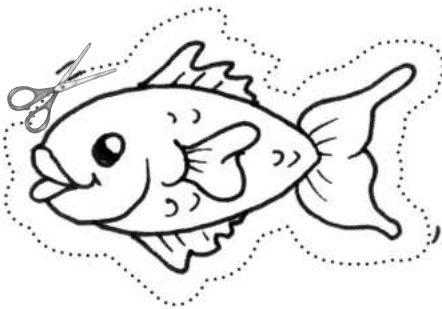
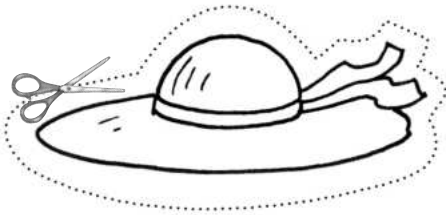
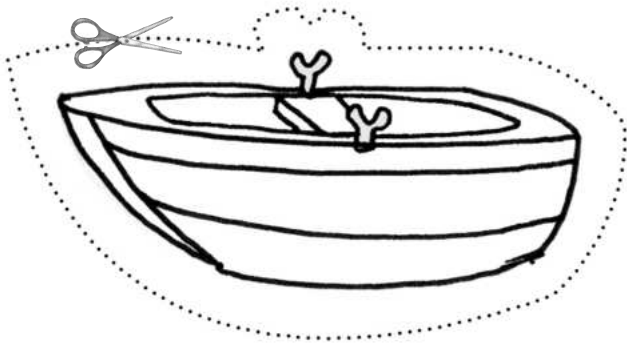
Module 5

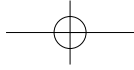


Playtime!

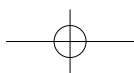
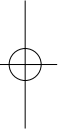
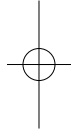


Playtime!



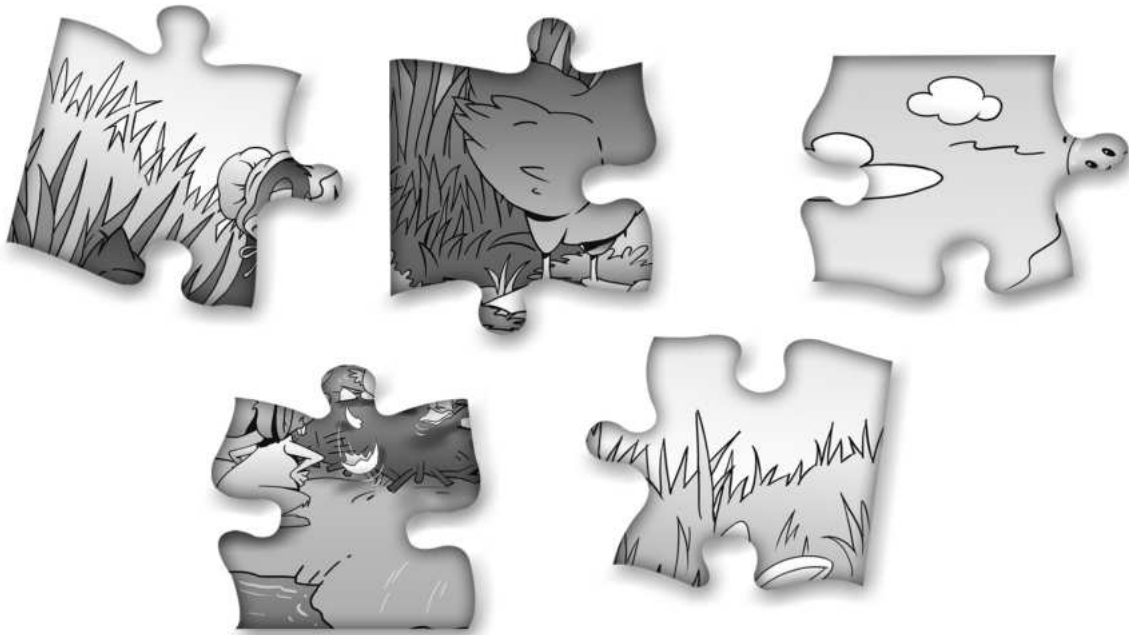


The Ugly Duckling Activity Pages



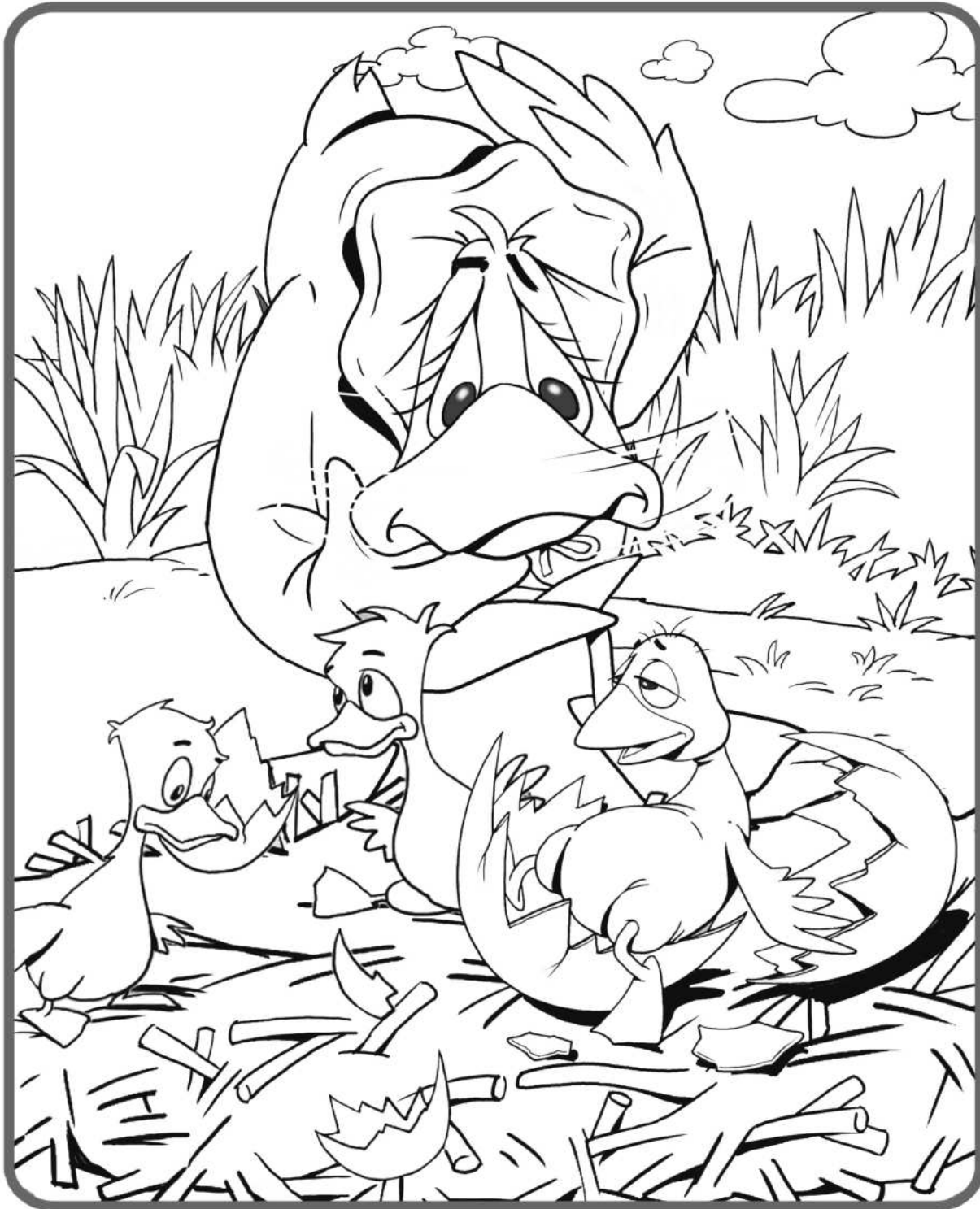
Module 1

Complete the puzzle.



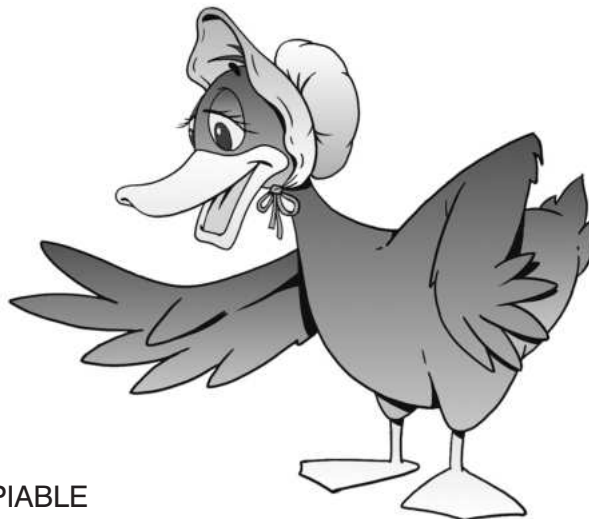
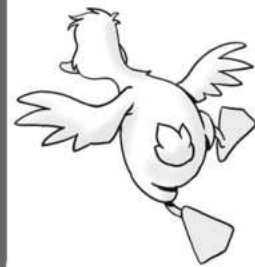
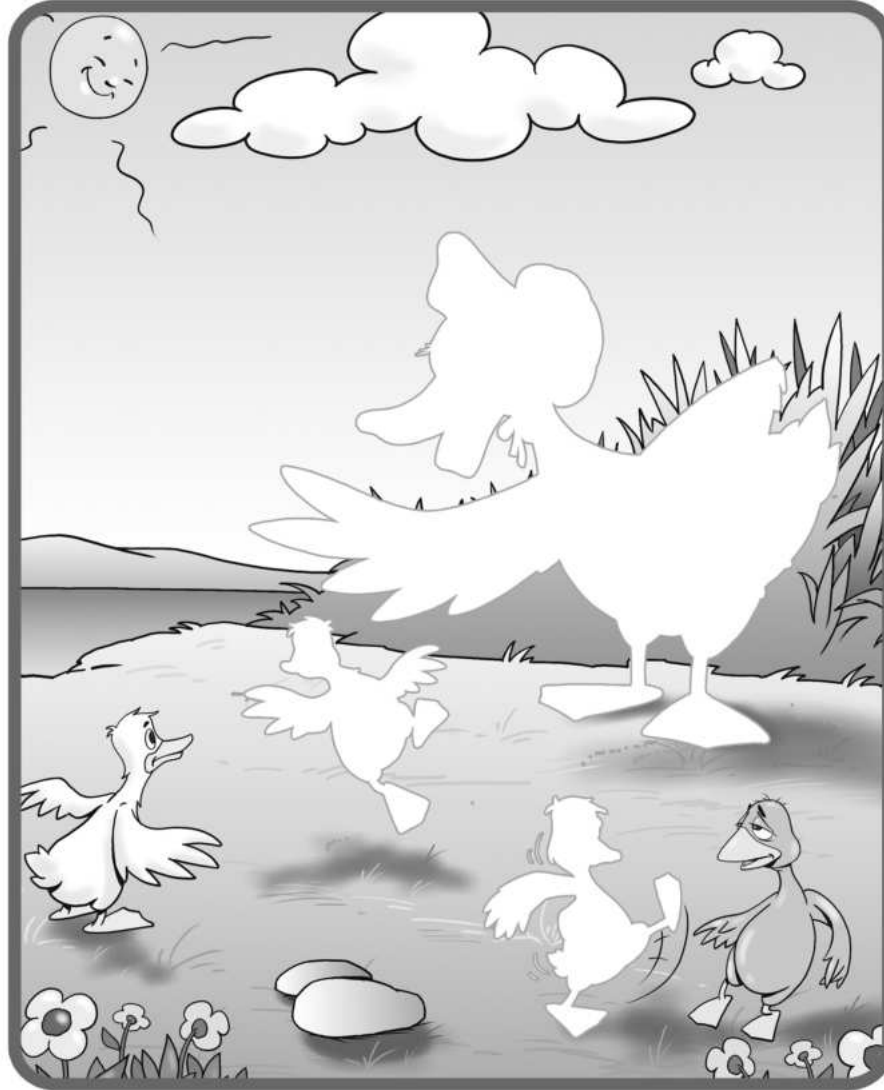
Module 1

Colour.



