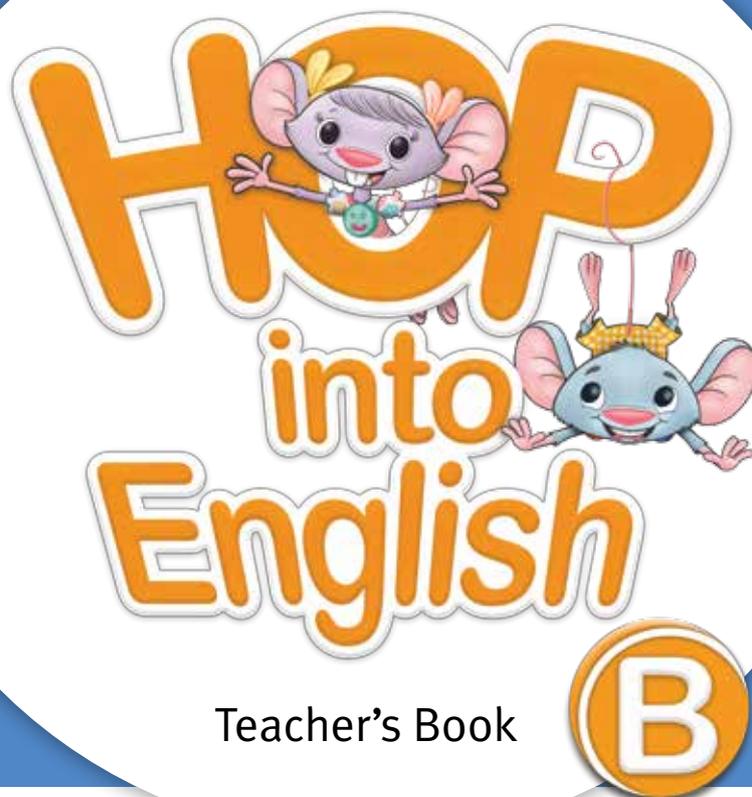


Mónica Gravier



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Hop into English – welcome to a fun ride!

Hop into English is a six-level series for primary level that accompanies pupils through the different stages of their learning process. The series grows together with children, both in its look and in the type of activities each level proposes.

Components overview

Pupil's Book and Activity Book

The **Pupil's Book** consists of:

- a Hello! Unit, which presents basic language such as numbers, colours and greetings, as well as the main characters;
- six core units;
- three 'Integration' sections (one every two units);
- a 'Goodbye!' page;
- two 'Special Days' pages;
- an end-of-course 'Certificate'.

The **Activity Book** is integrated at the back of the book and provides extra practice for each unit. The book also includes a set of cut-outs (one page of cards per unit plus two pages for 'Special Days') and three pages of stickers to be used in activities throughout the book as well as in the 'Mini-dictionary' section.

Teacher's Pack

The **Teacher's Pack** consists of the **Teacher's Book**, the **Audio CD** with all key dialogues, stories and songs from the Pupil's Book, the **Visual Aids Booklet** with Flashcards of all the key vocabulary and the **Posters Pack**, which consists of enlarged versions of the vocabulary presentations, the stories and the 'Integration' sections plus an extra poster with a Birthday calendar. The **Teacher's Pack** also brings a **Puppet** of Ben the Mouse which you can use to introduce the activities or stages in each lesson.

Digital Pupil's Book

Both the **Pupil's Book** and the **Teacher's Book** bring a free access code for the **Digital Pupil's Book** – an enriched pdf version with embedded audio, animations of all the stories and cross-references to the **Activity Book**. For information on how to access and download the **Digital Pupil's Book**, visit digital.macmillan.com.ar.

Teacher's Resource Centre

The **Teacher's Resource Centre** contains the digital version of the **Teacher's Book** and downloadable audio files. It also offers extra resources such as the photocopiable activities in the '**Hop into English** activity bank', worksheets, unit tests, mid-course and end-of-course tests, cards templates and the digital Flashcards. From the home page, both pupils and teachers can also access the *Build Your Own Story* tool (an online tool that allows pupils to create their own comic strips with the characters of the series).

To access the **Teacher's Resource Centre**, go to www.macmillan.com.ar/hopintoenglish and register using the free code on the inside front cover of the **Teacher's Book**.

UNIT 5 Let's play!

1 (41) Look, listen and chant. Then play.

2 Look, listen and find.

3 (42) Listen and number. Then sing.

34

- 1 Look at the banner, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *bike, doll, video games, games console, computer, joystick, skateboard, rollerblades, dominoes.*
- 2 Listen to your teacher (see TB) and find the items from the banner in the scene.
- 3 Listen to the 'Let's play' song and number the toys. Then sing.

Vocabulary is presented in a banner and through a chant, and is then contextualized in a scene that features the main characters. This scene serves as an introduction to the topic and the story of the unit.

This scene provides a meaningful context for the unit song. Through this song pupils repeat and internalize the sounds of the new words and the language structures as chunks in an entertaining way.

In Levels A and B, rubrics are expanded to give teachers an at-a-glance reference of the activity aims.

Follow-up activities reinforce the vocabulary being taught and recycle already known language, when possible.

5

4 Look and write or stick.

a games console a bike video games

5 (43) Complete. Then look, listen and match.

1 2 3 4 5

a gam_s consol__
a skat__board
a comput__r
domino__s
vid__o gam__s
roll__rblad__s

6 Make and sing. Then play.

1 Look at the domino pieces, write the missing words or stick the corresponding toys.
2 Complete the words. Then listen and match the characters to the corresponding toys.
3 Make the cards (see cut-outs) while singing the 'Let's play!' song. Then play games with the cards (see 1B).

35

Stickers are used in various activities throughout the unit.

In Level B, pupils are exposed to printed text as from the beginning of the book.

The 'Make and play' activities provide further game-type vocabulary practice by using the cut-out cards at the back of the Pupil's Book. See page 17 for game ideas.

It's story time!

7 (44) Look and listen.



8 (44) Listen and read.



- Focus on language: I've got a games console! • Have you got a skateboard? Yes, I have. / No, I haven't. • Do you like dominoes? Yes, I do. / No, I don't.
- Look at the frames and listen to the story.
- Listen to the story again and read.

In Levels A and B, the 'It's story time!' section includes fun episodes featuring the main characters. This section gently introduces pupils to the love for reading stories (as from Level B the stories include part of the whole script in speech bubbles).

All the stories are animated and available both on the **Digital Pupil's Book** and at the **Teacher's Resource Centre**.

Follow-up activities scaffold comprehension of the story and provide further chances of using the language being learnt.

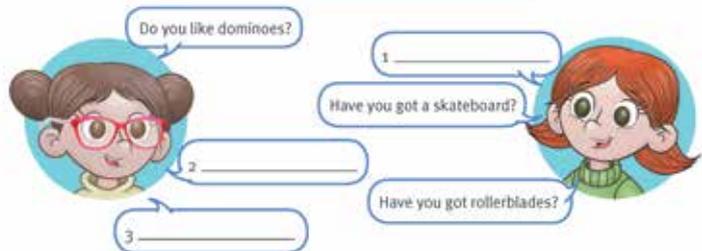
9 Look, read and match.



10 (44) Listen again and number.

11 Read and write. Then read again and check.

No, I haven't. Yes, I have! No, I don't.



- Match the speech bubbles to the frames.
- Listen to the story and number the frames in Activity 9.
- Write the sentences from the banner in the correct speech bubbles. Then read the story again and check.

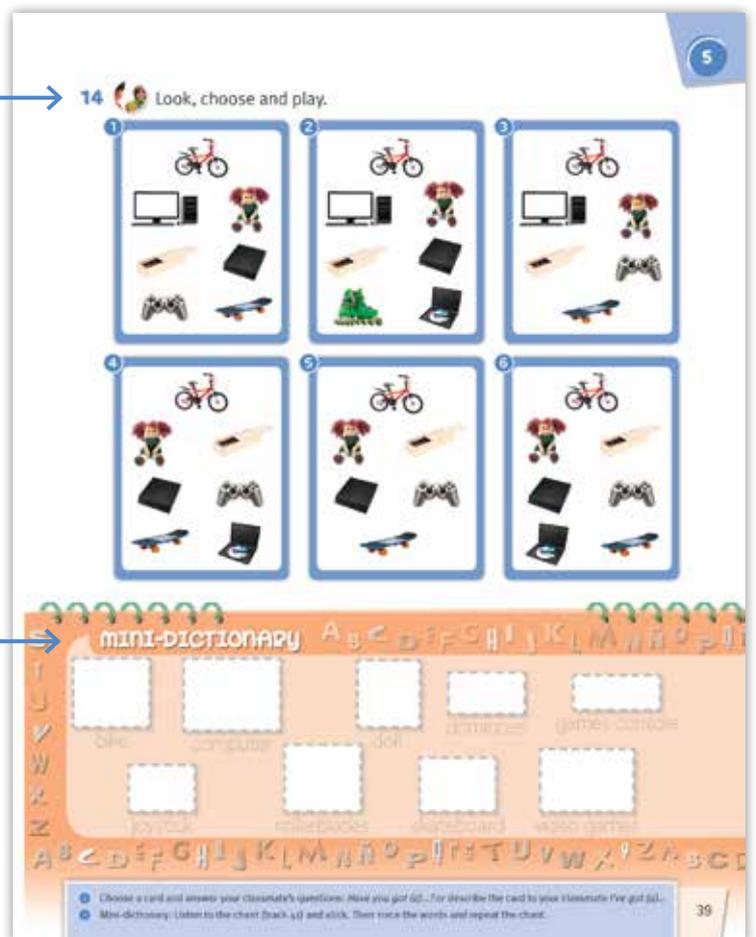


In Levels A and B, since exposure to the language is mainly oral, the series includes an initiation into the pronunciation of specific sounds that may prove to be difficult for pupils at this stage, as well as rhythmic chants that focus on intonation of simple questions and requests.

In both activities, pupils have to pay attention to the chants not only to focus on pronunciation and intonation, but also to identify what the missing items are to complete the scenes using stickers.

This final activity gives pupils the chance to integrate the language they have learnt in the unit.

The unit finishes with the 'Mini-dictionary', where pupils revise the new vocabulary by placing stickers as they hear the words in the vocabulary chant. This section constitutes a first approach both to writing (pupils trace the words) and to the use of a dictionary (words appear in alphabetical order).



The 'Integration' sections are a fun way to consolidate the language taught so far and foster pupils' interaction (with their teacher first and, eventually, with their peers).



The Activity Book section provides further practice of the language taught in the unit through varied activity-types.



How to work with Hop into English B

The lesson cycles

Given the age band of the target learners, the activities in *Hop into English B* have been conceived of with a whole-class approach in mind and with progressive instances of individual participation guided by the teacher. The teacher leads the way at every step, engaging pupils in the proposals and marking the pace.

The reason for this is twofold: on the one hand, at such an early age, with little or no experience of learning a foreign language, learners need the confidence provided by the larger group until they grow ready to use the language in smaller groups or pairs; on the other, it is in the teacher's hands to maximize pupils' speaking time effectively and safely.

Confidence also grows from the way in which the lesson is planned. The lesson is a unique moment, with a structure of its own, which in turn forms part of a string of other unique moments that should form a continuum. The more cyclical, the more predictable, and the more predictable, the more secure – the only precaution being to avoid boredom.

There are many different ways to organize the moments of a lesson, and you will surely have your own. Anyway, below there is a suggestion of a three-cycle lesson that should make your task rather easier – even more so if aided by the guidelines to the activities provided in this **Teacher's Book**:

Cycle 1: Hopping into the right mood

- Establish a routine to start with:
 - Singing the 'When is the English class?' song is always a good way to create the right mood for the English lesson.

101 Audioscript

Chorus:	<i>Is it on Monday?</i>
<i>When is the English class?</i>	<i>Is it on Tuesday?</i>
<i>When is the English class?</i>	<i>Is it on Wednesday?</i>
<i>Check, check, check!</i>	<i>Is it on Thursday?</i>
<i>Check, check, check!</i>	<i>Is it on Friday?</i>
	(Chorus)

- Prepare yourself a corner with posters on which to record information like:
 - the date;
 - attendance;
 - the weather, the season;

- the birthdays of the day/week;
- the current course unit;
- the activities for the day;
- the songs you learn.

Cycle 2: Getting down to brass tacks

- Recap on what was done the class before. A short game, the reconstruction of a narrative, a few questions, even the display of familiar scenes or illustrations may serve to reestablish the contact with the previous lesson's contents. The choice of what to do should bridge the gap between the previous class and today's lesson.
- Pick the activity (or activities) that will constitute the core of the time available for your lesson and follow the guidelines in the **Teacher's Book**.

Tip Make sure you have prepared the necessary props and equipment beforehand.

- When starting the lesson dealing with the story in each unit, sing the 'It's story time' song.

102 Audioscript

It's storytime!
It's storytime!
Let's listen to the story!

Cycle 3: Rounding up

- To round up the lesson:
 - Celebrate the achievements of the day. Encourage pupils to give themselves a good clap. Sing the 'Praising' song (you can also sing it each time they finish a game or challenging activity).

103 Audioscript

Well done! (thumbs up)
Well done! (thumbs up)
Well done everyone! (thumbs up)
It's the end of the lesson. (wave goodbye)
Well done everyone! (thumbs up)

- Announce that time is up and sing the 'Goodbye' song.

104 Audioscript

Goodbye! Goodbye! (wave)
It's time to say goodbye. (point to your watch)
It's time to put your things away. (mime tidying up)
It's time to say goodbye. (wave)

This section includes general notes on how to deal with:

- each lesson;
- special sections such as 'Lead-in' and 'Make and play';
- the songs;
- the board games in the 'Integration' sections.

Each unit starts with a quick summary of the new language (vocabulary and grammar), the functions, the values and the context dealt with.

UNIT
5
Let's play!

Vocabulary: toys – singular nouns (*a skateboard, a computer, a games console, a joystick, a bike, a doll*); plural nouns (*rollerblades, dominoes, video games, dolls*); toy

Grammar: *I've got... Have you got...? Yes, I have./ No, I haven't. Let's... OK, let's! Not now. Whose is/ are...? It's/They are...'. They are too small.*

Functions: Discussing what to play with – finding out about toys owned and preferred. Making suggestions.

Values: Being a nice guest/host. Playing together.

Context: Throughout the unit the characters interact around toys, possessions and likes. The main characters discuss what toy to play with. In the unit story, Sally interacts with her guest, Yoko, and shows her her toys so they they can decide which toy to play with. Yoko make a funny pick.



1 (41)

LP: Establishing a first contact with target vocabulary around the exposure, recognition and guided production cycle. Developing listening, speaking and reading skills.

N-LP: Playing brain-challenging games. Saying a chant.

- With books closed, conduct the following lead-in games (see 'Lead-in games' on pages 13 & 14):
 - Play 'Look, listen and repeat': *a bike, a doll, a games console, a computer, a joystick, a skateboard, rollerblades, dominoes, video games.*

tip Monitor and insist on the production of the /ə/ sound for the indefinite article 'a' with the nouns in the singular and the /z/ ending of the nouns in the plural.

- Play track 41 and conduct the vocabulary chant activity (see page 14).

Audioscript
a bike – a doll – video games – a games console – a computer – a joystick – a skateboard – rollerblades – dominoes (x2)

- Play 'Look, listen and repeat if correct', 'Memorize the sequence', 'Where's the...?' 'Where are the...?' Elicit the answer [*Here!*], 'What's this?' / 'What are these?', 'What have you got on your back?'

2

LP: Visualizing target vocabulary in context.

N-LP: Finding in the scene the toys displayed in the banner and playing 'I spy'.

