

MINISTERUL EDUCAȚIEI NAȚIONALE

Comunicare în limba modernă 1 - limba engleză

Clasa I
Partea a II-a

Fairyland 1B



Teacher's Book

Jenny Dooley – Virginia Evans



Express Publishing

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Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
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www.expresspublishing.co.uk

© Jenny Dooley – Virginia Evans, 2014

Colour Illustrations: © Express Publishing, 2014

Illustrated by Jim Biggins, Alexandra Lewis, Alan Shephard © Express Publishing, 2014

Original music composed by Ted and Taz © Express Publishing, 2014

First published 2014

Made in EU

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ISBN 978-1-4715-3359-4

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Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Meryl Philips (Editor in Chief), Julie Rich (senior editor); Alex Barton (senior production controller) and the Express Publishing design team; and Emily Newton, Kevin Harris, Daniel Parker, Erica Thompson and Timothy Forster. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book. Special thanks to Gina, Chris and Dennis who took part in the recording.

The authors and publishers wish to thank the following who have kindly given permission for the use of photographic material:

everett/www.iml.gr for the picture of Stitch on p. 12; cinetext/www.iml.gr for the picture of Lightning McQueen on p. 12.

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Manual de Limba Engleză

Clasa I

Semestrul al II-lea

Fairyland 1B

Teacher's Book

Jenny Dooley – Virginia Evans

Programa școlară pentru disciplina Comunicare în limba modernă 1,
clasa I aprobată prin ordin al ministrului Nr. 3418/ 19.03.2013

Siguranța copiilor pe Internet



031.80.80.000
www.helpline.sigur.info

64 pagini

116.111 - numărul de telefon european de asistență pentru copii



Express Publishing

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Manualul școlar a fost aprobat prin Ordinul ministrului educației naționale nr. 4780 din 13.10.2014, în urma evaluării, și este realizat în conformitate cu programa școlară aprobată prin Ordinul ministrului educației naționale nr. 3418 din 19 martie 2013.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este netransmisibil.

Inspectoratul școlar

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Fairyland 1B

Introduction
Programme (Contents & Syllabus)

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Module 3

Module 4

	Competences	Vocabulary	Structures	Project
5 My Face pp. 4-13	1.1 Respond appropriately to short, simple questions in a clear and concise way. 1.2 Recognise the basic location (<i>left, right, here, there</i>) of objects in the surrounding environment. 3.1 Understand short, simple written texts used in everyday situations.	<ul style="list-style-type: none"> nose, hair, mouth, tongue wash your hands, wash your face, brush your teeth, brush your hair 	<ul style="list-style-type: none"> Touch your nose. I've got green hair. Wash your hair! 	Mr/Miss Potato
6 My Food pp. 14-23	1.3 Develop interest and general comprehension of films and songs in the English language. 2.2 Create short texts to express personal information (<i>hobbies, address</i>). 2.4 Express a simple request to obtain an object from the immediate environment. 3.1 Understand short, simple written texts used in everyday situations.	<ul style="list-style-type: none"> bananas, eggs, milk, sandwiches, biscuits, cheese, tea, pizza, apples, popcorn, ice cream, cola 	<ul style="list-style-type: none"> I like bananas. Give me some, please. I don't like popcorn. 	My Favourite Food
7 My Animals pp. 24-33	2.1 Reproduce short and simple songs/poems. 2.3 Participate in communication games and reproduce or create rhymes/short messages. 4.1 Participate in group/class projects and create and write short texts.	<ul style="list-style-type: none"> cat, cow, hen, dog, sheep, horse jump, climb, swim, fly, run 	<ul style="list-style-type: none"> The dog goes woof! Two yellow cows! I'm a horse and I can jump. 	My Farm
8 My Senses pp. 34-43	1.2 Recognise the basic location (<i>left, right, here, there</i>) of objects in the surrounding environment. 3.1 Understand short, simple written texts used in everyday situations.	<ul style="list-style-type: none"> see, smell, hear, taste, touch sun, moon, day, night, stars 	<ul style="list-style-type: none"> I can see a snail. It's day. 	Day/Night
Mother's Day! pp. 44-45	4.1 Participate in group/class projects and create and write short texts.			
Fun Time pp. 46-64	3.1 Understand short, simple written texts used in everyday situations. 4.1 Participate in group/class projects and create and write short texts.			

Tapescripts
Instruments for Evaluation
Activity Book Key & Instructions

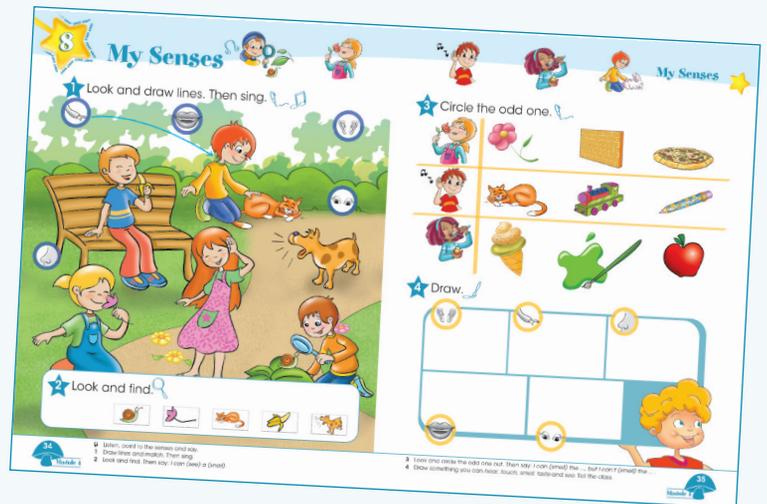
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Introduction

Fairyland 1B is a course specially designed to introduce young pupils to the English language. Young learners will be captivated by the adventures of *Woody* and *Frosfy* as they enter the Magic Forest and meet *Erlina*, *Willow* and *Alvin*. Through an array of activities such as stories, songs, games and craftwork, the pupils will be introduced to the English alphabet, theme-oriented vocabulary and some simple structures. In this way, the pupils will find the learning process enjoyable as they embark on their journey to discover the English language.

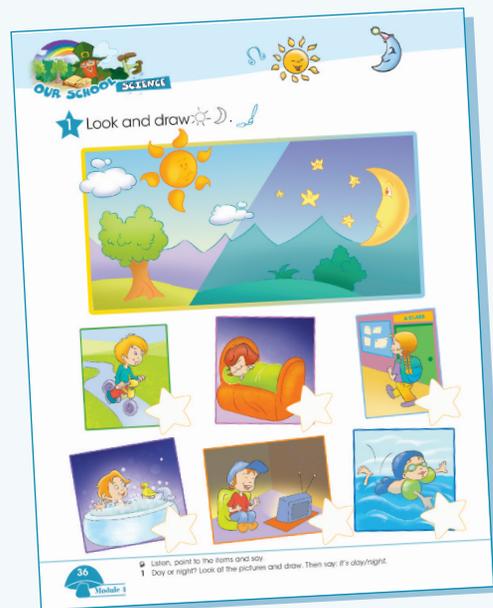
★ Pupil's Book

The *Pupil's Book* has been designed to appeal to, as well as involve, the pupils in language learning. New language is presented in a clear and effective way by means of lively dialogues, songs, games and listening activities. The two modules, comprised of four units, contain interesting and captivating topics for young learners, reinforced by meaningful activities, which encourage children to think and speak in English. Each page promotes active participation and interaction on their part, as well as the development of their receptive and productive skills.



- **Our School**

The *OUR SCHOOL* section in the *Pupil's Book* presents the new language with *cross-curricular* material. The pupils use English to complete the tasks related to other subject areas, such as *Art*, *Maths*, *Science*, etc. This reinforces their language learning and promotes learner independence and peer cooperation.



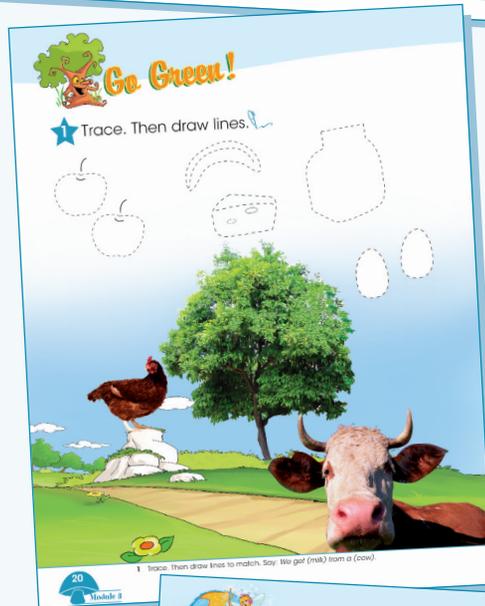
- **Dialogues**

Pupils consolidate the language learnt in simple, yet meaningful and appealing dialogues.



- **Go Green!**

The *GO GREEN* section gives pupils the opportunity to learn about the environment in a fun and creative way.



- **Our World**

The pupils are familiarised with culture and ways of life in other countries through the *OUR WORLD* section.



Introduction

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

I Special Days (Mother's Day!)

There is an optional unit at the back of the book, containing activities for Mother's Day, which can be covered as a lead-up to the holiday.

II Fun Time!

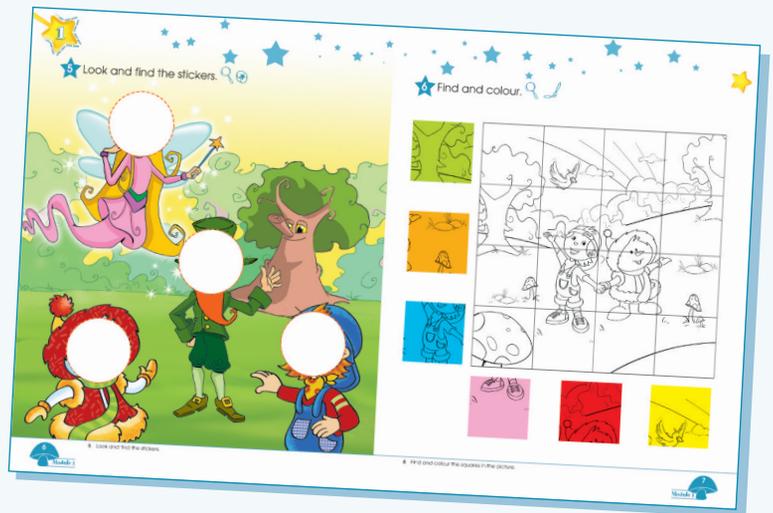
Pupils consolidate the language learnt in the course. The teacher can cover it upon completion of the course or upon completion of a unit/module.

★ Digital Book

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

★ Activity Book

The *Activity Book* is in full colour and contains fun activities, which consolidate the language taught in each unit. The *Activity Book* can be used either in the class or for homework.



The **Activity Book** also includes:

I Stickers

There are some exercises with **stickers** in the *Activity Book*. The type and aim of these exercises vary to give pupils the chance to practise the new language in a motivating and appealing way. There are also some reward stickers to give a sense of achievement and satisfaction which can be used whenever the teacher feels that the pupils should be praised, which is all the time!

II Board Games

There are four **board games**, one per module. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt.

How to play the board games

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc, as a marker and place it on the **Start** sign. Teams or pairs take it in turns to select a number by throwing a dice, spinning a spinner, etc, and

then move along the board according to the number. The pupils must name the item in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on an *Oh no!* square, they must go back to the beginning. If they land on a *Great!* square, they play again.

III Characters' Cut-outs

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

My Junior Language Portfolio

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

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

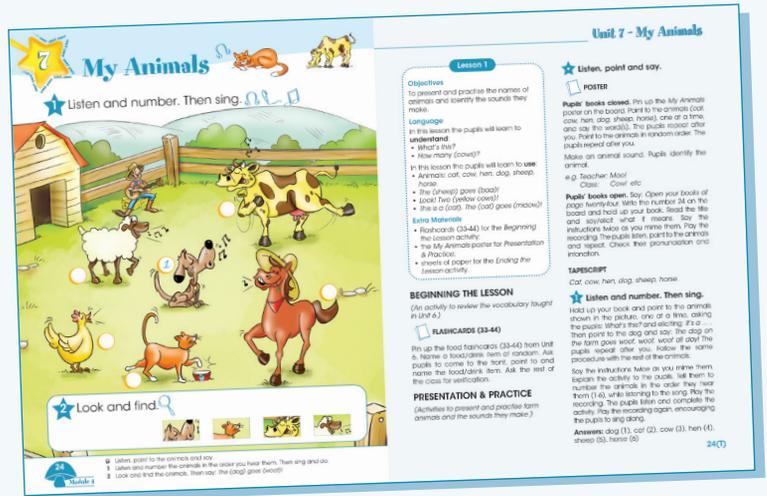
In practice, *Language Portfolios* may include project work, memory sticks (with work or drawings completed inside or outside the class), DVDs (with the pupils' favourite story or with performances of songs, school plays, etc), certificates, reports from teachers, or even a collection of objects or pictures.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

How to make a Junior Language Portfolio

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

★ Teacher's Book

The *Teacher's Book* provides step-by-step lesson plans, as well as the answers to the exercises in both the *Pupil's Book* and the *Activity Book*. It also contains extra ideas on how to present new words and language patterns, additional activities and games, as well as tapescripts for the listening activities.



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

Instruments for Evaluation

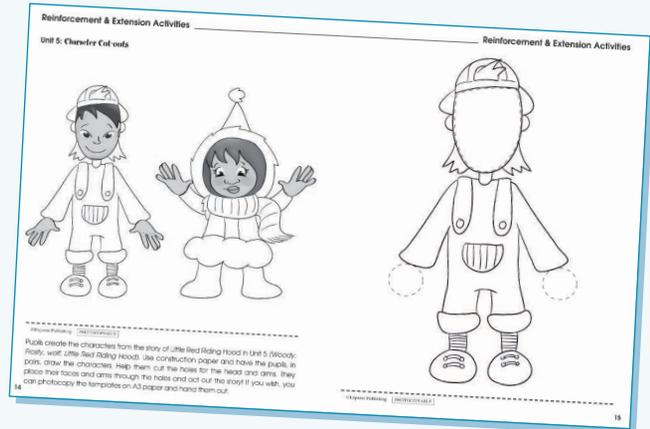
Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types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

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

- *Formative Evaluation Chart*: The teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code.
- *Cumulative Evaluation Chart*: The teacher uses the chart to evaluate the pupils at the end of each module and writes the marks obtained with the help of a code.

★ Teacher's Resource Pack

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



Fairyland 1 Teacher's Resource Pack is divided into the following sections:

I Reinforcement and Extension Activities

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

II Extras

These extra activities can be done whenever the teacher finds fit. There are also activities designed for Christmas and Mother's Day and the teachers can use some or all of them before the corresponding celebrations.

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

IV Picture-Word Cards for practising the English alphabet.

V Alphabet Worksheets

There is one worksheet for each unit.

VI Checkpoint section

The teacher has the opportunity to recycle and further consolidate any language items through the *Checkpoint* section of each module.

★ Picture Flashcards

The picture flashcards illustrate the new vocabulary items and enable the teacher to use them for the presentation of key words, revision, additional practice and memory games. Flashcards enable the pupils to make the connection between the visual prompts and the spoken word and help teachers avoid the use of translation or lengthy explanations.

Introduction

★ Posters

There are four double-sided posters accompanying *Fairyland 1B*. On the first side, there is the vocabulary of the first spread as well as the picture accompanying the song. On the second side there is the dialogue for those teachers who wish to present or practise the dialogue with books closed. In the *Teacher's Book* there are helpful guidelines as to when and how the posters can be used to present and/or consolidate the new language.



★ Class CD

The Class CD includes all the recordings for the listening activities in the *Pupil's Book*.

★ Typical layout of a module

Each module consists of two units, each of which consists of five lessons.

- **Key features of a unit**

- I Presentation of the new language**

- The new language is presented by first listening to the new vocabulary. In each lesson plan the teacher will find detailed guidance on how to vary the presentation of new vocabulary, as well as further reinforcement and extension activities.

- II Dialogues**

- The pupils are introduced to short dialogues, aimed at gradually improving their receptive skills. The dialogues feature the new language and can be used for acting out in the classroom.

- III Activities**

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

IV Games, Chants & Songs

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

V OUR SCHOOL

In the *OUR SCHOOL* section, the pupils explore other fields of study (e.g. *Art, Maths, Science, etc*) through English. In this way, the pupils learn how to use English as a vehicle to approach other subject matter.

VI Go Green!

The *Go Green!* section promotes an affinity with nature and makes the pupils more aware of the environment we live in.

VII OUR WORLD

Through the *OUR WORLD* section, the pupils have the opportunity to explore aspects of life in other countries.

Teaching Young Learners

Teaching young learners is an enjoyable experience. The teacher can take his/her time and repeat an activity as many times as he/she feels is necessary for the pupils to understand and have fun with it! Moreover, pupils at this level do not have many inhibitions and can be very imaginative. They are naturally inquisitive, enthusiastic and receptive to new input.

A teacher at this level should always have the following in mind:

- I Encouragement:** Pupils need to be reassured all the time. Go around as they carry out the various activities and praise them. Do not over-emphasise their mistakes. Just repeat the correct word or phrase. Criticism can be discouraging and produce poor results.
- II Activities:** At the first level, the activities should be simple, as pupils are still developing their eye-hand coordination. On the other hand, pupils should acquire some basic language structures. Therefore, in the early stages, our objective should be to provide an environment of fun and enjoyment for the young learners. This is best achieved by a thematic approach to language teaching.
- III The fantasy element:** Young pupils' imaginations are very vivid and they have the ability to immerse themselves in a fantasy world, often creating imaginary friends and sometimes pretending to be fictional characters (e.g. Superman, Tinker Bell or a more modern character for kids, etc). This rich imagination can be captured and encouraged by the teacher in order to act out the dialogues from the units in **Fairyland 1B**. Pupils are very quick to repeat dialogues that they have heard and this ability should be utilised to its full capacity.

Introduction

- IV Social Skills:** Young pupils prefer to play on their own. The sense of being in a social group and obeying rules is not yet fully developed. Thus, the games promote the development of social skills.
- V Pupils' need for attention:** Young learners will constantly demand your attention. In order to meet their needs, the teacher should go around and talk to them about what they are doing and, at the same time, elicit some vocabulary and language patterns. This is also a good time to see if they have understood everything they have been told or whether there are things which need further explanation.
- VI Attention span:** A pupil's attention span is very short, so there is a need for a variety of activities. The best way to hold their attention is by changing activities every five to ten minutes. At the same time, they tend to love what is familiar. Thus, you should let a favourite activity go on for as long as they are actively engaged.
- VII The 'silent' period:** It is possible that young pupils will not produce anything in the target language during the initial stages. This is a period of adjustment and should not alarm teachers. What we should bear in mind is that pupils are absorbing the new language and will reproduce it naturally in their own time.
- VIII Pronunciation:** Young pupils are better at pronunciation than older pupils. That is because they are keener listeners and they are not afraid to make mistakes. Thus, it is vital that teachers speak clearly, but at a **normal** pace. The class should be drilled as a group before moving on to individual practice. In this way, teachers can correct any pronunciation errors without embarrassing individual pupils, while at the same time giving them time to get used to the new sounds.

Classroom Management

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

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

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

The teacher should empower his/her learners by:

- teaching **classroom language**, i.e. the Teacher's instructions, such as *open your books*, *close your books*, etc. Classroom language is the language of communication between teacher and pupils in the classroom and needs to be taught from day one.
- giving brief and clear oral instructions. The teacher should give or read the instructions. He/She reads them at a slower pace, providing examples and eliciting examples from the pupils so he/she can be sure that they know what to do.

★ Songs in the Language Classroom

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

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

Here are some ways to animate the songs:

- a Total Physical Response (TPR) Activities:** Have the pupils stand in a circle and play the song once. Sing and demonstrate the actions, encouraging the pupils to imitate you. Play the song again, this time asking the pupils to listen to the song and repeat after you while doing the actions. Play the song a third time and lead the singing while the pupils join in.
- b Using props:** Bring visuals or realia to class. Hand out these props to your pupils and ask them to hold up the prop as soon as they hear the equivalent word in the song.
- c Song dramatisations:** Having interesting plots and characters, songs frequently offer themselves for further exploitation through drama. The teacher can dramatise the songs into short sketches, thus motivating his/her pupils. Assign roles and have the pupils sing their lines. Simple costumes and props can be prepared and used to make the performance more realistic.

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

★ Checking Pupils' Progress

- a Homework:** As pupils are quite young, it is recommended that all work be done in class. However, it is up to the teacher's discretion.
- b Evaluation Chart:** After the pupils have completed the *Checkpoint* section of each unit, the teacher can fill out the *Evaluation Chart*. This enables the teachers to record the pupils' progress in English.

★ Types of learning styles

Over the years, teachers have noticed that some of their pupils learn by listening to new information, some pupils prefer to read about it, while others need to do something with the new information. There are many different learning styles. Consequently, a coursebook should offer a variety of exercises and material to stimulate all learning styles and help pupils learn in the way that suits them best.

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

- **Visual Learners**

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

- **Auditory Learners**

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

- **Tactile/Kinaesthetic Learners**

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

► Module 3 (Units 5 & 6)

In this module pupils will ...

talk about ...

- parts of the face
- how to keep clean
- food
- food preferences

listen to ...

- a song practising parts of the face
- a description of four monsters
- a song practising ways to keep clean and healthy
- a dialogue about Woody and Frosty meeting Little Red Riding Hood and the Big Bad Wolf
- a song practising food preferences
- a song practising food items
- a dialogue about the characters having a picnic

learn how to ...

- identify parts of the face
- talk about keeping clean and healthy
- talk about food preferences

CRAFTWORK

Pupils will ...

- make a monster mask
- make a lunchbox

OUR SCHOOL

Pupils will ...

- talk about ways to keep clean (Health & Safety)
- talk about food that is bad for our teeth (Health & Safety)

GO GREEN!

Pupils will ...

- identify animals according to their facial characteristics
- talk about food we get from cows, hens and trees

PORTFOLIO

Pupils will ...

- draw a picture of Mr/Miss Potato
- draw a picture of their favourite food

OUR WORLD

Pupils will talk about ...

- cartoon characters from the UK and Russia
- tea in the UK, China and Turkey

LANGUAGE FOCUS

Structures

- Touch your eyes.
- I've got blue hair.
- Brush your hair.
- I like bananas. Give me some, please.
- I don't like apples. Yuk!
- Do you like ice cream? Yes. Yummy!

Vocabulary

- parts of the face: nose, hair, ears, eyes, mouth, tongue
- commands: wash your hands, wash your face, brush your teeth, brush your hair
- food/drink items: bananas, eggs, milk, sandwiches, biscuits, cheese, tea, pizza, apples, popcorn, ice cream, cola

►► Module 4 (Units 7 & 8)

In this module pupils will ...

talk about ...

- animals
- abilities
- the five senses

listen to ...

- a song practising farm animals
- a song practising abilities
- a dialogue about some forest animals helping Woody and Frosty
- a song practising the five senses
- a song consolidating the concept of day and night
- a dialogue about the characters having a fairy party

learn how to ...

- identify animals and the noises they make
- talk about abilities
- talk about the senses

CRAFTWORK

Pupils will ...

- make animal puppets
- make a bat

OUR SCHOOL

Pupils will ...

- play a drama game (PE & Drama)
- identify actions connected with day and night (Science)

GO GREEN!

Pupils will ...

- talk about what some animals can do
- talk about nocturnal animals

PORTFOLIO

Pupils will ...

- draw a picture of a farm
- draw a picture or make a collage of things connected with day or night

OUR WORLD

Pupils will talk about ...

- animals from Australia, Peru and China
- things you can see, hear and taste in the UK and Italy

LANGUAGE FOCUS

Structures

- The sheep goes baa!
- Look! Two yellow cows!
- It's a horse. It can jump.
- Can you jump? Yes.
- I can swim.
- It's night! I can see the moon.
- I can smell a violet.

Vocabulary

- animals: cat, cow, hen, dog, sheep, horse
- actions: jump, climb, swim, fly, run
- the five senses: see, hear, smell, touch, taste
- sun, moon, day, night, stars

▶▶ Mother's Day!

In this unit pupils will ...

- sing a Mother's Day song
- make a bunch of flowers for their mums

▶▶ Fun Time!

In this section pupils will ...

- consolidate the key vocabulary of the course

Lesson 1

Objectives

To present and practise parts of the face.

Language

In this lesson the pupils will learn to

understand:

- *What's this?*
- *Touch your eyes.*
- *How many eyes?*
- *What colour is it?*

In this lesson the pupils will learn to **use**:

- *Parts of the face: nose, hair, ears, eyes, mouth, tongue.*
- *He's got (one big eye).*
- *Look at me! I've got (five big eyes and one big mouth).*

Extra Materials

- Toys or pictures of toys for the *Beginning the Lesson* activity;
- the *My Face* poster for *Presentation & Practice*;
- paper plates for Ex. 4.

BEGINNING THE LESSON

Welcome your class by saying *Hello!* Encourage the pupils to greet you back. Review the vocabulary from *Fairyland 1A* Unit 4. Before the lesson, hide real toys (or pictures with toys) in the classroom. Ask the pupils to look round the class and see if they can find them. Once they do, they show the toy to the class and name it.

PRESENTATION & PRACTICE

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

★ Listen, point and say.