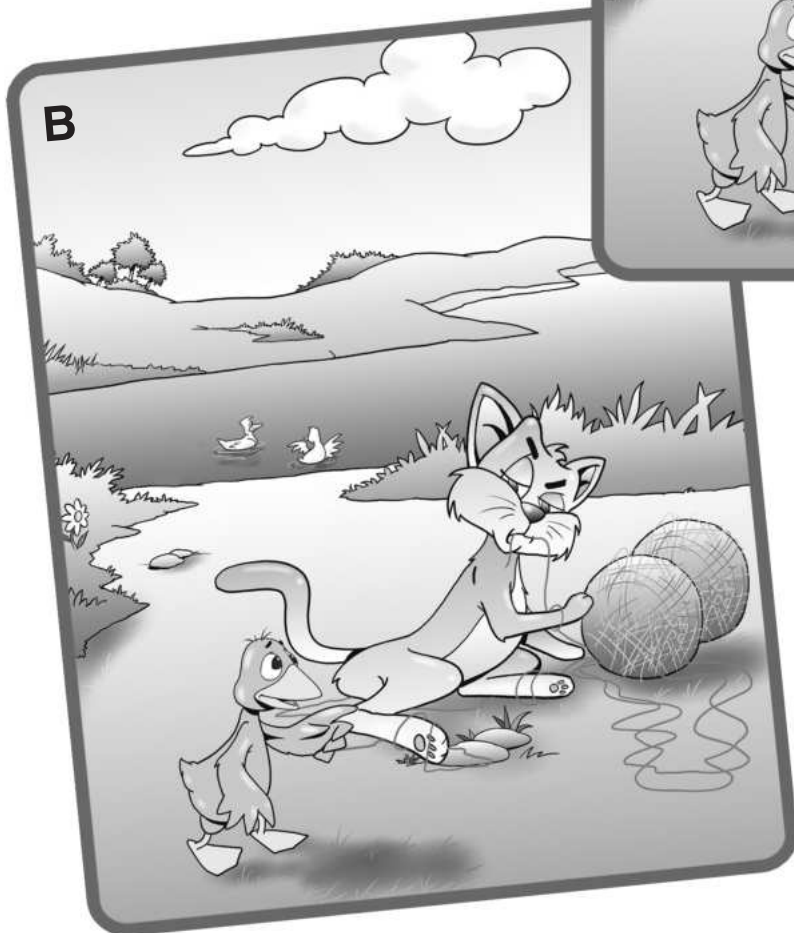
Module 1

What's missing? Draw lines.



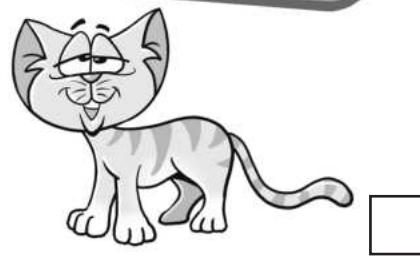
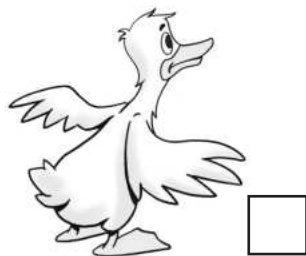
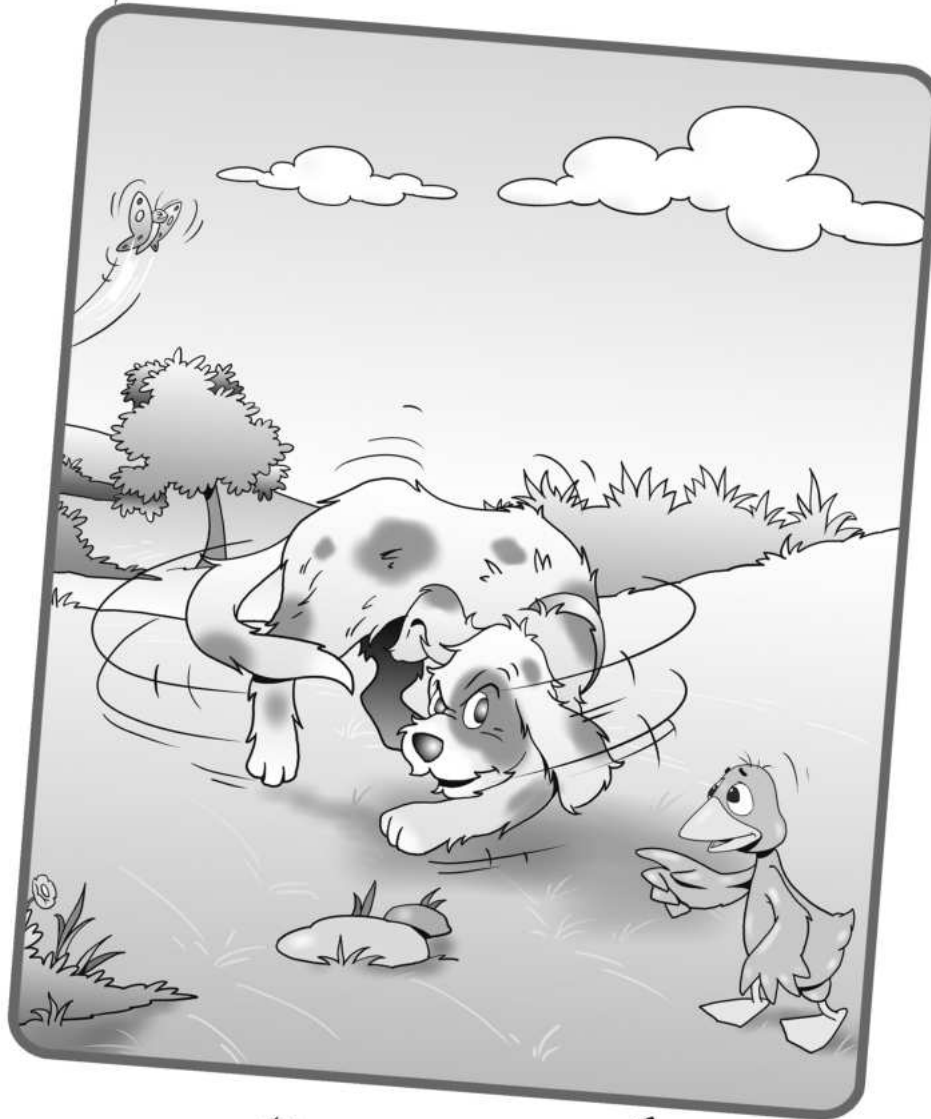
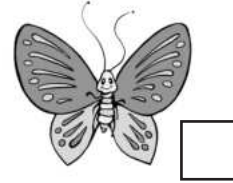
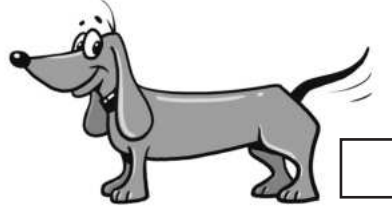
Module 2

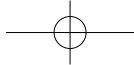
Circle three differences.



Module 2

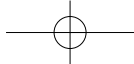
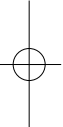
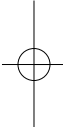
Look and tick (✓).





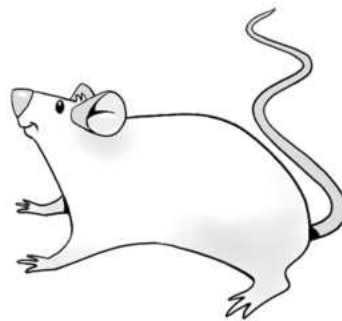
Module 2

What is it? Join the dots and say. Then colour.



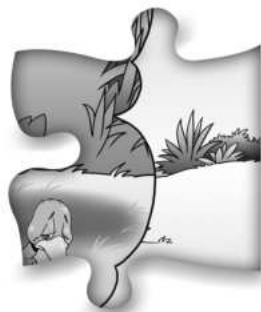
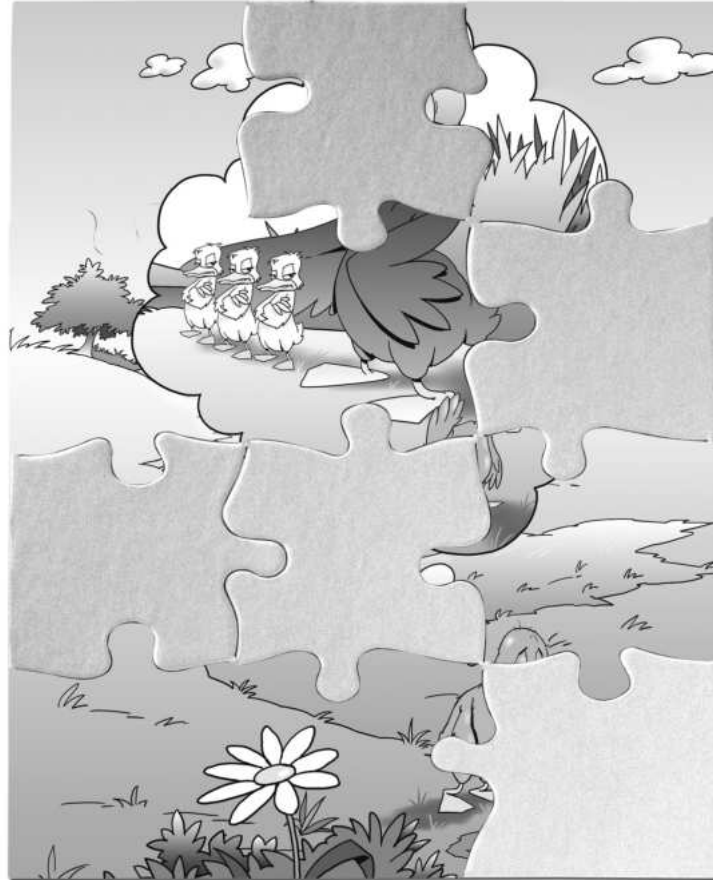
Module 3

Look and match.