- With books open at page 34, draw pupils' attention to the banner. Remember that you can also use the poster.
- Point to each item and ask, *What's this in English? [It's...?] (Is it...?) (Yes, it is./No, it isn't.)? What are these in English? [They are (dominoes)/(video games).] Are they (books)? [No, they aren't. They are (video games).]*
- Re-direct their attention to the scene. Help pupils put their observations into words: a) Ask, *Who's this? [It's Sally.] And this? (Gesture: [We don't know!])* Explain it is Sally's friend, Yoko. b) Play 'I spy'. Tell pupils to listen to you and on the scene point to the toy you say and answer your questions:
 - * Teach this term and elicit repetition.
I spy with my little eye... a skateboard. [Yes! Here!] Where is it? [It's under the bed.] Whose skateboard is this? Is it Sally's or is it Jack's? (Gesture: We don't know!) ... a computer. [Yes! Here!] Where is it? [It's on the desk.] ... a games console. [Yes! Here!] Where is it? [Here! It's on the desk.] ... video games. [Yes! Here!] Where are they? [They are on the shelf.] ... a ball. [No!] ... a bike. [Yes! Here!] Where is it? (Gesture: We don't know!) Is it inside or outside*? (Use gesture to denote meaning.) [It's outside.] Yes, it's outside – it is in the garden*. ... dolls. [Yes! Here!] Where are they? [They are on the bed.] Whose bed is this? [It's Sally's bed.] How many dolls are there? [There are three.] ... Ben. [No!] ... Lisa. [Yes! Here!] Where is Lisa? [Lisa's on the bed.]*

77

One outstanding feature of the activities in Levels A and B is that they have both a linguistic purpose (LP) and a non-linguistic purpose (N-LP). The former serves the language learning process directly, either at its exposure, recognition or production stage. The latter turns the activity meaningful to the pupil, who can't see language learning as an aim but who does readily find meaning in colouring, matching, discovering, tracing, ordering sequences, sorting out, singing, chanting, reporting, checking, playing games and roles, and the like. It is the non-linguistic purpose that gives the linguistic purpose any chances of being successfully realized. In the **Teacher's Book**, both purposes are explained from the point of view of the pupil and they are followed by the details of how you should approach the activities.

Detailed notes about the exercises in the **Activity Book** are included where they are considered most suited.

the same word in Activity 5. Ask, *Whose... is/are this/these?*

- Tell pupils they will have to match the character to their toys. In preparation, ask, *Whose skateboard is this? Is it Lisa's, Jack's, Sally's, Kevin's or Grandma's?*
- Make a gesture denoting 'We don't know!' Play track 43 twice non-stop and invite pupils to listen to the characters and discover whose each toy is.
- Get pupils to do the matching.

Audio script

Grandma: I've got dominoes. Let's play!
Jack: I've got a computer. Let's play!
Sally: I've got a games console. Let's play!
Lisa: I've got rollerblades. Let's go for a ride!
Kevin: I've got a skateboard. Let's go for a ride!

- Check the matching: point to each toy and ask, *Whose... is this?* again and elicit answers: *Whose skateboard is this? It's Kevin's. / Whose dominoes are these? They are Grandma's. / Whose rollerblades are these? They are Lisa's. / Whose games console is this? It's Sally's. / Whose computer is this? It's Jack's. / Whose video games are these? They are Kevin's.*
- Get various pupils to come to the front in turn and match the corresponding characters and flashcards. Encourage pupils to tick or correct their matches.
- Play the track again, several times, pausing at every invitation, and encourage various pupils to respond to the characters' invitation freely, using these exponents: *OK, let's!* or *Not now!*
- To close, encourage pupils to play the roles of the characters to invite and respond.



1 *ask, you*

LP: Developing reading and writing skills at word level, focusing on spelling and using cross-reference to the 'Mini-dictionary'.

N-LP: Discovering a hidden message and responding to it.

- With books open at page 66, draw pupils' attention to Activity 1.
- Elicit identification of the toys in English: point to each and ask, *What's this in English? What are these in English?*

- Refer pupils to the 'Mini dictionary' (page 39). Ask them to spot the word for each toy.
- Lead them back to page 66, Activity 1 and tell them to complete the words by writing the missing letters.

Answers: games console, rollerblades, brush, video games, joystick

- Set a time limit for the completion of the activity.

Answer: Have you got a robot?

- Carry out peer supervision: pupils swap books with the pupil nearest to them and supervise their peer's writing. Draw their attention to spelling and clarity. Teach them to draw a little cross when they notice something that needs correcting.
- Tell pupils to swap books back and see if there is anything to correct.



2 *ask, you* (LP)

LP: Developing listening skills: aurally recognizing toys and positive and negative possession worded as 'I've got + toy' statements and 'Have you got...?' questions and short answers. Developing writing skills at word level: labelling pictures, cross-referencing to the 'Mini-dictionary'.

N-LP: Labelling pictures. Ticking and crossing toys. Roleplaying.

- On the board display all the toy flashcards. Ask, *What's this in English? What are these in English?* Elicit *It's/They are (toy).*
- With books open at page 66, draw pupils' attention to Activity 2. Allow pupils a few seconds to visually process the pictures.
- Tell pupils to identify which of the toys displayed on the board do not appear in Activity 2 in their books. Invite pupils to come forward in turn and remove the corresponding toys (doll and dominoes) from the board.
- Cross-refer pupils to the 'Mini-dictionary', to find the word for each toy and copy it.

answers by writing a tick or a cross in the 'Friend 1' column. Also, tell them that during the interview they must ask and answer like this: *Have you got a (doll/rollerblades)? Yes, I have./No, I haven't.*

- Set a time limit and signal pairs to start.

CLD: Walk around the classroom and monitor the production of questions and answers. Make necessary corrections and elicit their repetition.

- When time is up, tell pupils to change partners: 'light blue' pupils with 'black' pupils; 'grey' pupils with 'white' pupils. Tell them to interview their new partner and, again, record the answers by writing a tick or a cross in the 'Friend 2' column.
- On the classroom wall, in the 'Favourites corner', display a poster headed 'Have you got...?' and the list of the toy words. Next to each you will state the number of pupils who have got it.
- Hand out photocopied pictures of the toys presented in this unit and tell pupils to decorate them freely. They will be used to decorate the poster.
- Ask, *Have you got...?* and tell pupils who do to answer *Yes, I have./No, I haven't* and raise their hands simultaneously.
- Count the number of hands up and record the number next to the corresponding toy word.
- Proceed like this until all the toys have been surveyed.
- Get the class to identify the favourite toy and mark it with a star.

mini-dictionary

LP: Writing the names of the toys.

N-LP: Completing the 'Mini-dictionary': placing the stickers according to their order in the unit chant and tracing the words. Then chanting along.

- With books open at page 39, draw pupils' attention to the 'Mini-dictionary'.
- Tell pupils they will complete this section with the corresponding stickers at the back of the book.
- Play track 41 and proceed with the sticking until completion.
- Encourage repetition of words to guarantee correct pronunciation.
- Instruct pupils to trace words in dark pencil. As they do, play the unit chant (track 41) and song (track 42).

HOP INTO ENGLISH activity bank

- **Drawing in pairs:** Ask pupils to choose their favourite toys among the ones they have seen in this unit and draw it.
- **Roleplay:** Put up a show: pupils act out the story, imitating pronunciation and attitudes.

150 Stage 2: Conduct listen and repeat, eliciting chorus repetition of story script. **Stage 3:** Play track 44 and get pupils to simply perform the physical actions throughout. **Stage 3:** When suitable, assign roles and guide pupils through the roleplay. Celebrate.

Photocopiable activities at Teacher's Resource Centre:

- **Dominoes:** See instructions on page 64. For the exchanges with pupils use: *Have you got (a)...? [Yes, I have./No, I haven't.]*
- **Speech bubbles:** See instructions on page 74.
- **Rhyming sounds! Listen and join the toys with the same sounds:** Hand out the photocopies. Tell pupils to look at the items on display. Elicit the words in English for each. Draw pupils' attention to the initial sound /d/ and tell them to identify and join the items starting with this sound. Elicit chorus repetition. Monitor pronunciation. Then draw pupils' attention to the initial /s/, /v/ and /h/ sounds and follow the same procedure. Tell pupils to file the worksheet when finished.

Answers: /d/ doll, dominoes, initial /h/, Jack, joystick, initial /h/ Ben, bike; initial /s/ skateboard, school bag

- **Questions and answers. Listen to the question and circle the correct answer:** See instructions on page 51.

Script to be read by the teacher:
 How many dolls are there on Sally's bed?
 Do you like dolls?
 Whose rollerblades are these?
 Have you got a skateboard?
 Where is the joystick?

Each unit finishes with the '**Hop into English** activity bank', which includes suggestions of additional activities to be carried out throughout the unit, as well as the notes for the photocopiable activities at the **Teacher's Resource Centre**.

How to work with Hop into English B

The lesson cycles

Given the age band of the target learners, the activities in **Hop into English B** have been conceived of with a whole-class approach in mind and with progressive instances of individual participation guided by the teacher. The teacher leads the way at every step, engaging pupils in the proposals and marking the pace.

The reason for this is twofold: on the one hand, at such an early age, with little or no experience of learning a foreign language, learners need the confidence provided by the larger group until they grow ready to use the language in smaller groups or pairs; on the other, it is in the teacher's hands to maximize pupils' speaking time effectively and safely.

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Cycle 1: Hopping into the right mood

- Establish a routine to start with:
 - Singing the 'When is the English class?' song is always a good way to create the right mood for the English lesson.

Audioclip

Chorus:	<i>Is it on Monday?</i>
<i>When is the English class?</i>	<i>Is it on Tuesday?</i>
<i>When is the English class?</i>	<i>Is it on Wednesday?</i>
<i>Check, check, check!</i>	<i>Is it on Thursday?</i>
<i>Check, check, check!</i>	<i>Is it on Friday?</i>
	(Chorus)

- Prepare yourself a corner with posters on which to record information like:
 - ♦ the date;
 - ♦ attendance;
 - ♦ the weather, the season;

- ♦ the birthdays of the day/week;
- ♦ the current course unit;
- ♦ the activities for the day;
- ♦ the songs you learn.

Cycle 2: Getting down to brass tacks

- Recap on what was done the class before. A short game, the reconstruction of a narrative, a few questions, even the display of familiar scenes or illustrations may serve to reestablish the contact with the previous lesson's contents. The choice of what to do should bridge the gap between the previous class and today's lesson.
- Pick the activity (or activities) that will constitute the core of the time available for your lesson and follow the guidelines in the Teacher's Book.

tip Make sure you have prepared the necessary props and equipment beforehand.

- When starting the lesson dealing with the story in each unit, sing the 'It's story time' song.

Audioclip

It's story time!
It's story time!
Let's listen to the story!

Cycle 3: Rounding up

- To round up the lesson:
 - Celebrate the achievements of the day. Encourage pupils to give themselves a good clap. Sing the 'Praising' song (you can also sing it each time they finish a game or challenging activity).

Audioclip

Well done! (thumbs up)
Well done! (thumbs up)
Well done everyone! (thumbs up)
It's the end of the lesson. (wave goodbye)
Well done everyone! (thumbs up)

- Announce that time is up and sing the 'Goodbye' song.

Audioclip

Goodbye! Goodbye! (wave)
It's time to say goodbye. (point to your watch)
It's time to put your things away. (mime tidying up)
It's time to say goodbye. (wave)

General tips

• **Writing, drawing and colouring activities:** When approaching these types of activities, allow pupils some time to get organized. Especially with the target age group, chances are that school objects will be missing and pencils will need sharpening. It is of utmost importance to teach them to prepare the items they will need beforehand and raise their awareness of how beneficial it is to take care of school objects to maximize time and focus their attention on the task itself. To sort all this out, here are a few tips:

- Encourage cooperation by organizing pupils in pairs so that school objects may be shared.
- Before the activity, tell pupils to check they have got all the items they need.
- Teach them how to borrow something in English: *Can I borrow a pencil, please? Here you are./ Sorry, no pencil!*
- Make them check if their pencils are all properly sharpened. You may even have a 'Let's sharpen our pencils!' moment.
- Before you close the lesson, teach pupils to put everything back where it belongs.

• **Time-keeping:** Concentration spans at this age are short and pupils get easily distracted. Whenever they need to do an activity on their own, set a time limit and raise awareness of the need to focus through the activity to maximize time. But since the notion of time has still not developed at this age, you need to be creative. Tell the class you are going to play some of the songs from the book – if they used the previous level and this happens early on in the school year, you might resort to the songs from Level A. **NB:** The benefit of using familiar songs is that they become predictable and pupils can easily realize how long they last and when they are about to finish.

Then ask pupils how many songs they think they will need to complete a task and agree on a final number. Write it on the board. As the songs play, keep a record of them on the board: draw a tick for every song finished. In this way, pupils visualize how much time has passed and can predict how much time they still have. Respect the agreement – when time is up, time is up. However, especially at the beginning of the course, and with slow finishers, extra time may be necessary: invite pupils to reflect on the reasons for this and give them a second chance – beware of not abusing your generosity: you also want pupils to learn to respect agreements. Agree on the new number of extra songs and urge pupils to complete the

activity in time. You will be surprised how effective this approach will soon turn.

- **Listening activities:** Follow these steps for each listening activity:
 - a) Always let pupils familiarize with the activity layout.
 - b) Help them put their observations into words by posing questions you know they are already able to answer. If necessary model the answers and elicit their repetition.
 - c) Make sure they understand what to listen for.
 - d) Also, make it clear that listening is necessary for the resolution of the activity.
 - e) Announce that you will be playing the track twice non-stop, so that there is no need to worry if the activity is not successfully completed at once. This should release the tension these activities usually cause.
 - f) Also, announce you will check the activity together.
 - g) When this is over, check whether a third listening is necessary. Even if there is only one pupil in need of a third exposure, do give them the chance to listen again. This should make them feel safe and at ease with the demand.
 - h) Finally, proceed with checking.
- **Poster making:** It is always a good idea to let pupils visualize how much they have learnt and the progress they are making, and posters displayed on the wall are a good source. The following is a list of suggestions for posters you can make on standard-size poster paper or cardboard:
 - 'When is the English class?': Prepare a timetable from Monday to Friday, big enough to be seen from the back of the classroom. Use different colours to identify the days. Also, prepare some slips of paper saying 'ENGLISH' in block capital letters – the number of them depends on how many periods of English your class has. Ask, *When is the English class?* and help pupils tell when their English lessons take place. This will also be useful as reference for when you say the date of each day's lesson.
 - 'We can sing': On this poster, record the songs that pupils learn as they progress through the units.
 - 'Our favourites': Allot a corner in the classroom to display posters of the pupils' favourite things as the units progress. Call the posters 'Our favourites' and make one per unit. On each one, write the units' target lexical items and record the pupils' preferences. Make the posters yourself at first and as pupils grow confident with writing, encourage them to take over from you. By the end of the year, you should have

built a minimum of six posters – one per unit. After dealing with each unit song, ask, *What/Which is your favourite...?* and encourage pupils to draw a yellow star next to their favourite item in the vocabulary banner in their books.

■ ‘Instructions’: From moment zero, you will need to train pupils to interpret rubrics. A poster with the basic instructions will be highly useful as reference. You may draw attention to it every time you carry out an activity. You may use both drawings and words at this stage.

- **Singing activities:** It is always easier if singing is carried out in a graded manner. To do this, play each song several times. Every time, specify which line(s) pupils are to sing. The idea is to increase the number of lines pupils will sing every time the song is played over again, until they manage to sing the complete lyrics. This may be achieved in a single session or more. To close the singing session, celebrate that pupils can sing a new song.

The ‘Lead-in’ games

The following are some general flashcard activities you can use as lead-in games to present the vocabulary of each unit:

- **Look, listen and repeat:** This is an easy way to establish a first contact with vocabulary, the aim being to expose pupils to sound and meaning at the same time. Show the flashcards one at a time, saying the word that matches the object on display, and eliciting its chorus repetition. To guarantee consistency of sounds, make sure that the pronunciation pupils are exposed to at this point matches the pronunciation of the words in the chant and the forthcoming tracks. Do this several times, making sure pupils manage to produce sounds properly. In every round, change either speed, volume or pitch to add variety and fun.
- **Look, listen and repeat if correct:** Say the target words as you show random flashcards so that pupils recognize sound and meaning, having to decide on the sound-image correspondence to repeat or not.

tip It is advisable that the pronunciation provided at this point matches the one of the vocabulary chant.

Instruct pupils to look at the card you show them and to repeat the word they hear, only if it matches the card displayed. Show the flashcards

at random, one at a time, and say the target words. Encourage pupils to react promptly to the visual aid. If it matches the word you said, they will have to repeat it. When they do so, supervise their production and gently make any necessary adjustments, immediately eliciting a new chorus repetition. Most likely, repetition will turn automatic and pupils will often repeat when they shouldn’t. This will be a good opportunity to work on how important it is to stay alert. At these points, make the most of the circumstance language-wise by asking, *What’s this? Is it a...?* Elicit, *No, it isn’t. It’s a...* (or their plural formulas when necessary). Then resume the game. Encourage pupils to beware of not falling into the ‘automatic trap’. Play this game several times, changing speed, volume or pitch to add variety and fun. It can even be presented as a challenge, with a record on the board of the number of flawless rounds. **NB:** When it comes to uncountable and plural nouns, make sure that the answer does not contain the indefinite article. For plural nouns, change the questions to: *Are these...? Yes, they are./No, they aren’t. What are these?* and do not hesitate to model the answers including: *They are/aren’t...* At this point, there is no need to go into any kind of analysis – just grab the opportunity to present the new exponent and encourage repetition. Pupils will easily and readily imitate your model when they feel safe.