POSTER

Pupils' books closed. Pin up the *My Face*

poster on the board. Point to the parts of the face (*nose, hair, ears, eyes, mouth, tongue*), one at a time, and present them. The pupils repeat after you. Then point to the different parts of the face in random order and ask questions. Elicit responses from the pupils. Demonstrate this yourself first.

e.g. *Teacher: (pointing to the nose) What's this?*

Class: (It's a) nose. etc

Pupils' books open. Say: *Open your books at page four.* Write the number 4 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

TAPESCRIPT

Nose, hair, ears, eyes, mouth, tongue.

★ 1 Listen and point. Then sing.

Say the instructions twice as you mime them. Elicit the names of the different parts of the face by pointing and asking: *What's this?* Pre-teach the word *touch*. Touch your nose with your finger and say: *Touch your nose.* The pupils mime the action and repeat after you. Now pull your tongue out and say: *Pull your tongue out.* The pupils mime the action and repeat after you. Explain the activity. Play the recording. The pupils listen, and do the actions.

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

TAPESCRIPT

*Touch your nose,
Touch your hair,
Touch your ears,
There and there!*

*Touch your eyes,
Touch your mouth,
Pull your tongue
Right out!*

★ 2 Look and find.

Tell the pupils to look at the pictures in their books. Explain the activity. The pupils find the parts of the face in the picture and point to them. Then play the *Touch* game.

Unit 5 - My Face

e.g. *Teacher: Touch your eyes!*

Pupils: (touch their eyes) etc

Extension

Draw an oval shape on the board. Say: *face*. Ask the pupils to copy it onto a piece of paper and hand it to the pupil on their right. Ask the pupils to draw a nose on the face and pass it to the pupil on their right. Continue with the *hair, eyes, ears, mouth* and *tongue*. When they have finished, collect the faces and show them to the class.

★ 3 Listen and number.

Explain the listening activity. Tell the pupils they are going to listen and number the characters. Point to the first monster and ask: *How many eyes?* Elicit the answer: *One*. Point to his hair and ask: *What colour is it?* Elicit the answer: *Orange*. Follow the same procedure with the rest of the monsters. Play the recording as many times as you feel is necessary to do the task. Check the pupils' answers.

Then have the pupils describe the monsters. During this stage, draw pupils' attention to the use of *he* for men and *she* for women.

Answers: 2, 4, 3, 1

TAPESCRIPT

One: *I've got green hair and three eyes.*

Two: *I've got one eye and one big mouth.*

Three: *I've got three eyes and four ears.*

Four: *I've got pink hair and four eyes.*

★ 4 Make and say.

Before going into class

Bring in paper plates, one per pupil.

Tell the pupils that they are going to make a monster mask. Show them your model and hand out the paper plates. Guide the pupils through the cutting and colouring of their

masks. Go round the class while the pupils make their masks, point to the parts of the face and ask the pupils to name them.

Upon completion of their masks, the pupils hold their masks over their faces and describe them. Demonstrate this yourself first, e.g. *Look at me! I've got five big eyes and one big mouth*. Then they hand in their masks to be displayed.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the pupils to choose one facial feature (e.g. *nose*). The pupils draw and colour as many different shapes and sizes of noses, hair, mouths, etc, as they can think of. Go round the class providing any necessary help. Display their work somewhere in the class.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.



My Face



3 Listen and number. 



4 Make and say. 



- 3 Listen and number. Then point and say: *He's/She's got ...*
- 4 Make a monster mask. Then say: *Look at me! I've got ...*



1 Look and say. 



Lesson 2

Objectives

To talk about how to keep clean.
To explore other subject areas: Health and Safety.

Language

In this lesson the pupils will learn to **understand**:

- *Woody is dirty.*
- *shampoo, brush, soap, toothpaste*
- *Now Woody is clean.*
- *What's this?*

In this lesson the pupils will learn to **use**:

- *wash your hands, wash your face, brush your teeth, brush your hair*
- *It's a/an...*
- *(It's) orange.*

Extra Materials

- Flashcards (29-32) for *Presentation & Practice*;
- a scarf and templates of ears, mouth, eyes and nose from the *Teacher's Resource Pack* for Ex. 2 (*Game*).

BEGINNING THE LESSON

Ask a pair of pupils to come to the board. One pupil names a part of the face and the other touches the corresponding part. Ask the rest of the class for verification. Resume the activity with as many pairs as you think is necessary.

PRESENTATION & PRACTICE

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

 **Listen, point and say.**



FLASHCARDS (29-32)

Pupils' books closed. Pin up the flashcards

(29-32) on the board, one at a time. Point to the actions (*wash your hands, wash your face, brush your teeth, brush your hair*), one at a time, and present them. The pupils repeat after you.

Hand out the flashcards 29-32 to various pupils. Ask the pupils to come to the board, one at a time, show their flashcard and say the corresponding phrase or action. Ask the rest of the class for verification.

Pupils' books open. Say: *Open your books at page six.* Write the number 6 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

TAPESCRIPT

Wash your hands, wash your face, brush your teeth, brush your hair.

 **1 Look and say.**

Say the instructions twice as you mime them. Point to the picture of Woody and say: *Woody is dirty.* Have the pupils tell him what to do to get clean. Point to the *shampoo* in the picture and elicit the action: *Wash your hair.* Next, point to the *brush* and elicit: *Brush your hair.* Point to the *soap* and elicit: *Wash your hands/face.* Finally, point to the *toothpaste* and elicit: *Brush your teeth.* Say: *Now Woody is clean.*

 **2 Let's Play!**

Before going into class

Photocopy and cut out the templates of the nose, eyes, ears and mouth from the *Teacher's Resource Pack*.

Say the instructions twice as you mime them. Tell the pupils they are going to play the *Make a Monster* game. Draw a large circle on the board to represent the face. Cut out the ears, mouth, eyes and nose. Show the pupils the cutouts of the *ears* and elicit the

Unit 5 - My Face

corresponding word. Stick the cutouts on the sides of the circle. Repeat with the remaining cutouts.

Explain the game. Tell the class that they are going to stick the cutouts on the circle to form a face, but they are going to do this blindfolded. Choose a pupil to come to the board. Tie a scarf over his/her eyes. Remove the cutouts from the board and give him/her one of them. Ask: *What's this?* Elicit: *It's a/an ...*. Tell the pupil to stick it on the board in the correct place. Remove the blindfold so the pupil can see where he/she has placed the cutout. Repeat with another pupil until all the cutouts have been placed and a 'funny' face has emerged.

3 Sing.

Say the instructions twice as you mime them. Point to the actions, one at a time, and elicit: *wash your hands, wash your face, brush your teeth, brush your hair*. The pupils repeat after you.

Play the recording. The pupils listen and point to the actions. Play the recording again. The pupils mime the actions as they sing along.

TAPESCRIPT

*Wash your hands
Up and down, up and down.
Wash your hands
Round and round, round and round.
Wash your hands up and down,
Wash your hands round and round,
Wash your hands round and round like this!*

*Wash your face
Up and down, up and down.
Wash your face
Round and round, round and round.
Wash your face up and down,
Wash your face round and round,
Wash your face round and round like this!*

*Brush your teeth
Up and down, up and down.
Brush your teeth
Round and round, round and round.
Brush your teeth up and down,
Brush your teeth round and round,
Brush your teeth round and round like this!*

*Brush your hair
Up and down, up and down.
Brush your hair
Round and round, round and round.
Brush your hair up and down,
Brush your hair round and round,
Brush your hair round and round like this!*

Extension

Mime one of the actions. Ask pupils to guess.

e.g. Teacher: *(mimes brushing teeth)*
Class: *Brush your teeth! etc*

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

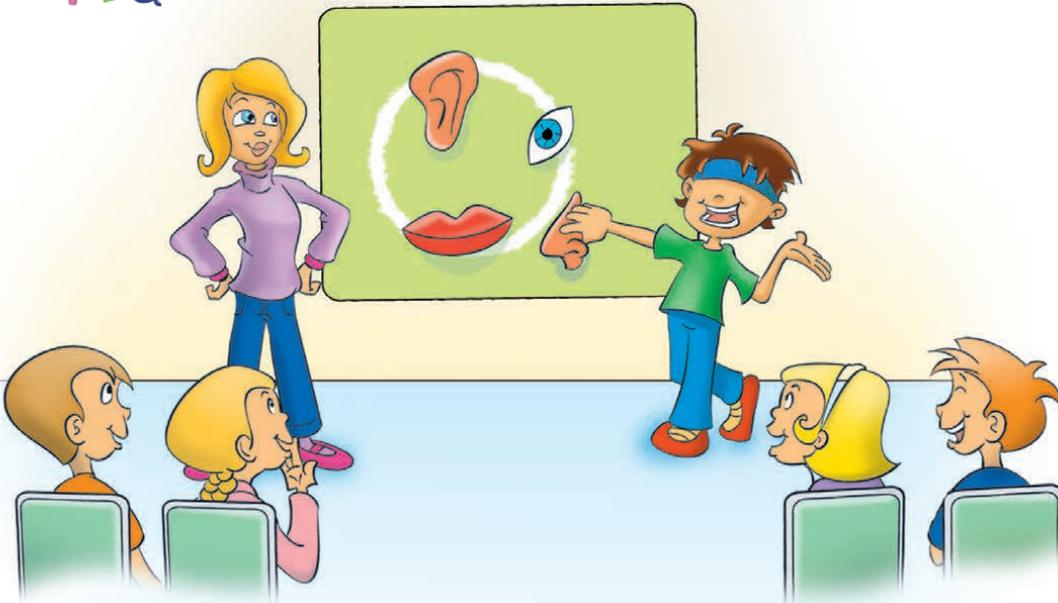
Hand out the flashcards 29-32 (*wash your hands, wash your face, brush your teeth, brush your hair*) to pupils. Play the song again. While the music is playing, pupils pass their flashcard on to the next pupil. When you pause the music, each pupil who is holding a flashcard has to name the action or pay a forfeit, such as sing a song, perform an action, etc.

ACTIVITY BOOK (Optional)

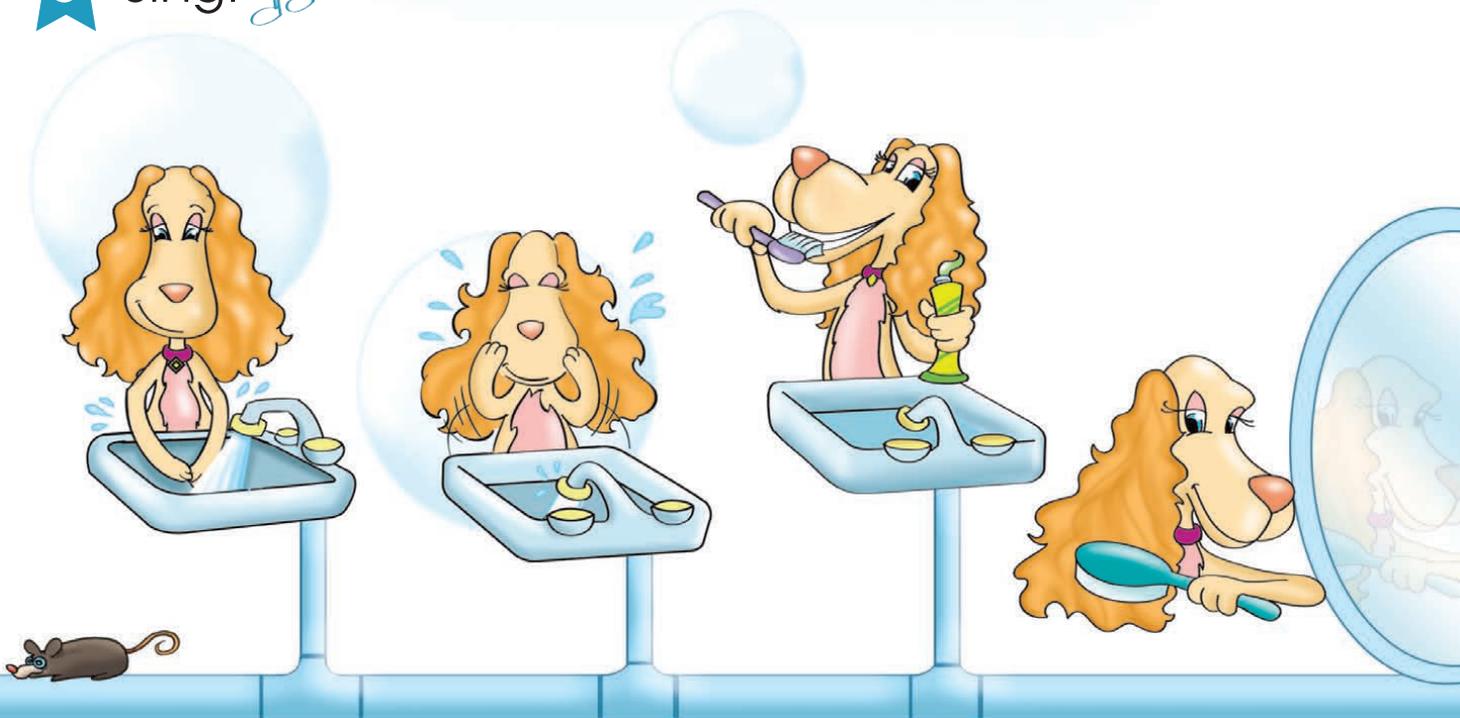
If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.



2 Let's Play!

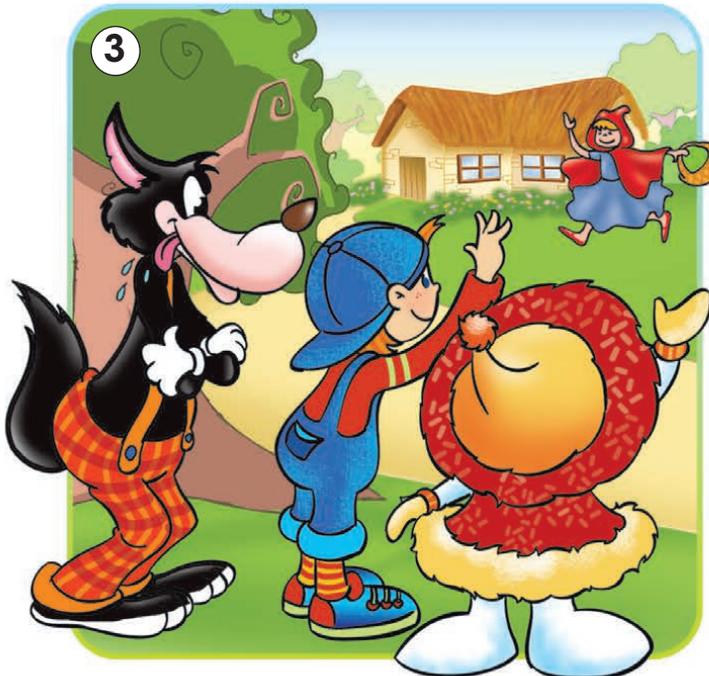


3 Sing.



- 2 Play the *Make a Monster* game.
- 3 Listen and point. Then sing and do.

1 Listen and look. 



1 Listen to the story and point to the pictures.

Lesson 3

Objectives

To listen to a story about Frosty and Woody meeting Little Red Riding Hood and the Big Bad Wolf. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Little Red Riding Hood, Big Bad Wolf*
- *Who's this?*
- *What's this?*

In this lesson the pupils will learn to **use**:

- *Hello!/Bye!*
- *Lovely flowers!*
- *Thank you!*
- *You've got big eyes!*
- *Smile!*

Extra Materials

- Flashcards (29-32) for the *Beginning the Lesson* activity;
- the *My Face* poster for *Presentation & Practice*.

BEGINNING THE LESSON



FLASHCARDS (29-32)

Hold up a flashcard (*wash your hands, wash your face, brush your teeth, brush your hair*) and partially cover it with a piece of paper. Invite the pupils to guess what's on the flashcards.

PRESENTATION & PRACTICE

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



1 Listen and look.



POSTER

Pupils' books closed. Use the *My Face* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody and Frosty are going to meet Little Red Riding Hood and the Big Bad Wolf. Invite the pupils to tell you what they remember from the story. Point to Woody in the first picture and ask: *Who's this?* Elicit: *Woody.* Say as you wave: *Hello!* The pupils repeat after you. Point to the flowers in the second picture and say: *Lovely flowers!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page eight.* Write the number 8 on the board and hold up your book. Say the instructions twice as you mime them. Tell the class to look at the story and talk about it with them.

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Lovely...*

Pupil 1: flowers! etc.

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

TAPESCRIPT

Frame 1

Woody: *Hello!*

Girl: *Hello!*

Frame 2

Frosty: *Lovely flowers!*

Girl: *Thank you!*

Frame 3

Frosty: *Bye!*

Frame 4

Woody: *You've got big eyes!*

Unit 5 - My Face

Frame 5

Frosty: You've got big ears!

Frame 6

Woody: You've got big teeth!

Frame 7

Frosty: Smile!

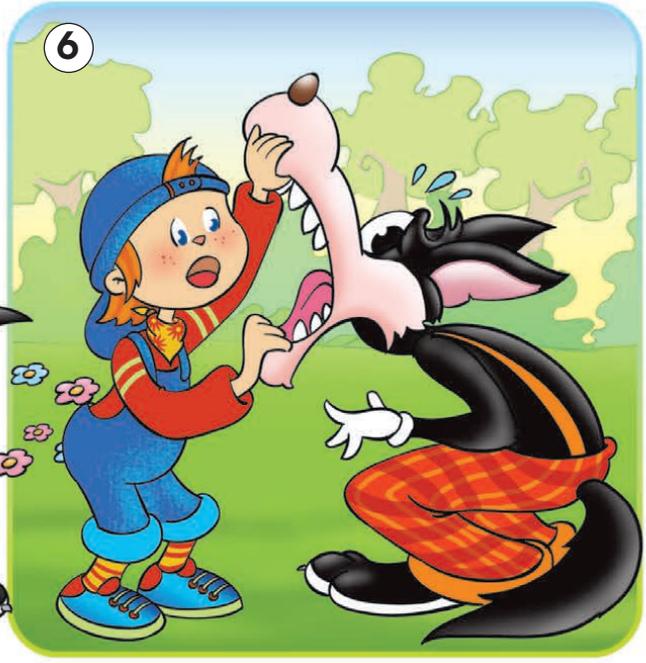
Read the question at the bottom of page 9. Ask the pupils to draw a happy face or a sad face depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Ask a child to be the 'photographer'. The pupil goes around 'taking pictures'. Ask him/her to say *Smile!* before he/she takes the picture. Alternatively, you can use a real camera.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 5 from the *Activity Book* during this lesson or the next one.



Do you like the story? Draw a face.





Go Green!

★ 1 Look and circle.



1

a

b

2

a

b

3

a

b



1

a

b

2

a

b

3

a

b

1 Look at the pictures and circle the correct parts of their face.

Lesson 4

Objectives

To identify animals according to their facial characteristics. To consolidate the language learnt in the unit. To draw a picture of Mr/Miss Potato.

Language

In this lesson the pupils will learn to **understand**:

- *cat, dog*
- *This is a (cat). It's got (small eyes).*
- *What colour?*
- *What's this?*

In this lesson the pupils will learn to **use**:

- *He's got (yellow hair).*
- *Look at (Miss) Potato. (She)'s got (red hair).*

Extra Materials

- Sheets of paper for the *Ending the Lesson* activity.

the pupils to circle the parts of the face that pertain to each animal. Check the pupils' answers.

Cat: 1 b 2 a 3 a

Dog: 1 b 2 a 3 a

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

PRESENTATION & PRACTICE

(Activities to talk about animals' homes.)

1 Look and circle.

Pupils' books closed. Draw a simple sketch of a cat on the board. Point to it and say: *This is a cat.* The pupils repeat after you. Elicit the parts of the cat's face: *big eyes, small ears, small nose.* Repeat with a sketch of a dog.

Pupils' books open. Say: *Open your books at page ten.* Write the number 10 on the board and hold up your book. Say the instructions twice as you mime them. Ask

★ 2 Listen and colour.

(An activity to consolidate colours and revise parts of the face.)

Point to the picture. Point to the shoes and ask: *What colour?* Elicit: *Blue*. Revise the parts of the face by asking: *What's this?* Say the instructions twice as you mime them. Play the recording, twice if necessary. The pupils listen and colour in the picture. Once they finish, they describe the picture, e.g. *He's got yellow hair... etc.*

TAPESCRIPT

Colour the hair yellow.

Colour the eyes blue.

Colour the ears red.

Colour the nose green.

Colour the hands pink.

Extension

Divide the class into two teams. Ask pupils to look at the picture in Ex. 2 for a minute and then close their books. Ask questions about the colour of each part of the body. Each correct answer gets one point. The team with the most points is the winner.

e.g. Teacher: *What colour is his hair?*

Pupil 1 Team A: *Yellow.*

Teacher: *Correct! Team A gets
1 point. What colour is
his nose?*

Pupil 1 Team B: *Blue.*

Teacher: *Wrong! etc*

★ 3 Portfolio: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture of Mr Potato. Then say: *This is Mr Potato!* Ask the pupils to draw a similar picture of either Mr or Miss Potato

and present it to the class. Have them present their drawing to the class and describe it, e.g. *Look at Miss Potato. She's got red hair. etc.* Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

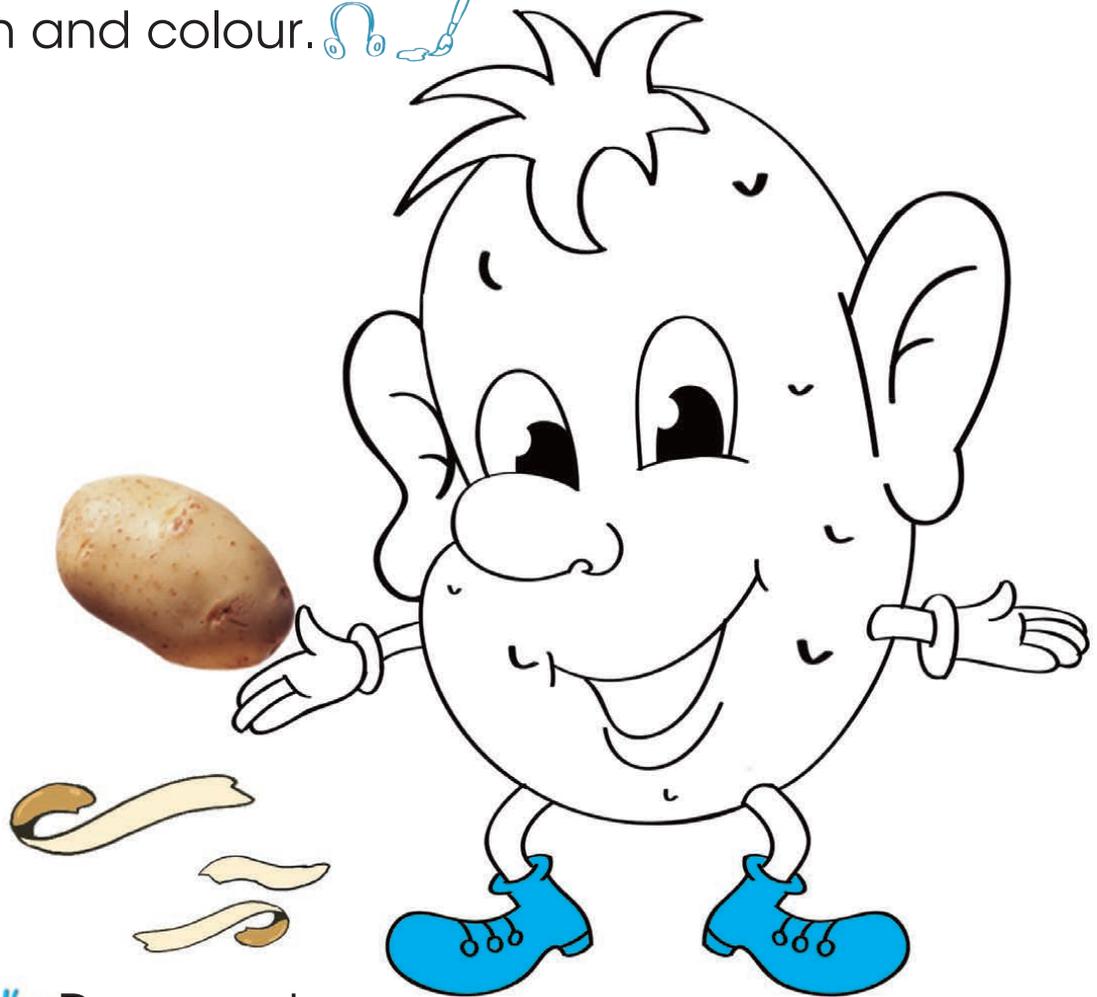
Hand out a sheet of paper to each pupil and have them draw a strange animal face, one that is different from other animals. Then in pairs, the pupils take turns describing their animals. Tell pupils to give their animals a name. Ask some pupils to report back to the class.