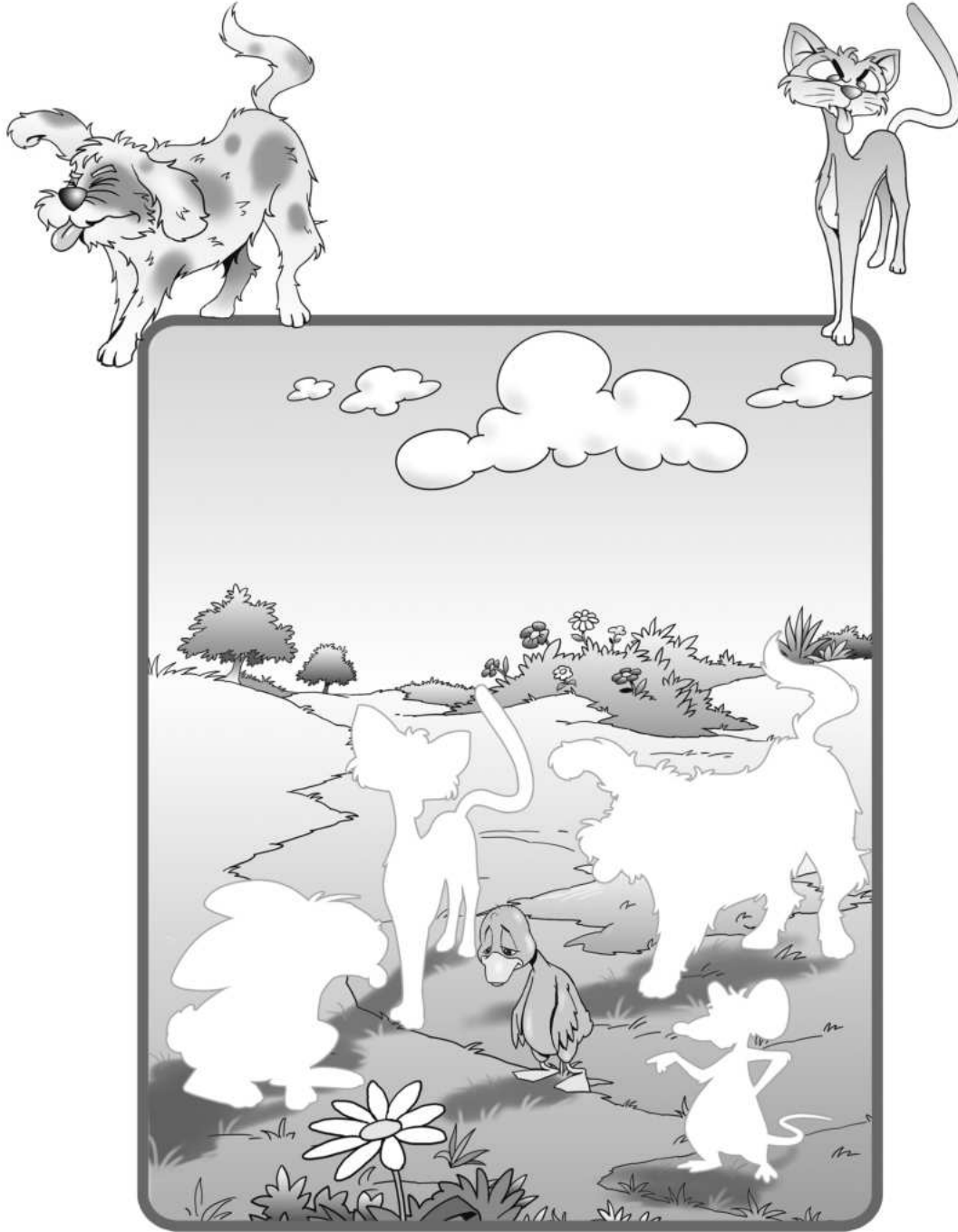
Module 3

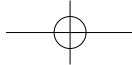
Complete the puzzle.



Module 3

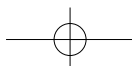
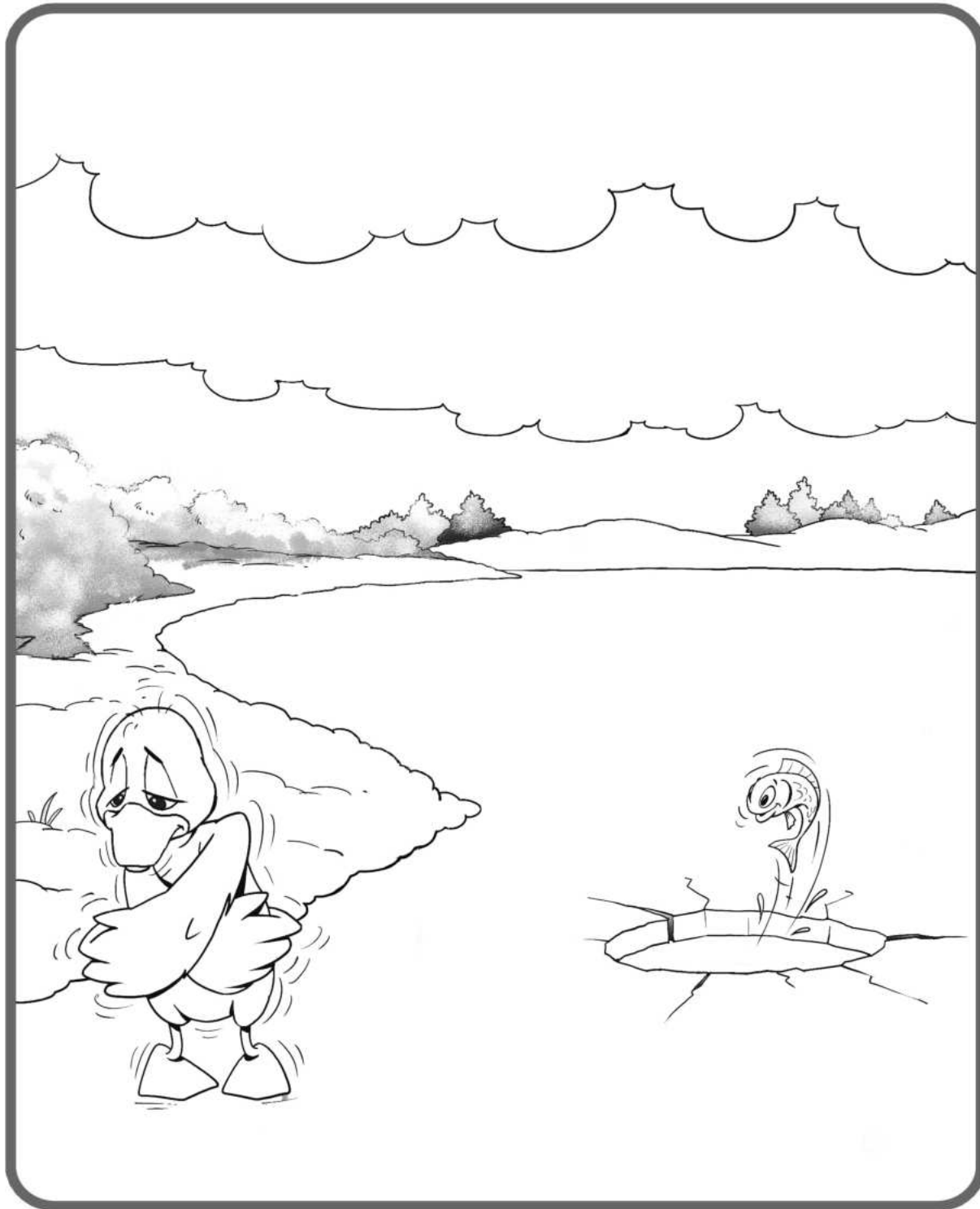
Draw lines to match.





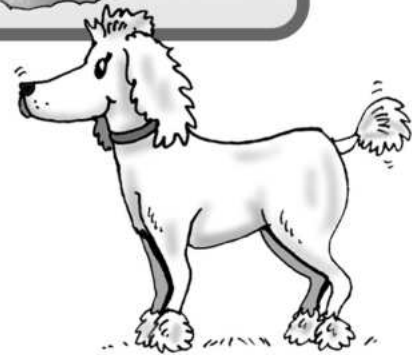
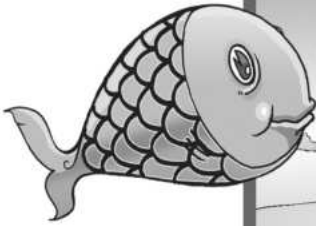
Module 4

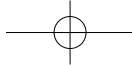
Colour.



Module 4

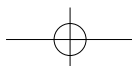
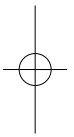
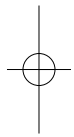
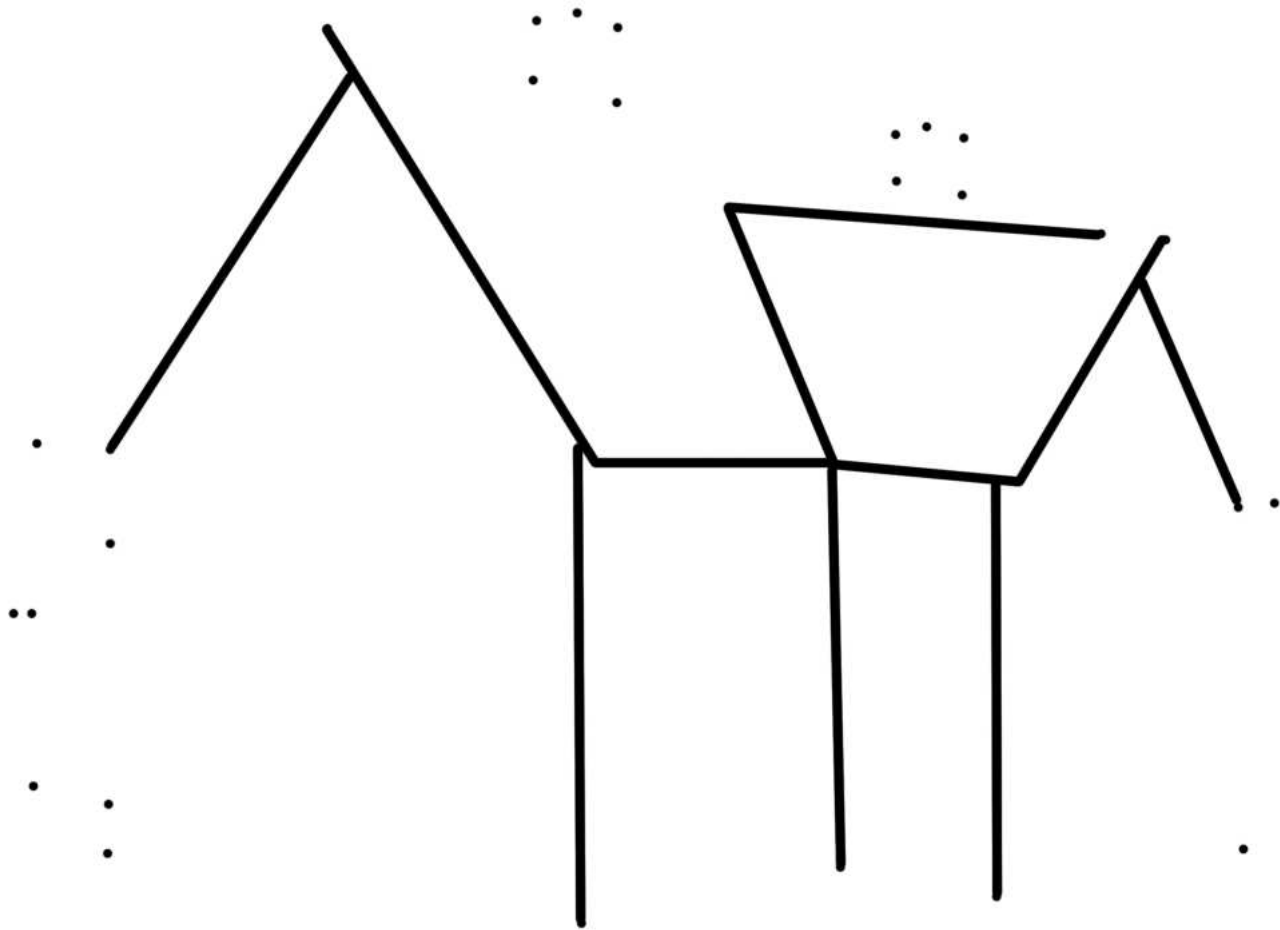
Draw lines to match.