- **Memorize the sequence:** Display a series of flashcards on the board as you say the target words for each. (You may add a flashcard from a different lexical set as a distractor.) Pointing, say the words several times – you may even elicit repetition. Allow a little time for memorization of their distribution. Ask pupils to close their eyes. Meanwhile, turn the flashcards face down, hiding the pictures and keeping their order. Tell pupils to open their eyes. Explain they will have to identify the card matching the word you say. Say a word, eg: *juice, bulls, a joystick, a T-shirt* and ask two pupils to come forward and agree to point to the flashcard they think corresponds with your word. Tell them to reveal the card. If it matches the word you said, the card will remain visible for the rest of the game. Encourage the class to celebrate. If not, say the word that corresponds to the flashcard revealed, providing further exposure, which is always a plus, and instruct pupils to place it back where it belongs, face down, and go back to their seats. Invite another pair to have a go. Proceed like this until all the flashcards have been revealed and identified correctly.

- **Where's the...?:** This is a variant of 'Memorize the sequence' but it provides exposure to the 'Where...?' question. Arrange the target flashcards face down on the board. Ask a pair of pupils to come forward and answer your question and point to the corresponding card. Ask, *Where's the T-shirt?* The pair of pupils will agree on the card to point. One of the pupils points to and reveals the chosen card. If it is correct, it stays visible. If not, it is turned face down again. The game continues with another pair of pupils. Ask, *Where's the...?* until all the target words have been revealed.
- **Where are the...?:** This is the same game as above; the only difference is the plural formula for the question, which suits all plural lexical items presented in the book.
- **Find the word:** To conduct the game, follow these steps: a) Get hold of the flashcards you want to play with and make a set of word cards corresponding to the flashcards chosen, big enough to be seen at any distance in the classroom from the board. b) On the board, display each set face up in two columns: on the left, the flashcards and on the right, the word cards. c) Point to each flashcard and conduct a round of recognition asking, *What are these in English?* or *What's this in English?* as suitable. d) Have pupils read aloud of the word cards exposed. Do this several times until you feel they are confident enough. e) Divide the class into two teams. Alternately, each team will choose a flashcard and will have to find the corresponding word card to make a match. If the two cards picked match, the team keeps the pair until the end of the game. If not, the game continues with the other team. f) When all pairs of cards have been found, the team with the greatest number of pairs wins.
- **Memotest:** To conduct the game, follow these steps: a) Get hold of the flashcards you want to play with and make a set of word cards for the flashcards chosen. b) On the board, display each set face down in two columns: on the left, the flashcards and on the right, the word cards. c) Divide the class into two teams. Alternately, each team will turn over a flashcard and a word card aiming at finding a match. If the two cards turned over are identical, the team makes a match and keeps the pair until the end of the game. If not, the cards are turned over and go back to the same place. But before pupils do so, tell the class to remember the cards revealed. d) When all pairs have been found, the team with the greatest number of pairs wins.

- **Vocabulary chants:** To conduct the chants, follow these steps: a) Play the track once and instruct pupils to listen to the chant. b) Play the track again and instruct pupils to listen and clap along. c) Play the track a third time and instruct pupils to chant and clap along. d) Repeat if willing/necessary.

The 'Make and play' games

The following are some general activities you can use as games to play with the cut-out cards for each unit:

- **Bingo (all units):** Pupils to pick four cards of their preference, either the picture cards or the word cards (when available). Use your own flashcards as reference if further exposure is needed. When someone calls out, *Bingo!*, they must say the words for the cards they have chosen to prove they have won the round.
- **Sequence dictation (all units):** Dictate a sequence of cards for pupils to order on their desks from left to right. After each sequence is dictated, conduct the checking instance by dictating it once again and having one or two pupils demonstrate the sequence on the board with the corresponding flashcards. Involve the whole class in the supervision of the sequence on display. Alternatively, you may choose to dictate only a few of the target elements and elicit the oral production of the objects you have left out. **NB:** At the early stages of the language learning process, play the game using the illustrated side of the cards, as pupils do not read yet. When pupils are ready to read, encourage them to play the game using the word cards instead (when available).

tip Start dictating single words, repeating them and pausing at regular intervals to allow time for identification of the corresponding card. At a higher level, dictate three words in a row at normal speed. Eventually, as familiarization with target vocabulary grows, challenge the class with longer strings.

- **Find the match (Units 4, 5 & 6):** This is an interaction between two pupils. It is not a competition – the idea is for the pair to see how many correct answers the two of them can score. It is played with two sets of cards. Hand out a slip of paper to record the number of correct answers each pair can score. Pupils need a pencil to draw on the slip the ticks for their correct matches. They lay two sets of cards on the desk between them.

One set shows the pictures, the other, the words. Pupil A picks a picture and says, *Find (two boots)*. Pupil B must read all the cards to find its match. If the match is correct pupils write a tick in the score slip. Then Pupil B picks a picture and says, *Find (a bottle of water)*. and the procedure is repeated until all the matches have been established.

- **Have you got...?/What have you got? (Units 1 – clothes, 2 & 5):** This is a two-player game and its aim is to guess which card has been removed. It is played with one set of picture cards. The cards are placed with the pictures face down (in the case of the items of clothing cards, the clothes should be face down) in a stack on the desk. The centre of the desk should remain clear. Player A starts the game, picking three cards and displaying them face up before player B. Player B takes a few seconds to memorize the cards on display. Player A asks player B to close his/her eyes and to leave hands on the desk, palms down. While player B's eyes are closed, player A picks one of the cards on display and hides it under B's palm so that it is no longer in sight. Player B must decide which of the three pictures he/she has got under his/her palm. To do this, the players must engage in either of these two exchanges: player A asks, *Have you got (a T-shirt/a bike/rollerblades)?* and player B answers, *Yes, I have./No, I haven't*. Or player A asks, *What have you got?* and player B responds, *I've got (a T-shirt)*. To check the response, player B has a look at the hidden card. If the guess is correct, player B wins a point. Then the cards go back to the stack, they are shuffled and the game starts again. Roles are swapped and it is player A's turn to guess. The game is over when you decide time is up.

tip The exchanges in this game can also be adapted to admit the use of the 'plural' cards and of descriptive adjective – *big, small, long, short, red, yellow*, etc.

- **What's the weather like? It's... (Unit 1):** The aim of this game is to understand a weather report given orally and to identify the matching weather card. It entails both producing and understanding the question and the statement describing the weather.

tip To pave the way for this game, it is wise to have pupils complete the weather words in the 'Mini-dictionary' on page 11 first and then ask them to leave their books open on the desk as reference when necessary.

It is a two-player game. It is played with two sets of cards. One set of weather cards is placed face down in a stack on the desk. The cards of the other set are laid out on the desk in clear view of both players. Player A starts the game by picking one card from the stack and keeping it away from player B's view. Player B asks, *What's the weather like?* Player A responds according to the card he/she has picked. Player B must pick the corresponding card from those on display on the desk. To check, player A reveals the card he/she has got. If the choice is correct, player B wins and keeps the pair of matching cards until the end of the game. If the choice is incorrect, the card goes back to the stack for a new go later on. Roles are swapped and the game starts again: now it is player A's turn to guess, so it is player B who picks a card from the stack and asks the key question. The game is over when there are no cards left on the desk. The winner is the player with the greatest number of cards.

- **What's this? It's (a)... (Units 1 – clothes, 2 – school objects, 4 & 5):** This is a two-player game and its aim is to guess the card that has been turned face down. It is played with one set of cards. Player A starts the game, displaying all the cards in line on the desk. Player B takes a few seconds to memorize the sequence of cards. Then instruct all player Bs to close their eyes. Player A turns one of the cards face down. Instruct all player Bs to open their eyes and respond to A's question. Instruct A to point to the face-down card, asking, *What's this?* Player B answers, *It's (a)...* If player B's answer matches the chosen card, player A responds, *Bravo!* and will reveal it as evidence. At this point, the game starts again, roles swapped. Should player B's answer not suit the hidden card, player A will point to the object on display on the desk and say, *No, it isn't!* Thus, player B will keep on asking, *Is it a...?* until the object is finally guessed. Then roles will be swapped and a new round starts. **NB:** Make pupils realize they have to omit 'a' when referring to uncountable nouns.

tip To demonstrate the game, initially conduct it with the flashcards displayed on the board. After a few rounds, invite a few confident pupils to take over from you and conduct the game themselves. This should clearly give the class an idea of the expected production on their part.

- **What are these? They are... (Units 1 & 5 – plural items, & 6):** This game is identical to ‘What’s this?’ but for plural nouns. Pupils’ answers should start with *They are...*
- **Where’s...? Here! (Units 1 – clothes items, 2 – school objects & 5):** This is a two-player game and its aim is to guess the card that has been removed from view. It is played with two sets of cards. Player A starts the game, displaying all his/her cards in line on the desk. Player A takes a few seconds to memorize the sequence of his/her cards. Instruct player A to close his/her eyes. Player B removes one of the cards and hides it under his/her palm so that it is out of player A’s sight. Instruct player B to open his/her eyes. Player A will have to identify the missing card, asking, *Where’s my...?* If player A’s question matches the missing card, player B responds, *Here!* and will produce it from under his/her hand and give it to player A. At this point, the game starts again, roles swapped. Should player A’s question not suit the hidden card, player B will point to the matching card on display on the desk and say, *Here!* Thus, player A will keep on asking questions until the card is finally guessed. Then roles are swapped and a new round starts.

tip To demonstrate the game, initially conduct it with the flashcards displayed on the board. After a few rounds, invite a few confident pupils to take over from you and conduct the game themselves. This should clearly give the class an idea of the expected production on their part.

- **Where are...? (Units 1 & 5 – plural items & 6):** This game is played like ‘Where’s...? Here!’ but substituting the plural formulas for the questions to suit the use of plural nouns.
- **Who’s this? It’s... (Unit 2):** This game is identical to ‘What’s this?’ – the only difference is the answer: you must supervise pupils do not say the indefinite article in their answers.

- **Whose brush is this? It’s Jack’s. (Unit 2):** This is a two-player game and its aim is to identify the owner of an object. To play this game, pupils need to do Activity 4 on page 13 beforehand. The game entails asking questions with ‘Whose...?’ and giving answers with names in the possessive case. It also requires producing and understanding target vocabulary. Hand out a slip of coloured paper/card where to record the number of correct answers each participant can score.

tip If you use the same colour card for games in which you want pupils to keep a record of the score, you help them make instant associations with the type of activity they are about to do.

Tell pupils to draw a two-column table and to write their names at the top of each column. Pupils need a pencil to draw the ticks for their correct matches and a rubber to erase the marks made in one round of the game to reuse the card for another round. One set of cards is laid out on one side of the desk, revealing the objects. The other set of cards is laid out on the other side of the desk, revealing the owners. Player A points to an object and asks, *Whose (brush) is this?* Trusting memory, player B must point to the correct ‘owner’ card and say, *It’s (Sally’s).* If memory fails, player B goes back to the unit, looks at the pictures and picks the corresponding card from the desk. If the answer is correct, player B wins a point and a tick is written on the score-keeping slip. If the answer is incorrect, no points are scored. Roles are swapped and the game starts again. The game finishes when all the object-owner matches have been properly established. The winner is the participant with the highest score.

- **Games to be played with the months cards (Unit 3):** The following games can be played in pairs: a) sort out the sequence; b) spot the missing month; c) spot the error in the sequence. Or you can play the following ones with the whole class: a) Play track 27 (the ‘Special Days’ song) and stop. Say, *One is January, two is February, three is...* At the interval, pupils pick the corresponding month. b) Ask, *How many months are there from/to (month/festivity)?* and each pupil, with their own set of cards, constructs the timeline from the two stated months or festivities and counts how many months there are in between. Encourage pupils to answer using ‘There are...’

- **Games to be played with the festivities cards (Unit 3):** In pairs, pupils can play ‘When is...? It’s in...’ This game is played with two sets of cards. Cards are stacked face down on the desk. Player A picks up a card, looks at it, decides what festivity it is and asks player B, *When’s...?* If Player B’s answer is correct, he/she wins a point; if not, player A is entitled to provide the answer. Should it be correct, it is player A who wins the point and he/she keeps the card. If neither player knows the answer, the card is laid on one side of the desk and left there until the end of the game. Once all the celebrations have been identified, players go back to the one left aside. They must look it up in the Pupil’s Book and find out when it is. At the end of the game, each player counts how many points they got. Then they shuffle the cards and start all over.
- **Games to be played with the months and the festivities cards (Unit 3):** The following games can be played in pairs: a) Player A dictates player B a few month-celebration matches; player B picks the cards to make the matches, displays them on the desk and decides if they are true or false. You may conduct this as a model until pupils feel confident enough to take over from you. The target production is: *(Christmas) is in (June)*. For the correction of incorrect answers, encourage the use of *No, it isn’t. It’s in...;* b) Player A picks a celebration card and mentions it and player B finds and says the month in which it is celebrated.

The board games in the ‘Integration’ sections

These are typical board games in which players need to advance positions until they get to the ‘FINISH’ line. Advances are enabled by casting a dice. The number revealed leads to landing on a square. There, you will ask a question which pupils must answer correctly to stay; otherwise, they return to their previous position.

To avoid fostering mere competition against pupils at this point of the language learning process, the game should ideally be played by the class as a team, with the game poster displayed on the classroom board and you taking the lead. Have pupils use their own markers to mark the moves on the game board in their books while you use a big marker on the game poster. The dice is cast and the marker is moved to the corresponding square. The question is posed to the whole class so that all pupils have the chance to come up with the correct answer, collaborating with one another to get it right. This procedure increases the likelihood that the correct answer will in fact come out and that advances along the board will always take place. Also, and very importantly, it develops a sense of togetherness and achievement and it reduces the unrest and frustration that come with competition, as pupils focus on reaching the ‘FINISH’ line together, not on beating others.

The best way to make the most of the game is to approach it in two stages: **Preparation** (familiarization with design and language input) and **Play time** (language production). See specific notes for each board game in the corresponding ‘Integration’ section in this Teacher’s Book.

NAP

Cada una de las unidades que componen la siguiente planificación anual de Lengua Extranjera Inglés, para el segundo año del primer ciclo de escolaridad primaria en Argentina se caracteriza por abarcar y reflotar cíclicamente los NAP – Núcleos de Aprendizaje Prioritarios– previstos para el NIVEL I de las Lenguas Extranjeras en el DOCUMENTO del Consejo Federal de Educación aprobado por RESOLUCIÓN CFE N° 181/12.

Dado que todas las unidades contribuyen a desarrollarlos, se transcriben estos a continuación.

Cada unidad de esta planificación apunta a lo siguiente:

EN RELACIÓN CON LA COMPRENSIÓN ORAL

- La aproximación a la comprensión de que un texto oral puede abordarse aunque no se conozca el significado de todas las palabras que lo constituyen, y de que el sentido de un texto no depende exclusivamente de las palabras que lo conforman.
- La comprensión de consignas orales en lengua extranjera apoyándose en el lenguaje gestual u otros soportes.
- La escucha de diferentes textos orales expresados por el/la docente o provenientes de fuentes diversas (grabaciones de audio y video, entre otras). Esto supone:
 - el inicio en la identificación de la situación comunicativa, los interlocutores y el tema abordado, es decir, de elementos relacionados con el contexto de enunciación;
 - la adecuación del tipo de escucha –global o focalizada– a la tarea comunicativa a realizar, con la ayuda del/la docente.
- La formulación de anticipaciones e hipótesis sobre el sentido de los textos a partir de palabras o expresiones relacionadas con el tema, del tono de voz de quien habla, entre otras pistas temáticas, lingüístico-discursivas, paraverbales y no verbales.
- La escucha global de textos orales breves ficticiales del universo infantil –historietas, canciones, poesías, trabalenguas– con el apoyo de material rico en imágenes y de propuestas lúdicas.

- La apreciación del ritmo y la musicalidad en los textos trabajados.
- El inicio en la reflexión sobre algunas características de la oralidad como, por ejemplo, la entonación en preguntas y exclamaciones, entre otras.

EN RELACIÓN CON LA LECTURA

- La lectura de consignas acompañadas de íconos como referencia principal.
- La formulación de anticipaciones e hipótesis en relación con el sentido del texto y el paratexto, antes y durante el proceso de lectura, a partir de ilustraciones, títulos y otras pistas temáticas y lingüístico-discursivas.
- La lectura de textos breves y simples, por ejemplo, títulos, numeración de actividades y páginas, carteles, listados, con ilustraciones y otros tipos de apoyo visual.
- La aproximación a la lectura como posibilidad de disfrutar, emocionarse, conocer otros mundos posibles y reflexionar sobre el propio, y como recurso para buscar información o realizar una tarea.
- El inicio en la reflexión sobre algunas características de los géneros discursivos trabajados.