ACTIVITY BOOK (Optional)

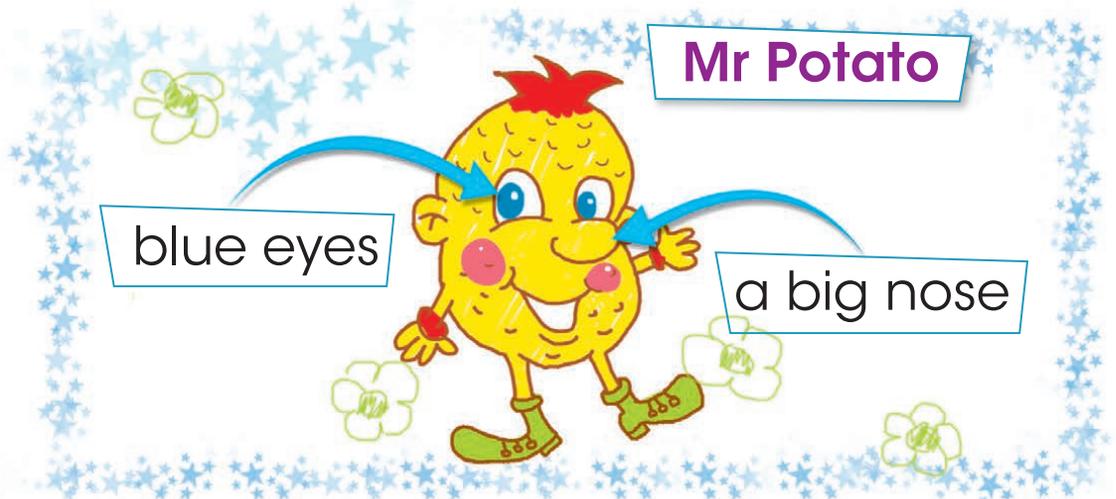
If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.



2 Listen and colour.  



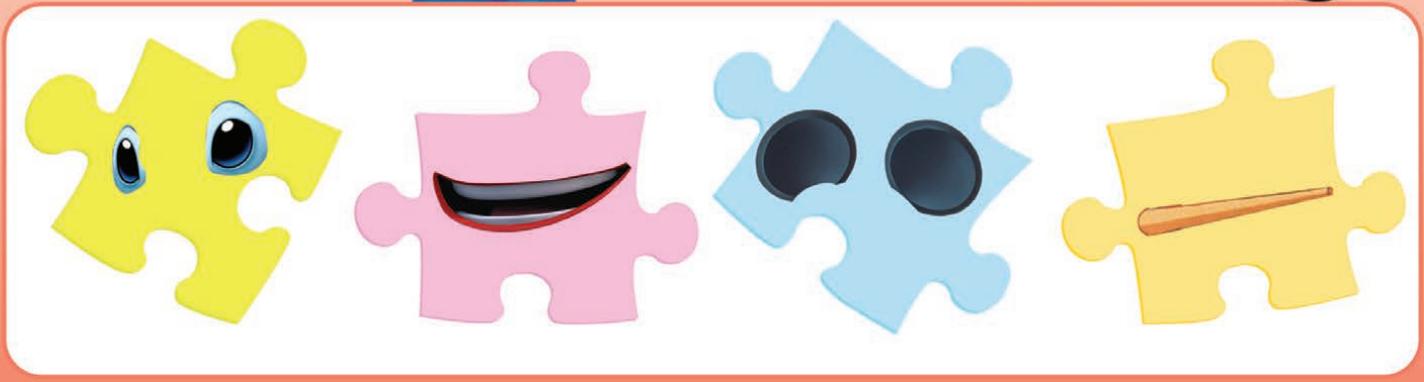
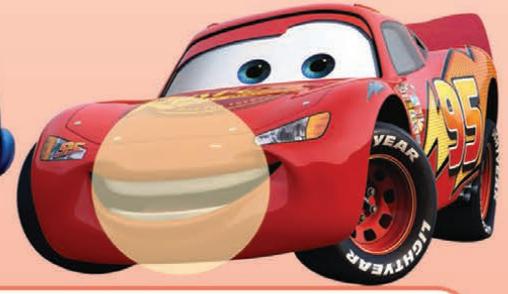
3 **Portfolio:** Draw and say.



- 2 Listen and colour. Then say: *He's got yellow hair, ...*
- 3 Draw a picture of Mr/Miss Potato. Present it to the class. Say: *Look at Mr/Miss Potato. He's/She's got ...*



1 Look. Then match.



1 Look at the pictures. Point and say: *He's got ...* . Then match and say: *He's got (big eyes).*

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Russian culture. To talk about cartoon characters in the UK/Russia.

Language

In this lesson the pupils will learn to **understand**:

- *UK, Russia*
- *Stitch, Mickey Mouse, Pinocchio, Lightning McQueen from Cars*

In this lesson the pupils will learn to **use**:

- *He has got (a big nose).*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- clay or plasticine for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson.

OUR WORLD

(Activities to familiarise pupils with aspects of British and Russian culture and explore their own.)

1 Look. Then match.

Pupils' books open. Say: *Open your books at page twelve.* Write the number 12 on the board and hold up your book. Point to the Russian flag and say: *Russia.* If you have a map of the world, put it up on the board and show where Russia is. Ask the pupils if they know anything about Russia and have a class discussion in L1 (*e.g. famous people, cities, cartoon characters, etc.*). Explain to the pupils that in this section they will learn about popular cartoon characters. Tell the pupils to look at

the Russian cartoon character. Point to the picture of Cheburashka and say: *This is Cheburashka. Look! He has got big ears.* Repeat, this time asking the pupils to complete your sentences.

e.g. Teacher: He has got ...

Class: big ears. etc

Point to the British flag and say: *UK.* Point to the picture of Wallace and Gromit and say: *This is Wallace and Gromit.* Point to Wallace and say: *Look! He's got a big nose.* Ask the pupils to describe the cartoon characters.

Next, focus the pupils' attention on the remaining cartoon characters and ask them to name the ones they know (*Pinocchio, Mickey Mouse, Stitch, Lightning McQueen*). Point to Pinocchio's nose and elicit: *He's got a big nose.* Repeat with the rest of the cartoon characters.

Explain the task. Tell the pupils to match the parts of the face on the puzzle pieces to the cartoon characters. Then point to each cartoon character and have pupils describe them, *e.g. (pointing to Mickey) He has got big ears. etc*

Optional Activity

Ask the pupils to find pictures or draw their favourite cartoon characters. Make a collage. Make sure you display their work somewhere in the class.

Unit 5 - My Face

(Activities to consolidate the language of the unit.)

★ 2 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the words to the parts of the face. Allow them time to complete the activity. Then, pupils point to the pictures and say the names.

Answers

1 c 3 a 5 d
2 f 4 e 6 b

Extension

Say the colour of a square. Ask a pupil to tell you the part of the face in that square.

e.g. Teacher: Orange.
Pupil 1: Ears! etc

★ 3 Let's Play!

Tell the pupils they are going to play the *Mirror Me* game. Ask the pupils, in pairs, to stand facing each other. One pupil is the leader and mimes an action, e.g. *brushing his/her teeth*, and his/her partner has to follow as accurately as possible, as if looking in the mirror. The rest of the class names the action.

ENDING THE LESSON

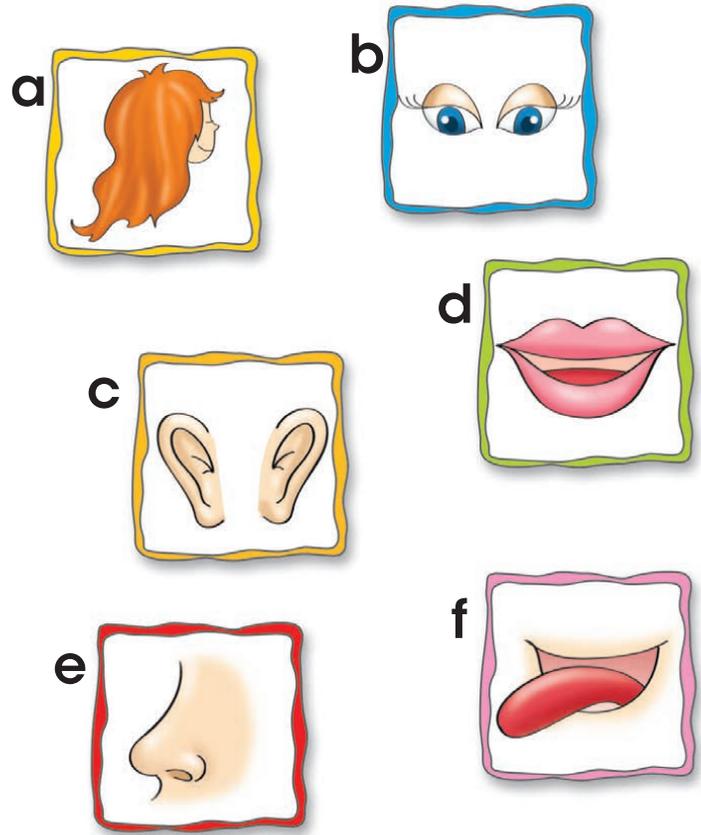
Tell the pupils that they are going to make a face of an animal or monster using plasticine or clay. Then they report back to the class, e.g. *(a monster's face) Look! Three eyes, two noses, etc.*

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



2 Match. Then point and say.   

- 1 ears
- 2 tongue
- 3 hair
- 4 nose
- 5 mouth
- 6 eyes



3 Let's Play!



- 2 Match. Then point and say: Yellow – hair, ...
- 3 Play the *Mirror Me* game.

My Food



1 Listen and circle.  



2 Sing. 

-  Listen, point to the food items and say.
- 1** Listen and circle the food items you hear in the song. Then point and say: *I like bananas, ...*
- 2** Listen and sing.

Lesson 1

Objectives

To present and practise the names of food items.

Language

In this lesson the pupils will learn to **understand**:

- *What's this?*

In this lesson the pupils will learn to **use**:

- Food: *bananas, eggs, milk, sandwiches, biscuits, cheese.*
- *I like (biscuits). Give me some, please.*
- *Look! (Bananas, eggs and sandwiches)!*

Extra Materials

- Flashcards (23-32) for the *Beginning the Lesson* activity;
- the *My Food* poster for *Presentation & Practice*;
- templates of lunchbox and food items from the *Teacher's Resource Pack* for Ex. 4 (*Craftwork*);
- flashcards (33-38) for the *Ending the Lesson* activity.

BEGINNING THE LESSON



FLASHCARDS (23-32)

Display the flashcards 23-32 on your desk. Ask a pair of pupils to come to the front. Give them blu-tack and ask them to attach the cards on the board in the order you call them out. Ask the rest of the class for verification. Repeat the procedure with more pairs.

PRESENTATION & PRACTICE

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



POSTER



Listen, point and say.

Pupils' books closed. Pin up the *My Food*

poster on the board. Point to the food items (*bananas, eggs, milk, sandwiches, biscuits, cheese*), one at a time, and present them. The pupils repeat after you. Point to the different items in random order. Individual pupils name the items.

Pupils' books open. Say: *Open your books at page fourteen.* Write the number 14 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

TAPESCRIPT

Bananas, eggs, milk, sandwiches, biscuits, cheese.



1 Listen and circle.

Elicit the names of the food items by pointing and asking: *What's this?* Point to the bananas and say: *I like bananas. Give me some, please.* The pupils repeat after you. Repeat the procedure with the rest of the food items. Say the instructions twice as you mime them. Play the recording. The pupils listen and circle the items they hear (*bananas, biscuits, sandwiches*). Then point to a food item, e.g. *biscuits*, rub your stomach and say: *I like (biscuits).* Ask pupils to make similar sentences about the food items on the table.

TAPESCRIPT

*I like bananas,
Bananas, bananas.
I like bananas,
Give me some, please.*

*I like biscuits,
Biscuits, biscuits.
I like biscuits,
Give me some, please.*

*I like sandwiches,
Sandwiches, sandwiches.
I like sandwiches,
Give me some, please.*

Unit 6 - My Food

★ 2 Sing.

Play the recording from Ex. 1. The pupils listen and sing along.

Extension

Divide the class into three groups and assign each a stanza from the song. The pupils sing along every time their stanza is heard.

★ 3 Look and draw.

Tell the pupils to look at the pictures of the food items in their books. Elicit their names. Explain the activity. The pupils draw the missing food items in the correct order.

First sequence: sandwich, biscuit

Second sequence: cheese, cheese

Third sequence: egg, milk

★ 4 Make and play.

Before going into class

Photocopy the lunchbox and the food items templates from the *Teacher's Resource Pack*, one per pupil.

Tell the pupils that they are going to make a lunchbox. Show them your model. Guide them through the cutting and colouring of their lunchboxes. Then ask them to cut out, colour the food items and spread them in front of them.

Upon completion, the pupils work in pairs. Pupils take turns to say which food items they like. Their partner hands them the food items to be put in their lunchboxes.

e.g. Pupil 1: I like bananas. Give me some, please.

Pupil 2: (hands over the bananas for Pupil 1 to put in his/her lunchbox) etc

As an extension, the pupils can present the food items in their lunchboxes, *e.g. Look! Bananas, eggs and sandwiches! etc.*

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

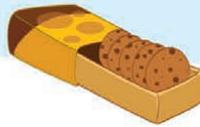


FLASHCARDS (33-38)

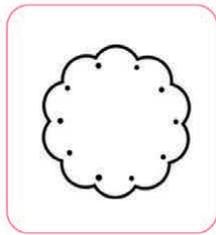
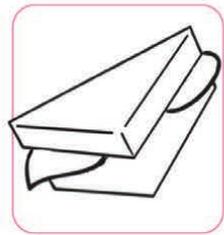
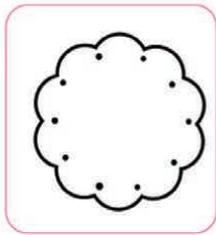
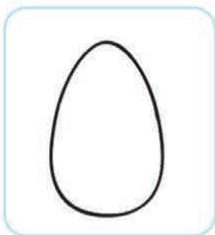
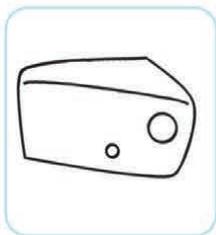
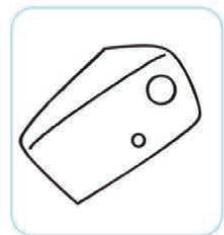
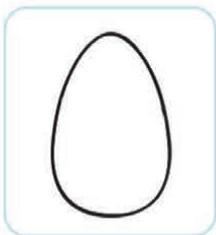
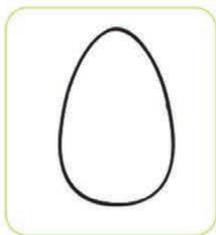
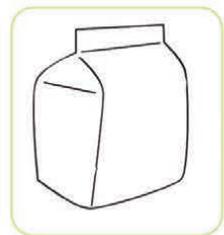
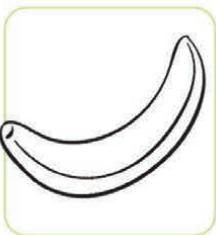
Show the food flashcards: *bananas, eggs, milk, sandwiches, biscuits, cheese*. Elicit the words. Pin up the flashcards with the back showing on the board. Above them write the numbers from 1 to 6 in sequence. Ask a pupil to choose a number and guess what the flashcard is, *e.g. 2 - eggs*. Turn the flashcard over. If it is correct leave it, if not, turn it over again and repeat the procedure with another pupil.

ACTIVITY BOOK (Optional)

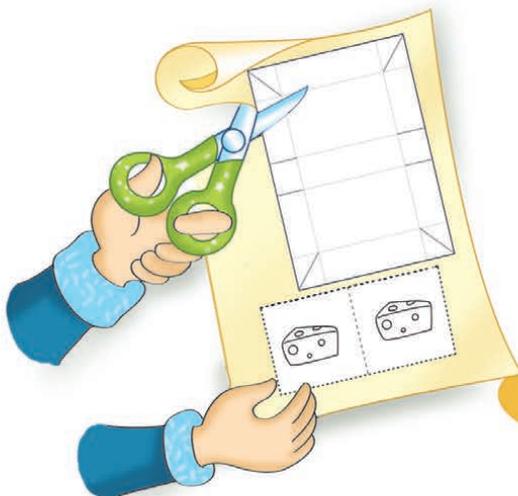
If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.



3 Look and draw.

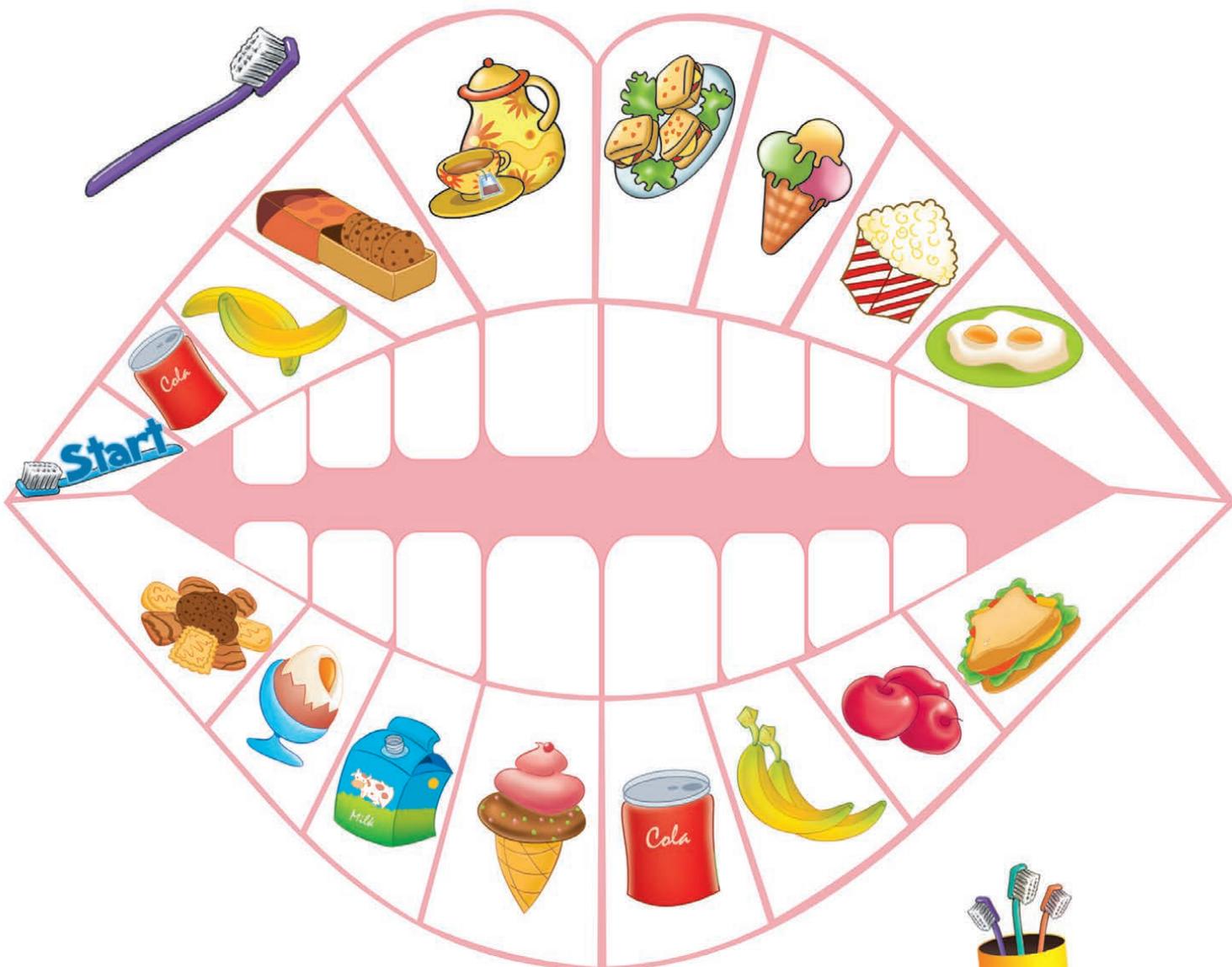
4 Make and play.



- 3 Point to the pictures and name the food items. Then draw the two missing food items in the correct order.
- 4 Colour and cut to make the lunchbox. Then colour the food items. In pairs ask for the food you like and put it in your lunchbox. Say: *I like (sandwiches). Give me some, please.*



1 Let's Play!



- 👂 Listen, point to the food items and say.
- 1 Take turns to throw the dice. If you land on a 'bad' food type, colour the tooth black.

Lesson 2

Objectives

To present and practise the names of food/drink items. To explore other subject areas: Health and Safety.

Language

In this lesson the pupils will learn to **understand**:

- *What is your favourite food?*
- *Is it (eggs)?*
- *(Six) pupils like (bananas).*

In this lesson the pupils will learn to **use**:

- Food/drink: *tea, pizza, apples, popcorn, ice cream, cola.*
- *My turn!*
- *I like... . Yummy!*
- *I don't like Yuk!*
- *Picnics are yummy!*
- *Come on, everyone!*

Extra Materials

- Flashcards (33-38) for the *Beginning the Lesson* activity;
- flashcards (39-44) for *Presentation & Practice*.

BEGINNING THE LESSON



FLASHCARDS (33-38)

Do a class survey. Pin up the flashcards of the food items (*bananas, eggs, milk, sandwiches, biscuits, cheese*) on the board. Ask the pupils: *What is your favourite food?* Point to the flashcards, one at a time, and ask: *Is it eggs?* The children raise their hands when you name their favourite food. Count the hands and write the number under the corresponding flashcard. When you finish the survey, say: *(Six) pupils like bananas. etc*

PRESENTATION & PRACTICE

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



Listen, point and say.



FLASHCARDS (39-44)

Pupils' books closed. Pin up the food flashcards (39-44) on the board. Point to the food items (*tea, pizza, apples, popcorn, ice cream, cola*), one at a time, and present them. The pupils repeat after you.

Hand out the flashcards to various pupils. Ask the pupils to come to the board, one at a time, show their flashcard and say the corresponding word. Ask the rest of the class for verification.

Pupils' books open. Say: *Open your books at page sixteen.* Write the number 16 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

TAPESCRIPT

Tea, pizza, apples, popcorn, ice cream, cola.



1 Let's Play!

Say the instructions twice as you mime them. Tell the pupils that they are going to play a board game. Point to the picture and elicit the names of the items. Ask the pupils, in L1 if necessary, which food/drink items are bad for our teeth and should be avoided and which ones are good.

Explain the rules. The pupils play in pairs and each player needs a counter (*any small object will do*). They place their counters on *Start* and throw the dice, saying the number that comes up. The pupil with the highest number begins the game by saying *My turn!* and moves forward the number of spaces indicated on the dice. If a pupil lands on a 'bad' food type he/she colours the corresponding tooth black. The game continues until both pupils reach the end.

Unit 6 - My Food

When the pupils finish playing, have them show their board games to the class.

2 Listen, draw and say.

Say the instructions twice as you mime them. Point to the pictures of the food items and elicit their names. Point to the *ice cream* and say: *I like ice cream. Yummy!* The pupils repeat after you. Point to the picture of the *apples* and say: *I don't like apples. Yuk!* The pupils repeat after you. Explain the activity. Play the recording. The pupils listen and draw a smiley face or a sad face. Then the pupils talk about the pictures by saying: *I like... . Yummy! or I don't like Yuk!*

TAPESCRIPT

- 1 *I like ice cream. Yummy!*
- 2 *I don't like apples. Yuk!*
- 3 *I don't like popcorn. Yuk!*
- 4 *I like pizza. Yummy!*

3 Sing.

Say the instructions twice as you mime them. Point to the picture and say: *It's a picnic.* Then say: *Picnics are yummy!* The pupils repeat after you. Elicit the food items shown. Then beckon and say: *Come on, everyone!* The pupils repeat after you.

Play the recording. The pupils listen and point to the food items. Play the recording again. The pupils listen and sing along.

TAPESCRIPT

*Picnics are yummy,
Picnics are fun!
Popcorn and pizza,
Come on, everyone!*

*Picnics are yummy,
Picnics are fun!
Ice cream and cola,
Come on, everyone!*

Extension

Tell the class they are going to have a picnic with their friends. Ask them to draw the food items they will take with them. Ask individual pupils to present their drawings to the class. Make a class display.

e.g. Pupil 1: Picnics are yummy. Look! Ice cream and cola. Come on, everyone!

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)



FLASHCARDS (39-44)

Pin up the flashcards (39-44) with the food items on the board. Allow the pupils some time to look at them. Then ask the pupils to close their eyes. Remove one of the flashcards. Ask the pupils to open their eyes and tell you which food item is missing. Repeat the activity with the other food items.

ACTIVITY BOOK (Optional)

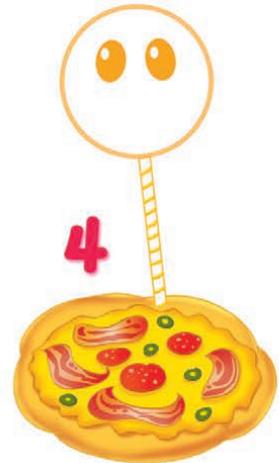
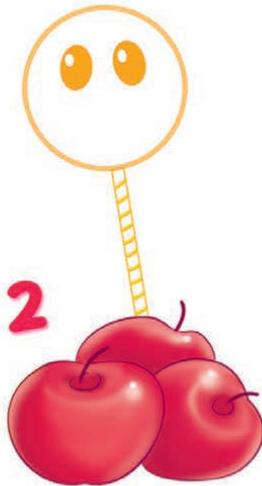
If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.



My Food



2 Listen, draw and say.   



3 Sing. 



- 2 Listen and draw. Then say: *I like (ice cream). Yummy!, I don't like Yuk!*
- 3 Listen and sing.



1 Listen and look. 



1 Listen to the story and point to the pictures.

Lesson 3

Objectives

To listen to a story about the characters having a picnic. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Who's this?*
- *Let's have a picnic!*

In this lesson the pupils will learn to **use**:

- *What's your favourite food?*
- *(Pizza), yum!*

Extra Materials

- Flashcards (33-44) for the *Beginning the Lesson* activity;
- the *My Food* poster for *Presentation & Practice*.