Module 4

What is it? Join the dots and say. Then colour.



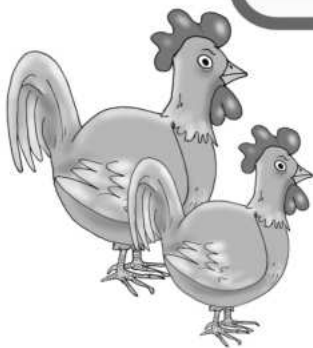
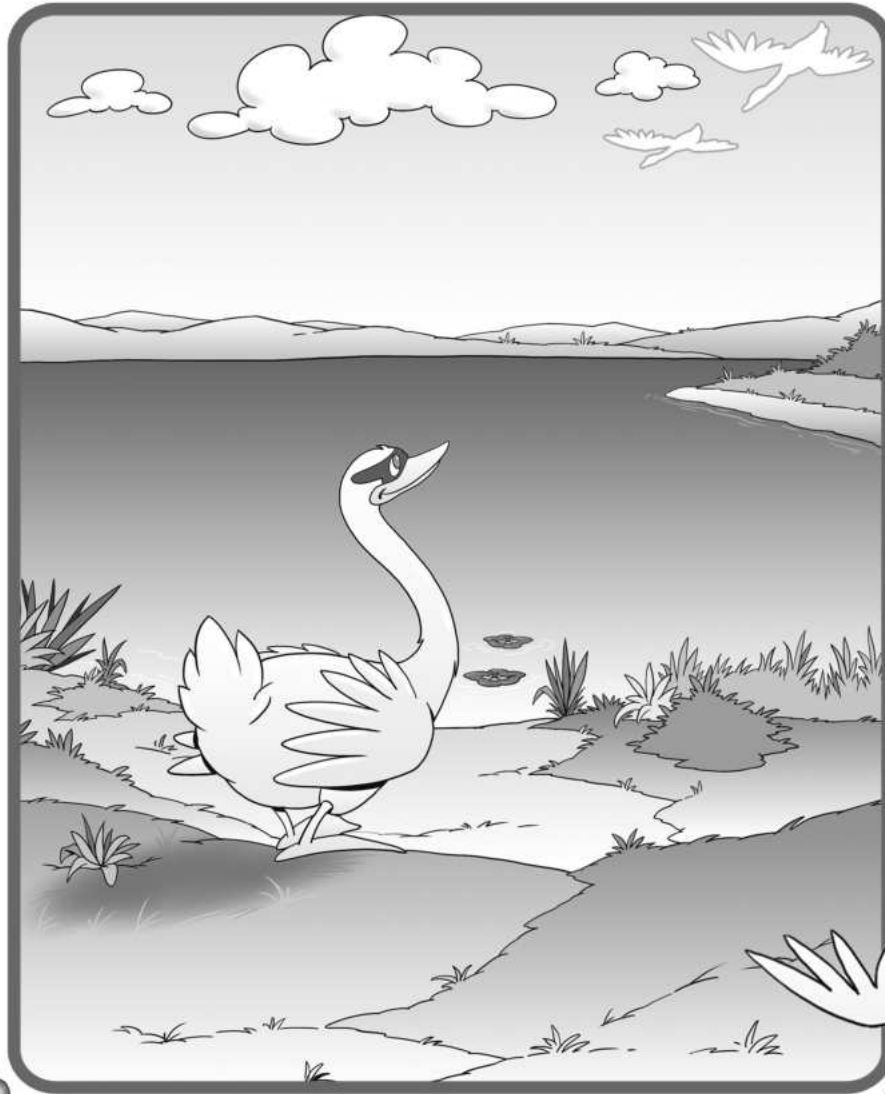
Module 5

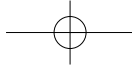
Look and draw. Then colour.



Module 5

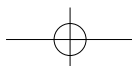
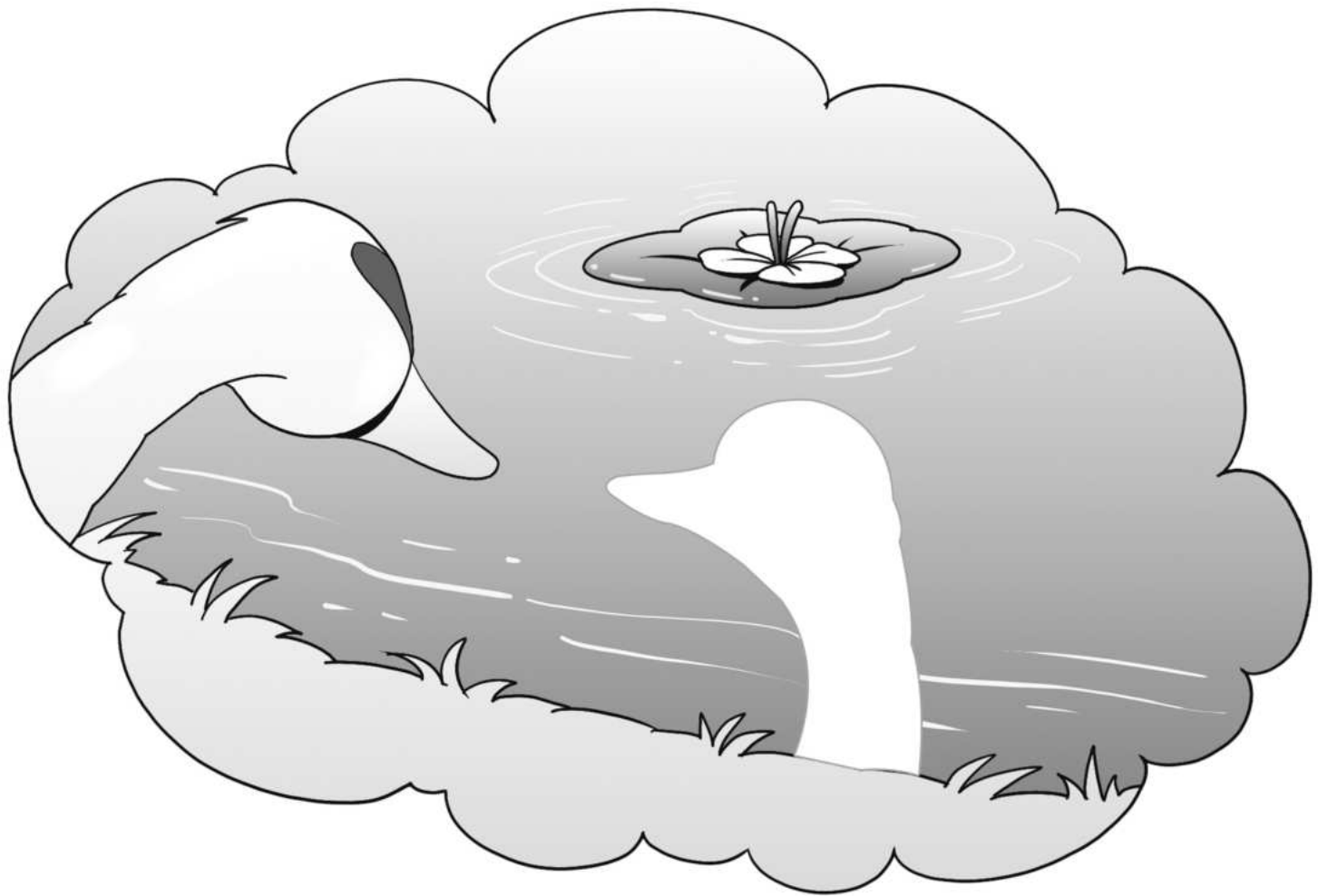
What's missing? Draw lines.





Module 5

Look and draw. Then colour.



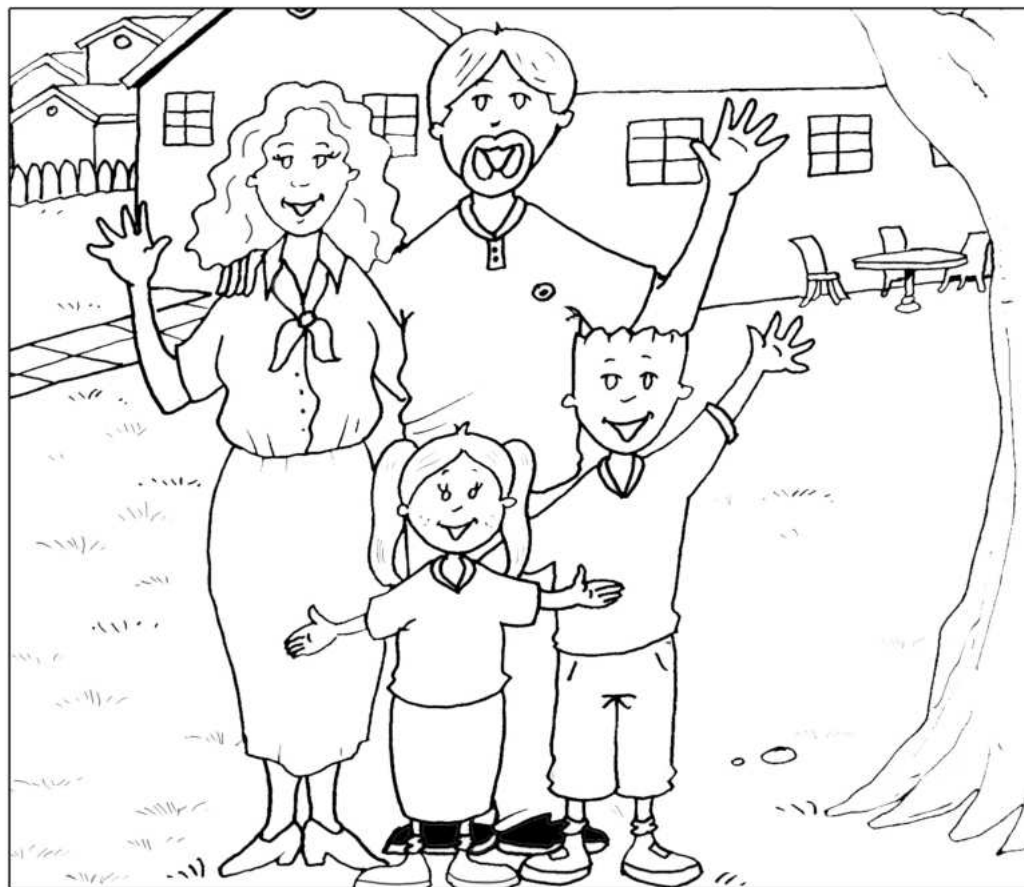
Playtime!