EN RELACIÓN CON LA PRODUCCIÓN ORAL

- La participación asidua en intercambios propios del contexto escolar (saludar, pedir permiso, entre otros).
- La producción de textos orales (interacciones espontáneas y pautadas, diálogos breves).
- La reproducción de rimas, canciones, trabalenguas, poesías, entre otros.
- La participación en dramatizaciones, juegos y otras instancias lúdicas que impliquen interacción oral.

EN RELACIÓN CON LA ESCRITURA

- La escritura gradual y progresiva de textos breves, en soporte físico (carteles, afiches, epígrafes para una foto o ilustración, diccionarios ilustrados, entre otros). Esto supone:
 - la frecuentación de ejemplos de textos que puedan servir de modelos a partir de los cuales trabajar la propia escritura;
 - la reflexión, guiada por el/la docente, sobre los propósitos y características de los textos trabajados.

¹ This plan presents several foci: you should feel free to use this plan as a springboard to make your own selection and develop your own yearly plan according to the needs and demands in your context.

- La escritura por medio del dictado al/a la docente –práctica conocida como “el docente presta la mano”, frecuente en aulas del primer ciclo–.
- El reconocimiento de la vinculación entre la lectura y la escritura como modo de favorecer el proceso de aprender a escribir.
- La socialización –dentro y fuera del aula– de los textos escritos mediante la elaboración individual y/o grupal de carteleras.

EN RELACIÓN CON LA REFLEXIÓN SOBRE LA LENGUA QUE SE APRENDE

- El inicio en la reflexión, con la ayuda del/la docente, sobre algunos aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende, por ejemplo: la entonación como portadora de sentidos; la relación entre ortografía y pronunciación.
- El reconocimiento de algunas similitudes y diferencias en relación con el español, apuntando a crear espacios de reflexión y articulación entre la lengua que se aprende y la de escolarización, como, por ejemplo, fonemas propios de la lengua extranjera que se aprende.

EN RELACIÓN CON LA REFLEXIÓN INTERCULTURAL

- La sensibilización hacia la presencia de diversas lenguas y variedades lingüísticas que circulan en la comunidad.
- El inicio en la percepción de particularidades culturales a partir del encuentro con otra(s) cultura(s), considerando sus formas de organización de la vida cotidiana: la escuela, el juego, las celebraciones, entre otras.
- La sensibilización ante diferentes formas de prejuicio en las relaciones interculturales para poder avanzar en su superación.
- La valoración de la práctica del diálogo para construir conocimiento y favorecer la participación y la convivencia.

QUEHACERES

Todas las unidades proponen actividades de emparejamiento, coloreado, secuenciación lógica-matemática, reconstrucción de la secuencia narrativa, identificación, recordado, marcación con tilde, cruz o círculo, reporte, trazado de caligrafía, completamiento de imágenes con pegatinas, repetición coral, actividades musicales y cinestésicas.

UNIDAD	TIEMPO ESTIMADO	ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPOSITIVOS LINGÜÍSTICOS	VARIEDAD TEXTUAL	HABILIDADES SOCIALES
Hello!	Entre 8 y 10 horas cátedra.	<p>La vida cotidiana: el entorno personal y social.</p> <p>El mundo que nos rodea: los colores y los números.</p> <p>El mundo de fantasía: personajes de ficción.</p>	<p>Calcular e identificar cantidad.</p> <p>Secuenciar.</p> <p>Identificar colores y los resultados de sus mezclas</p> <p>–primarios secundarios y terciarios–.</p> <p>Expresar preferencia.</p> <p>Presentarse.</p> <p>Saludar.</p> <p>Intercambiar información sobre el nombre y la edad.</p> <p>Interactuar en lo cotidiano del aula.</p> <p>Proceder según las consignas.</p>	<p>Números 1–20. Foco en terminaciones <i>-teen</i> y <i>-ty</i> y en regularidades y cambios: ej. <i>fourteen, sixteen</i> cf. <i>thirteen, fifteen, eleven, twelve</i>.</p> <p>Colores y mezclas: <i>red, yellow, blue, orange, green, purple, brown, black, white, grey, light blue</i>.</p> <p>Los días de la semana (de manera incidental): <i>Monday, Tuesday, Wednesday, Thursday, Friday</i>.</p> <p>Preposición de tiempo: <i>on</i> + día.</p> <p>Preguntas centrales: <i>What...? How old...? Who...? be</i>: en contracción: <i>am, is</i>; sin contracción: <i>are</i>.</p> <p>Fórmulas sociales: saludos: <i>Hello! Welcome to my class!</i>; presentaciones: <i>I'm... What's your name? How old are you? Who's this? It's...</i></p> <p>Categorías varias de palabras en presentaciones personales e identificación de personajes:</p> <p>Sustantivos: propios: <i>Ms Craig, Jack, Sally, Edward, Ben, Lisa</i>; comunes: <i>teacher, grandpa, mouse, mice, friend</i>.</p> <p>Adjetivos posesivos: <i>my, your</i>, nombre + <i>'s</i>.</p> <p>Pronombre demostrativo: <i>this</i>.</p> <p>Pronombres personales: <i>I, you, it</i> (como sustituto de sustantivos animados e inanimados).</p> <p>Preguntas centrales: <i>How many? What's (four plus ten)? What colour is...? What do (red) and (yellow) make? What's your favourite colour/humber? When's the English class? What's your name? How old are you? Who's this? Is it...? Can you see...?</i> (para elicitación percepción visual)</p> <p>Oración afirmativa: <i>I'm</i> + (identidad/edad). <i>It's</i> + (identidad/número/color). <i>Four plus ten is fourteen. Red and yellow make orange.</i></p> <p><i>My favourite colour/humber is...</i></p> <p>Respuestas cortas: <i>Yes, it is./No, it isn't. Yes, I can./No, I can't. On Monday.</i></p> <p>Sonidos: /θ/, /v/, 'silent r', /m/ final de sílaba –ej. /m, /dʒ/, /j/.</p> <p>Patrones de acentuación: 'strong' y 'weak stresses'.</p> <p>Verbos de instrucción para consignas de trabajo en clase.</p>	<p>Imágenes.</p> <p>Escenas.</p> <p>Listado ilustrado de referencia.</p> <p>Historieta.</p> <p>Canción.</p> <p>Diálogos.</p> <p>Rótulos.</p>	<p>Ser sociable.</p> <p>Respetar turnos.</p> <p>Solicitar la palabra levantando la mano.</p> <p>Desarrollar la escucha atenta.</p>

UNIDAD	TIEMPO ESTIMADO	AREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL	HABILIDADES SOCIALES
1 Good morning!	Entre 8 y 10 horas cátedra.	La vida cotidiana: prendas de vestir. El mundo que nos rodea – la naturaleza: el estado del tiempo.	Identificar prendas de vestir. Constatar que se tienen las prendas de vestir necesarias. Buscar, encontrar y localizar prendas perdidas/fuera del campo visual. Expresar preferencia sobre clima. Interactuar en lo cotidiano del aula. Proceder según las consignas.	Prendas de vestir: unidades: <i>T-shirt</i> ; pares: <i>shorts, trainers, socks, boots, glasses</i> . Estados del tiempo: <i>hot, cold, rainy, sunny, cloudy, windy</i> . Preposiciones de lugar: <i>on, in, under</i> . Mobiliario (como referencia de ubicación): <i>chair, table, bed, shelf</i> . Fórmula social: <i>Good morning!</i> Pronombre personal 'it' aplicado al estado del tiempo. Pronombres personales 'it' y 'they', aplicados a prendas de vestir. Artículos: <i>a, the</i> . Poseivos: <i>'s, my</i> . Pronombres demostrativos: <i>this, these</i> . <i>be: is</i> (en contracción y sin contracción), <i>are</i> . <i>have got: I've got... Have you got...?</i> Preguntas centrales: <i>What's this? What are these?</i> (para elicitación de prendas de vestir) <i>What's the weather like? Is it...? Which is your favourite weather?</i> ('Which' restringe la elección a la selección presentada en esta unidad) <i>Have you got the (shorts)? Where's my...? Where are my...?</i> Oración afirmativa: <i>It's... They are... I've got... My favourite weather is...</i> Orden sintáctico: <i>It is... vs Is it...? I've got... vs Have you got...?</i> Respuestas cortas: <i>Yes, it is./No, it isn't. Yes, I have./No, I haven't.</i> Sonidos: /t/, diptongos: /eɪ/, /əʊ/, /aʊ/, /eə/, /ɔ:/, /ɔ:/, /ɔ:/, /w:/; short vowels: /ɪ/, /ʌ/, /ɒ/; consonants: /j/, /tʃ/, /tr/, /gl/, /kl/, dark /l/, /w/; sonidos finales: /ə/, 'silent r'; morfema del plural; final /i:/, /t:/, /s/, /ks/. Entonación de la oración según su tipo: interrogativa y afirmativa. Patrones de acentuación: 'strong' y 'weak stresses'. Verbos de instrucción para consignas de trabajo en clase.	Imágenes. Escenas. Listado ilustrado de referencia. Historieta. Canción. Secuencias lógico-matemáticas ilustradas. Lista en orden alfabético – diccionario ilustrado. Rótulos.	Ser ordenados y autónomos, cuidando las prendas de vestir/accesorios por su valor y para optimizar el tiempo disponible. Respetar turnos. Solicitar la palabra levantando la mano. Respetar reglas de juego. Participar en juegos de a pares.
2 The art lesson	Entre 8 y 10 horas cátedra.	La vida cotidiana: la escuela –objetos escolares.	Identificar objetos. Localizar objetos. Identificar el dueño de un objeto extraviado. Expresar posesión. Interactuar en lo cotidiano del aula. Proceder según las consignas.	Objetos relacionados con la clase de arte: sustantivos contables: <i>picture, marker, brush</i> ; sustantivos incontables: <i>(a bottle of) glue, a paint tube, (a piece of) chalk</i> . Mobiliario (como referencia de ubicación): <i>floor, desk, board, shelf</i> . Preposición de lugar: <i>on</i> . Artículos: <i>a, the</i> . Poseivos: <i>my, mine, your, nombre + 's, Whose...?</i> Pronombre personal 'it' aplicado a objetos. Pronombre demostrativo: <i>this</i> . <i>be: is</i> (en contracción y sin contraer). Preguntas centrales: <i>What's this?</i> (para elicitación de objetos) <i>Is it (a)...? Where's my...? Whose (brush) is this? Can you see...?</i> Oración afirmativa: <i>It's... vs It's a...</i> Orden sintáctico: <i>It is... vs Is it...?</i> Respuestas cortas: <i>Yes, it is. /No, it isn't. Yes, I can. /No, I can't.</i> Fórmulas sociales: <i>Please. Here you are. Thank you.</i> Sonidos: /ɔ:/, /u:/, /ɑ:/, /ʌ/, /ə/ final; /j/, /tʃ/, /f/, /tʃ/, /w/ vs /h/. Entonación de la oración según su tipo: interrogativa y afirmativa. Patrones de acentuación: 'strong' y 'weak stresses'. Verbos de instrucción para consignas de trabajo en clase.	Imágenes. Escenas. Listado ilustrado de referencia. Historieta. Canción. Secuencias lógico-matemáticas ilustradas. Lista de términos en orden alfabético –diccionario ilustrado. Rótulos.	Ser cuidadoso y ordenado para evitar accidentes y pérdidas de tiempo. Respetar turnos. Solicitar la palabra levantando la mano. Respetar reglas de juego. Participar en juegos de a pares.

UNIDAD	TIEMPO ESTIMADO	AREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL	HABILIDADES SOCIALES
4 What's for lunch?	Entre 8 y 10 horas cátedra.	La vida cotidiana: los alimentos y preferencias al respecto.	Identificar alimentos. Intercambiar información sobre el menú previsto. Responder sobre preferencias dentro de un rango limitado de opciones. Interactuar en lo cotidiano del aula. Proceder según las consignas.	Alimentos y bebidas: sustantivos incontables: <i>pasta, butter, fish, icecream, water, juice, fruit, salad, cheese, bread</i> ; sustantivos contables: <i>pears, bananas, tomatoes, eggs</i> . <i>like: Do you like...?</i> Preguntas centrales: <i>What's this in English? What are these in English?</i> (para elicitación de alimentos) <i>What's for lunch?</i> (para indagar por el menú) <i>Do you like...? Can I have some ..., please?</i> (para solicitar alimentos) <i>Can you see...?</i> (para elicitación de percepción) <i>Which is your favourite food/drink?</i> ('Which' restringe la elección a la selección presentada en esta unidad) Respuestas cortas: <i>Yes, I do./No, I don't. Yes, I can./No, I can't.</i> Oración afirmativa: <i>There's...</i> (para describir un menú) <i>It's + (alimento – sustantivo incontable) They are + (alimentos – sustantivo contable) My favourite...</i> <i>be: is</i> (en contracción), <i>are</i> . Fórmulas sociales: <i>Can I have some..., please? Here you are. Thank you.</i> Sonidos: /ɑ:/, /æ/, /ʌ/, /ɔ:/, /u:/, /ə/ final, /aɪ/, /dʒ/, /tʃ/; morfema 's en contracciones y en contexto fonológico; /b/, /p/, /t/, /d/, /ð/, /v/, /h/. Entonación de la oración según su tipo. Patrones de acentuación: 'strong' y 'weak stresses'. Verbos de instrucción para las consignas de trabajo en clase.	Imágenes. Escenas. Listado ilustrado de referencia. Historieta. Canción. Secuencias lógico-matemáticas ilustradas. Lista de frases nominales. Lista de oraciones simples. Lista de palabras en orden alfabético –diccionario ilustrado. Rótulos.	Ser amable y buen anfitrión e invitados. Respetar las diferencias de preferencias. Respetar turnos. Solicitar la palabra levantando la mano. Respetar reglas de juego. Participar en juegos de a pares.
INTEGRATION 2 (Unidades Hello! a 4)						
5 Let's play!	Entre 8 y 10 horas cátedra.	La vida cotidiana: los juguetes y preferencias al respecto.	Identificar juguetes. Indagar por y expresar posesión. Indagar por y expresar preferencia dentro de un rango limitado de opciones. Interactuar en lo cotidiano del aula. Proceder acorde a las consignas.	Juegos y juguetes: sustantivos en singular: <i>a skateboard, a bike, a games console, a joystick, a computer, a doll</i> ; sustantivos en plural: <i>dolls, dominoes, rollerblades</i> . Preguntas centrales: <i>What's this in English? What are these in English?</i> (para elicitación de juegos/juguetes) <i>Which is your favourite toy?</i> ('Which' restringe la elección a la selección presentada en esta unidad) <i>What have you got? Have you got (a)...? Do you like...? Can you see...?</i> (para elicitación de percepción) Respuestas cortas: <i>Yes, I have./No, I haven't. Yes, I do./No, I don't. Yes, I can./No, I can't.</i> Oración afirmativa: <i>It's a... It's my... They are... I've got... My favourite...</i> Fórmulas sociales: <i>Let's play!</i> (sugerir) <i>OK</i> (estar de acuerdo) Sonidos: /ə/ como artículo indefinido; diptongos – /eɪ/, /ɔɪ/, /əʊ/; consonantes: 'dark' /l/, /k/, /sk/, /st/, morfema 's para el plural entre sonidos vecinos. Entonación de la oración según su tipo –afirmativo o interrogativo. Patrones de acentuación: 'strong' y 'weak stresses'. Verbos de instrucción para las consignas de trabajo en clase.	Imágenes. Escenas. Listado ilustrado de referencia. Historieta. Canción. Secuencias lógico-matemáticas ilustradas. Lista de palabras. Lista de oraciones simples. Lista en orden alfabético – diccionario ilustrado. Rótulos.	Ser amable como anfitrión e invitado. Ser respetuoso y tolerante durante el intercambio verbal para decidir a qué jugar. Respetar turnos. Solicitar la palabra levantando la mano. Respetar reglas de juego. Participar en juegos de a pares.