BEGINNING THE LESSON



FLASHCARDS (33-44)

Pin up the flashcards on the board. Ask a pair to come to the front. The pupils ask and answer questions about their favourite food items using the food items on the poster. Demonstrate this yourself first.

e.g. *Pupil 1: What's your favourite food?*

Pupil 2: (pointing to the pizza) Pizza, yum! What's your favourite food?

Pupil 1: (pointing to the ice cream) Ice cream, yum! etc

PRESENTATION & PRACTICE

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



1 Listen and look.



POSTER

Pupils' books closed. Use the *My Food* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody and his friends are having a picnic. Point to Erlina in the first picture and ask: *Who's this?* Elicit: *Erlina*. Say as you point to the basket: *Let's have a picnic!* The pupils repeat after you. Point to the food items in the second picture and say: *Look! Sandwiches, biscuits, tea!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page eighteen.* Write the number 18 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters and the food items they know.

e.g. *Pupil: (pointing to Woody in Frame 1) (This is) Woody! etc*

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Let's have a ...*

Class: picnic! etc

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

Unit 6 - My Food

TAPESCRIPT

Frame 1

Erlina: *Let's have a picnic!*

Frame 2

Alvin: *Look! Sandwiches, biscuits, tea!*

Frame 3

Woody: *I like tea. Yummy!*

Frame 4

Woody: *Tea, Frosty?*

Frosty: *What's tea?*

Frame 5

Frosty: *I don't like tea!*

Frame 6

Woody: *Erlina! Help!*

Frame 7

Frosty: *Yummy! I like ice cream!*

Frame 8

Woody: *Picnics are fun!*

Read the question at the bottom of page 19. Ask the pupils to draw a happy face or a sad face depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Draw a tree on the board. Tell the pupils that this is a magic tree and any kind of food or drink can 'grow' on it. Ask individual pupils to name a food/drink item. Draw a simple sketch of it on the tree. Continue until all pupils have had a turn and the tree is full.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 5 from the *Activity Book* during this lesson or the next one.



My Food



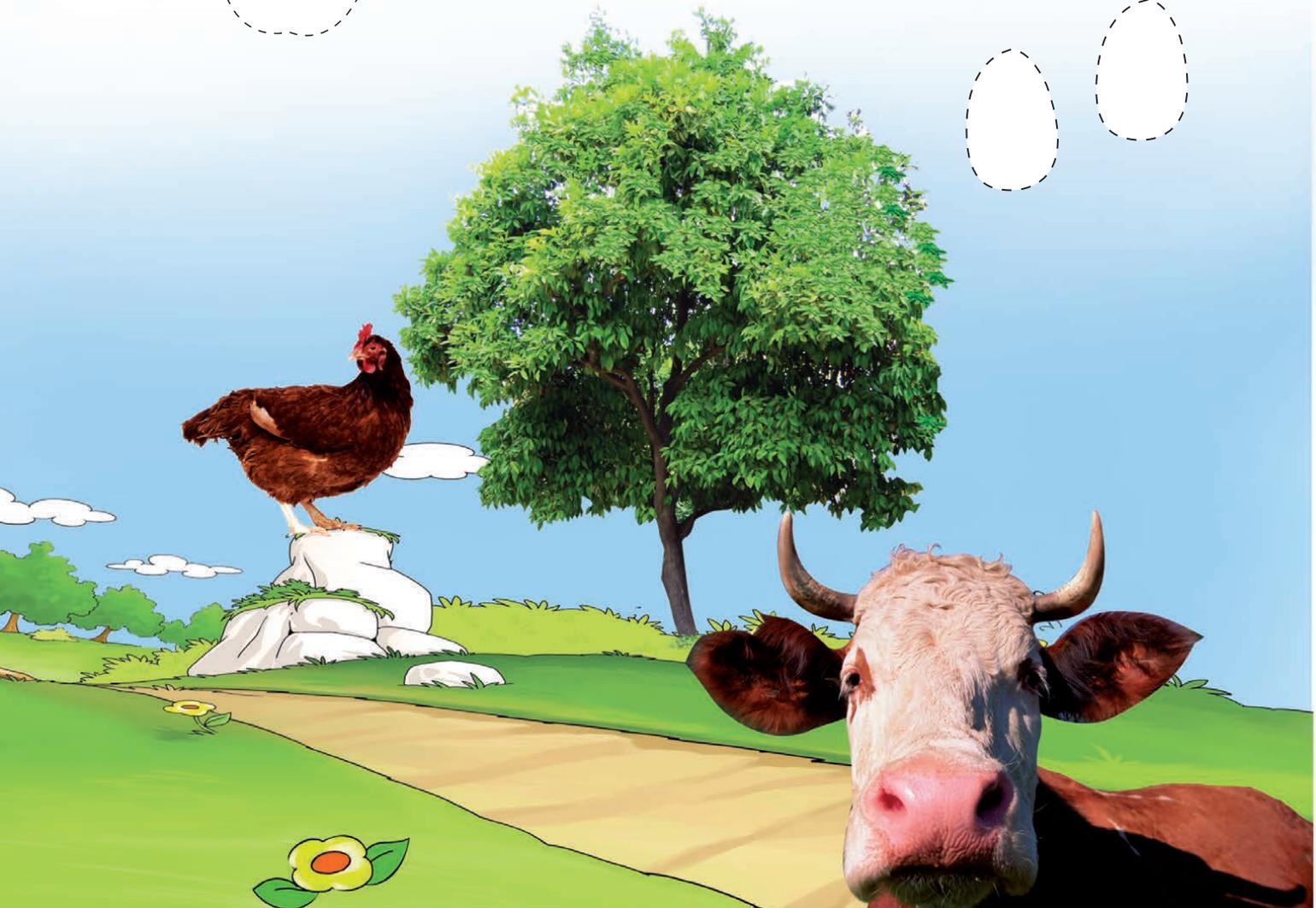
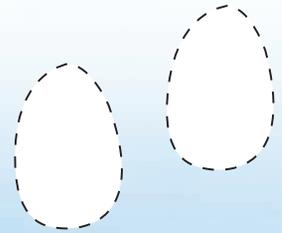
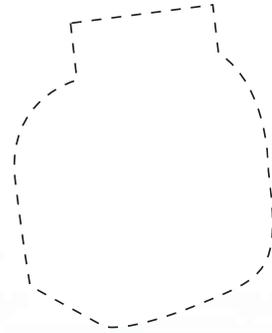
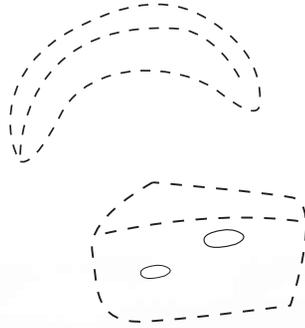
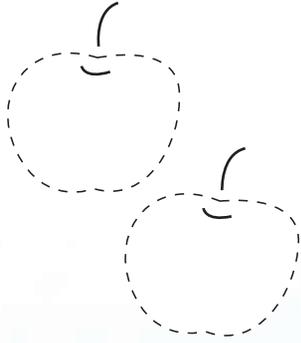
Do you like the story? Draw a face.





Go Green!

1 Trace. Then draw lines. 



1 Trace. Then draw lines to match. Say: *We get (milk) from a (cow).*

Lesson 4

Objectives

To talk about food items and say where we get them from. To consolidate the language used in the unit. To draw a picture of one's favourite food.

Language

In this lesson the pupils will learn to **understand**:

- *Does Frosty like (ice cream)?*

In this lesson the pupils will learn to **use**:

- *We get (milk) from a (cow).*
- *Do you like (ice cream), Frosty?*
- *Yes. Yummy!*
- *No. Yuk!*
- *I like (pizza)! Yummy!*

Extra Materials

- Round pieces of paper for the *Ending the Lesson* activity.

Pupils' books open. Say: *Open your books at page twenty.* Write the number 20 on the board and hold up your book. Say the instructions twice as you mime them. Point to the outline of the items and elicit their names. Ask the pupils to trace them. Then ask the pupils to draw lines to match. Check the pupils' answers. Finally, the pupils say where we get these food items from.

We get apples from a tree.

We get bananas from a tree.

We get cheese from a cow.

We get milk from a cow.

We get eggs from a chicken.

As an extension, pupils can name other food items and say where we get them from.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

PRESENTATION & PRACTICE

(Activities to talk about food items and where we get them from.)

1 Trace. Then draw lines.

Pupils' books closed. Draw a simple sketch of *two apples* on the board. Ask pupils in L1 to tell you where apples come from. Elicit the answer. Then point to them and say: *We get apples from a tree.* The pupils repeat after you. Draw simple sketches of a *chicken* and a *cow* and present the words.

Unit 6 - My Food

★ 2 Look and say.

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

Go through the pictures and elicit the names of the items. Explain the activity. Point to the child holding the Alvin puppet and say: *Do you like ice cream, Frosty?* Then point to the child holding the Frosty puppet and say: *Yes. Yummy!* Elicit which food/drink items Frosty likes/doesn't like. Say: *Does Frosty like milk?* Elicit the correct response. Then the pupils use the character puppets and act out the short exchanges. Check round the class, providing any necessary help.

(Suggested answers)

A: *Do you like milk, Frosty?*

B: *Yes. Yummy!*

A: *Do you like apples, Frosty?*

B: *Yes. Yummy!*

A: *Do you like ice cream, Frosty?*

B: *Yes. Yummy!*

A: *Do you like biscuits, Frosty?*

B: *Yes. Yummy!*

A: *Do you like tea, Frosty?*

B: *No. Yuk!*

A: *Do you like eggs, Frosty?*

B: *No. Yuk!*

A: *Do you like pizza, Frosty?*

B: *No. Yuk!*

A: *Do you like bananas, Frosty?*

B: *No. Yuk!*

★ 3 Portfolio: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture of the *pizza*. Then say: *Pizza is my favourite food!* Ask the pupils to draw a picture of their favourite food and present it to the class by saying, e.g. *I like (pizza). Yummy!* Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Tell the pupils they are going to make a funny pizza. Give each pupil a round piece of paper. Tell them to make their own pizza by drawing the food items they know in English. When they finish, they report back to the class.

e.g. *Teacher: Chris, what's on your pizza?*

Chris: Cheese and ice cream!

Class: Yummy!

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.



2 Look and say. 



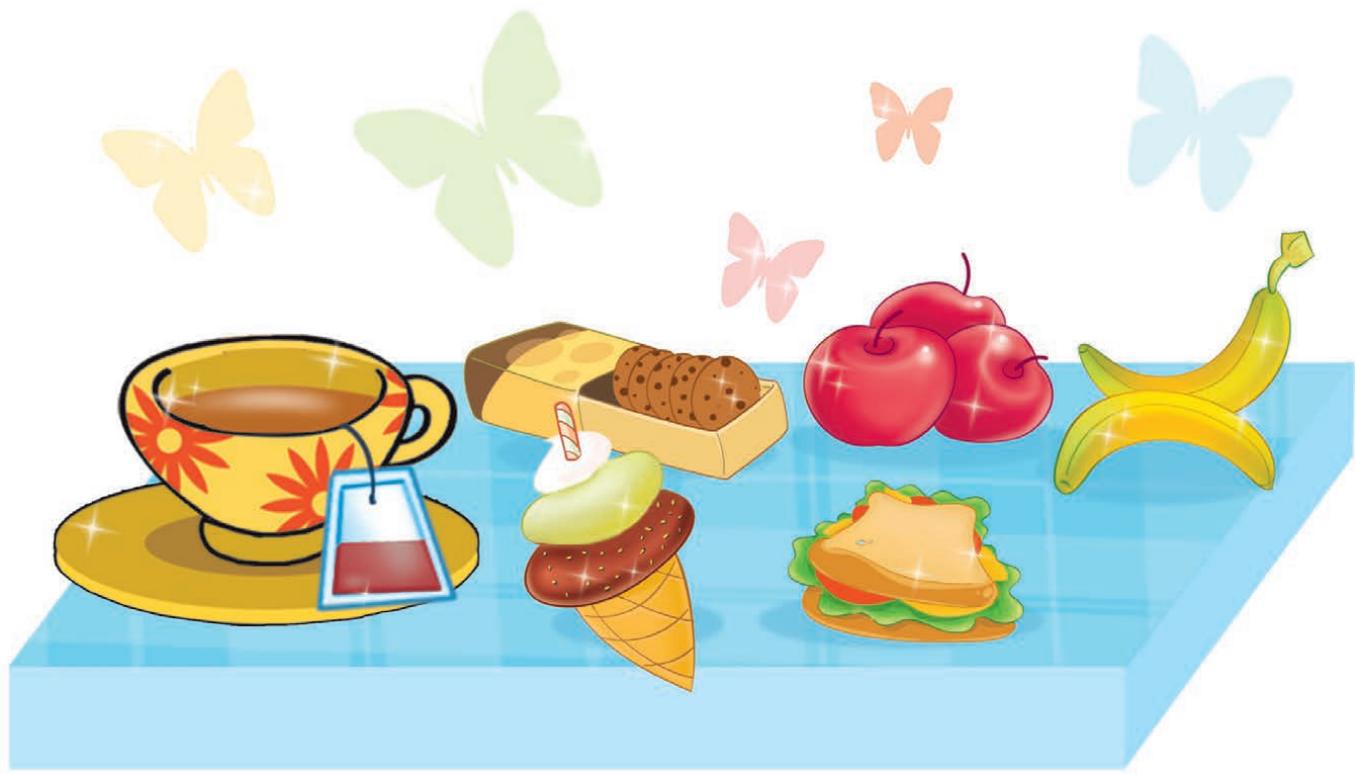
3 Portfolio: Draw and say.



- 2 Look and talk with your friend: *Do you like (milk), Frosty? Yes. Yummy!/No. Yuk!*
- 3 Draw a picture of your favourite food. Present it to the class. Say: *I like (pizza). Yummy!*



1 Look. Then circle.



1 Look at the pictures and talk about tea. Circle the things you can eat with tea in the UK.

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British, Chinese and Turkish culture. To talk about tea in the UK/China/Turkey.

Language

In this lesson the pupils will learn to **understand**:

- *UK, China, Turkey*
- *Do you drink tea?*
- *Biscuits and milk, change places!*

In this lesson the pupils will learn to **use**:

- *I like (apples).*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- slips of paper with food/drink items drawn on them for the *Ending the Lesson* activity.

Next, point to the Chinese and Turkish flags, one at a time. If you have a map of the world, put it up on the board and show where *China* and *Turkey* are. Ask the pupils if they know anything about China/Turkey and have a class discussion in L1 (e.g. *famous people, cities, tea ceremony etc*).

Ask pupils to tell you if they drink tea in their country.

Next, focus the pupils' attention on the food items and tell them to circle the ones that are usually eaten with tea in the UK (*biscuits, sandwiches*).

Optional Activity

Ask the pupils to find pictures or draw a favourite food and drink item from their country. Make a collage. Make sure you display their work somewhere in the class.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson.

OUR WORLD

(Activities to familiarise pupils with aspects of British, Chinese and Turkish culture and explore their own.)

1 Look. Then circle.

Pupils' books open. Say: *Open your books at page twenty-two.* Write the number 22 on the board and hold up your book. Point to the British flag and say: *UK.* Explain to the pupils that in this section they will talk about *tea time* in Britain. Point to the picture of the *tea* and tell pupils that drinking afternoon tea is very popular in Britain.

Unit 6 - My Food

(Activities to consolidate the language of the unit.)

★ 2 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the words to the pictures of the food items. Allow them time to complete the activity. Then, pupils point to the pictures and say the names.

Answers

1 b 3 d 5 c
2 f 4 a 6 e

Extension

Name a food item. Ask a pupil to tell you the colour of the square.

e.g. Teacher: Milk!

Pupil 1: Red! etc

★ 3 Let's Play!

Ask the pupils to look at the pictures. Point to the picture of the boy and say: *I like apples*. The pupils repeat after you. Then point to the picture of the girl and say: *I like apples and milk*. The pupils repeat after you.

Tell the class they are going to play the *Add to It* game. Demonstrate this yourself first. Say: *I like bananas*. Choose a pupil to continue by repeating what you said and then saying what he/she likes, e.g. *I like bananas and apples*. Continue the game until everyone has had a turn.

ENDING THE LESSON

Before going into class

Prepare slips of paper with simple drawings of food and drink items.

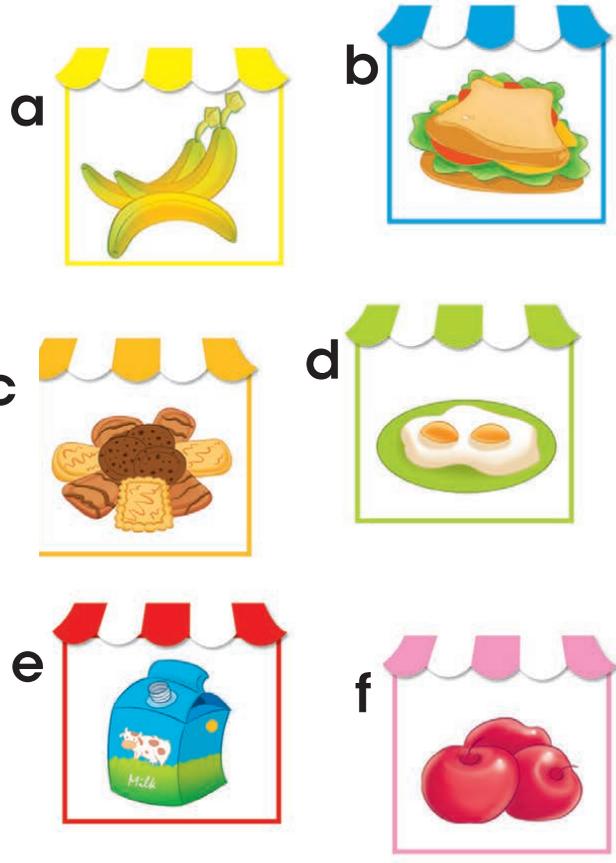
Tell the pupils to form a circle with their chairs. Hand out slips of paper with food/drink items drawn on them. Tell the pupils they must not tell anyone what food/drink item they have. Explain the activity. You stand in the centre and call out a food and drink item, e.g. *Biscuits and milk, change places!* The pupils with the respective items stand up and change places.

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

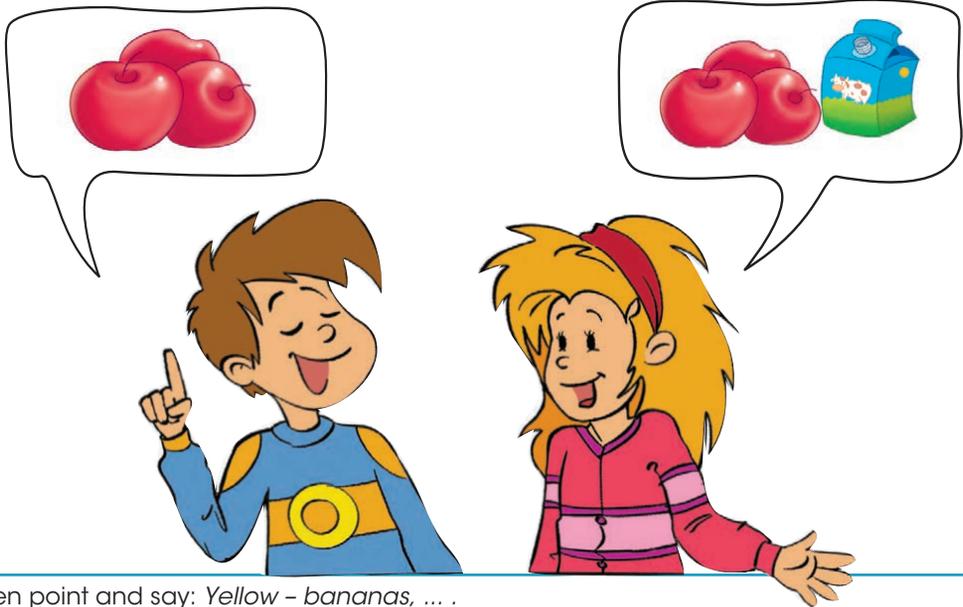


2 Match. Then point and say.  

- 1** sandwiches
- 2** apples
- 3** eggs
- 4** bananas
- 5** biscuits
- 6** milk



3 Let's play!



- 2 Match. Then point and say: Yellow - bananas, ...
- 3 Play the Add to It game.

Lesson 1

Objectives

To present and practise the names of animals and identify the sounds they make.

Language

In this lesson the pupils will learn to **understand**:

- *What's this?*
- *How many (cows)?*

In this lesson the pupils will learn to **use**:

- Animals: *cat, cow, hen, dog, sheep, horse.*
- *The (sheep) goes (baa)!*
- *Look! Two (yellow cows)!*
- *This is a (cat). The (cat) goes (miaow)!*

Extra Materials

- Flashcards (33-44) for the *Beginning the Lesson* activity;
- the *My Animals* poster for *Presentation & Practice*;
- sheets of paper for the *Ending the Lesson* activity.

BEGINNING THE LESSON

(An activity to review the vocabulary taught in Unit 6.)



FLASHCARDS (33-44)

Pin up the food flashcards (33-44) from Unit 6. Name a food/drink item at random. Ask pupils to come to the front, point to and name the food/drink item. Ask the rest of the class for verification.

PRESENTATION & PRACTICE

(Activities to present and practise farm animals and the sounds they make.)



Listen, point and say.



POSTER

Pupils' books closed. Pin up the *My Animals* poster on the board. Point to the animals (*cat, cow, hen, dog, sheep, horse*), one at a time, and say the word(s). The pupils repeat after you. Point to the animals in random order. The pupils repeat after you.

Make an animal sound. Pupils identify the animal.

e.g. Teacher: Moo!

Class: Cow! etc

Pupils' books open. Say: *Open your books at page twenty-four.* Write the number 24 on the board and hold up your book. Read the title and say/ elicit what it means. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the animals and repeat. Check their pronunciation and intonation.

TAPESCRIPT

Cat, cow, hen, dog, sheep, horse.



1 Listen and number. Then sing.

Hold up your book and point to the animals shown in the picture, one at a time, asking the pupils: *What's this?* and eliciting: *It's a ...* . Then point to the dog and say: *The dog on the farm goes woof, woof, woof all day!* The pupils repeat after you. Follow the same procedure with the rest of the animals.

Say the instructions twice as you mime them. Explain the activity to the pupils. Tell them to number the animals in the order they hear them (1-6), while listening to the song. Play the recording. The pupils listen and complete the activity. Play the recording again, encouraging the pupils to sing along.

Answers: dog (1), cat (2), cow (3), hen (4), sheep (5), horse (6)

Unit 7 - My Animals

TAPESCRIPT

*The dog on the farm
Goes woof, woof, woof,
Woof, woof, woof,
Woof, woof, woof!
The dog on the farm
Goes woof, woof, woof,
Woof, woof, woof all day!*

*Cat ... miaow
Cow ... moo
Hen ... cluck
Sheep ... baa
Horse ... neigh*

★ 2 Look and find.

Say the instructions twice as you mime them. Refer the pupils to the pictures, point to the animals and elicit the names. Ask the pupils to find the corresponding animals in the picture and say, e.g. *The sheep goes baa! etc*

★ 3 Colour.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to the animals and elicit the names. Point to the cows and ask: *How many cows?* Elicit the correct response: *Two*. Repeat the same procedure with the rest of the animals. Explain the activity. Ask the pupils to colour the animals. Allow them some time to complete the activity.

★ 4 Say.

Say the instructions twice as you mime them. Ask individual pupils to hold up their book for the rest of the pupils to see, and present their picture to the class. Demonstrate this yourself first.

e.g. Pupil 1: Look! Two yellow cows! Three green horses! Three red dogs! Three blue cats! Four orange hens! One pink sheep! etc

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Provide each child with a sheet of A4 paper and ask them to draw an animal of their choice, present it to the class, and make the sound it makes. Demonstrate this yourself first.

e.g. Pupil 1: This is a cat. The cat goes miaow! etc

ACTIVITY BOOK (Optional)

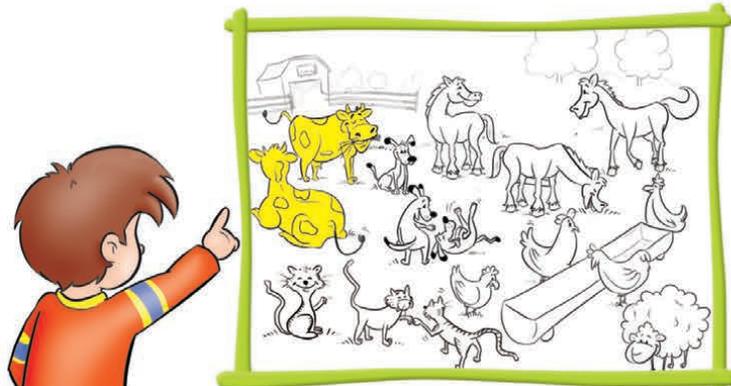
If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.



3 Colour. 



4 Say. 



3 Colour the picture.

4 Present the picture to the class. Say: *Look! (Two yellow cows)!*



1 Let's Play!



- 👂 Listen, point to the actions and say.
- 1 Play the *Pip Squeak Wilfred* game.

Lesson 2

Objectives

To present and practise actions and abilities. To explore other subject areas: PE and Drama.