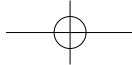
Number the pictures.



Module Songs

Module 1



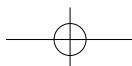
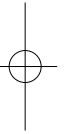
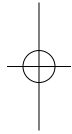


TAPESCRIPT

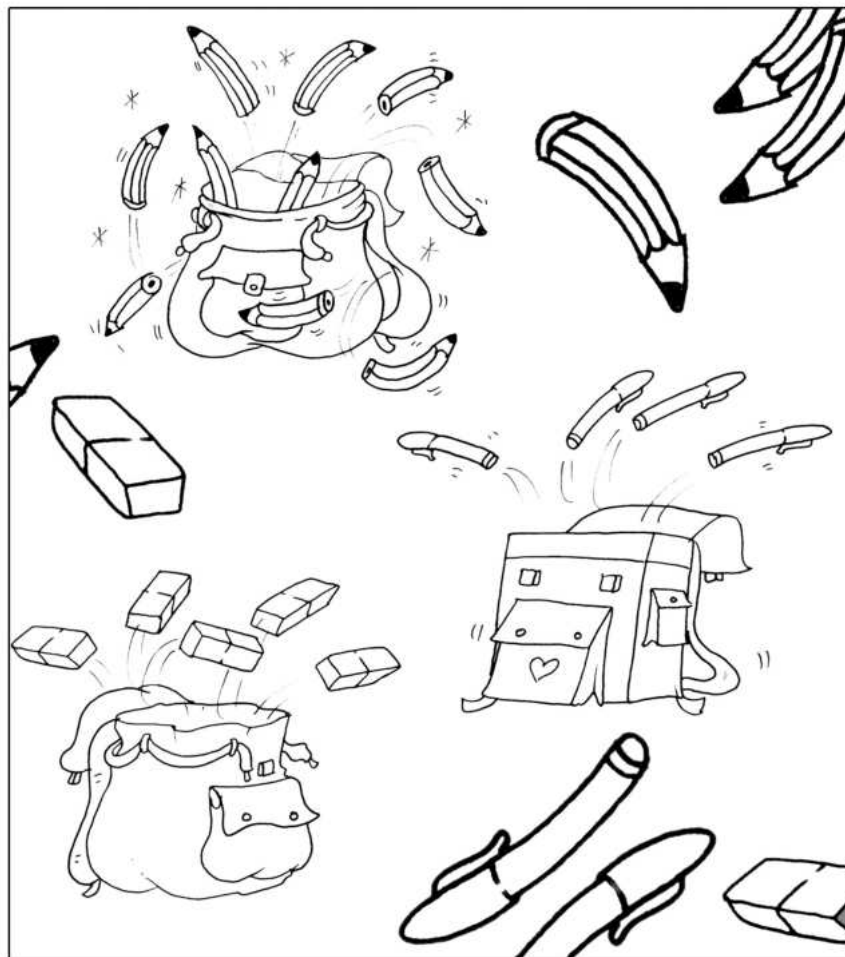
*My name is Lulu (holding up the Lulu picture card)
And this is Larry. (holding up the Larry picture card)
We are sister and brother,
We live in a family.*

*We are a family, (putting arm over partner's
shoulder)
A family, you see. (and swaying to the rhythm)
We all live together
Tra-la-la-la-lee!*

*This is my mummy, (holding up Mummy picture card)
This is my daddy. (holding up Daddy picture card)
We all live together
We live in a family.*



Module 2



TAPESCRIPT

Pencils in my school bag, (ten children stand in front with hands together above their heads)

One, two, three! (first three children jump one step forward)

Pencils in my school bag,

Four, five, six! (next three children jump one step forward)

Pencils in my school bag,

Seven, eight, nine! (next three children jump one step forward)

Ten pencils in my school bag! (last child jumps forward)

Pens in my school bag, (repeat the same movements)

One, two, three!

Pens in my school bag,

Four, five, six!

Pens in my school bag,

Seven, eight, nine,

Ten pens in my school bag!

Rubbers in my school bag, (children stand arms

One, two, three! pressed to their sides

Rubbers in my school bag, and repeat same actions)

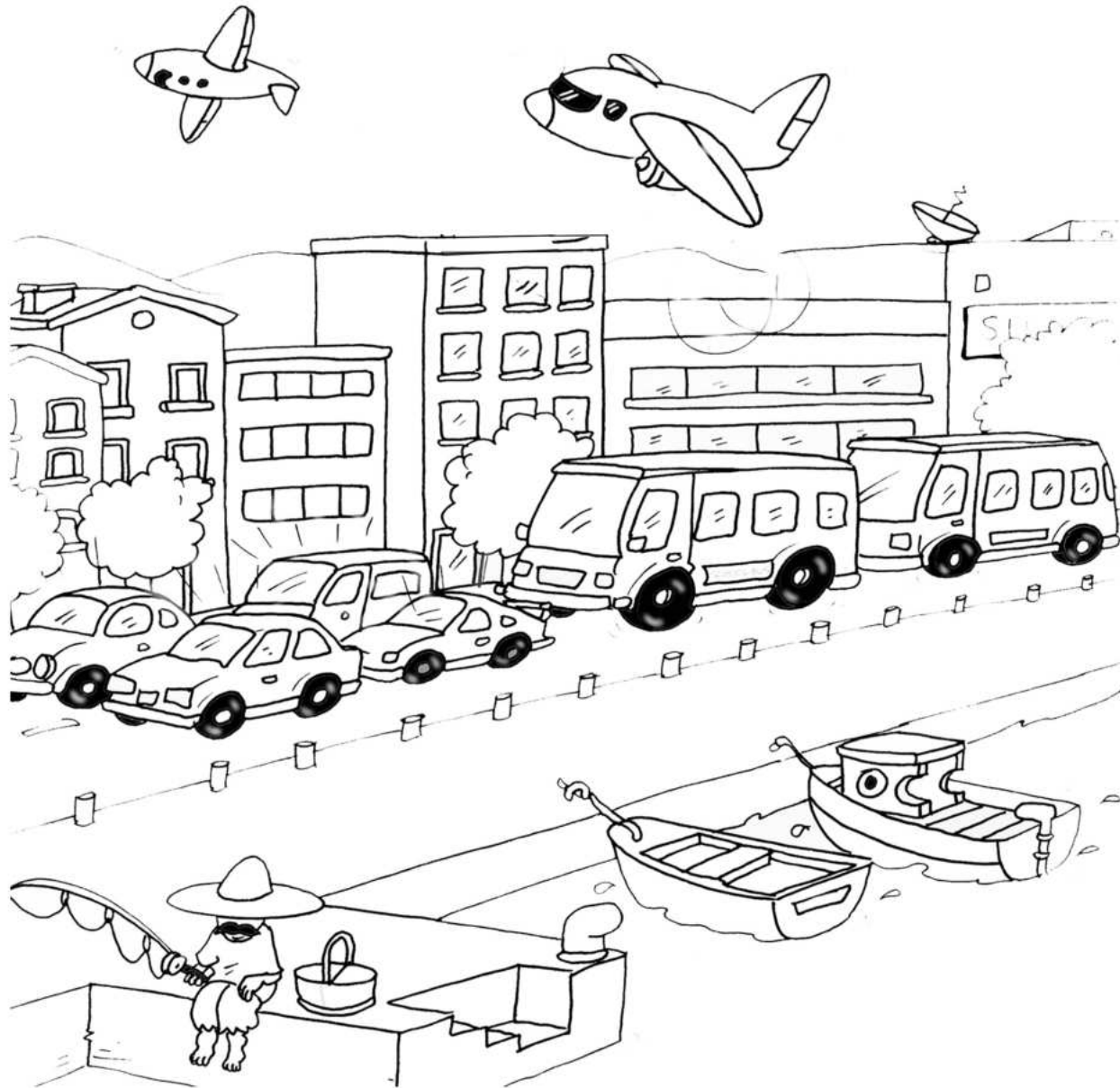
Four, five, six!

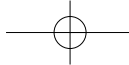
Rubbers in my school bag,

Seven, eight, nine!

Ten rubbers in my school bag!

Module 3





TAPESCRIPIT

*The wheels on the bus
Go round and round,
Round and round,
Round and round! (children make circular movements
with their arms at their sides)*

*The wheels on the bus
Go round and round,
All day long!*

*The cars on the road
Go beep, beep, beep, (children mime
Beep, beep, beep, honking on the car)
Beep, beep, beep!*

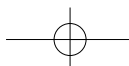
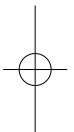
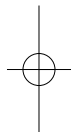
*The cars on the road
Go beep, beep, beep,
All day long!*

*The boats on the sea
Go splash, splash, splash, (children mime
Splash, splash, splash, rowing a boat)
Splash, splash, splash!*

*The boats on the sea
Go splash, splash, splash,
All day long!*

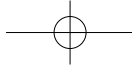
*The planes in the air
Go zoom, zoom, zoom, (children hold out arms
Zoom, zoom, zoom, to the side and sway)
Zoom, zoom, zoom!*

*The planes in the air
Go zoom, zoom, zoom,
All day long!*



Module 4





TAPESCRIPIT

How much is that doggy in the window? (Draw a window in the air)

The one with the floppy ears. (Flap hands by ears)

How much is that doggy in the window?

Oh, please give that doggy to me! (Hold hands out)

How much is that doggy in the window? (Draw a window in the air)

The one with the two big brown eyes. (Make circles around eyes with index finger and thumb)

How much is that doggy in the window?

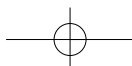
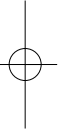
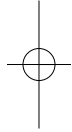
That doggy's the one I will buy! (Mime taking money out of pocket)

How much is that doggy in the window? (Draw a window in the air)

The one with the pointy nose. (Mime having a pointy nose)

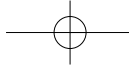
How much is that doggy in the window?

I want to take that doggy home! (Mime having a dog on a lead)



Module 5





TAPESCRIPT

Eat an apple every day, (Hold up an apple picture card)

Eat one with your lunch.

Eat an apple every day,

Crunch, crunch, crunch! (Use your hand as a 'mouth' to mime crunching)

Red apples, green apples, (Hold up appropriate colour picture cards)

Yellow apples, too.