UNIDAD	TIEMPO ESTIMADO	AREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL	HABILIDADES SOCIALES
6 Let's go to the farm!	Entre 8 y 10 horas cátedra.	La vida que nos rodea –la naturaleza: los animales de la granja.	Identificar animales de la granja por su nombre y por su tamaño. Identificar ubicación. Identificar cantidad. Expresar preferencia dentro de un rango limitado de opciones. Interactuar en lo cotidiano del aula. Proceder acorde a las consignas.	Animales de granja – sustantivos en plural: <i>cows, bulls, horses, donkeys, chicks, hens, sheep, goats</i> . Adjetivos calificativos: <i>big, small</i> (de tamaño); <i>hungry, thirsty</i> (de estado). Pronombre demostrativo: <i>these</i> . <i>be: are</i> . <i>How many? There are...</i> Frase nominal con uno o dos pre-modificadores – ej. <i>eleven (small) chicks</i> . Preguntas centrales: <i>What are these?</i> (para elicitación de animales) <i>Are they...? Which are your favourite farm animals?</i> ('Which' restringe la elección a la selección presentada en esta unidad) <i>Can you see...?</i> (para elicitación de percepción) <i>How many sheep are there? Do you like...?</i> Respuestas cortas: <i>Yes, they are./No, they aren't. Yes, I do./No, I don't. Yes, I can./No, I can't</i> . Oración afirmativa: <i>They are + (animales / adjetivo calificativo)</i> . <i>My favourite farm animals are...</i> Fórmulas sociales: <i>Let's go...!</i> (invitar) Sonidos: diptongos /eə/ y /eɪ/; /tʃ/, 'dark' /l/, /ɪ/ y /f/. Entonación de la oración según su tipo –afirmativo o interrogativo. Patrones de acentuación: 'strong' y 'weak stresses'. Verbos de instrucción para las consignas de trabajo en clase.	Listado ilustrado de referencia. Imágenes. Escena. Historieta. Canción. Secuencias lógico-matemáticas ilustradas. Listado de frases nominales. Listado de oración simple. Lista en orden alfabético – diccionario ilustrado. Rótulos.	Ser visitante responsable y atento. Valorar a los animales. Respetar turnos. Solicitar la palabra levantando la mano. Respetar reglas de juego. Participar en juegos de a pares.
INTEGRATION 3 (Unidades Hello! a 6)						
Teachers' Day	La vida social: celebración.	Ubicar una celebración en el calendario anual. Desear Feliz Día. Interactuar en lo cotidiano del aula. Proceder acorde a las consignas.	Happy Teachers' Day! Espacios curriculares: <i>English, music, art, PE, maths</i> <i>Ms + apellido</i> <i>Mr + apellido</i> Preguntas centrales: <i>Who's this? Is it...? Who's your favourite teacher?</i> Respuestas cortas: <i>Yes, it is./No, it isn't</i> . Oración afirmativa: <i>It's...</i>	Calendario. Listado de frases nominales. Señalador.	Valorar la tarea docente. Expresar deseos de felicitación.	

Vocabulary: numbers 0–20; colours: *red, blue, yellow, orange, green, purple, brown, black, white, grey, light blue*; *Hello!*; names: *Sally, Jack, Ben, Lisa*

Grammar: *How many? What's (four) plus (ten)? What colour is...? What's your name? Who's this? How old are you? I'm (name/age).*

Functions: Sequencing, counting and identifying quantity. Identifying colours. Asking for and giving personal information. Greetings.

Values: Being nice when meeting someone new. Accepting differences.

Context: This unit is the door to **Hop into English B**. It opens approaching numbers 0–20 and colours and passes on to the introduction of the main characters, Sally and her brother Jack, Ben the Mouse and his sister Lisa, Jack's grandpa and Jack's teacher, Ms Craig. It also presents a scene that includes illustrations representing many of the target language points to be covered throughout the book. You can come back to this scene after finishing each unit for pupils to identify the vocabulary they have learnt so far.

Presentation of numbers 0–20

What's wrong in the sequence?

LP: Revisiting numbers 1–10 (from Level A) and getting exposed to numbers 0 and 11–20. Saying numbers 0, 11–20 for the first time.

N-LP: Responding as fast as possible to the questions posed in a speed challenge.

- With books closed, conduct 'What's wrong in the sequence?' To open the session, challenge pupils to count 1–10 out loud. You may even revisit the numbers song in **Hop into English A**.
- Encourage pupils to count in order once again and, at 10, on the board, display five target numbers in sequence, except that two of the selected numbers appear in inverted order, eg: *11 – 12 – 13 – 15 – 14*.
- Point to each number and say it aloud slowly to give pupils time to grasp its pronunciation and think ahead to respond the forthcoming question.
- When you get to the inverted numbers, slow down your pace even more and ask, *What's wrong with the sequence? Is it 'fifteen, fourteen'? Or 'fourteen, fifteen'?*
- Invite a pupil to re-array the inverted numbers. Elicit

chorus repetition of the sequence. Then challenge the class with a few other sequences.

Look, listen and repeat if correct.

LP: Recognizing and then saying numbers 0 and 11–20.

N-LP: Preparing cards to play a game.

- With books closed, conduct 'Look, listen and repeat if correct'. (See 'Lead-in games' on pages 13 & 14.)
- Hand out slips of blank paper (the size of the cut-out cards at the back of the book) – one every pair of students so as to encourage collaboration.
- To foster recognition of the numbers, ask pupils to write and decorate the number you assign them.
- Collect all the cards made by pupils and, to foster guided production, play 'Look, listen and repeat if correct'. (See 'Lead-in games' on pages 13 & 14.)
- Conduct 'Where's (thirteen)?' (See 'Lead-in games' on pages 13 & 14.)

tip If necessary, point to each face-down card and ask, *Is this (thirteen)?* to assist the recognition of the target number. Model and gently insist upon the repetition of *Yes, it is!* or *No, it isn't!*

Revisit 'How many?'

LP: Getting exposed to 'How many?' Producing numbers 0–10 as quantity.

N-LP: Playing a ping-pong game.

- With books closed, conduct a simple 'ping-pong' exchange paving the way for the next activity.
- Use your hands to elicit numbers 0–10, eg: show three fingers and ask, *How many?* to elicit, *Three*. Like this, elicit several numbers from 1–10. Also, show your two fists together and teach 'zero'.

tip As far as possible, do this quickly to challenge the class to react fast and thus add fun to a simple lead-in activity.

What's four plus ten?

LP: Getting exposed to 'What's x plus x?' Producing numbers 0–20 as quantity.

N-LP: Calculating – looking and counting.

- With books closed, conduct a simple maths challenge.
- On the board, allot a corner to record the number of correct results the class gives. **NB:** This activity is by no means intended as a competition by a whole-class challenge.

tip Celebrate all correct contributions, even if provided by a minority. Immediately afterwards, elicit repetition and record the answer as correct.

- Invite two pupils to come to the front and stand rather far apart from each other. Approach each pupil separately. Tell them to show the class, with their hands, the number you give each; then whisper into their ear a number from 0–10.
NB: One pupil must always show number 10, paving the way for Activity 1 in the book. If necessary, aid comprehension by showing them the number in writing.
- Address the class, pointing to each pupil at a time, and ask, *How many?* Elicit the quantity on display in both cases. To check, encourage the class to count aloud.
- Gently pull the two pupils close together, their hands still up and visible, their backs to the board. Just leave a small space between them to draw the plus (+) sign on the board and thus suggest the idea of an addition. Ask the class, *What's (four) plus (ten)?* and elicit the answer.

tip For those who need further exposure, guide eventual production of the result by giving options, *Is it (14, 16 or 17)?* and writing them on the board. Then get a pupil to circle the correct one and elicit chorus repetition. To challenge recognition, say the options but avoid writing them on the board.

- To check, invite a pupil to come forward and count – encourage the class to count along. Get someone to circle/write the result on the board. Elicit chorus repetition and monitor pronunciation.

tip By getting different pupils to do different things and having the whole class repeat, count aloud or check, you increase chances of attention and maximize participation and involvement.

tip It is best to start with regular numbers: 14, 15, 16, 17, 18, 19. At a later stage, proceed with the irregular ones: 11, 12, 13, 15. Finally, do the same for 20 and 0. Draw attention to the pronunciation of endings ‘-teen’ cf. ‘-ty’. For zero you must get two pupils to show 10, change the sign on the board and expose pupils to the word ‘minus’



1 (02)

LP: Revisiting numbers 0–20. Listening to a song to check the resolution of a maths activity. Double checking by responding to ‘What’s (four) plus (ten)?’ with the correct number.

N-LP: Solving mathematical operations – counting and circling the correct result. Checking results by listening to a song.

- With books open at page 2, allow pupils time for familiarization with the pictures.
- Show pupils how to do the activity: draw their attention to the first operation. Reproduce the hands in the pictures with your own hands, and ask, *How many?* Encourage counting aloud.
- Write the numbers on the board next to each other with a small space in between.
- Ask, *What's (four) plus (ten)?* Write the plus sign between the numbers and elicit the result. Tell pupils to circle it.
- Proceed likewise with the rest. Warn the class to be attentive to signs: ‘plus’ and ‘minus’. Set a time limit.
- To check, play track 02 twice and tell pupils to listen to the song and tick or correct their answers.

• Audioscript

Teacher: T – Class: C

The Numbers song

Chorus:

T: *Let's play with maths,
Let's play with numbers,
Numbers are fun! Numbers
are fun! (x2)*

T: *What is four plus ten?*

C: *Four plus ten is four-teen.*

T: *Seven plus ten?*

C: *Seven-teen.*

T: *And nine plus ten?*

C: *Nine-teen.*

T: *What is eight plus ten?*

C: *Eight plus ten is eight-teen.*

(Chorus)

- C:** Six plus ten is six-teen.
Three plus ten is thir-teen.
Five plus ten is fif-teen.
- T:** And ten plus ten?
C: Twenty!
T: And ten minus ten?
C: Zero!
(Chorus)
- C:** One plus ten's eleven.
T: And two plus ten?
C: Twelve!!
(Chorus)

- Double check by asking, *What's x plus x?* Elicit results and monitor pronunciation.

2 (02)

LP: Producing already learnt colours and recognizing numbers 0–20 – responding to ‘What colour is 14?’ Getting exposed to ‘grey’ and ‘light blue’ – responding to ‘Which number is grey/light blue?’

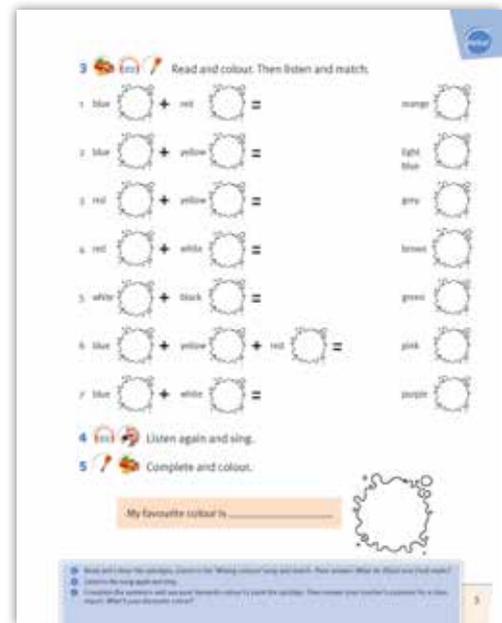
N-LP: Colouring and singing.

- With books open at page 2, draw pupils’ attention to Activity 2.
- Allow them time for colouring. Set a time limit.
- To check, conduct the following script as a rap.

Script (to be read by the teacher)

*Fourteen, fourteen. What colour is fourteen?
It's blue. It's blue. Fourteen is blue.
Sixteen, sixteen. What colour is sixteen?
It's orange. It's orange. Sixteen is orange.
Seventeen, seventeen. What colour is seventeen?
It's yellow. It's yellow. Seventeen is yellow.
Nineteen, nineteen. What colour is nineteen?
It's pink. It's pink. Nineteen is pink.
Twelve, twelve. What colour is twelve?
It's red. It's red. Twelve is red.
Twenty, twenty. What colour is twenty?
It's purple. It's purple. Twenty is purple.
Thirteen, thirteen. What colour is thirteen?
It's brown. It's brown. Thirteen is brown.
Zero, zero. What colour is zero?
It's black, it's black. Zero is black.
Grey, grey. What number is grey?
Eleven. Eleven. Eleven is grey.
Light blue, light blue. What number is light blue?
Eighteen. Eighteen. Eighteen is light blue.*

- Play track 02 and have pupils sing along.



3 & 4 (03)

LP: Getting exposed to the colour words in writing. Producing colours in response to ‘What do (blue) and (red) make?’

N-LP: Colouring splodges as stated in writing. Matching each ‘addition’ to their resulting mix. Singing a song.

- With books open at page 3, tell pupils to prepare their coloured pencils to colour the splodges in Activity 3. Chances are that pencils will be missing or in need of sharpening. (See notes about colouring in the ‘General tips’ section on pages 12 & 13.)
- In a column on the left side of the board, display colour flashcards red, blue, yellow, black and white.
- Point to each and ask, *What colour is this in English?* and write the colour words provided at random in another column on the right side of the board for a forthcoming matching activity.
- Go over the words again and invite different pupils to come to the front and match the flashcards to the corresponding words. Encourage confirmation or correction as suitable. Then elicit repetition.
- Tell pupils to find these words on page 3 and colour the splodges suitably – limit the colouring to these five colours. Allow time for colouring. Set a time limit. (See notes about time-keeping in the ‘General tips’ section on pages 12 & 13.)
- Proceed likewise for the rest of the colours.
- Tell pupils they will match the additions to their resulting mix.
- Conduct reading of the additions. Aid reading by displaying on the board the corresponding colour flashcards and the plus sign between them. Pointing to them, ask, *What do (blue) and (red) make?*

- If pupils do not know the answers, play track 03 and invite them to listen to the song and match. If they do, challenge them to match on their own and then to listen for confirmation. Alternatively, you may bring some paint tubes to class and show the mixtures yourself. Listening in this case will serve as confirmation. Alternatively, you may do it the other way round, ie: listen to each verse, mix the colours and confirm.
- Play the track twice. (See notes about listening activities in the ‘General tips’ section on pages 12 & 13.)

Audioscript

The Mixing colours song

Chorus: (Chorus)
 Let's mix the colours!
 Let's mix the colours! White and black make grey
 Blue and red make purple. Blue, yellow and red make brown.
 Blue and yellow make green. And blue and white... light blue!
 Red and yellow make orange. And red and white make pink!
 (Chorus)

- Check by asking, *What do (blue) and (red) make?* and elicit, *[(Blue) and (red) make (purple)].* Do this for all the combinations.

tip You may aid checking by producing the colour flashcard suitably at the front. You may even get pupils to do this.

- Play the track again; encourage pupils to sing along. (See notes about singing on in the ‘General tips’ section on pages 12 & 13.)

tip Play the song several times. Tell pupils which lines to sing each time: **1st time:** the resulting colours; **2nd time:** add the colours combined; **3rd time:** add the chorus; **4th time:** the whole song. To close, celebrate being able to sing a new song.

5

LP: Producing ‘It’s + colour’ or ‘My favourite colour is...’ to refer to favourite colours.

N-LP: Identifying one’s favourite colour and colouring a splodge accordingly. Making a poster for the classroom displaying a record of favourite colours.

- With books open at page 3, draw pupils’ attention to Activity 4.
- Display the colours flashcards on the board and elicit the names of each colour. Monitor pronunciation.
- Tell pupils to choose their favourite colour and colour the splodge in their books accordingly.

Prepare a poster for ‘Our favourites’ corner to record favourite colours. (See notes about poster making in the ‘General tips’ section pages 12 & 13.)

- Ask, *What’s your favourite colour? [It’s (blue).]* Monitor pronunciation.
- Get pupils to come to the front in turn and tick their favourite colour. **NB:** This entails reading at word level.
- Count the number of ticks and note which colour gets the most votes.



1 AB, p52

LP: Responding to ‘What’s (four) plus (ten)?’ Producing numbers 0–20 in mathematical operations with ‘plus’ and ‘minus’.

N-LP: Calculating – looking and counting.

- With books open at page 52, tell pupils to solve the operations.
- To check ask, *What’s x plus x? [It’s x.]*



2 AB, p52

LP: Responding to ‘What do (blue) and (red) make?’ Producing colours.

N-LP: Reading and colouring.

- With books open at page 52, explain to pupils that they will be reading and marking the paint tubes with crosses in the stated colours.
- Tell pupils to count the paint tubes and ask, *How many paint tubes are there? [There are seven.]*
- Point to each paint tube and ask, *What colour is this paint tube?* Encourage reading at word level.
- Tell pupils to mark each paint tube with a cross in the corresponding colour.

tip

Make sure pupils are not colouring at this stage, but simply making small crosses on the paint tubes.