Language

In this lesson the pupils will learn to **understand**:

- *(Pips), (fly) like a (bat)!*
- *What can (you) do?*

In this lesson the pupils will learn to **use**:

- Actions: *jump, climb, swim, fly, run.*
- *I'm a (horse) and I can (jump).*
- *It's a (bat). It can (fly).*

Extra Materials

- Flashcards (45-50) for the *Beginning the Lesson* activity;
- flashcards (51-55) for *Presentation & Practice*;
- photocopies of the animals templates from the *Teacher's Resource Pack* and drinking straws for Ex. 3 (*Craftwork*).

BEGINNING THE LESSON

(An activity to review animals and animal sounds.)



FLASHCARDS (45-50)

Place the animal flashcards in random places around the classroom. Next to each flashcard place/write a number from 1-6. Tell the pupils to walk around the classroom while you play the song from the previous lesson. When the music stops, the pupils should stand next to the nearest animal flashcard. Call out a number (1-6) and each group should name the animal and make the corresponding animal sound.

PRESENTATION & PRACTICE

(Activities to present and practise actions.)



Listen, point and say.



FLASHCARDS (51-55)

Pupils' books closed. Pin up the flashcards 51-55 on the board. Point to the actions (*jump, climb, swim, fly, run*), one at a time, and say the word(s). The pupils repeat after you. Point to the actions in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page twenty-six.* Write the number 26 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

TAPESCRIPT

Jump, climb, swim, fly, run.



Let's Play!

Ask the pupils to stand in a circle. Assign roles (Pip, Squeak, Wilfred) by going around and patting the pupils on their shoulders. Demonstrate the game. Say: *Pips, fly like a bat!* The pupils that belong in that group, mime flying. Repeat the procedure using the rest of the prompts (*jump like a horse, climb like a cat, swim like a duck, run like a mouse*), as many times as you think is necessary.

Unit 7 - My Animals

★ 2 Sing.

Say as you jump: *I'm a horse and I can jump.* The pupils repeat after you. Follow the same procedure with the rest of the actions. Ask the pupils to point to each picture, mime and say the actions. Play the recording. The pupils listen and do the actions. Play the recording again. The pupils sing and do the actions.

TAPESCRIPT

*I'm a horse and I can jump.
I'm a horse and I can jump.
I'm a horse and I can jump.
I can jump like this!*

*I'm a cat and I can climb ...
I'm a duck and I can swim ...
I'm a bat and I can fly ...
I'm a mouse and I can run ...*

★ 3 Make and play.

Before going into class

Photocopy the animals templates from the *Teacher's Resource Pack* and give one photocopy to each pupil. The pupils cut the templates and stick them onto drinking straws.

Refer the pupils to the picture and say the instructions twice as you mime them. Point to the picture of the boy holding the bat and say: *It's a bat. It can fly.* Hand out the photocopies. Show them your model and guide them through the cutting, colouring and sticking of their animals onto the straws. Invite individual pupils to hold up their animal and present it to class by saying what the animal is and what it can do.

e.g. Pupil 1: It's a (bat). It can (fly).

As an extension, you can play the song again and the pupils hold up the animal puppets every time the animals are mentioned.

ENDING THE LESSON

(An activity to review actions.)

Invite pupils, 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 it is. The first pupil to answer correctly takes the next turn.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.



2 Sing.



3 Make and play.



- 2 Point to each picture, mime the action and say: *I'm a (horse) and I can (jump)*. Then sing and do.
- 3 Use the template to make your animal. Then say: *It's a (bat). It can (fly)*.



1 Listen and look. 



1 Listen to the story and point to the pictures.

Lesson 3

Objectives

To listen to a story about some forest animals helping Woody and Frosty. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to

understand:

- *Who's this?*
- *Let's play!*

In this lesson the pupils will learn to **use:**

- *Can you (swim)?*
- *No, but I can (jump)!*
- *Yes, I can!*
- *I can (fly)!*

Extra Materials

- The *My Animals* poster for *Presentation & Practice*.

BEGINNING THE LESSON

(An activity to review actions.)

Play the song from the previous lesson. The pupils listen and do the actions.

PRESENTATION & PRACTICE

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



1 Listen and look.



POSTER

Pupils' books closed. Use the *My Animals* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody and Frosty's ball is in the lake and they want their friends to help them get it back. Point to Woody in the first picture and ask: *Who's this?* Elicit: *Woody*. Say, as you point to the ball: *Let's play!* The pupils repeat after you. Point

to the ball in the lake in the second picture and say: *Oh, no! Can you swim, Woody?* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page twenty-eight.* Write the number 28 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters and the animals they know.

e.g. *Pupil 1: (pointing to Woody in Frame 1) (This is) Woody! etc*

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Let's ...*
Class: play! etc

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

TAPESCRIPT

Frame 1

Frosty: Let's play!

Frame 2

Frosty: Oh, no! Can you swim, Woody?

Woody: No!

Frame 3

Woody: Can you swim, Ronny?

Ronny: No, but I can jump!

Frame 4

Woody: Can you swim, Bertie?

Bertie: No, but I can fly!

Unit 7 - My Animals

Frame 5

Frosty: *Can you swim, Carla?*

Carla: *No, but I can climb!*

Frame 6

Frosty: *Can you swim, Daisy?*

Daisy: *Yes, I can!*

Frame 7

Woody: *Thank you, Daisy!*

Frame 8

Woody: *Let's all play!*

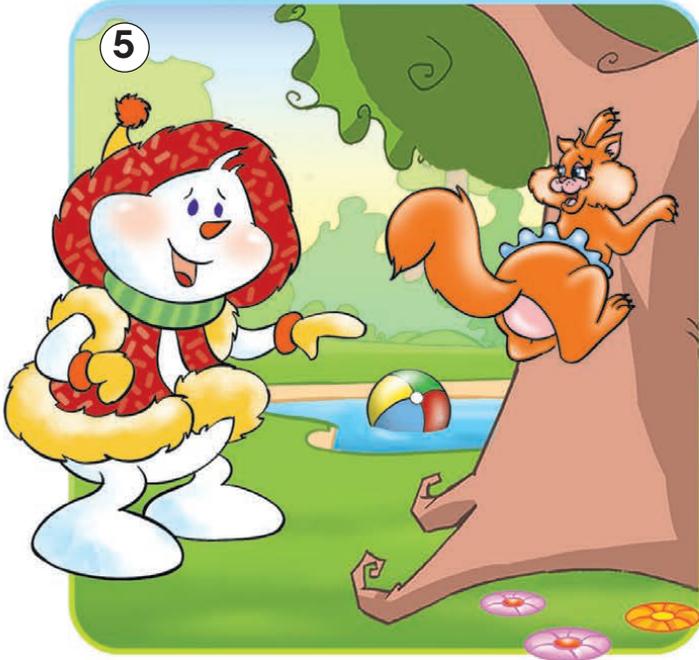
Read the question at the bottom of page 29. Ask the pupils to draw a happy face or a sad face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Mime an action (*jump, climb, run, swim, fly*). The pupils call out the word. Change the actions quickly to make the activity fun for the pupils. Invite a pupil to come to the front and take your role.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 5 from the *Activity Book* during this lesson or the next one.



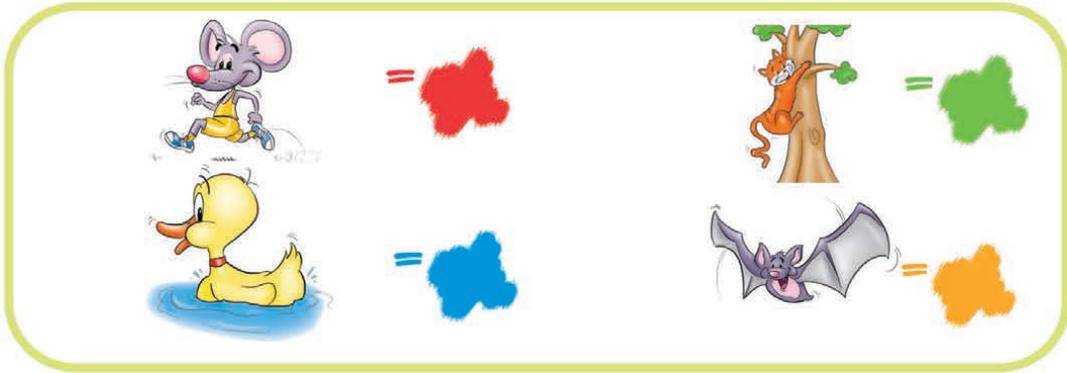
Do you like the story? Draw a face.





Go Green!

1 Look and colour. 



1 Look at the animals. What can they do? Colour. Then point and say: *It can ...*

Lesson 4

Objectives

To talk about animals. To consolidate the language used in the unit. To draw a picture of a farm.

Language

In this lesson the pupils will learn to **understand**:

- *What can a (lion) do?*
- *Can you (jump)?*
- *How many animals are there in the farm?*
- *Willow says, jump!*

In this lesson the pupils will learn to **use**:

- *It can (run).*
- *Yes, I can./No, I can't.*
- *This is my farm. Look! A (horse), ...*

Extra Materials

- Pictures of animals (*a lion, a polar bear, a hippo, a parrot, a flamingo and a penguin*) for *Presentation & Practice*.

Pupils' books open. Say: *Open your books at page thirty.* Write the number 30 on the board and hold up your book. Say the instructions twice as you mime them. Point to the actions and elicit the words and the colours. Explain the activity. Ask the pupils: *What can a lion do?* and elicit responses (*It can run.*). Explain to the pupils that they will colour in a petal using the corresponding colour for *run*. Repeat with the rest of the animals in the pictures, allowing the pupils time to colour the corresponding petals according to the colour of the actions. Then, pupils point to the animals in turn and say: *It can (run) ...* etc

Answers

lion: run – climb – swim

(polar) bear: run – climb – swim

parrot: run – climb – fly

hippo: run – swim

flamingo: run – fly – swim

penguin: run – swim

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

PRESENTATION & PRACTICE

(Activities to talk about animals.)

1 Look and colour.

Before going into class

Have the pictures of the animals ready to use.

Pupils' books closed. Pin up the animal pictures (*lion, polar bear, hippo, parrot, flamingo, penguin*) on the board. Elicit what the animals can do.

★ 2 Circle.

Refer the pupils to the pictures and elicit the actions. Say the instructions twice as you mime them. Explain the activity. The pupils circle the *happy face* or *the sad face* according to what they can/cannot do. Then ask the pupils, in pairs, to ask and answer these questions. Demonstrate this yourself first.

e.g. Pupil 1: *Can you jump?*

Pupil 2: *Yes, I can./No, I can't. etc*

★ 3 Portfolio: Draw and say.

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

Point to the picture and ask: *What's this?* Elicit: *It's a farm.* Ask: *How many animals are there in the farm?* Elicit: *Four.* Then say: *This is my farm. Look! A horse, a sheep and two cows!* Ask the pupils to draw their own farm and present it to the class. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Play *Willow says*. Explain to the pupils that they should do the actions only if they are preceded by the phrase *Willow says*. Demonstrate this yourself first.

e.g. Teacher: *Willow says, jump!*

Class: *(pupils jump)*

Teacher: *Climb!*

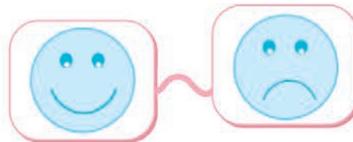
Class: *(pupils remain still) etc*

ACTIVITY BOOK (Optional)

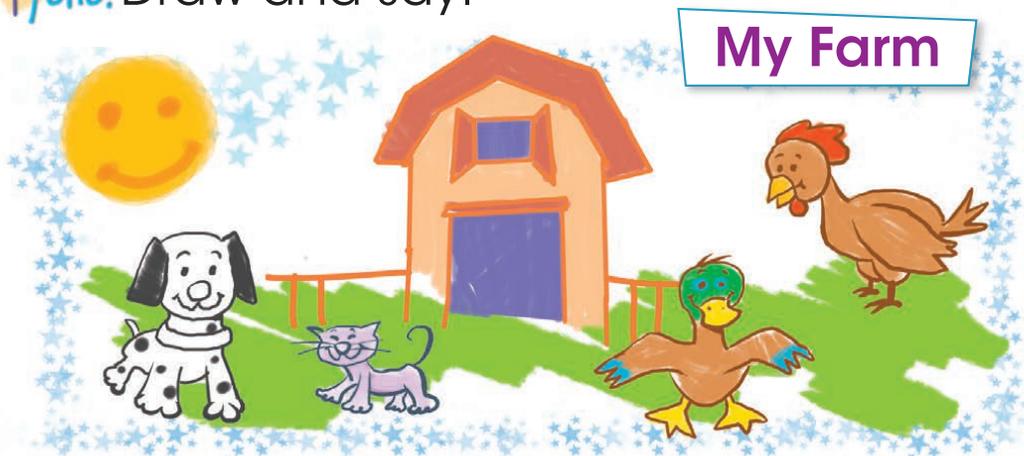
If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.



2 Circle.



3 Portfolio: Draw and say.



My Farm

- Look and circle. Then talk with your friend: *Can you (jump)? Yes./No.*
- Draw a picture of your farm. Present it to the class. Say: *This is my farm. Look! A (duck), ...*



1 Look. Then colour. 



1 Look at the pictures and talk about the animals. Colour the animals. Then point and say: A green koala, ...

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with Australian, Peruvian and Chinese culture. To talk about popular animals in Australia/Peru/China.

Language

In this lesson the pupils will learn to **understand**:

- *Australia, Peru, China*
- *koala, llama, panda*
- *(Peter), can you (fly)?*

In this lesson the pupils will learn to **use**:

- *A (green) (koala) ...*
- *I can (swim).*
- *You're a (duck)!*

Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- flashcards (45-50) for Ex. 3;
- flashcards (51-55) for the *Ending the Lesson* activity.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson.

OUR WORLD

(Activities to familiarise pupils with aspects of Australian, Peruvian and Chinese culture and explore their own.)



1 Look. Then colour.

Pupils' books closed. Ask the pupils, in L1 if necessary, what the most popular animals are in their country. Explain that today they are going to learn about popular animals in Australia, Peru and China.

Pupils' books open. Say: *Open your books at page thirty-two.* Write the number 32 on the board and hold up your book. Point to the Australian flag and say: *Australia.* If you have a map of the world, put it up on the board and show where Australia is. Repeat the same procedure with the flags of *Peru* and *China.* Point to the pictures and ask the pupils to identify the animals. Point to the first picture and say: *koala.* The pupils repeat, chorally and individually. Continue with the other animals: *llama, panda.* The pupils repeat, chorally and individually. Ask the pupils if they have heard of these animals and what they know about them.

Point to the groups of pictures below. Ask the pupils to look carefully at each group of pictures and colour the remaining ones according to the sequence the other pictures form. Then pupils point to the animals and say: *A green koala, a yellow koala, ...*

The pupils colour: koalas – green, yellow; llamas – blue, blue; pandas – orange, green

Optional Activity

Ask the pupils to find pictures or draw animals that live in their country. Make a collage. Make sure you display their work somewhere in the class.

Unit 7 - My Animals

(Activities to consolidate the language of the unit.)

2 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the words to the animals. Allow them time to complete the activity. Then, pupils point to the animals and say the names.

Answers

1 c 3 d 5 b
2 f 4 a 6 e

Extension

Say the colour of a square. Ask a pupil to tell you the animal.

e.g. Teacher: Pink!
Pupil 1: Sheep! etc

3 Let's Play!



FLASHCARDS (45-50)

Put the flashcards face down on your desk. Ask a pupil to come to the front of the class and pick a flashcard. The pupil says an action that this animal can do. The rest of the class tries to guess the animal. Whoever guesses correctly, comes to the front of the class and the game continues.

e.g. Pupil 1: (picks the cat flashcard)
I can climb.
Pupil 2: You're a horse.
Pupil 1: No!
Pupil 3: You're a cat!
Pupil 1: Yes. etc

ENDING THE LESSON



FLASHCARDS (51-55)

Hold up the action flashcards. Ask children to answer your questions.

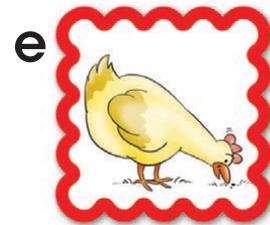
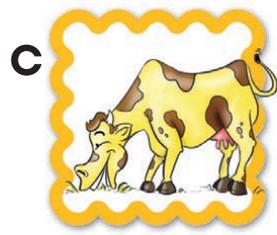
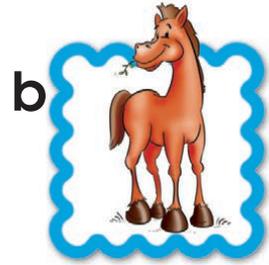
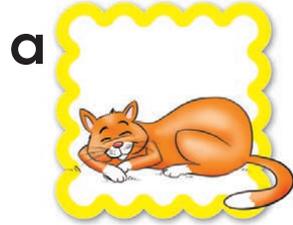
e.g. Teacher: Peter, can you fly?
Peter: No. etc

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



2 Match. Then point and say.   

- 1** cow
- 2** sheep
- 3** dog
- 4** cat
- 5** horse
- 6** hen



3 **Let's Play!** 



- 2 Match. Then point and say: Yellow – cat,
- 3 Play the *Animals* game.

Lesson 1

Objectives

To present and practise the five senses.

Language

In this lesson the pupils will learn to **understand**:

- *What can you (smell)?*

In this lesson the pupils will learn to **use**:

- Senses: *see, smell, hear, taste, touch.*
- *snail, rabbit*
- *I can (see) with my (eyes)!*
- *I can (see) a (snail)!*
- *I can (smell) the ..., but I can't (smell) the*

Extra Materials

- Flashcards (45-50) for the *Beginning the Lesson* activity;
- the *My Senses* poster for *Presentation & Practice*;
- flashcards (56-60) for the *Ending the Lesson* activity.

BEGINNING THE LESSON

(An activity to review the vocabulary taught in Unit 7.)



FLASHCARDS (45-50)

Hold up an animal flashcard, e.g. *horse*, and say incorrect statements about the animal. Invite the pupils to respond.

e.g. *Teacher: A horse can fly.*

Pupil 1: No! (A horse can't fly!) etc

PRESENTATION & PRACTICE

(Activities to present and practise the five senses.)



Listen, point and say.



POSTER

Pupils' books closed. Pin up the *My Senses* poster on the board. Point to the pictures of the senses, one at a time and say the words, e.g. *see a snail, smell a flower, etc.* The pupils repeat after you. Point to the senses in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page thirty-four.* Write the number 34 on the board and hold up your book. Read the title and say/ elicit what it means. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the senses and repeat, chorally and/or individually. Check their pronunciation and intonation.

TAPESCRIPT

See, smell, hear, taste, touch.



1 Look and draw lines. Then sing.

Say the instructions twice as you mime them. Hold up your book, point to the symbols of the senses and elicit the parts of the face. Then point to the eyes and say: *I can see with my ...* Invite the pupils to finish your sentence: *eyes.* Repeat with the rest of the symbols. Explain the activity to the pupils. Tell them to match the symbols to the corresponding child in the picture. Check the pupils' answers.

Play the recording. The pupils listen and point to the parts of their face every time they are mentioned. Play the recording again. The pupils listen and point to the parts of their face.

TAPESCRIPT

I can see with my eyes.

I can smell with my nose.

I can taste with my tongue.

Yummedy, yummedy, yum!

I can touch with my hands.

I can hear with my ears.

I can do lots of things.

Yippeedee, yippeedee, dee!

Unit 8 - My Senses

★ 2 Look and find.

Say the instructions twice as you mime them. Refer the pupils to the pictures, point to them and elicit the words. Explain the task. Ask the pupils to locate the small pictures in the picture in Ex. 1. Point to the picture of the snail and say: *I can see a snail*. The pupils repeat after you. Then point to the rest of the pictures and elicit similar sentences involving the five senses, i.e. *I can smell a flower. I can touch a cat. I can taste a banana. I can hear a dog.*

★ 3 Circle the odd one.

Say the instructions twice as you mime them. Explain the activity. Elicit the names of the items and mime the senses. Ask the pupils to circle the item we can't smell, hear or taste. Check their answers. Point to the first group of pictures and say: *I can smell the flower and the pizza, but I can't smell the wall*. The pupils repeat after you. Ask pupils to make similar sentences orally in class.

smell: wall

hear: pencil

taste: green

(Suggested answers)

I can hear the cat and the train, but I can't hear the pencil.

I can taste the ice cream and the apple, but I can't taste (the colour) green.

★ 4 Draw.

Say the instructions twice as you mime them. Refer the pupils to the picture and ask them to draw something they can *hear, touch, smell, taste, see* in the corresponding box. Then ask them to present their picture to the class. Demonstrate this yourself first.

(Pupils' own answers)

Variation

The pupils can make a *My Senses* poster. They draw themselves in the centre of a big piece of construction paper and around the drawing things they can *see, hear, taste, touch* and *smell*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)



FLASHCARDS (56-60)

Pin up the flashcards on the board. Point to each one and invite individual pupils to say which of the five senses they depict.

e.g. Teacher: (pointing to the 'smell' flashcard)

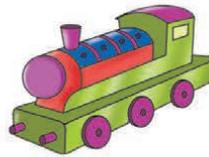
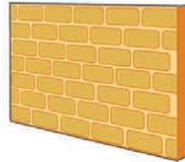
Pupil 1: Smell! etc

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.



3 Circle the odd one. 



4 Draw. 



- 3 Look and circle the odd one out. Then say: *I can (smell) the ..., but I can't (smell) the ...*
- 4 Draw something you can *hear, touch, smell, taste* and *see*. Tell the class.



1 ★ Look and draw ☀️ 🌙. ✂️



👂 Listen, point to the items and say.

1 Day or night? Look at the pictures and draw. Then say: *It's day/night.*

Lesson 2

Objectives

To present and practise the concept of day and night. To explore other subject areas: Science.

Language

In this lesson the pupils will learn to **understand**:

- *Is it (day) or is it (night)?*

In this lesson the pupils will learn to **use**:

- *sun, moon, day, night, stars*
- *It's day/night!*

Extra Materials

- Flashcards (61-65) for *Presentation & Practice*;
- sheets of paper for the *Ending the Lesson* activity.

BEGINNING THE LESSON

(An activity to review the five senses.)

Mime one of the five senses. The pupils have to guess what it is.

e.g. *Teacher: (mimes tasting)*

Pupil 1: taste! etc

PRESENTATION & PRACTICE

(Activities to present and practise the concept of day and night.)

 **Listen, point and say.**



FLASHCARDS (61-65)

Pupils' books closed. Pin up the flashcards on the board. Point to the items (*sun, moon, day, night, stars*), one at a time, and say the word. The pupils repeat after you. Point to the items in random order. The pupils repeat after you.

Pupils' books open. Say: *Open your books at page thirty-six.* Write the number 36 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

TAPESCRIPT

Sun, moon, day, night, stars.



1 Look and draw.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to the corresponding part and elicit *day and night - sun and moon*. Explain the activity. The pupils look at the pictures and draw *a sun* (if the action usually takes place during the day) or *a moon* (if it usually takes place at night). Then, pupils point to the pictures and say, e.g. *It's day.*

ride a bike: It's day.

sleep: It's night.

go to school: It's day.

take a bath: It's night.

watch TV: It's night.

go swimming: It's day.

★ 2 Sing.

Hold up your book and ask as you point to the corresponding part of the picture: *Is it dark or is it light?* The pupils repeat after you. Then ask: *Is it day or is it night?* The pupils repeat after you. Repeat with the rest of the lyrics. Play the recording. The pupils listen and look. Play the recording again. The pupils listen and sing along.

TAPESCRIPT

*Is it dark or is it light?
Is it day or is it night?
Sun or moon,
Moon or sun,
Looking down at everyone.*

★ 3 Let's Play!

Refer the pupils to the picture and read out the example. Explain the game. Ask a pupil to come to the front and mime an action that takes place during the day or at night. The rest of the class has to guess whether it is *day* or *night*. The first pupil to answer correctly takes the next turn.

ENDING THE LESSON

(An activity to review the concept of day/night.)

Provide each child with a sheet of paper and ask them to draw an action that takes place during the day or at night and present it to the class by saying: *It's day/night!* Demonstrate this yourself first.

ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.



2 Sing. 



3 Let's play!



- 2 Listen and sing.
- 3 Play the *Guessing* game.

1 Listen and look. 🎧



1 Listen to the story and point to the pictures.

Lesson 3

Objectives

To listen to a story about the characters enjoying themselves at a fairy party. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

Language

In this lesson the pupils will learn to **understand**:

- *Who's this?*

In this lesson the pupils will learn to **use**:

- *I can (see the moon)!*
- *It's a fairy party!*
- *This is fun!*
- *I love the Magic Forest!*

Extra Materials

- The *My Senses* poster for *Presentation & Practice*.

BEGINNING THE LESSON

(An activity to review the concept of day/night.)

Play the song from the previous lesson. The pupils listen and sing along.

PRESENTATION & PRACTICE

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



1 Listen and look.



POSTER

Pupils' books closed. Use the *My Senses* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody and Frosty are going to a fairy party. Point to Woody in the first picture and ask: *Who's this?* Elicit: *Woody*. Say, as you point to the

moon: *Look, Frosty! I can see the moon!* The pupils repeat after you. Point to the music notes in the second picture and say: *Listen! I can hear music!* The pupils repeat after you. Repeat with the rest of the pictures.