Eat an apple every day,

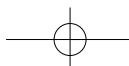
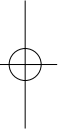
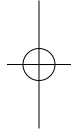
They're very good for you! (Hold up thumb)

Eat an apple every day, (Hold up an apple picture card)

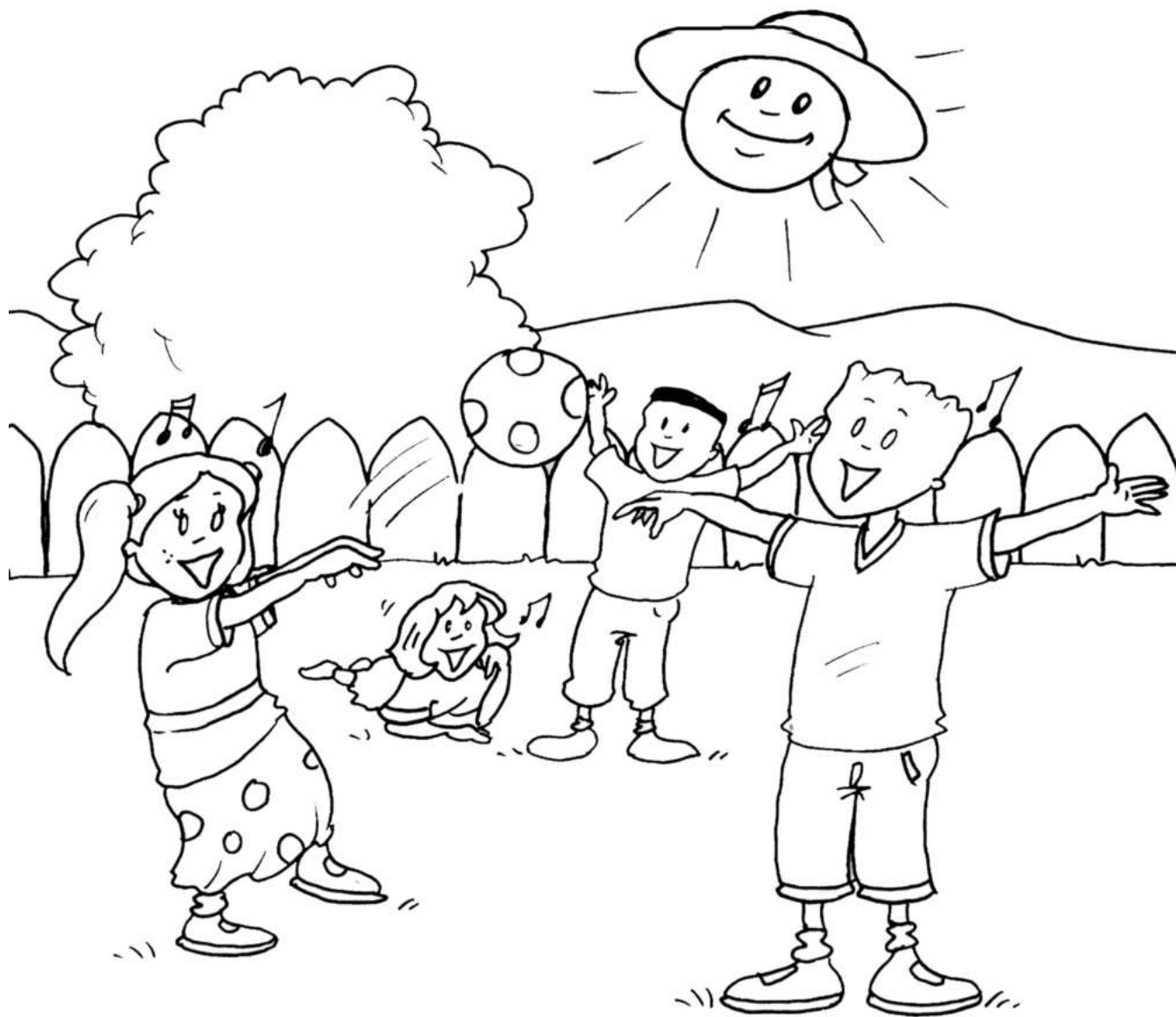
Eat one with your lunch.

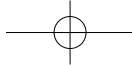
Eat an apple every day,

Crunch, crunch, crunch! (Use your hand as a 'mouth' to mime crunching)



Playtime!





TAPESCRIPIT

*The sun has got his hat on, (Mime putting hat on)
Hip, hip, hip, hooray! (Wave hands from side to side
in the air)*

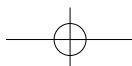
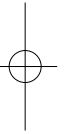
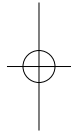
*The sun has got his hat on (Mime putting hat on)
And he's coming out to play! (Mime jogging)*

*We're playing in the garden, (Mime playing with a
ball)*

We're playing in the sun. (Mime the sun)

*We're playing in the garden (Mime playing with a
ball)*

And we're having lots of fun! (Mime cheering)





Class Games

Games help children learn the target language more efficiently and pleasantly as they use the patterns and words as a means by which to have fun. Here is a list of the most popular games which can be used in the classroom.

- a) **Chuckles says:** The children carry out the commands of the teacher only if they are preceded by the words *Chuckles says*.
- b) **Snap:** In pairs, the children take out their picture cards. They shuffle their cards and deal them out equally, face down. They take it in turns to turn over a card and put it in the centre of the table. When two identical cards have been turned over, one after the other, the first child to say 'SNAP' or the word illustrated on the card gets all the cards from the centre. At the end of the game, the child with the most cards is the winner.
- c) **Animal walk:** Ask the children to walk around in a circle. Explain to them that as you call out the name of an animal, they have to imitate its walk.
- d) **I Spy:** Tell the children they are going to play the game with their Student's Book. Choose any item you can see on a page in the module and say, for example: *I spy with my little eye ... yummy (chips)*. The children turn the pages until they find the item. They point to it and raise their hands (in silence if you wish the activity to be settling rather than stimulating).
- e) **Up and down:** The aim of the game is to play a guessing game with numbers. Write a number from 1 to 10 on a piece of paper. Ask different children to say numbers at random. If the number they say is lower than the one you have chosen, say: *Up!* Mime the word to show the meaning. If the number they say is higher, say: *Down!* and mime the word. Play until they guess the number.
- f) **What am I thinking?** The children are in pairs. One child thinks of a word and the other tries to guess it by asking questions.
- g) **Pass the flashcards:** Hand out some or all of the flashcards from the module, one to each child. Play a song from the module. While the music is playing, the children pass their flashcard to the next child. When you pause the music, each child holding a flashcard has to name it or pay a forfeit, for example sing a song, perform an action, etc. Demonstrate this yourself first.
- h) **Bingo:** The children take out their picture cards of a module, lay them on their desks face up and then turn any two over, picture side down. Say the words at random and tell them to turn the corresponding cards face down. When they have turned all their cards down, they raise their hands. The game ends when you have said all the words and all the children have raised their hands.
- i) **Follow the leader:** Have the children standing in single file, one behind the other. The leader mimes an action and the rest copy the action.
- j) **Musical chairs:** The aim of this game is to revise songs and end the class on a happy note. Ask the children to place their chairs in a circle. Remove one chair. When the music starts, the children walk around the chairs; when it stops they sit down. The child who ends up without a chair is out. Remove another chair and start the music again. Play until there is only one chair and two children left. This could be a special treat on birthdays.

Photocopiable instruments for evaluation

- Evaluation plays an integral part in the learning process, and it is more efficient when based on the systematic observation of the children throughout the course. It furnishes valuable information that reflects their progress in the acquisition of receptive and productive skills as well as their attitude towards their own learning experience. It 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.
- In *Spotlight Starter* the evaluation activities are included in both the Teacher's Book and the Student's Book.

Initial Evaluation

This evaluation centres mainly on the children's reports from the previous school year, as this information should help the teacher find out about the strategies they are able to use.

Formative evaluation

Any exercise a child does can be used for this type of evaluation.

The results are then recorded on the children's *formative evaluation chart* (page 120).

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (for example, the dialogues, card games, 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 child recognises and produces the language

'w' (*working on – yellow*): the child recognises but does not produce the language correctly

'n' (*non-competence – red*): the child does not recognise the language.

Cumulative evaluation

The results of cumulative evaluation are recorded on the children's *cumulative evaluation chart* (page 121).

In the Student's Book the last two pages of the module (*Now I Know*) are used for cumulative evaluation. However, in order to obtain reliable information, the formative evaluation marks, work done throughout the module, Progress Checks, participation and attitude should also be taken into account.

In order to complete the chart, write down the children's names and record the results using numbers or letters in the column of the corresponding module. The code for formative evaluation can also be used here.

Evaluation chart for games and activities (formative evaluation)

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Children's names:	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)

Evaluation chart for each module (cumulative evaluation)

Module:

Date:

Course:

Children's names

	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
Aims: The child is able to ...																									
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									

Marking criteria: c (green) n (yellow) w (red)

	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
Attitudes:																									
1																									
2																									
3																									

Marking criteria: ✓ Yes x No I Improving

Workbook (Key & Instructions)

My First steps!

(pp. 3-7)

Children practise their pre-writing skills by tracing and continuing the lines.

MODULE 1

Unit 1 – Hello, Nanny Shine!

Ex. 1 (p. 8) Draw lines.

Children continue the dotted lines with a pencil.

Ex. 2 (p. 9) Trace and colour. Then say.

Children trace the dotted lines and colour in the completed pictures. Then they say who the characters are (e.g. *This is Larry*.)

Unit 2 – Funny fellow!

Ex. 1 (p. 10) Colour. Then say.

Children use the coloured dots as a guide to colour in the picture. As an extension, point to the cup and ask what colour it is, e.g. *What colour is this cup? (It's blue and yellow.)*

Ex. 2 (p. 11) Listen to your teacher and circle. Then say.

Children follow the teacher's instructions and circle the correct items.

Teacher: 1 *I'm a king. My cup is red.*
2 *I'm a queen. My cup is blue.*
3 *I'm a funny fellow. My cup is yellow.*

Then the children point to and say, e.g. *I'm a king. My cup is red.*

Ex. 3 (p. 11) Colour. Then say.

Children colour in one of the cups (according to whether they are a boy or a girl) using a colour they know. Then they report back to the class. (e.g. *I'm a girl. My cup is red.*)

Unit 3 – Look at Chuckles!

Ex. 1 (p. 12) Match. Then say.

Children draw lines from one action to the opposite one. Then they say. (e.g. *Stand up. Sit down.*)

Ex. 2 (p. 13) Continue the lines. Then say.

Children continue the lines. Then they talk about the cakes. (e.g. *A red cake for Mummy.*)

I love English!

Ex. 1 (p. 14) Listen and colour. Then say.

Children listen and colour in the cups. When the children have completed the colouring activity, ask questions about the picture.

e.g. Teacher: *What colour is Nanny's cup?*

Child 1: *Red.*

TAPESCRIPT

Girl: *What colour is Nanny's cup?*

Woman: *Nanny's cup is red.*

Girl: *Red?*

Woman: *Yes. Nanny's cup is red.*

Girl: *What colour is Larry's cup?*

Woman: *Larry's cup is blue.*

Girl: *Larry's cup is blue?*

Woman: *Yes. Blue.*

Girl: *What colour is Lulu's cup?*

Woman: *Lulu's cup is yellow.*

Girl: *A yellow cup for Lulu!*

Woman: *Yes. That's right!*

Girl: *What colour is Chuckle's cup?*

Woman: *Chuckle's cup is green.*

Girl: *Green?*

Woman: *Yes. Chuckle's cup is green.*

Ex. 2 (p. 15) Look and draw lines. Then say.

Children look at the picture and draw lines to match. Then, the children point to and name the characters, e.g. *This is Mummy.*

Let's Play! (pp. 16-17)

This game can be played in pairs or in groups.