- Point to the combinations and ask, *What do (blue) and (red) make?* Elicit the combinations as follows [*Blue and red make purple.*]

Answers: 1 purple; 2 brown; 3 grey

- Allow time for colouring – set a time limit.
- Have pupils look at the page where the characters are presented (the folded part of page 4).
- Point to each one and ask, *Who's this?* Elicit the characters' names, [*It's Jack, Sally, Ben and Lisa.*]
- Continue with how they are related. Point and ask, *Is Jack Sally's friend?* [*No. Jack is Sally's brother.*] *Is Lisa Ben's friend?* [*No. Lisa is Ben's sister.*] *Are Jack and Sally, and Ben and Lisa family or friends?* [*They are friends.*]
- You may continue with questions about the characters' age, *How old is Jack?* [*(Jack's) six.*] *How old is Sally?* [*(Sally's) eight.*] *How old is Ben?* [*(Ben's) six.*] *How old is Lisa?* [*(Lisa's) seven.*]
- Play 'Who's this?' (See 'Lead-in games' on pages 13 & 14).



6 (04)

LP: Recognizing and producing numbers, colours, school objects, toys, animals, names, relationships: *teacher, grandpa.*

N-LP: Playing 'I spy...'. Singing a song.

- With books open at page 4, draw pupils' attention to the scene. Allow them time for inspection. Remember that you can also use the poster.
- To help pupils put their observations into words, ask, *How many things can you remember?* You can invite a pupil to keep a score of this on the board.
- Point and ask, *Who's this?* [*It's Jack, Sally, Jack and Sally's grandpa./The teacher.*] *Where are they?* [*In the classroom.*] If the answer does not come easy, give options: *In the garden? In the classroom? In the supermarket?* Then model the answer yourself and elicit repetition.
- Play 'I spy...' Refer to Table 1 below and ask questions with 'What colour?' 'Where?' and 'How many?'
- Invite pupils to predict the characters' lines. Encourage a few pupils to play roles and come up with suitable lines. If necessary aid by asking, *Who says...? 'Hello!'* [*All.*] *'What's your name?'* [*The teacher, Jack.*] *'I'm + name.'* [*All.*] *'Welcome!'* [*The teacher.*]
- Tell pupils that you will play the song the characters sing. You will do so several times – each time you will ask them to identify something specific. Play track 04 and ask them to listen for the following: 1st time: *How many times can you hear 'Hello?'* [*Eight.*] 2nd time: *How many times can you hear 'Welcome to my class?'* [*Three.*] 3rd time: *What's the teacher's name?* [*Ms Craig.*] The teacher's name is unlikely to come out spontaneously, so give options: *Is it Ms Craig, Ms Thomas or Ms Jones?* (the options are deliberately different to ease recognition).

Table 1

Teacher's prompt: <i>I spy...</i>	Pupils' response	Further question/s	Answers
<i>Ben.</i>	<i>Yes.</i>	<i>Where is Ben?</i>	<i>In Jack's school bag.</i>
<i>Lisa.</i>	<i>Yes.</i>	<i>Where is Lisa?</i>	<i>In Sally's school bag.</i>
<i>a robot.</i>	<i>Yes.</i>	<i>What colour are the robot's arms/legs/hands/feet?</i>	<i>They are blue/green/yellow/purple.</i>
<i>a frog.</i>	<i>Yes.</i>	<i>What colour is it?</i>	<i>It's green, purple and yellow.</i>
<i>three apples.</i>	<i>No.</i>	<i>How many?</i>	<i>Two.</i>
<i>a pink pair of scissors.</i>	<i>No.</i>	<i>What colour are the scissors?</i>	<i>They are orange.</i>
<i>four chairs.</i>	<i>No.</i>	<i>How many?</i>	<i>Three.</i>
<i>two school bags.</i>	<i>No.</i>	<i>How many?</i> <i>What colour is Ben's school bag?</i> <i>What colour is Sally's school bag?</i>	<i>Three.</i> <i>It's red.</i> <i>It's purple.</i>
<i>two apples.</i>	<i>Yes.</i>	<i>What colour are they?</i>	<i>One is green. One is red.</i>

Table 1

Teacher's prompt: / spy...	Pupils' response	Further question/s	Answers
<i>a green pencil case.</i>	No.	<i>What colour is it?</i>	<i>It's purple.</i>
<i>numbers.</i>	Yes.	<i>What numbers?</i>	<i>2, 8, 10, 12, 13, 14, 15, 16 and 19.</i>

Audioscript

Ms Craig: MC – Grandpa: G – Jack: J

The 'Hello!' song

MC: Hello, everybody! **MC** Welcome to my class!
G: Hello! **MC:** I'm Ms Craig.
J: Hello! What's your name?
MC: Hello, everybody! **J:** I am Jack!
J & G: Hello! **MC:** Welcome, Jack!
MC Hello, everybody! Welcome to my class!
G: Hello! Welcome to my class!
J: Hello!

- Play the track again and encourage singing along.

7

LP: Responding [*It's (colour/object).*] to *What colour is (the...)?* Recognizing vocabulary items.

N-LP: Finding objects in a scene and colouring them accordingly.

- With books open at page 4, draw pupils' attention to the objects listed in the banner on the right of the scene. Choose your approach:
1st alternative: autonomous. Ask, *What's this in English?* and elicit answers starting with [*It's a...*] **NB:** Monitor the production of 'scissors' is accurately worded as [*It's a pair of scissors.*] or [*They are scissors.*] Tell pupils to find and colour the items on their own. Allow some time for the colouring but set a time limit. Check by asking, *What colour is the pencil case/frog, etc?* [*It's purple/green and purple, etc.*] **2nd alternative: guided.** Same as the previous alternative but for pupils to find the objects, ask, *Can you see a (pencil case)? Find a (pencil case). Where's the (pencil case)?* Encourage pupils to point at the objects found and say [*Here!*]. Then ask, *What colour is it?* [*It's (purple).*]
- Ask pupils to mark each object with a cross in the corresponding colour, not to colour the objects straightaway until you tell them to.
- Do the same with the rest of the items

- Allow time for colouring – set a time limit.

8

LP: Recognizing numbers ending in '-teen'.

Producing colours.

N-LP: Observing a scene, finding in it the stated numbers and colouring them accordingly.

- With books open at page 4, draw pupils' attention to the numbers listed in Activity 8. Choose your approach: **1st alternative: autonomous.** Tell pupils to find and colour the stated numbers on their own. Allow some time for this – set a time limit. Check by asking, *What colour is twelve/sixteen/thirteen/fifteen/fourteen?* [*It's orange/green/light blue/grey/brown.*] **2nd alternative: guided.** Go over the list of numbers and tell pupils to find each in the scene. Use the guide in Table 2 below.
- Allow time for colouring – set a time limit.

9

LP: Producing numbers in mathematical operations.

N-LP: Observing a scene, finding in it the stated operations and completing them accordingly.

- With books open at page 4, draw pupils' attention to the operations listed in Activity 9. Choose your approach: **1st alternative: autonomous.** Tell pupils to find and complete the stated operations on their own. Allow some time for this – set a time limit. Check by asking, *What's (nineteen) minus (two)?* [*It's seventeen.*] **2nd alternative: guided.** Go over the operations to complete. Tell pupils to find each in the scene. Conduct the exchange in Table 3 (see following page) as pupils complete the operations in their books.

Table 2

Teacher's trigger	Pupils' response	Further teacher's input	Teacher's questions	Pupils' response
<i>Can you see number twelve? Where's twelve?</i>	<i>Here.</i>	<i>It's on the board.</i>	<i>What colour is it?</i>	<i>It's red.</i>
<i>Can you see number sixteen? Where's sixteen?</i>	<i>Here.</i>	<i>It's on Sally's T-shirt.</i>	<i>What colour is it?</i>	<i>It's green.</i>
<i>Can you see number thirteen? Where's thirteen?</i>	<i>Here.</i>	<i>It's on the wall.</i>	<i>What colour is it?</i>	<i>It's light blue.</i>
<i>Can you see number fifteen? Where's fifteen?</i>	<i>Here.</i>	<i>It's on the skateboard.</i>	<i>What colour is it?</i>	<i>It's grey.</i>
<i>Can you see number fourteen? Where's fourteen?</i>	<i>Here.</i>	<i>It's on the wall.</i>	<i>What colour is it?</i>	<i>It's brown.</i>



10 & 11

LP: Developing comprehension skills: interpreting paralinguistic features and aural and written input to mentally reconstruct a narrative sequence involving target language. Developing reading skills: reading speech bubbles and focusing on the left-to-right/ bottom-down direction in which English is read.

N-LP: Reading a comic strip and tracking down events until their resolution.

- With books open at page 5, draw pupils' attention to the story frames. Allow time for them to explore the story and attempt its mental reconstruction. Remember that you can also use the poster.
- Help pupils put their observations into words by asking, *Can you see (Ben/Lisa/Sally/Jack)? [Yes, I can.] Where is Ben/Lisa/Jack/Sally? [In picture (4).] Alternatively, say, I spy with my little eye Ben/Lisa/Sally/Jack/Ms Craig/grandpa/a (ball), etc. Pupils say the number of the frame in which they have spotted the object.*
- Encourage hypotheses about situation. Ask, *What's the problem?* Allow pupils to use L1. As they do, word the situation as follows, using gesture and pointing to the story frames to facilitate comprehension. **Frame 1:** *Ms Craig welcomes Jack to her class. Ben is in Jack's school bag. Lisa is in Sally's*

school bag. Frame 2: *Ms Craig meets Jack's grandpa.*

Frame 3: *Ms Craig meets Jack's sister, Sally. Frame 5:* *Ms Craig meets Lisa. Ms Craig is afraid. Frame 6:* *Ms Craig meets Ben. Ms Craig is shocked!*

- Play track 05 once. Invite pupils to listen to the story.

Audioscript

Narrator: N – Grandpa: G – Ms Craig: M – Jack: J – Sally: S – Lisa: L – Ben: B

- | | | | |
|---|--|---|---------------------------------------|
| 1 | N: Jack, Grandpa and Sally are in the classroom. It's Jack's first day of school. | 4 | M: Hi, Sally! How old are you? |
| G: Excuse me. | | S: I'm eight. | |
| MC: Oh! Hello! I'm your teacher, Ms Craig! What's your name? | | M: Oh! You're Jack's big sister! | |
| J: I'm Jack! | | S: Yes! | |
| MC: Hello, Jack! Welcome to my class! | | 5 | |
| J: Thank you! | | L: Hello! | |
| 2 | | M: Arghhhhh! A mouse?! | |
| MC: Who's this, Jack? | | J: It's OK, Ms Craig. It's my friend Lisa. | |
| J: It's Grandpa. | | 6 | |
| G: Hello! I'm Edward. | | B: Hello! | |
| 3 | | M: Argh! And this? | |
| MC: And who's this? Is it your sister? | | L: It's my brother Ben. | |
| J: Yes, it is. It's my sister Sally. | | 7 | |
| | | M: Argh! Two mice! Ahhhhhh! | |
| | | J, S & G: Oh no! | |

- Confirm predictions.

VALUES Grab the opportunity to reflect upon being nice when meeting someone new and accepting differences.

- Play the track again and tell pupils to listen and point to each frame. **NB:** Pointing while approaching the development of reading skills leads to grasping the direction in which speech bubbles are read in English. You can also have pupils watch the animated video available on the Digital Pupil's Book or at the Teacher's Resource Centre.
- Invite pupils to play the characters' roles when they ask and answer, *What's your name? Who's this? How old are you?*

Table 3

Teacher's trigger	Pupils' response	Further teacher's input	Pupils' response	Teacher's questions	Pupils' response
<i>What number is this? And this?</i>	<i>It's nineteen. It's two.</i>	Draw both signs on the board to aid comprehension. <i>Look at the sign. Is it 'plus' or 'minus'?</i>	<i>It's 'minus'.</i>	<i>What's (nineteen) minus (two)?</i>	<i>(Nineteen) minus (two) is (seventeen).</i>
<i>What number is this? And this?</i>	<i>It's eight. It's ten.</i>	<i>Look at the sign. Is it 'plus' or 'minus'?</i>	<i>It's 'plus'.</i>	<i>What's (nineteen) minus (two)?</i>	<i>(Nineteen) minus (two) is (seventeen).</i>



3 AB, p53 (05)

LP: Listening for detail – identifying the speakers' lines in chronological order.

N-LP: Listening and reconstructing a chronological sequence by identifying the speakers and their lines.

- With books open at page 53, draw pupils' attention to Activity 3.
- Revisit interpretation of the situation: *Ms Craig meets Jack, Sally, Lisa and Ben.*
- Play track 05 and tell pupils to listen to the story again and number the speakers in order.
- Check the resolution of the activity. To aid checking, on the board, draw the outlines of the story frames. Play the track once again, pausing suitably. Point to each frame and ask, *What number is this?* Invite three pupils to number the frames on the board and the class confirms or corrects. You may elicit repetition of the lines.

Answers: a 2; b 3; c 1

- Play the track once more and tell pupils to listen again to identify the key lines for each frame.

Key lines

Hello, Jack! Welcome to my class! Thank you! (c)
How old are you, Sally? (a)
Argh! Two mice! Ahhhhhh! (b)



4 AB, p53

LP: Answering personal questions: *What's your name? How old are you? What's your favourite colour?*

N-LP: Making a portrait of oneself and completing it with personal information.

- With books open at page 53, draw pupils' attention to Activity 4. Allow them time for inspection.
- Tell pupils they will complete the portrait. Point to the blank head on display. Ask, *Who's this? Is it Jack/Sally?* (induce the answer by shaking your forefinger) [*No, it isn't.*] *Is it Lisa/Ben?* (induce the answer by shaking your forefinger) [*No, it isn't.*] *Is it Ms Craig?* (induce the answer by shaking your forefinger) [*No, it isn't.*] *Who is it? It's you!*
- Tell pupils to draw themselves. Set a time limit.
- Play track 06 and tell pupils to listen to Ms Craig's questions and write their answers in the speech bubbles.

Audioscript

- 1 **Ms Craig:** *Hello, I'm Ms. Craig. What's your name?*
- 2 **Ms Craig:** *How old are you?*
- 3 **Ms Craig:** *What's your favourite colour?*



- **Introductory card:** Give pupils big cards for them to write their names in big print and the number of their age. They can even draw something they like. You may decide to exhibit this on the classroom wall or on each pupil's desk every class until you get to know them and remember their names. You can also use the template card in the 'Photocopiable activities' section at the Teacher's Resource Centre.
- **Roleplay:** Put up a show – ask pupils to act out the unit story.
- **Photocopiable activities at Teacher's Resource Centre:**
 - **Who is who? Look and label:** Hand out the photocopies and allow some time for familiarization with the picture. Conduct reading of names. Tell pupils to copy the names of the characters suitably. Allow them some time. To check, ask, *Look at number (1): Who's this? [It's (Jack's grandpa).]*
 - **Whose is this? Look and match:** Hand out the photocopies. Tell pupils to look back at the scene on page 4 and match the objects to their owners. Allow them some time. To check, point and ask, *Look at the (boots). Whose (boots) are these? [They are (Sally's).]* **NB:** Even if the word 'Whose' and some vocabulary items have not been formally presented yet, the activity may very well be solved because it relies on observation not language, and it is an ideal activity, especially for fast finishers.

Vocabulary: clothes: *T-shirt, (a pair of) shorts, trainers, socks, boots, glasses*; possessive adjectives: *my, your*; prepositions of place: *on, in, under*; reference objects: *the floor, the chair, the bed, the table, the school bag*; the weather: *hot, cold, rainy, sunny, cloudy, windy*

Grammar: *What's the weather like? Is it...? No, it isn't. / Yes, it is. It's... Have you got your T-shirt? Yes, I have. / No, I haven't. I've got... Where is my...? Where are my...? It's/They are... + prepositional phrase. What's this (in English)? What are these (in English)? It's a... They are... Is it...? Are they...? Yes, it is/they are. / No, it isn't/they aren't. Possessive case: Sally's, Lisa's*

Functions: Looking for, locating, finding, handing and identifying articles of clothing. Going over a checklist of things to pack.

Values: Being tidy.

Context: The main characters get up in the morning and need their clothes to get dressed. Their clothes appear scattered around the bedroom and they engage in exchanges about their location and the weather. Lisa and her grandma go over the checklist of clothes to pack for a camping trip.



1 (07)

LP: Establishing a first contact with target vocabulary (clothes and the weather) around the exposure, recognition and guided production cycle. Answering [*Here. It's a... They are... / Yes, it is/they are. / No, it isn't/they aren't.*] to *Where's the...?*

Where are the...? What's this? Is it a...? What are these? Are they...? Answering It's... to What's the weather like?

N-LP: Play brain-challenging games.

- With books closed, conduct the following lead-in games (see 'Lead-in games' on pages 13 & 14):
 - Conduct 'Look, listen and repeat': *a T-shirt, (a pair of) shorts, trainers, socks, boots, glasses.*
 - Play track 07 and conduct the first vocabulary chant activity (see notes on page 14).