Pupils' books open. Say: *Open your books at page thirty-eight.* Write the number 38 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the characters and any items they know.

e.g. *Pupil 1: (pointing to the moon in Frame 1) (This is) the moon! etc*

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again. The pupils listen and repeat, chorally and/or individually.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: Look, Frosty! I can see the ...*
Class: moon! etc

Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

TAPESCRIPT

Frame 1

Woody: Look, Frosty! I can see the moon!

Frame 2

Frosty: Listen! I can hear music!

Frame 3

Woody: I can smell popcorn!

Frame 4

Frosty: I can see Erlina!

Unit 8 - My Senses

Frame 5

Frosty: Wow! It's a fairy party!

Frame 6

Alvin: Frosty! Woody! Come on!

Frame 7

Willow: This is fun!

Frame 8

Woody: I love the Magic Forest!

Read the question at the bottom of page 39. Ask the pupils to draw a happy face or a sad face depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Tell the pupils to make an invitation for the fairy party. If you wish, you can write the following on the board and ask the pupils to copy it on a piece of paper and decorate the invitation.

Dear

Please come to our fairy party!

Love,

.....

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 5 from the *Activity Book* during this lesson or the next one.



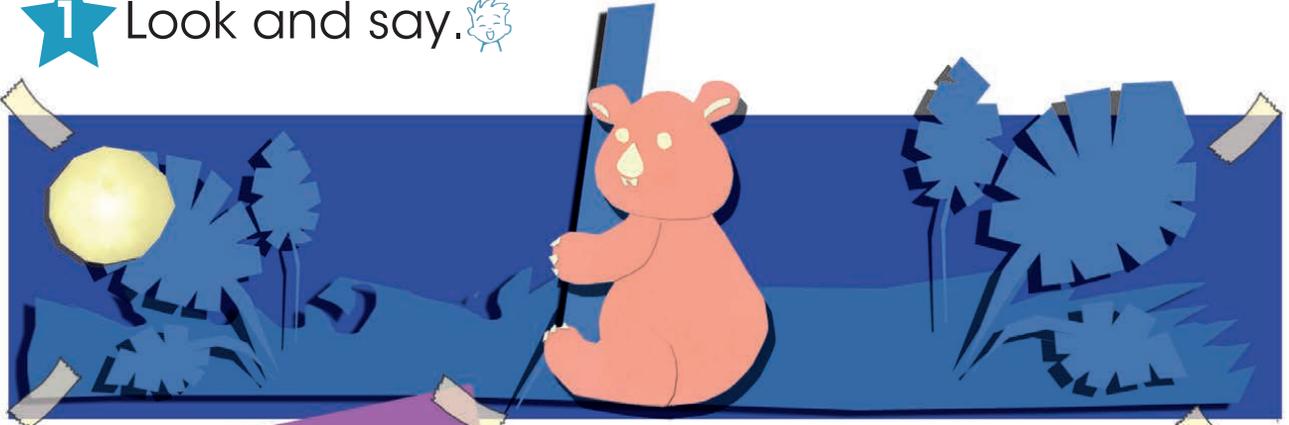
Do you like the story? Draw a face.



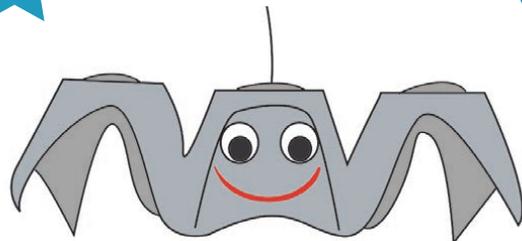


Go Green!

1 Look and say. 



2 Let's make a bat! 



- 1 Look at the animals and say: *I can see a (snail) at night.*
- 2 Make a bat. Present it to the class.

Lesson 4

Objectives

To talk about animals we can see at night.
To consolidate the language used in the unit. To draw a picture or make a collage of things connected with day or night.

Language

In this lesson the pupils will learn to **understand**:

- *What can you see?*
- *koala, snail, bat, mouse, lion*
- *(Alvin), what can you see?*
- *Is it day or night?*

In this lesson the pupils will learn to **use**:

- *I can see a (bat) at night.*
- *I can (see) a (cat).*
- *It's (night). I can see (the moon, the stars, a bat).*

Extra Materials

- Egg cartons for Ex. 2.

BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

PRESENTATION & PRACTICE

(Activities to talk about animals we can see at night.)

1 Look and say.

Pupils' books closed. Draw a simple sketch of a bat and a moon. Ask pupils in L1 to tell you what they can see. Elicit the answer. Then point to the picture and say: *I can see a bat at night.* Pupils repeat after you. Ask pupils, in L1 if necessary, what other animals they know that they can see at night.

Pupils' books open. Say: *Open your books at page forty.* Write the number 40 on the board and hold up your book. Say the instructions twice as you mime them. Point to the picture

of the koala and say: *koala.* Then say: *I can see a koala at night.* The pupils repeat after you. Then pupils look at the pictures and make similar sentences orally in class.

I can see a bat at night.

I can see a mouse at night.

I can see a lion at night.

I can see a snail at night.

2 Let's make a bat!

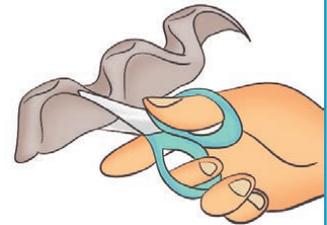
Before going into class

You need 3 sections of an egg carton for each bat.

Guide the pupils into making their bats.

Directions

Cut the cartons up. Using a pair of scissors, make a small hole into the head of the bat. Thread the elastic through and tie a knot. This will enable the bat to bounce around!



Then draw a pair of eyes and a mouth. The bat is ready!

Note: You can show the pupils how to make the bat and ask them to do it at home and bring it to the class for the next lesson.

★ 3 Listen and draw lines.

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

Say the instructions twice as you mime them. Elicit what is in the picture by pointing and asking: *What's this?* Play the recording, twice if necessary. The pupils listen and draw lines. Then pupils take roles and ask and answer.

TAPESCRIPT

- 1 **A:** Alvin, what can you see?
Alvin: I can see the cat.
- 2 **A:** Erlina, what can you see?
Erlina: I can see the stars.
- 3 **A:** Woody, what can you see?
Woody: I can see the bat.
- 4 **A:** Frosty, what can you see?
Alvin: I can see the moon.

★ 4 Portfolio: Draw and say.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture and ask: *Is it day or night?* Elicit the answer (*It's night*). Then ask: *What can you see?* Elicit: *I can see the moon, the stars, a bat.* Ask the pupils to draw a similar picture of night or day and present it to the class. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

ENDING THE LESSON

Have the pupils stand up. Say: *It's day.* The pupils think of an action that usually takes place in the day and mime doing it. Repeat with *It's night*.

ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.



3 Listen and draw lines.  



4 Portfolio: Draw and say.

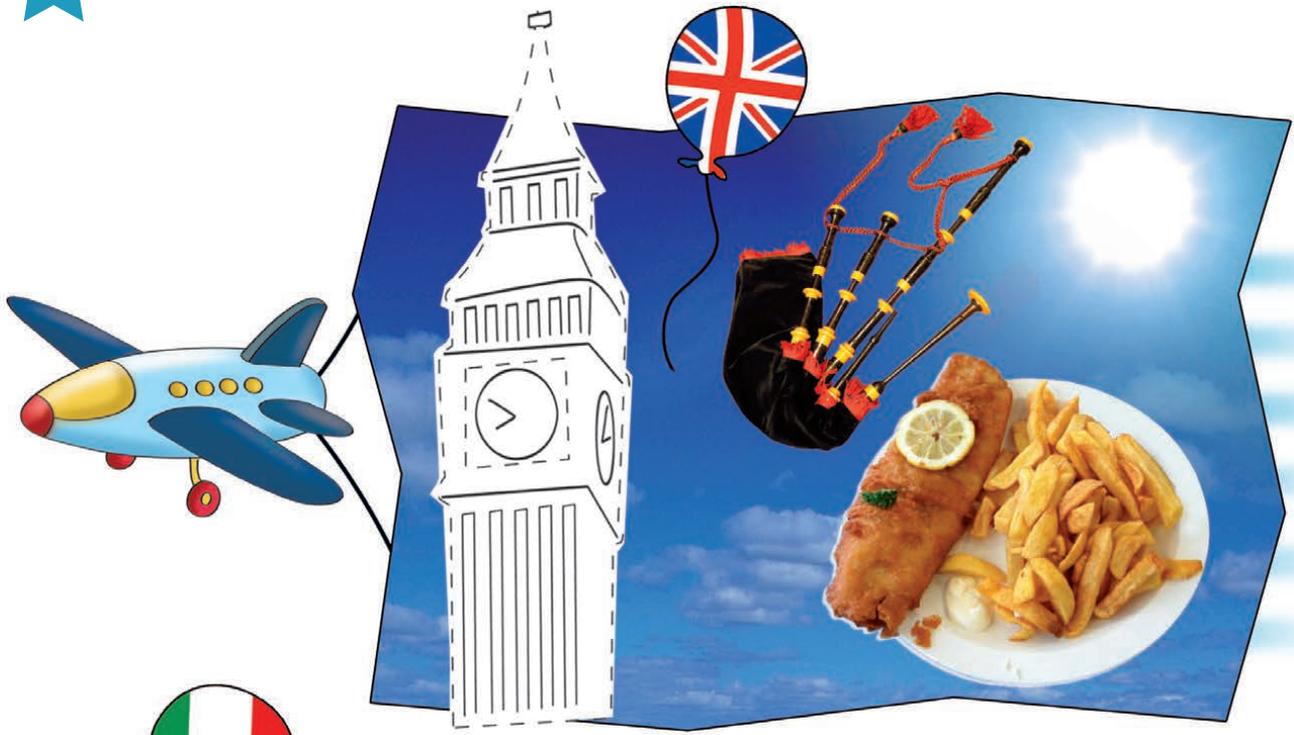
It's night!



- 3 Listen and draw lines. Then say: *(Alvin)*, what can you see? I can see the
- 4 Draw a picture of day or night. Present it to the class. Say: *It's (night)*. I can see *(the moon, the stars, a bat)*.



1 Look and trace.



1 Trace the pictures. Then say: *I can see ..., I can taste ..., I can hear ...*

Lesson 5

Objectives

To consolidate the language of the unit. To familiarise pupils with British and Italian culture. To talk about things you can see, taste, hear in the UK/Italy.

Language

In this lesson the pupils will learn to **understand**:

- *UK, Italy*
- *Big Ben, fish and chips, bagpipes, Coliseum, violin*

In this lesson the pupils will learn to **use**:

- *I can see..., I can taste..., I can hear...*

Extra Materials

- A map of the world for Ex. 1 (Optional);
- sheets of paper for the *Ending the Lesson* activity.

Then say: *I can see Big Ben*. The pupils repeat after you. Then point to the picture of the *fish and chips* and tell the pupils that this is a popular food in Britain. Say: *I can taste fish and chips*. The pupils repeat after you. Finally, show them the *bagpipes* and say: *I can hear the bagpipes*. The pupils repeat after you.

Next, point to the Italian flag. If you have a map of the world, put it up on the board and show where *Italy* is. Ask the pupils if they know anything about Italy and have a class discussion in L1 (e.g. *famous people, cities, landmarks, food, etc*). Point to the picture of the *Coliseum* and say: *I can see the Coliseum*. Then point to the pictures of the *pizza* and the *violin* and ask the pupils to trace the *pizza*. Then encourage pupils to say: *I can taste pizza. I can hear the violin*.

Ask pupils to tell you what they can see, taste and hear in their country.

BEGINNING THE LESSON

Ask the pupils to present the drawings they made in the previous lesson.

OUR WORLD

(Activities to familiarise pupils with aspects of British and Italian culture and explore their own.)

1 Look and trace.

Pupils' books open. Say: *Open your books at page forty-two*. Write the number 42 on the board and hold up your book. Point to the British flag and elicit the country: *UK*. Explain to the pupils that in this section they will talk about famous landmarks (*things we can see*), food (*things we can taste*) and musical instruments (*things we can hear*) in Britain. Ask them to trace the picture of *Big Ben*. Point to the picture and tell pupils that this is one of Britain's best-known landmarks.

Optional Activity

Ask the pupils to find pictures of landmarks, food and musical instruments in their country. Make a collage. Make sure you display their work somewhere in the class.

Unit 8 - My Senses

(Activities to consolidate the language of the unit.)

★ 2 Match. Then point and say.

Say the instructions twice as you mime them. Elicit the colours of the squares. Explain the activity. The pupils have to match the senses to the pictures. Allow them time to complete the activity. Then, pupils point to the pictures and say the names.

Answers

1 b 2 c 3 a 4 e 5 d

Extension

Say one of the senses. Ask a pupil to tell you the colour of the square.

e.g. Teacher: See!

Pupil 1: Red! etc

★ 3 Let's Play!

Tell the pupils they are going to play *Chinese Whispers*. Explain the rules. Ask the pupils to form a circle and begin the game by whispering a word to a pupil. Tell him/her to whisper the word into the ear of the pupil next to them. That pupil now passes it on to the pupil next to them in the same way as before, and so on around the circle of pupils. When it gets to the last person to have the word whispered to them, they have to say what they think the word is. If it is correct, then you may do some kind of fun activity to celebrate the fact that the pupils got it right. Repeat the game with other words.

ENDING THE LESSON

Give the pupils the sheets of paper you have brought to class. Ask them to choose one of the five senses and draw it. Then they present their drawings to the class.

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



2 Match. Then point and say.   

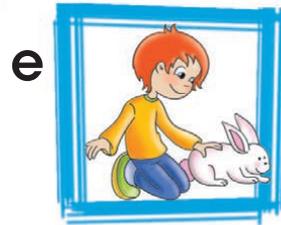
1 see

2 taste

3 smell

4 touch

5 hear



3 Let's play!

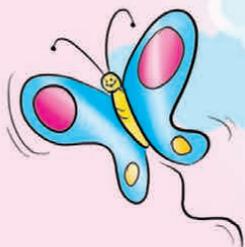


- 2 Match. Then point and say: *Green - smell, ...*
- 3 Play the *Chinese Whispers* game.



Mother's Day!

1 Sing. 



2 Match. 



- 1 Listen and sing.
- 2 Look and match the hearts.

Objectives

To talk about Mother's Day.

Language

In this lesson the pupils will learn to

understand:

- *Mother's Day*
- *love, kisses, hugs*

In this lesson the pupils will learn to **use**:

- *This flower is for you, Mum.*
- *Happy Mother's Day!*
- *Oh, thank you!*
- *heart*

Extra Materials

- Sheets of paper for Ex. 2;
- photocopies of the flower template from the *Teacher's Resource Pack* for Ex. 4 (*Craftwork*).

Note: This unit is optional. It is designed to be taught just before Mother's Day.

BEGINNING THE LESSON

(Activities to present Mother's Day.)

Write the date of the Mother's Day celebration on the board and encourage the pupils to guess why that date is special. Have a general discussion about how they usually celebrate Mother's Day.

PRESENTATION & PRACTICE

(Activities to present the concept of Mother's Day.)

★ Sing.

Pupils' books closed. Draw a picture of a woman's face on the board and say the word(s) *Mummy/Mum/Mother*. Ask the pupils to tell you what words come to mind when they think of their mums. (This is a good opportunity to teach the pupils some new words, e.g. *love, kisses, hugs, etc.*)

Pupils' books open. Say: *Open your books at page forty-four.* Write the number 44 on the board and hold up your book. Read the title and say/ elicit what it means. Say the instructions twice as you mime them. Hold up your book, point to the pictures and elicit the words (*butterfly, snail, flower, boy, mum*).

Play the recording as many times as you think necessary for the pupils to start singing along. Encourage the pupils to do the actions.

TAPESCRIPT

Mum, I love you!

Mum, I love you!

Yes, I do!

Yes, I do!

Happy Mother's Day!

Happy Mother's Day!

I love you!

I love you!

★ 2 Match.

Say the instructions twice as you mime them. Point to one of the hearts and say: *heart*. The pupils repeat after you. Explain the activity. The pupils look and match the hearts. Check their answers.

Extension

Provide each pupil with a sheet of paper. Write the word 'LOVE' on the board and ask the pupils to copy it. Encourage the pupils to draw all the things that come to mind when they think about love. Go round the classroom asking the pupils questions about their pictures.

★ 3 Draw.

Say the instructions twice as you mime them. Point to the girl and ask the pupils to say what she is holding. Elicit: *flowers*. Explain the activity. Tell the pupils they have to help the child get to her mum. The pupils solve the maze by finding the correct path to the finish point. Check the pupils' answers.

Before going into class

Have the photocopies of the flower template, one per pupil, from the *Teacher's Resource Pack* ready to use.

★ 4 Craftwork

Tell the pupils that they are going to make a bunch of flowers for their mums. Show them your model. Guide them through the cutting and colouring of their templates. Go round the class as the pupils make their flowers and ask questions about the colours the pupils have used.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Invite the pupils to show their flowers to the class. Ask a pupil to take on the role of 'Mother' and ask the rest of the pupils to offer a flower to her. Demonstrate this yourself first.

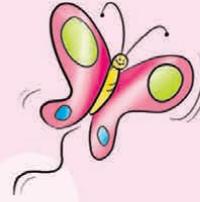
e.g. Pupil 1: *This flower is for you, Mum.*

Happy Mother's Day!

Mother: *Oh, thank you! etc*



3 Draw. 



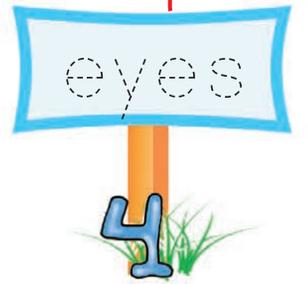
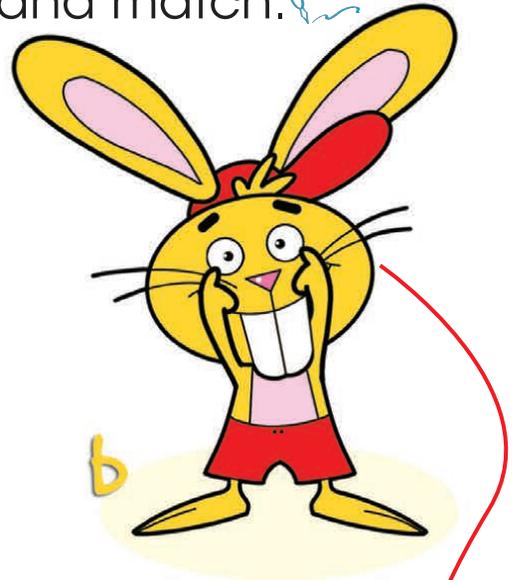
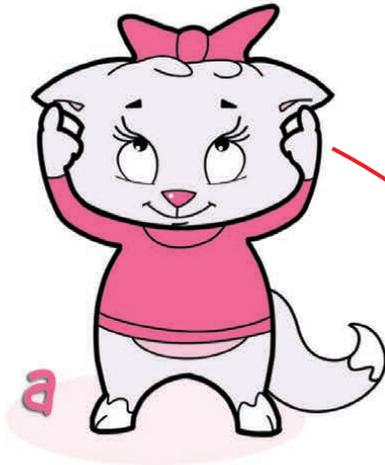
4 Craftwork 



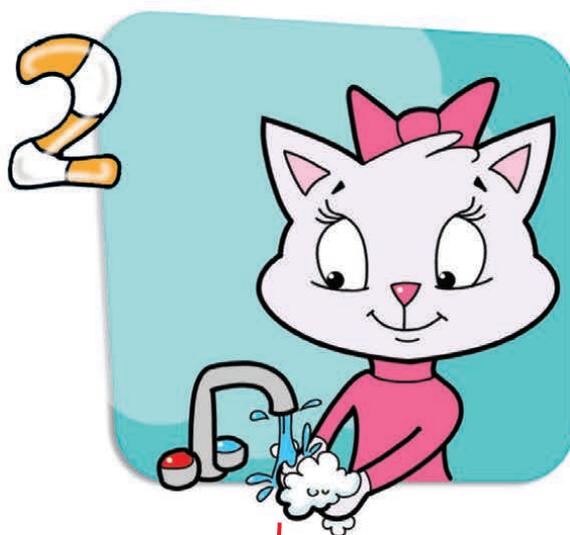
- 3 Help the child get to her mother.
- 4 Make a bunch of flowers for your mum.

Fun Time 5

1 Trace the words. Now, look and match.



★ Look and draw lines to match. 

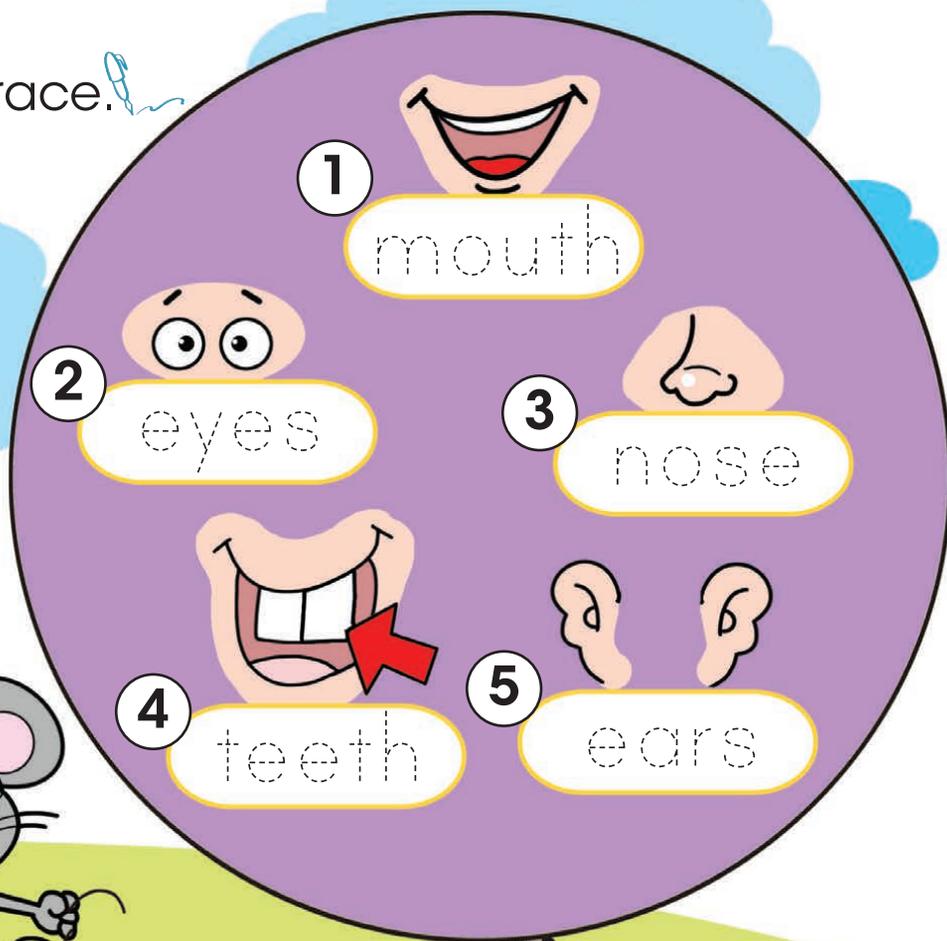


BRUSH

WASH



3 Look and trace.



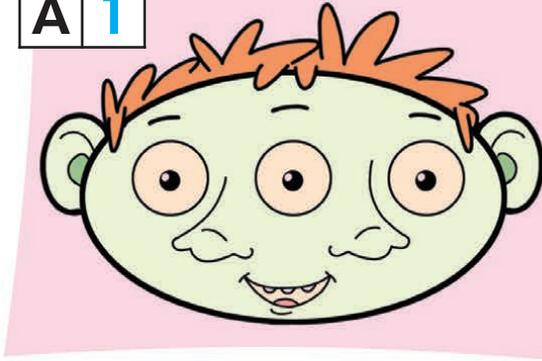
4 My monster! Count and write.



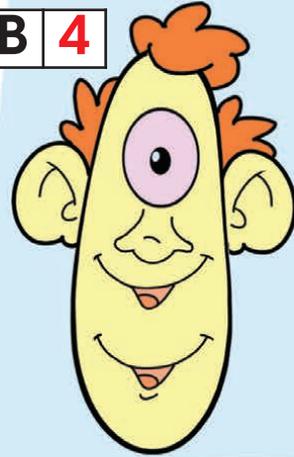
- a 1 mouth
- b 3 eyes
- c 2 noses
- d 4 ears
- e 6 teeth

5 Listen and number.

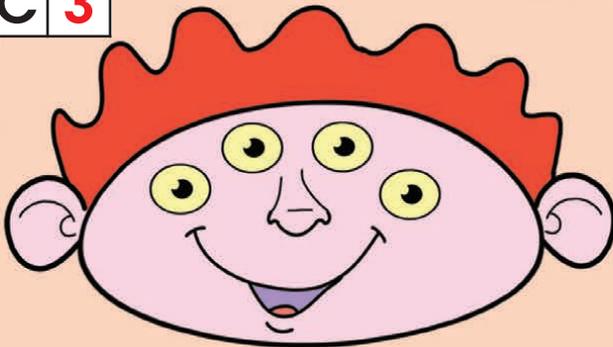
A 1



B 4



C 3



D 2



About you!