- Refer children to the appropriate stickers at the back of the Workbook. Tell them to stick the stickers onto the squares on the board game in any order they like.
- Designate red and blue players/groups. Ask children to place a counter on the board (e.g. a coin, a sharpener, etc).
- Children in turn begin on the first square and move along the board by naming the items shown in each square. If they name the item correctly, they move one square forwards. If not, they move one square backwards.
- The winner is the first one to reach the other end.

Workbook (Key & Instructions)

MODULE 2

Unit 4 – Have a nice day!

Ex. 1 (p. 18) Colour and match. Then say.

Children colour in the numbers using the same colour as the outline of each number. Then they match the numbers to the corresponding pictures. Upon completion, say a number and ask the children to tell you the name of the item in the corresponding picture.

e.g. Teacher: *One!*
Child 1: *School.* etc

Ex. 2 (p. 19) Colour. Then say.

Children use the coloured numbers as a guide to colour in the picture. As an extension, point to the items and the children say what they are.

e.g. Teacher: *What's this?*
Child 1: *A cup.* etc

Unit 5 – Get your schoolbag!

Ex. 1 (p. 20) Colour. Then say.

Children use the same colour as that of the coloured numbers on the left to colour in the respective items on the right. Then they report back to the class (e.g. *four pink rubbers*). As an extension, invite children to use another colour for the remaining items each time, where applicable, and tell you about them. (e.g. *Child 1: one blue rubber*.)

Ex. 2 (p. 21) Look and trace. Then listen to your teacher and match.

Ask children to trace the numbers. Then give instructions. Children listen and draw lines to match the number with the respective object.

Teacher: 1 *One – desk*
2 *Two – book*
3 *Three – schoolbag*
4 *Four – pencil case*
5 *Five – rubber*

Unit 6 – How many pencils?

Ex. 1 (p. 22) Count and write. Then say.

Children count the given items in the picture and write the correct number in the spaces provided. Write the answers on the board. As an extension you can play a memory game. Let the children look at the picture for one minute. Then children close their books. Ask questions.

e.g. Teacher: *How many desks?*
Child 1: *Ten.* etc

Ex. 2 (p. 23) Continue the lines. Then say.

Children continue the lines. Then invite the children to tell you about the objects in the picture.

e.g. Teacher: *Where's the rubber?*
Child 1: *On the book.* etc

I love English!

Ex. 1 (p. 24) Listen and colour. Then say.

Children listen and colour in the items. Then ask questions. (e.g. *What colour is the pencil?*)

TAPESCRIPT

Woman: *Look at the picture. Can you find the pencil?*
Boy: *Then pencil? Oh yes! I can see the pencil!*
Woman: *Colour the pencil yellow.*
Boy: *A yellow pencil. Right.*

Woman: *What about the schoolbag? Can you find the schoolbag?*

Boy: *The schoolbag? Oh yes.*

Woman: *Colour the schoolbag green.*

Boy: *A green schoolbag. OK.*

Woman: *Now find the pen.*

Boy: *I can see the pen. What colour is the pen?*

Woman: *Then pen is blue.*

Boy: *A blue pen.*

Woman: *Can you find the rubber?*

Boy: *The rubber? Oh yes! I can see the rubber!*

Woman: *Colour the rubber red.*

Boy: *A red rubber?*

Woman: *Yes, a red rubber.*

Woman: *Now find the pencil case.*

Boy: *Oh, I can see the pencil case.*

Woman: *Good. Now colour the pencil case yellow.*

Boy: *Yellow! A yellow pencil case. OK.*

Ex. 2 (p. 25) Find 5 differences and circle. Then say.

Children look and circle the differences. Then they talk about them. (e.g. *three schoolbags – one schoolbag* etc.)

Let's Play! (pp. 26-27)

This game can be played in pairs or in groups.

- Refer children to the appropriate stickers at the back of the Workbook. Tell them to stick the stickers onto

Workbook (Key & Instructions)

the squares containing a question mark in any order they like.

- Ask children to place a counter (e.g. a coin, a sharpener, etc) on the *Start* square.
- Children throw a die, spin a spinner, etc and move their counters along the board the number of spaces indicated by the die, etc. Whenever they land on a square with a sticker, they must name the item. If they cannot name the item, they must go back to the beginning. If they land on a square with a slide they move their counters back to the square indicated by the slide. If they land on a square with a ladder, they move their counters forward to the square indicated by the ladder.
- The winner is the first one to reach the *Finish* square.

MODULE 3

Unit 7 – Let’s watch TV!

Ex. 1 (p. 28) Colour and say.

Children use any colour from the ones given to colour in the items. Then they answer questions.

e.g. Teacher: *What have you got?*
Child 1: *I’ve got a blue bed.* etc

Ex. 2 (p. 29) Find 6 differences and circle. Then say.

Ask the children to circle the differences. Then hold up your book and point to the items in picture A which are different from those in picture B. Say: *The schoolbag is on the chair.* Ask a child to look at picture B and tell you what’s different. e.g. *The schoolbag is under the chair.*

Picture A: The boy is on the bed.

Picture B: The girl is on the bed.

Picture A: Six pens (in the cup).

Picture B: Eight pens (in the cup).

Picture A: Two rubbers on the table.

Picture B: Three rubbers on the table.

Picture A: A book on the table.

Picture B: A TV on the table.

Picture A: A red bus under the table.

Picture B: A yellow bus under the table.

Picture A: A pencil case under the bed.

Picture B: A pencil case on the bed.

Unit 8 – What have I got?

Ex. 1 (p. 30) Join the numbers. Then say.

Children join the dots by following the numbers in order. Then they say what each item is.

Ex. 2 (p. 31) Listen to your teacher and circle. Then say.

Children listen and circle the correct picture for each item.

Teacher: 1 *The kite is on the bed.*
2 *The ball is under the chair.*
3 *The doll is in the box.*
4 *The teddy bear is under the table.*

Then the children point to and say where each item is.

Unit 9 – Let’s play!

Ex. 1 (p. 32) Count and write. Then say.

Children count the given items in the picture and write the correct number in the spaces provided. Write the answers on the board. As an extension, you can play a memory game. Let the children look at the picture for one minute, then close their books. Ask questions.

e.g. Teacher: *How many dolls?*
Child 1: *Seven.* etc

Ex. 2 (p. 33) Match. Then say.

Children draw lines to match the large toy with the small one. Then they name the toys.

I love English!

Ex. 1 (p. 34) Listen and circle. Then say.

Children listen and choose the correct pictures. As an extension, ask questions about Sumeet’s room. Then do the same for Larry’s toys, e.g. *What’s in Sumeet’s room?*

TAPESCRIPT

I Man: *Look at Sumeet’s room.*

Girl: *Oh yes! Sumeet’s got a green bed.*

Man: *Yes, that’s right! Sumeet’s got a green bed.*

Girl: *Has Sumeet got a blue chair?*

Man: *No, he hasn’t. He’s got a yellow chair.*

Girl: *A yellow chair!*

Man: *Yes. Sumeet’s got a green bed and a yellow chair.*

II Man: *Look at Larry’s toys.*

Girl: *Has Larry got a teddy bear?*

Man: *Yes, Larry’s got a teddy bear.*

Workbook (Key & Instructions)

Girl: *Has Larry got a car?*
 Man: *Yes, Larry's got a car, too.*
 Girl: *What about a ball? Has Larry got a ball?*
 Man: *No, he hasn't.*
 Girl: *Has he got a plane?*
 Man: *Yes! Larry's got a teddy bear, a car and a plane.*

Ex. 2 (p. 35) What's missing? Draw and say.

Children look at the pictures and draw the missing item(s).

1 book 3 table 5 2 balls
 2 rubber 4 3 TVs

Let's Play! (pp. 36-37)

This game can be played in pairs.

- Refer children to the appropriate stickers at the back of the Workbook. Tell them to stick the stickers onto the squares by matching them to the watermark pictures.
- Ask children to colour the borders of the squares any colour they like from the colours they know.
- Child 1 starts by naming an item and giving the border colour of the item (e.g. boat – blue). If Child 2 has a blue border around his/her boat sticker, both children put a tick in the circle next to the square. If not, they put a cross.
- When everyone in the class has finished playing, go around helping children count the ticks. The winning pair is the one with the most ticks.

MODULE 4

Unit 10 – Nanny's pets!

Ex. 1 (p. 38) Let's play!

Ask children to circle any six of the pictures on the Bingo grid. Call out the items in random order (e.g. *a duck in a plane*). As the children hear the items called, they cross out/cover the pictures they have circled. The winner is the first child to cross out/cover all six of their circled pictures and shouts *Bingo*.

Note: It is a good idea to ask children to use a pencil for the circling and crossing so the game can be played again. Small squares of paper can also be used to cover the items.

Ex. 2 (p. 39) Circle and say.

Children match the pet on the left to the identical one on the right. Upon completion of the activity, ask individual children to point to the two matching pictures in each row. Elicit: *This is Danny the dog and that's Danny the dog, too!*

Unit 11 – Tommy the tortoise!

Ex. 1 (p. 40) Draw and colour. Then say.

Before asking children to complete the drawing, refer them to the actual pictures. Then point to the incomplete pictures of the animals and elicit what is missing, e.g. *Has the dog got ears?* etc

Ex. 2 (p. 41) Listen to your teacher and match. Then say.

Children listen and draw lines from the person to their pet.

Teacher: 1 *The girl's got a rabbit.*
 2 *The boy's got a mouse.*
 3 *Daddy's got a dog.*
 4 *Mummy's got a cat.*

Then the children point to and say what animal each person has got.

Unit 12 – Kitty can jump!

Ex. 1 (p. 42) Count and write. Then say.

Children count the given items in the picture and write the correct number in the spaces provided. Then elicit how many animals there are.

e.g. Teacher: *How many white cats can you see?*
 Child 1: *Three.* etc

white cats: 3 white ducks: 2
 black dogs: 5 light green tortoises: 10
 grey mice: 9 red rabbits: 8

Ex. 2 (p. 43) Look and put a tick (✓) or a cross (X). Then say.

Children look and put a tick or a cross. Then they answer your questions.

e.g. Teacher: *Can Daisy the duck run?*
 Child 1: *Yes, she can.* etc

I love English!

Ex. 1 (p. 44) Listen and draw lines.

Children listen and draw lines. Then they answer your questions.

e.g. Teacher: *Where's the rabbit?*
 Child 1: *In the train.* etc

TAPESCRIPT

Woman: *Put the duck in the bus.*
 Boy: *Put what in the bus?*
 Woman: *The duck. Put the duck in the bus!*

Workbook (Key & Instructions)

Woman: *Put the rabbit in the train.*

Boy: *What?*

Woman: *The rabbit. Put the rabbit in the train.*

Woman: *Put the mouse in the plane.*

Boy: *The mouse in the plane?*

Woman: *Yes. The mouse is in the plane.*

Woman: *Put the tortoise in the boat.*

Boy: *What's in the boat?*

Woman: *The tortoise. Put it in the boat!*

Woman: *Now put the cat in the car.*

Boy: *Where?*

Woman: *In the car! The cat is in the car.*

Ex. 2 (p. 45) Look, find the pairs and draw lines. Then say.

Children look at the picture and circle the pairs. Then they point to the pairs and name them.

Let's Play! (pp. 46-47)

This game can be played in pairs.