Audioscript

a T-shirt – shorts – glasses – socks – trainers – boots (x2)

- Conduct 'Look, listen and repeat if correct'.
- Play 'Where's the...? Where are the...?' Elicit answer [*Here!*]
- Play 'What's this? What are these?'
- Conduct 'Look, listen and repeat': *hot, cold, rainy, sunny, cloudy, windy.*
- Play the track again and conduct the second vocabulary chant activity (see notes on page 12).

Audioscript

sunny – cloudy – rainy – windy – hot – cold (x2)

- Play 'Look, listen and repeat if correct'.
- Play 'Memorize the sequence'.
- Play an adapted version of 'What's this?' replacing this question by *What's the weather like? Is it (sunny)? [Yes, it is./No, it isn't. It's (cloudy).]*

2 (08)

Part 1

LP: Visualizing target vocabulary in context.

Answering [*It's a... They are... Yes, it is/they are. / No, it isn't/they aren't.*] to *What's this in English? Is it a...? What are these in English? Are they...?*

N-LP: Completing drawings according to reference models – tracing outlines and colouring items of clothing as in the banner.

- With books open at page 6, draw pupils' attention to the top banner. Remember that you can also use the poster.
- Point to each item and ask suitably, *What's this in English? [It's a...] Is it a...? [Yes, it is./No, it isn't.] What are these in English? [They are...] Are they...? [Yes, they are./No, they aren't.]*
- Re-direct attention to the scene. Help pupils put their observations into words. Ask, *Who's this?*

[It's (Jack/Sally/Jack and Sally's mum).] Is it (Jack and Sally's auntie)? [Yes, it is./No, it isn't.] Where's Sally/Jack? [Sally/Jack is in bed.] Where's Lisa/Ben? [Here.] Lisa/Ben is in the drawer.

- Draw attention to the top banner and the scene alternatively. Point to each item on the banner and ask, *Where's the orange T-shirt?* [*It's (on Sally's bed).*] *Where are the grey shorts?* [*They are on the table.*] *Where are the trainers?* [*They are under the school bag.*] *And the socks? Are they on the bed? On the chair? On the floor?* [*They are on the floor.*] *Whose glasses are these?* [*They are Sally's.*] *Where are they?* [*They are under the bed.*] *Where are the boots?* [*They are on the floor.*]

NB: The answers to the 'Where...?' questions should be no problem given that the language needed to produce them was presented in Level A of this series.

- Tell pupils to trace and colour the items in the scene as in the banner – set a time limit.

tip At this point you may consider doing the 'Can you say...?' Activity 12 on page 16.

Part 2

LP: Recognizing target vocabulary. Pronouncing sounds in strings.

N-LP: Listening and numbering the items of clothing in order of appearance. Singing a song.

- Instruct pupils to look at the scene on page 6. Play track o8 twice non-stop. Have pupils listen to the song and number the items of clothing in the boxes provided.

Audioscript

Mum: M – Sally: S

Get your clothes!

M: *Have you got your clothes, Sally? Have you got your clothes? Let's get ready! It's time to go!*

S: *I've got my T-shirt, my trainers and my shorts. Where are my glasses? Where are my socks?*

M: *Oh no, Sally! Get your clothes. Get your clothes. Let's get ready! It's time to go!*

- To check the numbering, play the track a third time, pausing before every question. Ask, *Which is number (1)?* [*It's a (pair of...).*] Play the track again to confirm.

tip Aid checking by writing numbers 1–5 on the board and inviting pupils to come forward in turn and display the corresponding flashcards next to their number.

Answers: 1 T-shirt; 2 trainers; 3 shorts; 4 glasses; 5 socks.

- Encourage pupils to sing along. Celebrate being able to sing a new song.

3

LP: Getting exposed to 'What's the weather like?' Recognizing weather vocabulary. Pronouncing sounds in strings.

N-LP: Listening and circling the correct weather icons. Singing a song.

- With books open at page 6, draw pupils' attention to the bottom banner.
- Point to each weather icon and ask, *What's the weather like?* [*It's...*]
- Direct attention to the bedroom scene. Ask, *What's the weather like?* Make a gesture suggesting 'We don't know!' and invite pupils to listen and find out.
- Play track 09 twice non-stop. Tell pupils to listen to the song and circle the correct weather icons.

Audioscript

Mum: M – Jack: J – Sally: S

Good morning!

Chorus:

M: *Good morning! Good morning! Get up! Get up! Come on, children! Hurry up! (x2)*

J: *What's the weather like, Mum?! What's the weather like? Is it rainy? Is it cloudy?*

M: *No, it isn't. It's sunny! (Chorus)*

S: *What's the weather like, Mum?! What's the weather like?*

Is it windy? Is it cold?

M: *No, it isn't. It's hot!*

(Chorus)

- To check, show each of the weather flashcards and ask, as suitable, *What's the weather like in the story?* [*It's sunny and hot.*] *Is it rainy/windy/cloudy?* [*No, it isn't.*] *Is it sunny?* [*Yes, it is.*] *Is it cold?* [*No, it isn't.*] *Is it hot?* [*Yes, it is.*]

Answer: It's sunny and hot.

- Encourage pupils to sing along. Celebrate being able to sing a new song.

tip At this point you may consider doing 'Can you say...?' Activity 13, on page 10, to reinforce correct pronunciation.

- Ask, *Which is your favourite weather?*



1 AB, p54

LP: Recognizing target vocabulary. Responding [*It's/They are (colour).*] to *What colour is the...? What colour are the...?*

N-LP: Discovering the colour of the items of clothing by tracing the lines and reporting them.

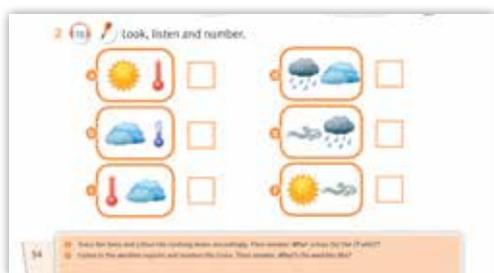
- With books open at page 54, draw pupils' attention to Activity 1.
- Tell them to discover what colour each item is. Instruct them to trace the lines and to mark the item of clothing with a cross in the corresponding colour.
- To check, ask, *What colour is/are the...? [It's/They are (colour).]*

tip

Make sure the answers are framed in the singular and in the plural as appropriate: *It is...* cf. *They are...* If pupils find it difficult to produce correct answers spontaneously, provide the model yourself and elicit repetition.

- Allow some time for colouring – set a time limit.

Answers: The trainers are red. The T-shirt is orange. The boots are yellow. The shorts are green. The glasses are blue. The socks are purple.



2 AB, p54 (15)

LP: Recognizing weather words aurally.

N-LP: Listening and numbering the weather reports.

- With books open at page 54, draw pupils' attention to the weather reports.

- Point to each report and ask, *What's the weather like?* Elicit answers [*It's...*].
- Play track 15 fully twice. Instruct pupils to listen and number them in order of appearance.

Audioscript/Answers

- | | |
|---------------------------------|--------------------------------|
| 1 <i>It's sunny and windy.</i> | 4 <i>It's sunny and hot.</i> |
| 2 <i>It's cloudy and cold.</i> | 5 <i>It's hot and cloudy.</i> |
| 3 <i>It's rainy and cloudy.</i> | 6 <i>It's windy and rainy.</i> |

- To check, reproduce the distribution of the frames on the board. Play the track a third time and invite various pupils to come forward in turns and write the numbers suitably.



4 & 5 (10)

LP: Seeing target vocabulary in context again. Responding [*Yes, I can./No, I can't.*] to *Can you see a (pair of)...?* Responding [*It's/They are + colour/prepositional phrase.*] to *What colour/Where...?* Getting re-exposed to *Where's my...? Where are my...?*

N-LP: Observing a scene and ticking the items the teacher mentions.

- With books open at page 7, draw pupils' attention to Activity 4.
- Ask, *Who's this? [It's Ben and Jack.] Where are they? [They are on Jack's bed.]*
- Conduct the exchange in Table 1 (see following page).
- Play track 10 twice. Tell pupils to listen to Jack and Ben and to circle the items that Jack mentions, accordingly.
- Play the track twice non-stop.

Audioscript

Ben: B – Jack: J

B: Good morning, Jack!

B: Here! Under the bed.

J: Good morning, Ben!

J: Good. I've got my T-shirt.

B: Get up, Jack!

I've got my shorts. I've

J: My T-shirt? My T-shirt?

got my socks! And I

Where's my T-shirt?

can't find my trainers...

B: Here. On the bed.

Where are my trainers?

J: Oh! And my shorts?

B: Here. Under the bed.

Where are my shorts?

J: Good!

B: Here! On the bed.

J: Oh! My socks? My socks?

Where are my socks?

- Check the resolution of the activity.

tip

To aid checking, on the board, display the flashcards corresponding to the items in the scene. Play the track once again, pausing it suitably. Get various pupils to come forward in turn and draw a circle around the corresponding flashcard. If correct, mark it with a tick; if not, get another pupil to have a go. Make sure you always sound encouraging.

Answers: (Items to be circled) T-shirt, shorts, socks and trainers

Extra activity

Encourage pupils to play roles, repeating the lines they say. If necessary, play the track, pausing after every line and encourage their repetition.

6

LP: Developing reading skills – reading at word level: recognizing the colours. Then recognizing target vocabulary and their colours. Responding *It's /They are (colour)* to *What colour is/are (Lisa's T-shirt/shorts)?* and *Yes, it is. Yes, they are. No, it isn't. No, they aren't* to *Yes/No* questions.

N-LP: Through observation and reading comprehension, completing a reference banner and colouring a scene.

- With books open at page 7, draw pupils' attention to the scene in Activity 5. Allow time for inspection.
- Help pupils put their observations into words. Ask, *Who's this? [It's Lisa.] What's the weather like? [It's cloudy and hot.] What colour is Lisa's T-shirt? We don't know! What colour are Lisa's trainers/socks? We don't know!*
- Make a gesture denoting 'We don't know!' and invite pupils to tell how to know.

tip

You may allow the use of L1 for pupils to say they must read the list and complete the reference banner so they can colour Lisa's clothes accordingly.

- Draw pupils' attention to the banner. Ask, *What colour is one/two, etc? [It's...]*
- When the reference has been completed, draw their attention to the scene and pose the questions again to help pupils put their observations into words, *What colour is Lisa's T-shirt? [It's red.] What colour are Lisa's trainers? [They are green.] What colour are Lisa's socks? [They are purple.] What colour are Lisa's shorts? [They are blue.] What colour are the clouds? [They are grey.]*
- To confirm, ask *Yes/No* questions.

Answers: Lisa's T-shirt is red. Her trainers are green. Her socks are purple. Her shorts are blue. The clouds are grey.

7

LP: Recognizing/Producing target language. Asking and answering *[Where's my...? Here. What's the weather like? Where is/are...? Have you got...?]*

N-LP: Cutting out cards to play games with.

- Instruct pupils to cut out the school object cards at the back of their books.

Table 1

Can you see...	Pupils' response	What colour...	Pupils' response	Where...	Pupils' response
a T-shirt?	Yes, I can.	is it?	It's yellow.	is it?	It's on the bed.
a pair of shorts?	Yes, I can.	are they?	They are green.	are they?	They are on the bed.
a pair of trainers?	Yes, I can.	are they?	They are blue and red.	are they?	They are under the bed.
a pair of boots?	Yes, I can.	are they?	They are blue.	are they?	They are on the floor.
a pair of socks?	Yes, I can.	are they?	They are yellow.	are they?	They are under the bed,
a pair of glasses?	No, I can't.				

- While they do it, play the vocabulary chants (track 07) and the unit songs (tracks 08 and 09). Encourage pupils to chant/sing along.
- Conduct these games: sequence dictation, Bingo, ‘What’s the weather like?’, ‘Where’s my (T-shirt)?’ and/or ‘Have you got your t-shirt?’ (See ‘Make and play games’ on pages 14–17).



8 & 9

LP: Developing comprehension skills: interpreting paralinguistic features and aural input to mentally reconstruct a narrative sequence involving target language. Develop reading skills: reading speech bubbles.

N-LP: Reading a comic strip and tracking down events until their resolution.

- With books open at page 8, draw pupils’ attention to the story. Allow time to explore the story and attempt its mental reconstruction. Remember that you can also use the poster.
- Help pupils put their observations into words – choose your procedure: **1st alternative:** Ask target questions, eg: *Who’s this? What’s the weather like? Where are Sally and Jack? How many (T-shirts) can you see? Where is the orange T-shirt? Where are the shorts? What colour are they?* **2nd alternative:** Say, *I spy with my little eye (a yellow T-shirt/a pair of grey shorts)*. Pupils say the number of the corresponding frame. **3rd alternative:** Play ‘True or false’/‘Thumbs up-thumbs down’. Say a statement for pupils to react to by saying, *True/False* or signalling thumb up/down, eg: *Sally’s glasses are under the bed. [True.] Sally’s trainers are in her bed. [False. They are under her school bag.]*

- Encourage hypotheses about situation, conflict and resolution. Ask, *What’s the problem? (Sally can’t find her glasses, her socks and her trainers.)* Allow pupils to use L1.
- Play track 11 once and confirm predictions. Ask, *What’s the problem? What’s the end?*

tip

Allow pupils to use L1. As they do, put their contributions into English: *Sally lost her glasses – they are under the bed. Sally can’t find her socks – they are in the bed. Sally can’t find her trainers – they are under the school bag.*

VALUES Optionally, grab the opportunity to reflect upon the situation. Elicit recommendations. Allow the use of L1. When you finish this activity, you can even make a banner for the classroom ‘Let’s be neat and tidy’.

Audioscript

Mum: M – Weatherman: W – Sally: S – Jack: J – Lisa: L

1

M: *Mmm... What’s the weather like today? Is it cloudy?*

W: *Good morning! Today, it’s sunny and hot!*

M: *Oh, good!*

2

M: *Jack! Sally! Good morning!*

S: *Hello, Mum! Where’s my T-shirt?*

M: *It’s on the bed.*

S: *And where are my shorts?*

M: *They’re on the table.*

3

M: *Look, children! It’s sunny and hot!*

J: *Oh no!*

S: *Mum, where are my glasses?*

M: *Look! They’re under the bed.*

4

M: *Have you got your socks, Sally?*

S: *No, I haven’t. Hmm... Where are my socks?*

5

M: *Look on the chair.*

S: *They aren’t here.*

6

M: *Look, Sally! They’re in the bed!*

S: *Aha!*

7

S: *Where my trainers?*

L: *Look! They’re under your school bag.*

M & S: *Hahaha!*

- Play the track again. Tell pupils to listen and point to each speech bubble. **NB:** Pointing to speech bubbles while approaching the development of reading skills leads to grasping the direction in which they are read. You can also have pupils watch the animated video available on the Digital Pupil’s Book or at the Teacher’s Resource Centre.



10 (11)

LP: Comprehending details – recognizing clothes.

N-LP: Numbering the clothing items in order of appearance.

- With books open at page 9, draw pupils' attention to Activity 10.
- Pointing to each object, ask, *What's this in English? [It's a (T-shirt).] Is it Sally's or Jack's t-shirt? [It's Sally's.] What are these in English? [They are shorts.] Are they Sally's or Jack's shorts? [They are Sally's.]*
- Play track 11 again and instruct pupils to listen to the story and number the items in order of appearance.
- To check, ask, *Which is number (1)? [It's Sally's (T-shirt).]*

Answers: 1 T-shirt; 2 shorts; 3 glasses; 4 socks; 5 trainers

11

LP: Responding [*It's/they are in/on/under the bed/table/school bag.*] to *Where is/are Sally's (clothes)?*

N-LP: Listen for details.

- With books open at page 9, draw pupils attention to Activity 11.
- Point to the items of clothing and the reference objects. Elicit the words for each.
- Tell pupils to match the items of clothing and the objects where they are located.

tip

You may approach the matching from memory if pupils have only just been exposed to the story. If not, play the track once again for further exposure and recognition.

- To check the matching, play the track again, pausing before the key lines; at every pause, ask, *Where is/are the...?* Elicit the answer, [*It is/They are + prepositional phrase.*] Finally, play the track again for confirmation.

Answers: glasses / under the bed; T-shirt / on the bed; trainers / under the school bag; shorts / on the table

Extra activity

Conduct a mini-roleplay – pupils play Sally and Sally's mum, repeating, *Where's my...? Where are my...? It's/They are on/in/under...!* To prompt each production, use the item of clothing flashcards and, provide support by modelling pronunciation and eliciting chorus repetition. Also, encourage pupils to imitate attitudes.