6 Draw your monster.
Colour it.

(Pupils' own answers)



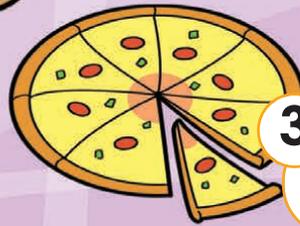
Fun Time 6

1 Look and write.



1

p o p c o r n



3

p i z z a



6

i c e c r e a m

5

t e a



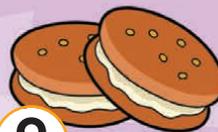
8

c o l a



9

b i s c u i t s



popcorn

tea

apples

eggs

cheese

ice cream

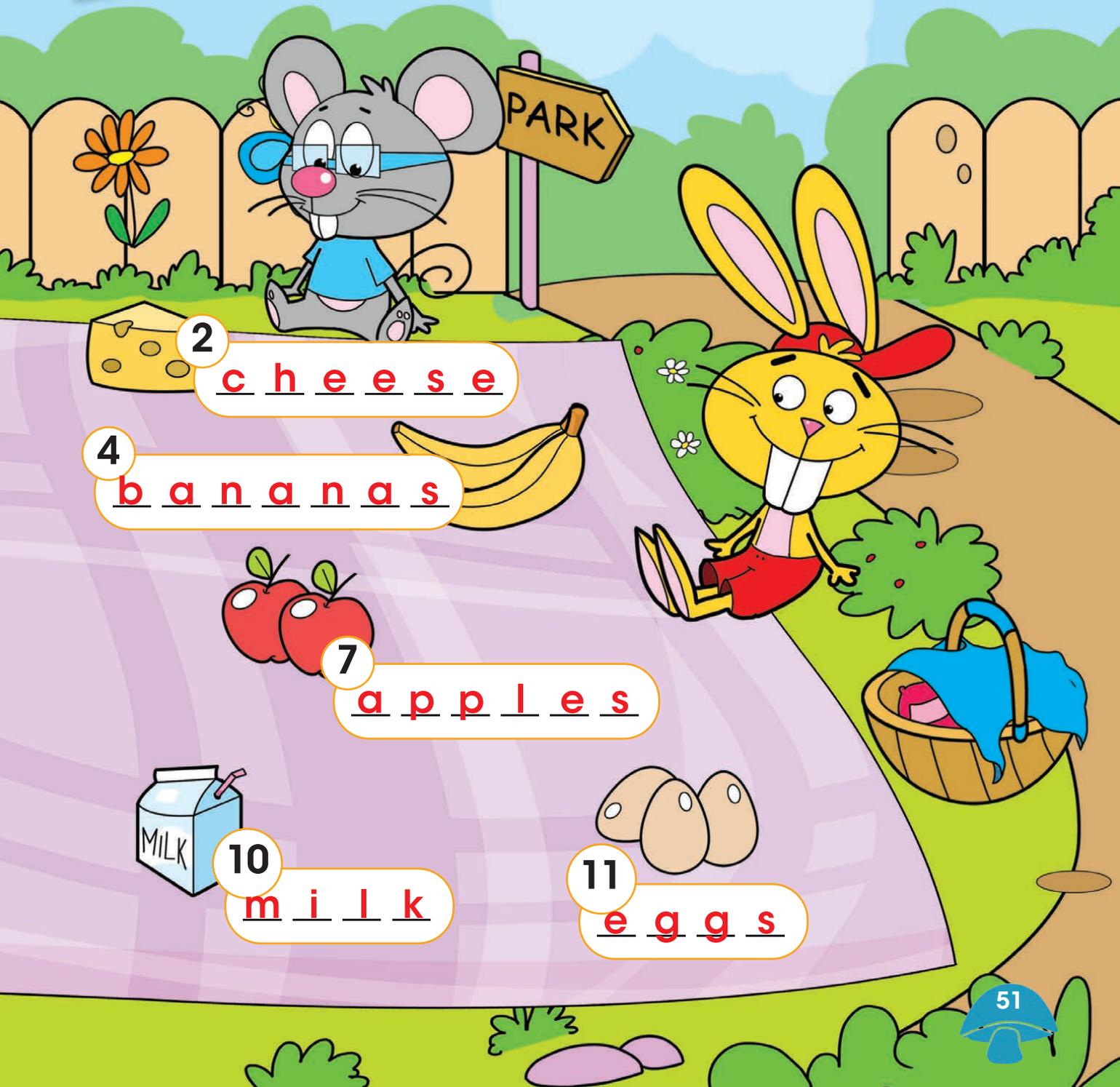
biscuits

milk

cola

pizza

bananas



2

c h e e s e

4

b a n a n a s

7

a p p l e s

10

m i l k

11

e g g s

2 What food have they got? Listen and tick (✓).  



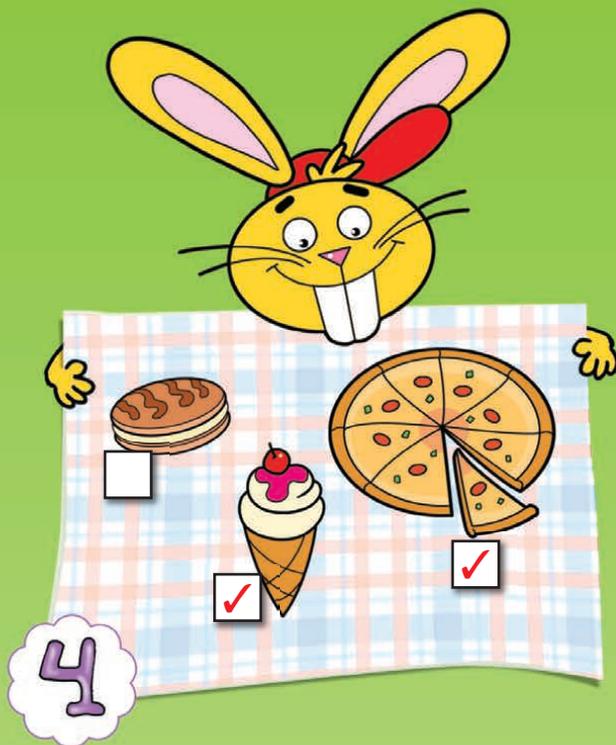
1



2

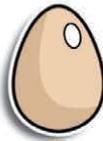
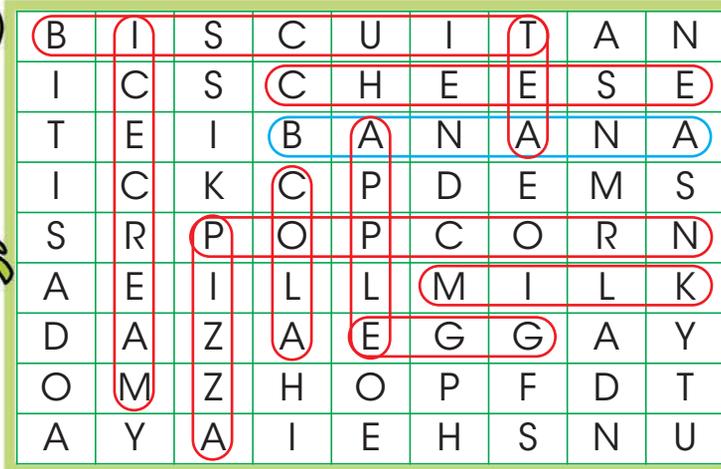


3



4

3 Look and find the words. 

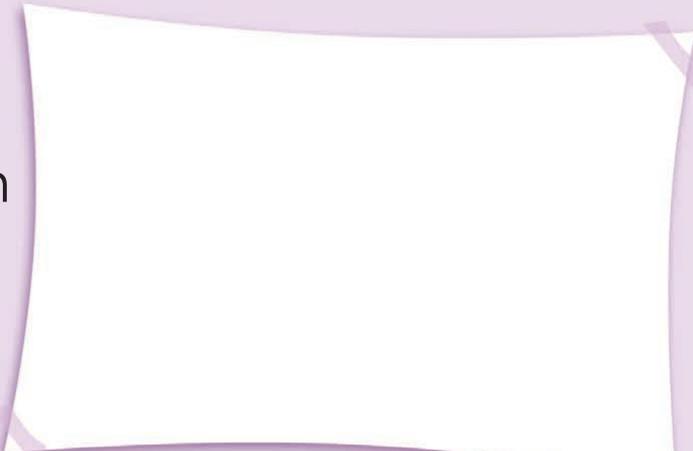


About you!



4 What's your favourite food?
Circle. Then draw your
favourite food. 

- bananas
 - biscuits
 - pizza
 - milk
 - popcorn
 - ice cream
 - eggs
 - cheese
 - apples
- (Pupils' own answers)*



Fun Time 7

1 Listen and point. Then draw lines to match.   

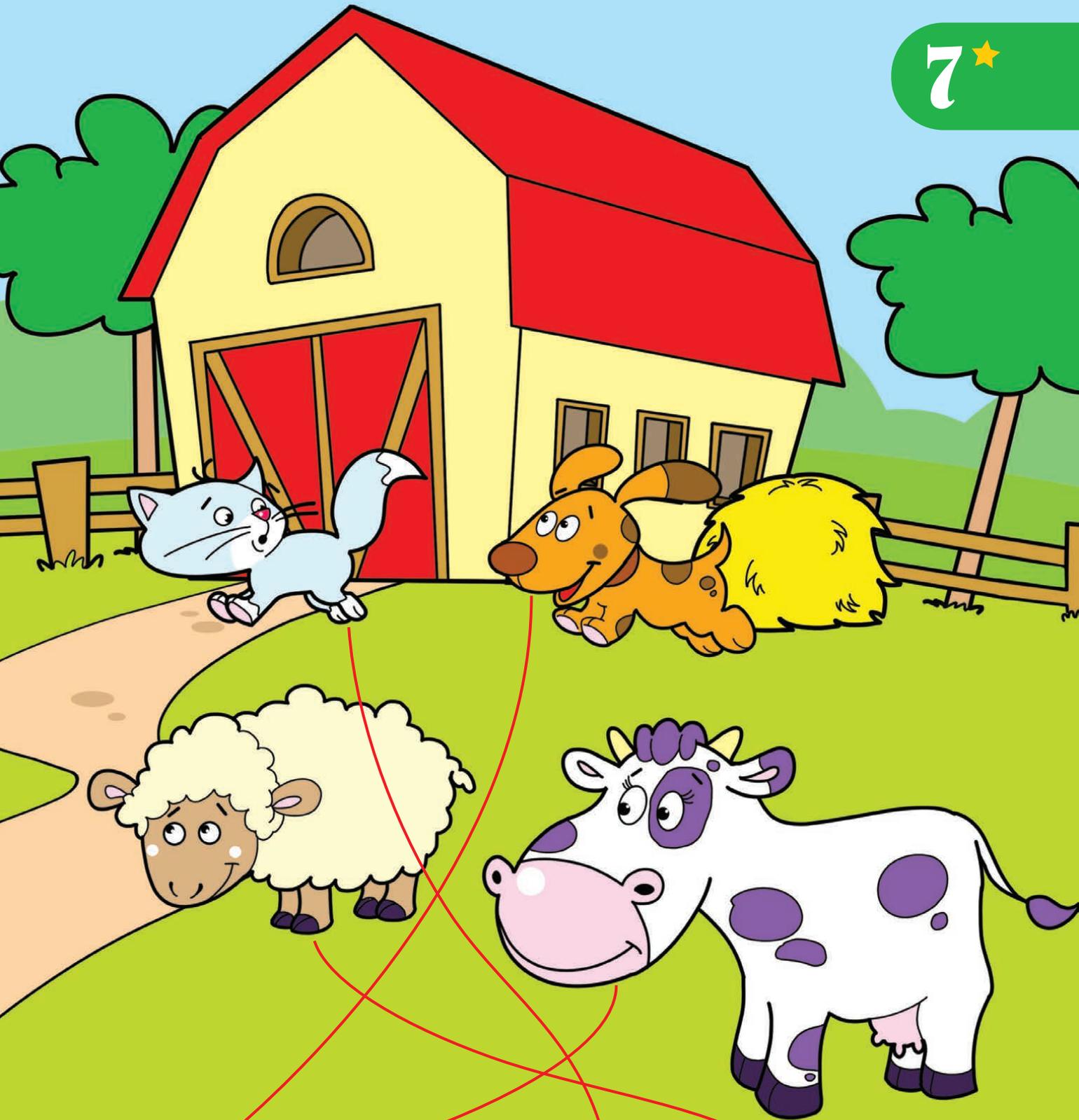


rabbit

hen

horse

mouse



dog

cow

cat

sheep

2 Listen and match. 

a moooo

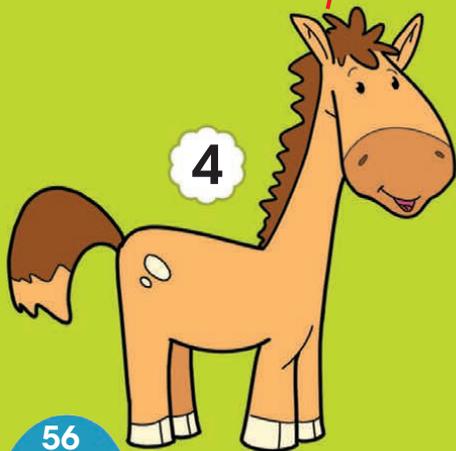
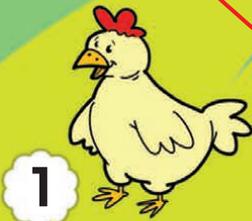
b cluck

c baaa

d neigh

e woof

f miaow



3 What can they do? Look and circle.

1



David can run / jump.

2



Kelly can swim / climb.

3



Matty can jump / fly.

4



Barney can jump / run.

About you!

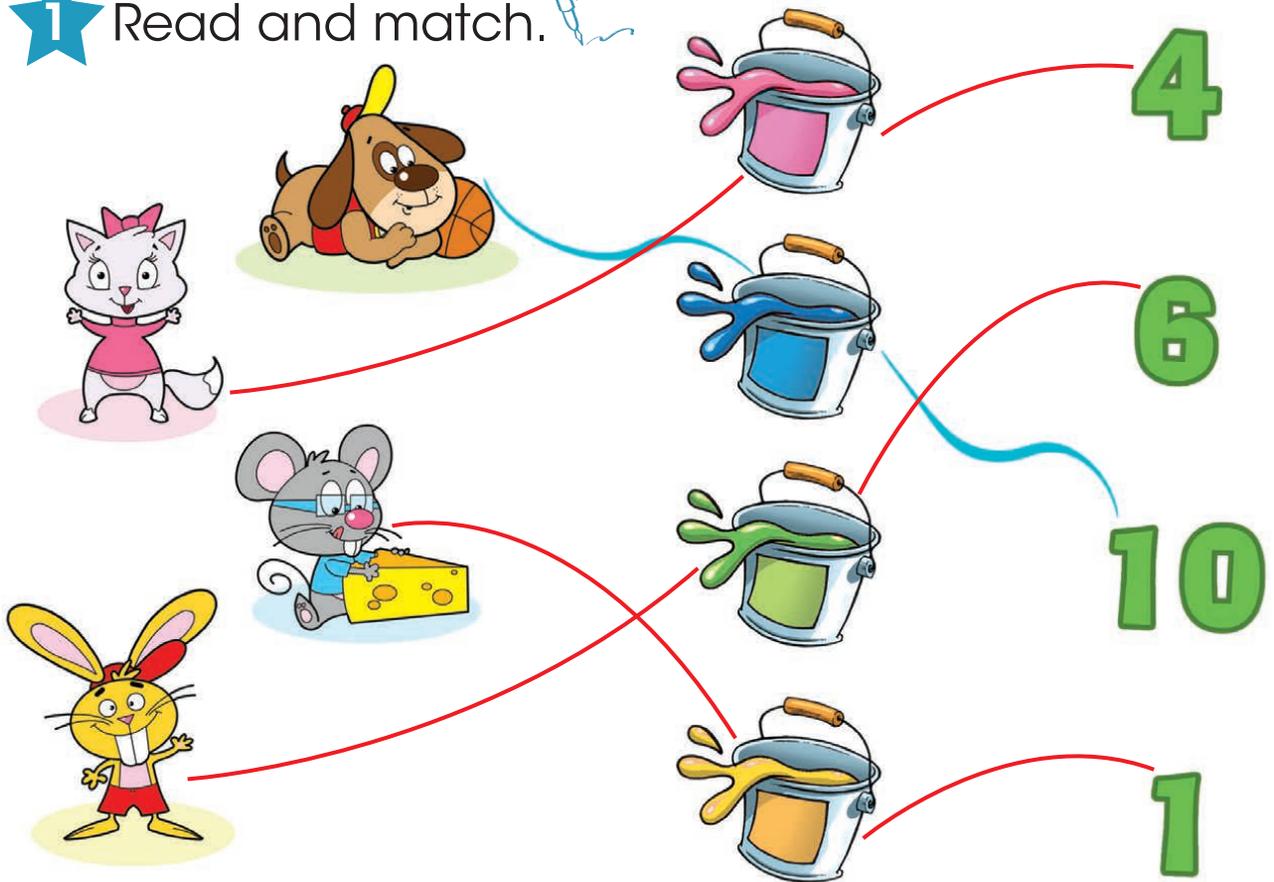
4 What can you do?
Circle. Then draw.

- I can fly.
- I can climb.
- I can jump.
- I can swim.
- I can run.
- I can sing.

(Pupils' own answers)

Fun Time 8

1 Read and match.



- 1 David's favourite colour is **blue** and his favourite number is **ten**.
- 2 Kelly's favourite colour is **pink** and her favourite number is **four**.
- 3 Matty's favourite colour is **yellow** and his favourite number is **one**.
- 4 Barney's favourite colour is **green** and his favourite number is **six**.

2 Look and write.

1 p l a n e

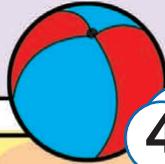


2 b o o k

3 p e n



4 b a l l

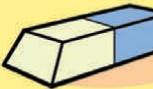


6 s c h o o l b a g



5 t e d d y

7 r u b b e r



8 p e n c i l



9 c a r

10 d o l l



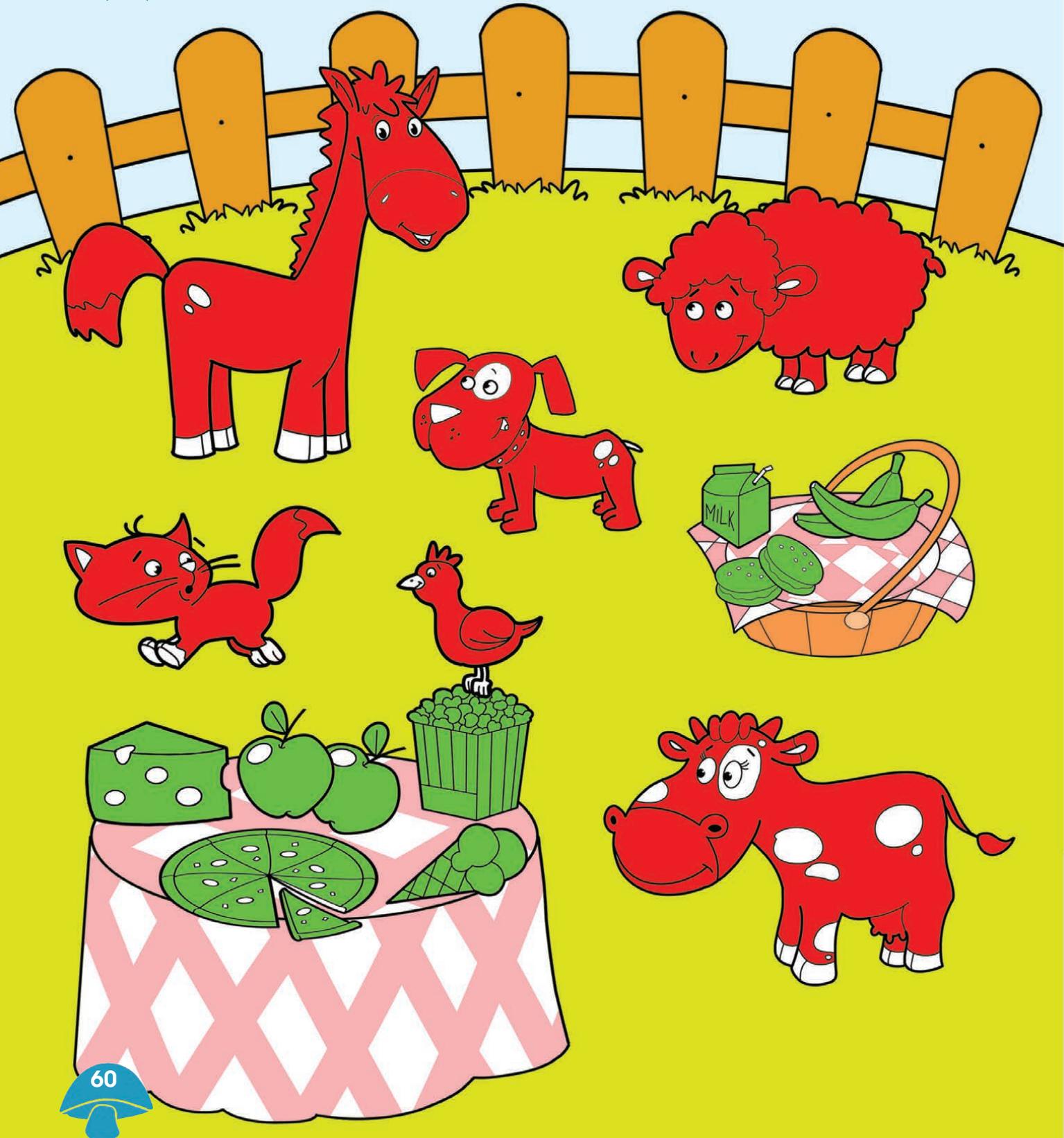
11 t r a i n



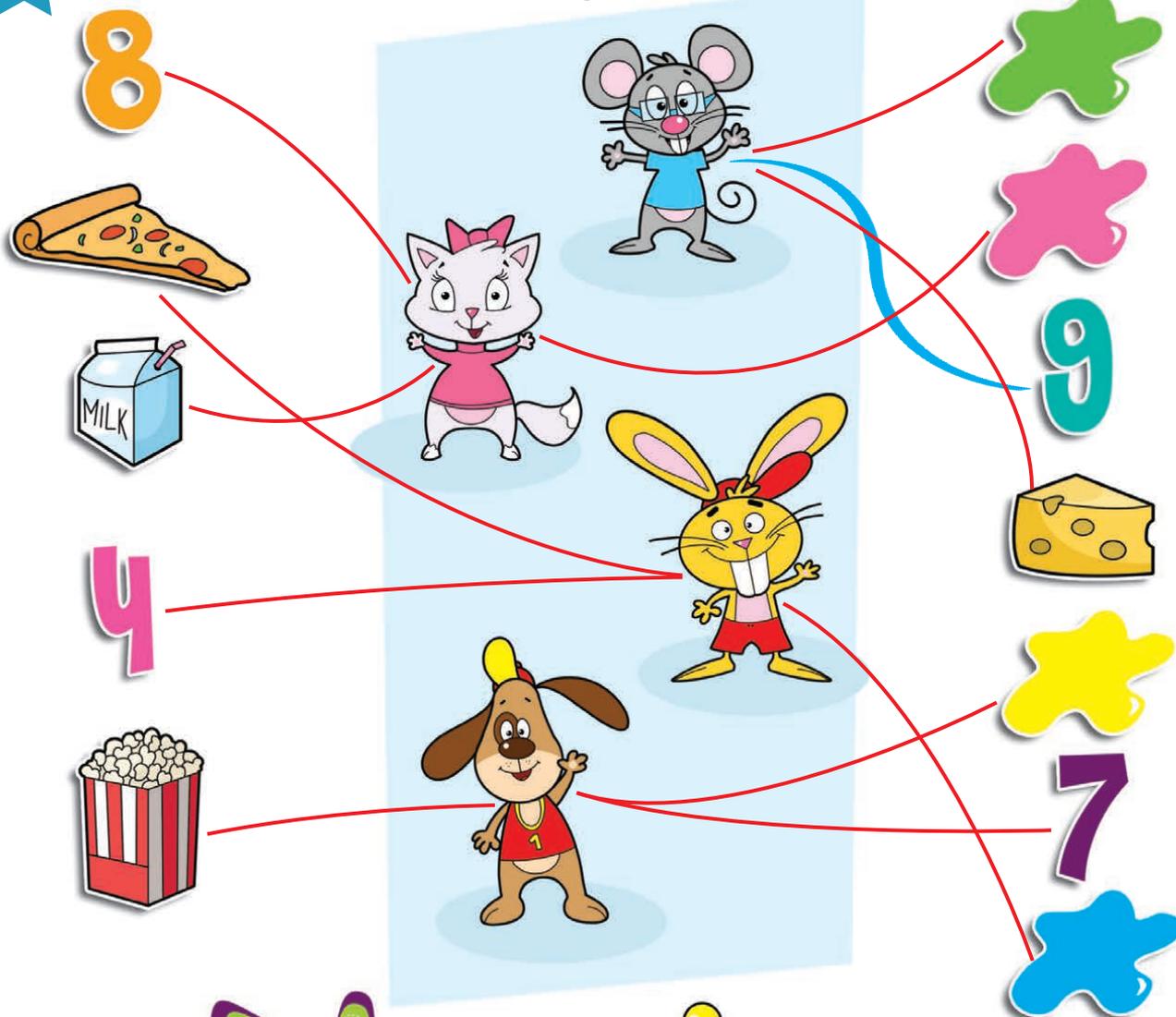
- | | | | |
|--------------------|----------|----------|---------|
| • plane | • book | • car | • doll |
| • pen | • rubber | • pencil | • teddy |
| • schoolbag | • train | • ball | |



3

Colour the animals red. Colour the food green. 