- Refer children to the appropriate stickers at the back of the Workbook. Refer children to the sequence of the animals on the board game. Children must stick the stickers onto the empty squares in the same sequence.
- Child 1 starts by choosing an action (run, jump or climb) before throwing a die, spinning a spinner, etc. They move their counters along the board the number of spaces indicated by the die, etc. If the animal they land on can perform the action they chose, they score a point. To mark a point, they fill in the face on the board with one part of the face sticker at a time.
- The winner is the first one to complete the face.

MODULE 5

Unit 13 – My Holidays!

Ex. 1 (p. 48) Find and colour. Then say.

Children identify the objects given in the picture and colour them in accordingly. Then they point to and name them.

Ex. 2 (p. 49) What's in your basket? Draw lines and say.

Ask children to draw lines from any two of the given items to the centre of the shopping basket. Then ask individual children about their shopping items.

e.g. Teacher: *What's in your basket?*

Child 1: *Milk and bananas. I like milk and bananas.*

etc

Unit 14 – I like sandwiches!

Ex. 1 (p. 50) Continue the lines and say.

Children continue the lines. Then ask them to tell you what each animal likes, e.g. *The duck likes bread.*

Ex. 2 (p. 51) Listen to your teacher and match. Then say.

Children follow the instructions and draw lines from the items to the correct pictures.

Teacher: 1 *Put the eggs on plate one.*
2 *Put the cheese on plate two.*
3 *Put the sandwich on plate three.*
4 *Put the chocolate on plate four.*

Then children say what is on each plate.

Unit 15 – The Seaside!

Ex. 1 (p. 52) Match, then say.

Elicit what Nanny is saying in each picture before asking children to complete the task by drawing lines from the food items to the shops.

e.g. Teacher: *(pointing to the greengrocer's) What's Nanny saying? Let's get some ...*

Child 1: *apples.*

Teacher: *Good! etc*

Then the children point to the shops and say what they should get from each one. e.g. *Let's get some sausages.*

Ex. 2 (p. 53) Look and match. Then say.

Children draw lines to match the missing food items to the pictures. Then elicit what Nanny is saying in each picture, e.g. *Lulu, eat your apples.*

I love English!

Ex. 1 (p. 54) Listen and match. Then say.

Children listen and match. Then ask questions about the characters, e.g. *What's in Mummy's basket?*

TAPESCRIPT

Larry: *What's in Mummy's shopping basket?*

Sumeet: *Milk, orange juice and sausages.*

Larry: *Oh yes. Mummy likes sausages.*

Larry: *What's in Daddy's shopping basket?*

Sumeet: *Cheese, orange juice and eggs.*

Larry: *Cheese, orange juice and what?*

Sumeet: *Cheese, orange juice and eggs.*

Workbook (Key & Instructions)

Larry: *What's in Nanny's shopping basket? Has Nanny got chocolate?*

Sumeet: *No. Nanny's got orange juice, apples and biscuits.*

Larry: *Mmm, orange juice, apples and biscuits. Yummy!*

Ex. 2 (p. 55) Colour. Then say.

Children colour one star next to the food they like, two stars next to the food they love, and no stars next to the food they don't like. Then they report back to the class.

e.g. Child 1: *I like cheese. I don't like eggs. I love chocolate.*

Let's Play! (pp. 56-57)

This game can be played in pairs.

- Refer children to the appropriate stickers at the back of the Workbook. Tell them to stick each sticker onto any square they like in the main grid.
- Child A has to find Child B's stickers by giving co-ordinates, e.g. *one – red*. If Child B has a sticker on that square, he/she says: *Yes, (a sandwich)*. Child A then puts a tick on the corresponding square on his/her score grid. If there is no sticker in the square, he/she puts a cross.
- The winner is the first one to find all of his/her partner's stickers.

Playtime!

Ex. 1 (p. 58) Trace and colour. Then say.

Children trace the dotted lines and colour in the completed pictures. Then they point to and name the musical instruments.

Ex. 2 (p. 59) Match. Then say.

Children look and match. Then ask children to tell you about the characters.

e.g. Teacher: *What's Larry doing?*

Child 1: *Larry's playing the trumpet.* etc

Playtime!

Ex. 1 (p. 60) Follow the lines and say.

Children follow the lines and tell you about the characters' preferences, e.g. *Larry likes the trumpet.*

Ex. 2 (p. 61) Listen to your teacher and circle. Then say.

Children listen and circle the correct picture.

- Teacher:
- 1 *One – Lulu is dancing.*
 - 2 *Two – Larry is eating an apple.*
 - 3 *Three – Sumeet is playing the trumpet.*
 - 4 *Four – Mummy is drinking tea.*
 - 5 *Five – Chuckles is running.*

Then the children point to the pictures and say what the characters are doing.

Playtime!

Ex. 1 (p. 62) Colour. Then say.

Children use the coloured numbers as a guide to colour in the pictures. Then they point to and name the colours.

Ex. 2 (p. 63) Look and circle. Then say.

Children identify the content of the present in each row, circle and name it.

My Language Portfolio

You will find it useful to read *My Language Portfolio* section in the Introduction (p. 6). Spend some time during the first lesson explaining to the children what the *Language Portfolio* is and what they can keep in it. As the children are quite young, they will need your help in filing their work. At the end of the school year, the children will decide what to record as evidence of what they have done in the English classroom. Remember: the responsibility of what will be recorded is the children's. Your role is to guide them on how to record the material.

My Family!

Colour and say their names. (p. 5)

Ask the children to name the characters (Nanny, Larry, Lulu, Chuckles). Tell children to colour in the picture using any colour they like. Go around the class, praising the children and asking them to tell you what colour they are using.

Make a crown! Then sing the 'Red, blue ...' song. (p. 6)

Tell children they are going to make a crown.

Materials:

- paper
- scissors
- crayons, coloured pencils, paint etc
- stapler

Instructions:

- 1 Cut a piece of paper in half.
- 2 On both halves, draw triangles, one right after the other, and cut them out.
- 3 Decorate with stars and colour them in.
- 4 Fit the crowns on the children's head and staple the ends together.

Play the cassette/CD. The children listen to the song. Encourage the children to sing along.

Now I know

Colour and say the names. Then draw or stick a picture of yourself. Say what your name is. (p. 7)

Point to the family members and elicit their names. Ask the children to colour in the picture using any colour they like. Go around the class, praising the children and asking them to tell you the names of the characters and the names of the colours they are using. Then ask them to draw or stick a picture of themselves in the space provided. They present their picture to the class and say: e.g. *My name is (Chris).*

Next, ask the children, in L1, how they feel about the module they have completed. Do they think they have learned a lot? Then, children colour in as many hearts as they wish to show how much they enjoyed the module.

My School!

Complete the puzzle and name the school items. (p. 8)

Revise the school items. Ask the children to complete the missing pieces of the jigsaw puzzle. Then tell children to name the school items pictured in the puzzle (*rubber, pen, pencil, book, pencil case, school bag, desk*).

Answer: 1, 3, 2, 4

Write the numbers and say. (p. 9)

Elicit the numbers (1-10). Explain the task. Children look at the pictures of the teacher and number them. Then they read off the numbers. Check children's answers.

Answer: 9, 10, 5, 6, 7, 8

Now I know!

Colour and say. Then draw your favourite school item. What is it? (p. 10)

Ask the children to colour the picture of the school items. Once they finish ask them questions: *What's in your bag? (10 red pencils)* etc. Then ask them to draw their favourite school item. They present their picture to the class and say: e.g. *My School bag. It's red!*

Next, ask the children, in L1, how they feel about the module they have completed. Do they think they have learned a lot? Then, children colour in as many hearts as they wish to show how much they enjoyed the module.

My Room!

What's missing? Draw and name the items. (p. 11)

Elicit the names of the toys and room items. Explain the task. The children draw the missing parts. Go around the class, providing help and praising the children as they complete the task. As an extension, the children can colour the pictures. Next point to items (*chair, car, table, train, plane*) and ask children to name them.

Draw and colour your favourite toy. Then say what it is. (p. 12)

Ask children what their favourite toy is. Tell them to draw a picture of it and colour it in. Once they finish, ask the children to present their drawings to the class.

Now I know!

Colour, count and say. (p. 13)

Ask children to colour the items in the picture any colour they like. Then ask: *How many cars? (four cars)*. Repeat for planes, buses and boats. As an extension, ask the children, one at a time, to hold up their drawings, point to the items and say: *(2 boats, 2 buses, 2 planes, four cars)*.

Next, ask the children, in L1, how they feel about the module they have completed. Do they think they have learned a lot? Then, children colour in as many hearts as they wish to show how much they enjoyed the module.

My Pets!

Colour the pets and name them. (p. 14)

Elicit the names of the pets. Ask the children to colour the pets.

Draw the same number of animals. Then say. (p. 15)

Ask the children to look at the animals in the two pictures. Explain the task and allow some time for children to draw the missing animals. Then ask: e.g. *How many tortoises? (two)*. Repeat for the remaining animals. As an extension, the children colour the pictures and present it to the rest of the class.

Now I know!

How many? Count and write. Then say. (p. 16)

Elicit the parts of the face (*eyes, nose, mouth, ears*). Ask the children to count and complete the task. Then ask questions: *How many eyes has he got?* Elicit the correct answers.

Answers: noses – 5, eyes – 7, mouths – 9, ears – 4

Next, ask the children, in L1, how they feel about the module they have completed. Do they think they have learned a lot? Then, children colour in as many hearts as they wish to show how much they enjoyed the module.

My Food!

Colour the food items you want to buy from the supermarket and name them. (p. 17)

Revise the food items. Ask children to colour the food items they want to buy. Then children, one at a time, say what food items they have in their baskets, e.g. *I've got bread, cheese and milk in my basket.* etc.

Look and match. Then say what you like/don't like. (p. 18)

Go through the food items (*chocolate, ice cream, banana, apple*). Explain the task and allow children enough time to complete it. Check children's answers. Then point to picture 2 and ask: *What does she like? (apples)* etc. Finally have children, one at a time, say what they like/don't like. e.g. *I like ice cream. I don't like bananas.*

Now I know!

Colour. What are you going to take on a picnic? Draw, colour and say. (p. 19)

Ask the children to colour the picture. Then ask them to draw and colour the food items they would take with them on a picnic in the space provided. Ask the children to present their drawings to the class.

Next, ask the children, in L1, how they feel about the module they have completed. Do they think they have learned a lot? Then, children colour in as many hearts as they wish to show how much they enjoyed the module.

Playtime!

Look, match and say. (p. 20)

Elicit the names of the musical instruments. Ask the children to match the instruments. Check their answers. As an extension, ask the children to say their favourite instrument, making its sound (if possible at the same time).

Draw or stick a picture of somebody playing a musical instrument. Then say. (p. 21)

Ask the children to draw or stick a picture of somebody playing a musical instrument. They present their drawings to the rest of the class. e.g. *He is playing the guitar.*

Now I know!

Draw yourself in the picture. Then colour and sing the song 'Are you ready to sing?' (p. 22)

Ask the children to draw themselves in the picture. Play the cassette/CD. The children listen to the song and colour in their pictures. Play the cassette/CD again and encourage the children to sing along.

Next, ask the children, in L1, how they feel about the module they have completed. Do they think they have learned a lot? Then, children colour in as many hearts as they wish to show how much they enjoyed the module.