4 Listen and draw lines. 



About you!

5 Make a poster. Draw your favourite things. You can draw your favourite toy, your favourite food, your favourite animal, etc. 



My favourite things!

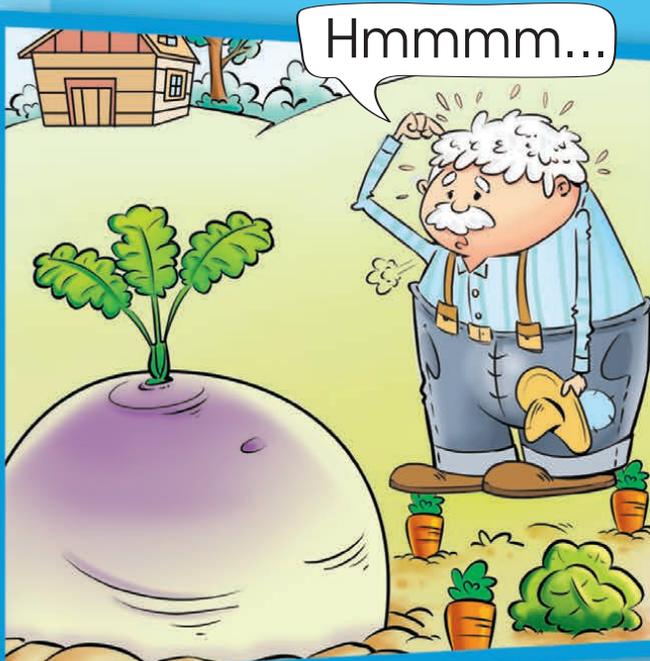
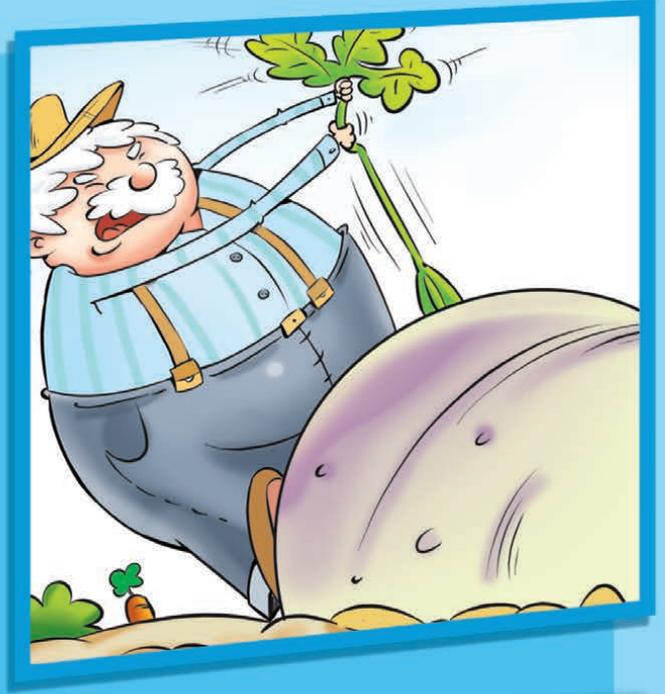
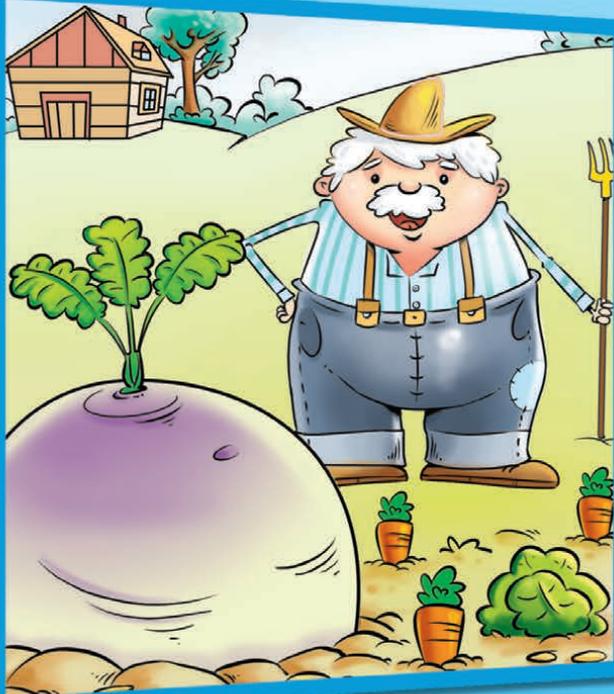
(Pupils' own answers)

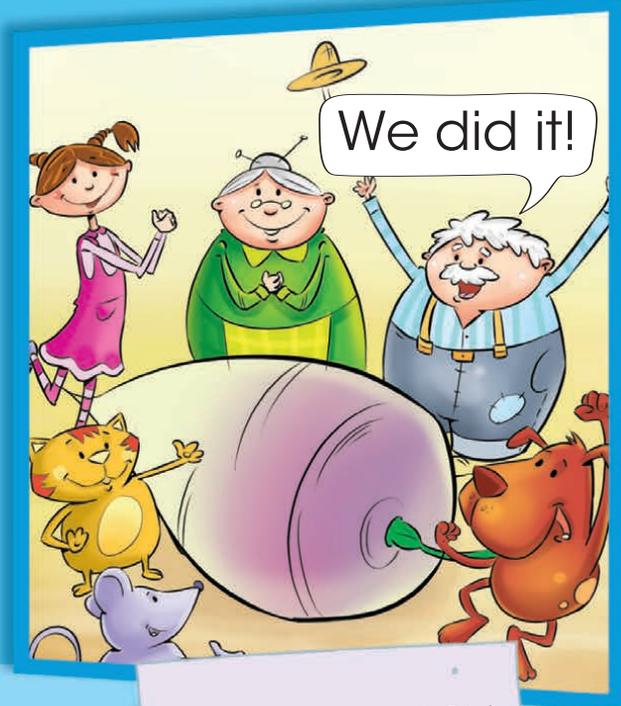
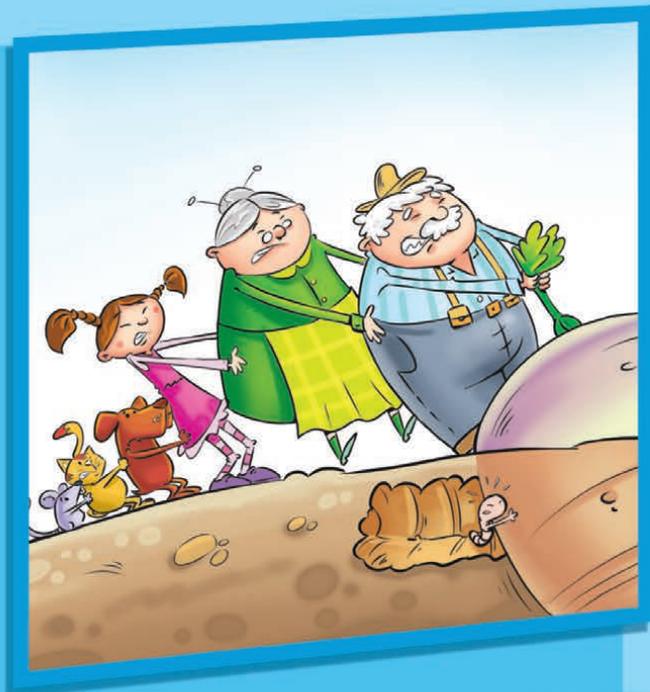
2 The Giant Turnip

A story from Russia



1 Listen and read the story.





WITH HELP FROM FRIENDS, YOU CAN DO ANYTHING!

Fun with Food

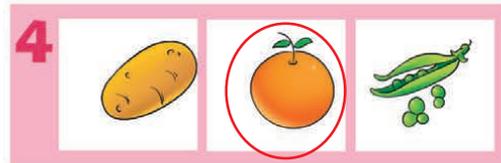
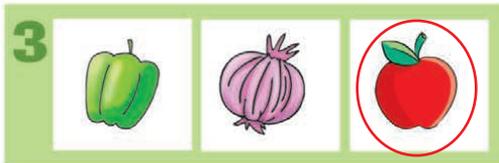
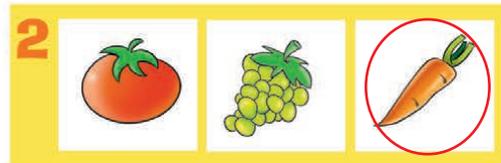
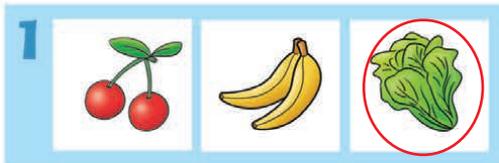
FRUITS



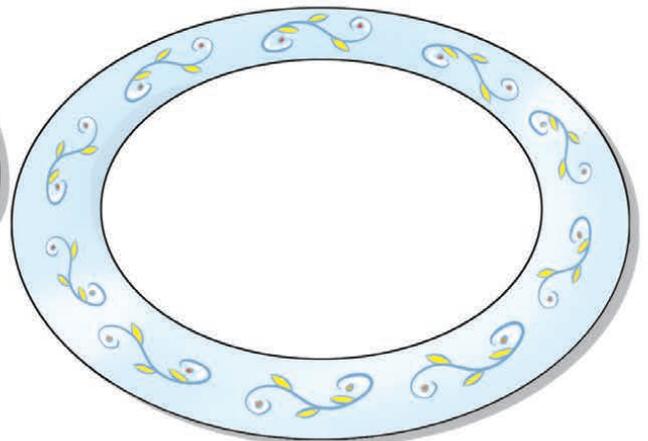
VEGETABLES



1 Look and circle the odd one out.



2 Draw your favourite fruit in the basket. Draw your favourite vegetable on the plate.



(Pupils' own answers)



Unit 5

p. 4 Vocabulary

Nose, hair, ears, eyes, mouth, tongue.

Ex. 1 p. 4

Touch your nose,	Touch your eyes,
Touch your hair,	Touch your mouth,
Touch your ears,	Pull your tongue
There and there!	Right out!

Ex. 3 p. 5

One: I've got green hair and three eyes.

Two: I've got one eye and one big mouth.

Three: I've got three eyes and four ears.

Four: I've got pink hair and four eyes.

p. 6 Vocabulary

Wash your hands, wash your face, brush your teeth, brush your hair.

Ex. 3 p. 7

Wash your hands
Up and down, up and down.
Wash your hands
Round and round, round and round.
Wash your hands up and down,
Wash your hands round and round,
Wash your hands round and round like this!
Wash your face
Up and down, up and down.
Wash your face
Round and round, round and round.
Wash your face up and down,
Wash your face round and round,
Wash your face round and round like this!

Brush your teeth
Up and down, up and down.
Brush your teeth
Round and round, round and round.

Brush your teeth up and down,
Brush your teeth round and round,
Brush your teeth round and round like this!

Brush your hair
Up and down, up and down.
Brush your hair
Round and round, round and round.
Brush your hair up and down,
Brush your hair round and round,
Brush your hair round and round like this!

Ex. 1 p. 8

Frame 1

Woody: Hello!

Girl: Hello!

Frame 2

Frosty: Lovely flowers!

Girl: Thank you!

Frame 3

Frosty: Bye!

Frame 4

Woody: You've got big eyes!

Frame 5

Frosty: You've got big ears!

Frame 6

Woody: You've got big teeth!

Frame 7

Frosty: Smile!

Ex. 2 p. 11

Colour the hair yellow.
Colour the eyes blue.
Colour the ears red.
Colour the nose green.
Colour the hands pink.

Unit 6

p. 14 Vocabulary

Bananas, eggs, milk, sandwiches, biscuits, cheese.

Exs 1 & 2 p. 14

I like bananas,
Bananas, bananas.
I like bananas,
Give me some, please.

I like biscuits,
Biscuits, biscuits.
I like biscuits,
Give me some, please.

I like sandwiches,
Sandwiches, sandwiches.
I like sandwiches,
Give me some, please.

p. 16 Vocabulary

Tea, pizza, apples, popcorn, ice cream, cola.

Ex. 2 p. 17

- 1 I like ice cream. Yummy!
- 2 I don't like apples. Yuk!
- 3 I don't like popcorn! Yuk!
- 4 I like pizza. Yummy!

Ex. 3 p. 17

Picnics are yummy,
Picnics are fun!
Popcorn and pizza,
Come on, everyone!

Picnics are yummy,
Picnics are fun!
Ice cream and cola,
Come on, everyone!

Ex. 1 p. 18

Frame 1

Erlina: Let's have a picnic!

Frame 2

Alvin: Look! Sandwiches, biscuits, tea!

Frame 3

Woody: I like tea. Yummy!

Frame 4

Woody: Tea, Frosty?
Frosty: What's tea?

Frame 5

Frosty: I don't like tea!

Frame 6

Woody: Erlina! Help!

Frame 7

Frosty: Yummy! I like ice cream!

Frame 8

Woody: Picnics are fun!

Unit 7

p. 24 Vocabulary

Cat, cow, hen, dog, sheep, horse.

Ex. 1 p. 24

The dog on the farm
Goes woof, woof, woof,
Woof, woof, woof,
Woof, woof, woof!
The dog on the farm
Goes woof, woof, woof,
Woof, woof, woof all day!

Cat ... miaow
Cow ... moo
Hen ... cluck
Sheep ... baa
Horse ... neigh

p. 26 Vocabulary

Jump, climb, swim, fly, run.

Ex. 2 p. 27

*I'm a horse and I can jump.
I'm a horse and I can jump.
I'm a horse and I can jump.
I can jump like this!*

*I'm a cat and I can climb ...
I'm a duck and I can swim ...
I'm a bat and I can fly ...
I'm a mouse and I can run ...*

Ex. 1 p. 28

Frame 1

Frosty: Let's play!

Frame 2

*Frosty: Oh, no! Can you swim, Woody?
Woody: No!*

Frame 3

*Woody: Can you swim, Ronny?
Ronny: No, but I can jump!*

Frame 4

*Woody: Can you swim, Bertie?
Bertie: No, but I can fly!*

Frame 5

*Frosty: Can you swim, Carla?
Carla: No, but I can climb!*

Frame 6

*Frosty: Can you swim, Daisy?
Daisy: Yes, I can!*

Frame 7

Woody: Thank you, Daisy!

Frame 8

Woody: Let's all play!

Unit 8

p. 34 Vocabulary

See, smell, hear, taste, touch.

Ex. 1 p. 34

*I can see with my eyes.
I can smell with my nose.
I can taste with my tongue.
Yummy, yummy, yum!
I can touch with my hands.
I can hear with my ears.
I can do lots of things.
Yippeedee, yippeedee, dee!*

p. 36 Vocabulary

Sun, moon, day, night, stars.

Ex. 2 p. 37

*Is it dark or is it light?
Is it day or is it night?
Sun or moon,
Moon or sun,
Looking down at everyone.*

Ex. 1 p. 38

Frame 1

Woody: Look, Frosty! I can see the moon!

Frame 2

Frosty: Listen! I can hear music!

Frame 3

Woody: I can smell popcorn!

Frame 4

Frosty: I can see Erlina!

Frame 5

Frosty: Wow! It's a fairy party!

Frame 6

Alvin: Frosty! Woody! Come on!

Frame 7

Willow: *This is fun!*

Frame 8

Woody: *I love the Magic Forest!*

Ex. 3 p. 41

- 1 A:** *Alvin, what can you see?*
Alvin: *I can see the cat.*
- 2 A:** *Erlina, what can you see?*
Erlina: *I can see the stars.*
- 3 A:** *Woody, what can you see?*
Woody: *I can see the bat.*
- 4 A:** *Frosty, what can you see?*
Alvin: *I can see the moon.*

Mother's Day!

Ex. 1 p. 44

Mum, I love you!
Mum, I love you!
Yes, I do!
Yes, I do!
Happy Mother's Day!
Happy Mother's Day!
I love you!
I love you!

Fun Time 5

Ex. 5 p. 49

- 1** *Look at my monster! It's got three eyes, two noses, two ears and one mouth.*
- 2** *Look at my monster! It's got two eyes, one nose, three ears and two mouths.*
- 3** *This is my monster. It's got four eyes, one nose, two ears and one mouth.*
- 4** *Look at my monster! It's got one eye, one nose, two ears and two mouths.*

Fun Time 6

Ex. 2 p. 52

- 1** *David has got some cheese and an apple.*
- 2** *Kelly has got a banana and some popcorn.*
- 3** *Matty has got some cola and an egg.*
- 4** *Barney has got an ice cream and a pizza.*

Fun Time 7

Ex. 1 p. 54

- | | |
|------------------------|-------------------------|
| 1 <i>Dog.</i> | 5 <i>Sheep.</i> |
| 2 <i>Hen.</i> | 6 <i>Cow.</i> |
| 3 <i>Cat.</i> | 7 <i>Rabbit.</i> |
| 4 <i>Horse.</i> | 8 <i>Mouse.</i> |

Ex. 2 p. 56

- 1** *(sound that a chicken makes)*
- 2** *(sound that a horse makes)*
- 3** *(sound that a cow makes)*
- 4** *(sound that a dog makes)*
- 5** *(sound that a cat makes)*
- 6** *(sound that a sheep makes)*

Fun Time 8

Ex. 4 p. 61

- 1** *Matty's favourite number is nine.
Matty's favourite food is cheese.
Matty's favourite colour is green.*
- 2** *Kelly's favourite number is eight.
Kelly's favourite food is milk.
Kelly's favourite colour is pink.*
- 3** *Barney's favourite number is four.
Barney's favourite food is pizza.
Barney's favourite colour is blue.*
- 4** *David's favourite number is seven.
David's favourite food is popcorn.
David's favourite colour is yellow.*

Evaluation plays an integral part in the learning process, and it is more efficient when based on the systematic observation of the pupils throughout the course. It provides 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 unit.

In Fairyland 1B the evaluation activities are included in both the *Teacher's Book* and the *Pupil's Book*.

Initial evaluation

This evaluation centres mainly on the pupils' reports from the previous school year, as the information should help the teacher find out about the strategies they are able to use.

Formative evaluation

Any exercise a pupil does can be used for this type of evaluation. The results are then recorded on the pupil's *formative evaluation chart* [page 70(T)].

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, language games, craft activities, and so on) and write the marks obtained with the help of the following code:

★★★★★ – the pupil recognises and produces the language

★★★ – the pupil recognises but does not produce the language correctly

★ – the pupil does not recognise the language

Cumulative evaluation

The results of cumulative evaluation are recorded on the pupil's *cumulative evaluation chart* [page 71(T)].

In the Pupil's Book the last page of the unit is used for cumulative evaluation. However, in order to obtain reliable information, the formative evaluation marks, work done throughout the unit participation and attitude should also be taken into account.

In order to complete the chart, write down the pupils' names and record the results using numbers or letters in the corresponding columns. 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:

Unit: Lesson: Course:

Pupils' name:	Mark and comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

Evaluation criteria: ★★★★★ ★★★ ★

Evaluation chart for each unit (cumulative evaluation)

Pupils' names

Unit:

Date:

Course:

Aims:	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
The pupil is able to ...																									
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									

Marking criteria: ★★★★★★ ★★★ ★

Attitudes:																									
1																									
2																									
3																									

Marking criteria: ✓ Yes ✗ No I Improving

MODULE 3

Unit 5 – My Face

1 Look and find the stickers.

Revise the parts of the face. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then point to each character and elicit, e.g. *(Frosty)'s got a (mouth). etc*

2 Draw.

Read the instructions and explain the activity. Point to each picture and ask the pupils to say what part of the face is missing, e.g. *a nose, etc*. Ask the pupils to draw what's missing in each picture. Have pupils show their drawings to the class once they finish.

3 Draw lines.

Explain the activity. The pupils draw lines to match the pictures to their silhouettes. Check their answers. Then point to each picture and say the actions (*wash your hands, wash your face, brush your teeth, brush your hair*).

4 Look and colour.

Read the instructions and explain the activity. Allow the pupils some time to use the code and colour in the picture. Then pupils point to and say, e.g. *He's got (blue hair). etc*

5 Look and say.

Read the instructions and explain the activity. Point to each picture and elicit what the character is saying, e.g. *You've got big eyes. etc*

6 Circle 6 differences.

Ask the pupils to look at the two pictures and elicit the differences. Allow the pupils some time to circle the differences. Then individual pupils point to each of the differences and say, e.g. *He's got blue hair. He's got green hair. etc*

A

He's got a big nose.

He's got big ears.

He's got blue hair.

She's got a small nose.

She's got a big mouth.

She's got blue eyes.

B

He's got a small nose.

He's got small ears.

He's got green hair.

She's got a big nose.

She's got a small mouth.

She's got pink eyes.

Unit 6 – My Food

1 Draw lines.

Revise the names of the food items. Explain the activity. Allow the pupils some time to match the food items to their silhouettes by drawing lines. Check their answers.

2 Draw. Say.

Read the instructions and explain the activity. Point to the shopping list and elicit the names of the items. Tell the pupils to draw the food items on their list in the basket. Allow them some time to finish their drawings. Then they say: *Give me some (cheese), please. etc*

3 Match.

Direct the pupils' attention to the pictures of the children. Then point to each food item and elicit the correct name. Tell the pupils to match the children to their food items.

- 1 cola
- 2 banana
- 3 popcorn
- 4 egg
- 5 ice cream

4 Draw.

Point to each face and say: *I like I don't like* Go through the pictures and elicit the names of the food items. Explain the activity. The pupils draw a smiley face or a frowny face depending on whether they like the food items or not. Once they finish, they say which food items they like and which ones they don't.

5 Look and find the stickers.

Tell the pupils to look at the picture of the characters having tea and name the half-pictured items. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then point to each item and elicit, e.g. *I like/don't like (apples). etc*

6 Draw.

Go through the food items and elicit their names. Explain the activity. Tell the pupils to draw the food items they like/don't like on the trays. Then the pupils present their drawings to the class and say: *I like (ice cream). Yummy! I don't like (eggs). Yuk!*

MODULE 4

Unit 7- My Animals

1 Colour.

Revise the names of the animals. Explain the activity. The pupils colour in the pictures using a colour of their choice. Allow them some time to complete the task. Then point to the *horse* and elicit: *It's a (yellow) horse. etc.*

2 Count. Write.

Read the instructions and explain the activity. Ask the pupils to count the animals and write the numbers in the spaces provided. Check their answers.

cats - 4	cows - 3
hens - 5	sheep - 1
dogs - 2	horse - 1

3 Complete.

Revise the verb *can*. Read the instructions and explain the activity. The pupils trace the items and colour them in. Then point to each picture and ask the pupils to say what each child can do. Elicit their answers.

I can jump.	I can run.
I can fly.	I can swim.
I can climb.	

4 Look and say.

Point to the pictures of the animals, one at a time, and elicit the actions. Then ask the pupils to point to each animal and say, e.g. *I can fly. etc* As an extension, you can ask the pupils to colour in the picture.

5 Find the stickers. Play with your friend.

Tell the pupils to look at the pictures of the animals and elicit their names. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces.

Explain the game. The pupils play the game in pairs. Ask the pupils to use a coin, a sharpener, etc as a marker and place it on the *Start* sign. The pairs take it in turns to select a number by throwing a dice and then move along the board according to the number.

Activity Book Key & Instructions

The pupils must name the animal in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must go back to the *Start* sign. If they land on an *Oh, no!* square, they must go back to the start, if they land on a *Great!* square they play again.

6 Draw lines. Talk with your friend.

Point to the picture of the two children talking and the speech bubble of the horse. Say: *I can jump. Can you jump?* The pupils repeat after you. Explain the activity. In pairs, the pupils draw lines to the smiley face or the frowny face, depending on what they can do and what they can't do. Then they ask and answer, e.g. *I can climb. Can you climb? etc.*

Unit 8 – My Senses

1 Circle.

Revise the senses. Read the instructions and explain the activity. The pupils circle the odd one out. Ask them to justify their answers.

picture of look picture of hear
picture of touch picture of touch
picture of smell

2 Look and say.

Read the instructions and explain the activity. Point to the pictures, one at a time, and ask the pupils to say what they can see, e.g. *I can see a mouse. etc*

3 Count and write.

Ask the pupils to look at the picture of Frosty. Explain the activity. Tell them to count the items and write the correct

number in the spaces provided. Check their completed work.

sun – 7 moon – 9 star – 10

4 Draw. Colour.

Point to the incomplete pictures. Ask the pupils to complete the pictures for *day* and *night* by drawing things that apply to each picture. Then have them colour in their drawings. Once they finish, the pupils present their drawings to the class and say: *It's day! Look at the sun! Look at the flowers! etc*

5 Look and find the stickers.

Direct the pupils' attention to the picture. Explain the activity. Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces.

6 Follow. Say.

Explain the activity. The pupils follow the lines, look at the pictures and say what things they can see, hear, smell, touch and taste, e.g. *Willow can see the stars. etc*

Alvin can hear a cat.
Erlina can smell popcorn.
Woody can touch a ball.
Frosty can taste ice cream.

Board Games (3-4)

For rules on how to play the board games, see the *Introduction*, p. IV.

Fairyland 1B

Fairyland 1B is a course for young learners of English. Pupils follow the adventures of Woody and Frosty and their friends from the *Magic Forest*.

Components

- Pupil's Book
- Digital Book
- Activity Book
- Teacher's Book
- Picture Flashcards
- Posters
- Teacher's Resource Pack

ISBN 978-1-4715-3359-4



Express Publishing