3 AB, p55

LP: Developing comprehension skills: reconstructing the story plot through listening and reading.

N-LP: Listening to the story again and numbering the frames in chronological order.

- With books open at page 55, draw pupils' attention to the frames.
- Conduct a round of questions to elicit Sally's clothes and where they are.
- Since this is not the first time pupils have listened to the story, challenge the reconstruction of the sequence from memory and use listening for confirmation. Or else, tell pupils to listen to the story again and number the pictures accordingly. While playing the story, reproduce on the board the distribution of the frames and the boxes for the numbers.

- Check the resolution of the activity: play the track once again, pausing strategically. At every pause ask a pupil to come forward and suitably number the corresponding frame. Get the class to confirm or correct. Then proceed likewise until all frames have been numbered correctly.

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



4 AB, p55

LP: Reporting five differences using target language (clothes and prepositions of place).

N-LP: Circling five differences and reporting them orally. Getting exposed to written words.

- With books open at page 55, draw pupils' attention to Activity 4.
- Tell to look at the two scenes and to circle five differences.
- To check, ask, *What's different?* Draw two columns to represent the scenes in the book. Ask suitable questions and record on the board the pupils' contributions, as follows. All along, elicit repetition.

	Picture 1	Picture 2
<i>What's the weather like?</i>	<i>It's sunny.</i>	<i>It's cloudy and windy.</i>
<i>Who's with Sally?</i>	<i>Sally's mum.</i>	<i>Sally's grandma.</i>
<i>What's in the bed?</i>	<i>Sally's socks.</i>	<i>Sally's shorts.</i>
<i>What's under the school bag?</i>	<i>Sally's trainers.</i>	<i>Sally's boots.</i>
<i>Where are Sally's glasses?</i>	<i>On Sally.</i>	<i>On the table.</i>



12 (12)

LP: Focusing on pronunciation and intonation of information questions with 'Where...?' and their corresponding answers: [*It's/They are + prepositional phrases.*]

N-LP: Completing a scene with stickers according to aural input and chanting along.

- With books open at page 10, draw pupils' attention to Activity 12. Allow them time for inspection.
- Help pupils put their observations into words. Ask, *What's Lisa's problem? Lisa's lost two items of clothing. What's Lisa lost?*
- Make a gesture denoting 'We don't know!' Tell pupils to listen once and discover what she has lost. Play track 12 once non-stop.

Audioscript/Answers

Ben: B – Lisa: L

L: *Where is my T-shirt? Where is my T-shirt?*

B: *It's under the table, under the table!*

L: *Where are my shorts? Where are my shorts?*

B: *They're on the chair, on the chair!*

- Ask, *Where is Lisa's T-shirt? Where are Lisa's shorts? Is it/Are they on the chair? Under the chair? On the bed? Under the bed? On the table? Under the table?* Play the track a second time for pupils to find out. Elicit answers.
- Play the track a third time and elicit chorus repetition.
- Tell pupils to find the corresponding stickers at the back of their books and place them suitably.

Answers: (sticker on the left) Lisa's T-shirt; (sticker on the right) Lisa's shorts

- Play the track again and encourage pupils to chant along – monitor sounds.

13

LP: Imitating intonation of the information question *What's the weather like?* and its answers.

N-LP: Listening and completing the screens with stickers. Chanting along.

- With books open at page 10, draw pupils' attention to Activity 13. Ask, *What's the situation?*

tip Allow pupils' use of L1 for the explanation of situation: Jack and his mum are watching the weather report.

- Ask, *What's the weather like?* Draw pupils' attention to the incomplete screens and encourage prediction of possibilities.
- Play track 13 for them to find out and elicit the answers.

Audioscript

Mum: M – Jack: J

J: *What's the weather like today? What's the weather like?*

M: *It's sunny and hot! It's sunny and hot!*

J: *What's the weather like today? What's the weather like?*

M: *It's windy and cold! It's windy and cold!*

Answers: 1 sunny, hot; 2 windy, cold

- Play the track again and encourage chanting along – monitor sounds.
- Tell pupils to find the corresponding stickers at the back of their books and place them suitably.



14

LP: Recognizing integrated target language (the weather, clothes and prepositions of place) through listening comprehension.

N-LP: Listening to a conversation and circling the corresponding option.

- With books open at page 11, draw pupils' attention to the pairs of options. Allow them time for inspection.
- Choose your procedure: **1st alternative:** If the class is ready to listen and circle straightaway, play track 14 twice non-stop and instruct them to circle the corresponding items on display. **2nd alternative:** If the class finds it difficult to focus on various details in the little time the track lasts, and to further exploit the activity language-wise, engage pupils in an interaction with you, guiding comprehension and resolution. Help pupils put their observations into words, and understand the task, asking questions like these: *Who's this? And this? [It's Sally and Jack.] Where is Jack? [Jack is in bed.] Is Sally in bed? Or is she up? [Sally is up.] What's the situation?*

tip Aim at speculation and prediction of what is going on between Sally and her brother. Allow the use of L1 and as pupils make their contributions, word them into English as follows: *It's the morning. Time to get up. Jack is in bed. Sally is up and waking him up. And either Jack or Sally picks their clothes.*

- Ask, *Whose clothes are these? Are they Sally's or Jack's? The glasses are Sally's, but the T-shirt and the shorts? Make a gesture suggesting 'We don't know!' Play the track to find out.*

Audioscript

Sally: S – Jack: J

S: *Jack, come on, let's get ready!*

J: *Oh... What's the weather like?*

S: *It's rainy and hot! Let's see... I've got my blue T-shirt. I've got my green shorts and... Mmm, where are my glasses?*

J: *Look! They are under the chair.*

S: *Yes, here, under the chair! Come on, Jack, get ready!*

Answer: The T-shirt and shorts are Sally's.

- Draw pupils' attention to the weather icons and ask, *What's the weather like? There are two possibilities: Is it rainy and hot? Or is it sunny and windy?*

tip Some pupils may remember. If they do, play the track again for confirmation. If not, make a gesture suggesting 'We don't know!' and play the track for them to find out.

Answer: It is rainy and hot.

- Draw pupils' attention to the T-shirt and the shorts and ask, *Which is Sally's T-shirt? Is it the blue or the purple T-shirt? Which are Sally's shorts? Are they the grey or the green shorts?* Follow the same procedure as before.

Answers: Sally's T-shirt is blue. Sally's shorts are green.

- Finally, draw pupils' attention to the glasses and ask, *Where are Sally's glasses? Are they on the chair or under the chair?* Follow the same procedure as before.

Answer: Sally's glasses are under the chair.

- To round up, go over the options again. Ask the following questions and elicit the answers: *What's the weather like? [It's rainy and hot.] Is Sally's T-shirt blue or purple? [It's blue.] Are Sally's shorts grey or green? [They are green.] Where are Sally's glasses? [They are under the chair.]*

Extra activity You may get pupils to play the roles of Jack and Sally in this situation. Have them pay attention to attitudes.



5 AB, p56

LP: Getting exposed to weather words in writing – developing reading skills at the level of a short simple sentence: *It's* + weather.

N-LP: Finding and placing the stickers suitably.

- With books open at page 56, draw pupils' attention to Activity 5.
- Draw their attention to text below each TV screen. Point to each one in turn and ask, *What's the weather like?* Elicit the answer.

tip You may guide reading by displaying the flashcards on the board and writing the sentences correspondingly. Thus, pointing to each, you may make the sound of each and guide its identification in the book.

- Tell pupils to place the stickers suitably.



6 AB, p56 (16)

LP: Recognizing items of clothing from aural input. Getting further exposed to *Have you got your...? Yes, I have./No, I haven't.*

N-LP: Reading, listening and ticking the corresponding item on a list.

- With books open at page 56, draw pupils' attention to Activity 6. Allow them time for inspection of the scene.
- Help pupils put their observations into words. Ask, *Who's this? And this? [It's Lisa and Lisa's grandma.] What's the situation?*

tip Aim at speculation and prediction of what is going on between Lisa and her grandma. Allow the use of L1 and as pupils make their contributions, word them in English as follows: *Lisa is packing her clothes for a camping trip. Grandma is checking.*

- Conduct reading of the checklist. For this write on the board the names of the clothes and ask pupils to find the corresponding flashcard and display it suitably next to its word. Then ask pupils to find each word in Grandma's checklist in their own books.
- Play track 16 and instruct pupils to listen and tick or cross.

tip You may play the track up to the first item of clothing mentioned to teach pupils how to do the ticking/crossing.

Audioscript

Grandma: G – Lisa: L

G: Lisa?

L: Socks? Mm... No, I haven't.

L: Yes, Grandma?

G: Socks, No. Have you got the trainers?

G: Have you got the T-shirt?

L: My T-shirt?

L: Yes, I have.

G: Yes, have you got the T-shirt?

G: Trainers, yes. Have you got the boots?

L: Yes, I have. I've got my T-shirt and I've got my shorts.

L: No, I haven't.

G: T-shirt and shorts, yes. Good! Have you got the socks?

G: Boots, No.

- To check, ask pupils in turn to come to the front and tick or cross the items of clothing on the board.

Answers: ✓ T-shirt, shorts, trainers; ✗ socks, boots

MINI-DICTIONARY

LP: Recognizing and repeating the vocabulary items focusing on pronunciation. Then tracing the words under each sticker as a first approach to handwriting.

N-LP: Completing the 'Mini-dictionary' – placing the stickers according to their order in the unit chant. Then chanting along.

- With books open at page 11, draw pupils' attention to the 'Mini-dictionary'.
- Tell pupils they will complete this section with the corresponding stickers at the back of the book.
- Play track 07 and proceed with the sticking until completion.
- Encourage repetition of words to guarantee correct pronunciation.
- Instruct pupils to trace words in dark pencil. As they do, play the unit chants (track 07) and songs (tracks 08 and 09).



activity bank

- **Drawing in pairs:** Ask pupils to draw in pairs a scene in which either Lisa or Ben wake up in the morning. Their clothes are scattered around (on, in, under the bed, chair, table, school bag). When drawing is over, ask pupils to role play it: *Where is/are my...? It is/They are...*
- **Roleplay:** Put up a show – ask pupils to act out the unit story.
- **Photocopiable activities at Teacher's Resource Centre:**

Where are my clothes? Look, find and tick:

Hand out the photocopies. Pupils look at the five items in the banner and find them in the scene. They colour them freely. To check, ask, *What's the problem?* [Ben can't find the (socks).] *What colour are Ben's (socks)?* [They are (green).] You may even tell pupils to pretend you are Ben and to answer your questions, *Where are my (socks)?* [They are (under the bed).]

What are these? Cut and match the pieces:

Hand out the photocopies. Have pupils cut out the puzzle pieces, match them into strings of three and glue them into their notebooks. Optionally, and depending on the time available, also instruct them to colour freely. When they finish assembling (and colouring), point to the assembled strings in turn and ask, *What are these in English?* [They are trainers.] *What colour are they?* [They are + colour.]

tip

It would be wise to tell pupils not to glue the pieces until you have supervised the assembly.

Rhyming sounds! Listen and join the words

with the same initial sound: Hand out the photocopies. Pupils look at the items on display and join them according to their initial sound: /b/, /r/, /j/, /s/. When they finish, check as follows: say one of the words, eg: 'Sally', to trigger off the production of all the words that share the initial sound. Monitor their pronunciation.

tip

When words are mispronounced, model the pronunciation yourself, encouraging reconsideration and self-correction.

Answers: /b/ Ben, bird, boots; /r/ rainy, ruler, rubber; /j/ shoes, shorts, shelf; /s/ socks, Sally, scissors

What colour are these clothes? Trace, match, colour and write:

Hand out the photocopies. Pupils follow and trace the lines to find out what colour each item of clothing is. They then label each item and colour them suitably.

tip

To aid the labelling, tell pupils to look back at their 'Mini-dictionary'. Also, refer them to the list of colours on page 7.

What's the weather like? Look and write: Hand out the photocopies. Pupils read the weather reports in the banner and write them next to the correct pictures. Then they colour freely.

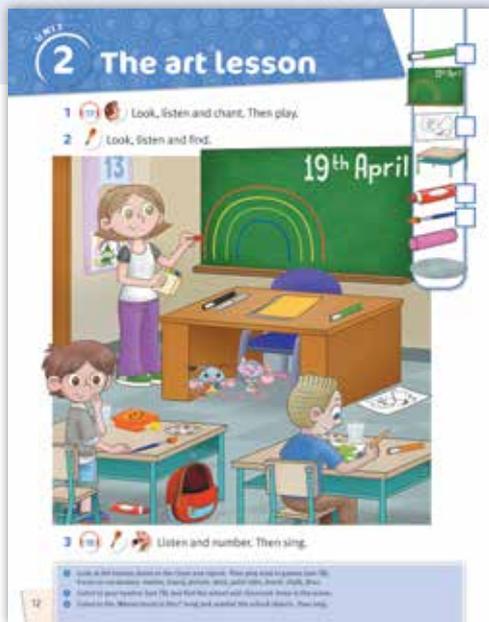
Vocabulary: art-related words (*paint tube, brush, picture, chalk, marker*); location-related words (*desk, board, floor*); possessives: *my, mine, name + 's*

Grammar: *Whose (brush) is this? It's Jack's/mine. Jack's (paint tube) is (colour/on the floor).* Revisited: *Where's X? Here! It's on, in, under the... What's this? Is it...? Yes, it is. No, it isn't. It's...*

Functions: Identifying objects, locations and owners.

Values: Being neat and tidy to maximize work time and efficiency.

Context: Throughout the unit the characters engage in exchanges with the idea of locating their belongings or finding the owner of an object that has gone astray.



1 (117)

LP: Establishing a first contact with target vocabulary (art-related words and location-related words) around the exposure, recognition and guided production cycle. Answering [*Here. It's a... /Yes, it is./ No, it isn't.*] to *Where's the...? /What's this? Is it a...?*

N-LP: Playing brain-challenging games.

- With books closed conduct the following lead-in games (see 'Lead-in games' on pages 13 & 14):
 - Conduct 'Look, listen and repeat': *a paint tube, a brush, a picture, a marker, a desk, chalk.*
 - Play track 17 and conduct the vocabulary chant activity (see page 14).

Audioscript

a marker – a board – a picture – a desk – a paint tube – a brush – chalk – floor (x2)

- Conduct 'Look, listen and repeat'.
- Play 'Memorize the sequence'.
- Play 'Where's the...? [Here.]'
- Play 'What's this? [It's (a)...]'

tip

Monitor the production of the answers with 'chalk', so that the indefinite article will not be produced: *It's chalk.* not *It's a...*

2

LP: Visualizing target vocabulary in context.

Answering [*It's (a)...*] to *What's this? Who's this?*; [*Yes, I can./No, I can't*] to *Can you see a...?*; [*It's/They are on/in/under the...*] to *Where's the...? Where are...?*; and [*Yes, it is./No, it isn't.*] to *Is it on/in/under the...?*

N-LP: Finding in a scene the objects displayed in the banner and circling them.

- With books open at page 6, draw pupils' attention to the banner. Remember that you can also use the poster.
- Point to each item and ask suitably, *What's this in English? [It's (a)...] Is it a...? [Yes, it is./No, it isn't.]*
- Re-direct pupils' attention to the scene. Help them put their observations into words: ask, *Who's this? [It's (Jack/Ben/Lisa/the teacher.) Look at the teacher. Is it Ms Craig? [No, it isn't.] Where are Ben and Lisa? [They are under the desk.] What's on Ben's head? [A brush.] How many brushes/markers/paint tubes can you see? [Three. /One.]*
- Ask, *Can you see...?* and *Where?* questions and elicit suitable answers, eg: *Can you see the date (19th April)? [Yes, I can.] Where is it? [It's on the board.] Can you see the (pink chalk)? [Yes, I can.] Where is it? [It's (under the chair).]*
- As answers are given, instruct circling the objects in the scene.

Answers: The date is on the board. The pink chalk is under the chair. The brush is on Jack's desk. The green marker is on the teacher's desk. The picture is on the floor. The paint tube is under Jack's desk.

3 (118)

LP: Recognizing target vocabulary. Pronouncing sounds in strings.

N-LP: Listening and numbering the key objects in order of appearance. Sing a song.

- Instruct pupils to look at the scene on page 6. Play track 18 twice non-stop. Tell pupils to listen to the song and, in the banner, number the four target objects as they appear in the song.

Audioscript

Whose brush is this?

Chorus: (Chorus)
 Welcome to the art class! **Class:** Whose paint tube is this?
 Welcome to the art class!
 Let's get ready! Let's have fun! **Jack:** It's mine!
 (x2) **Class:** It's Jack's!

Jack: Where's my brush!
 I can't find my brush! **Jack:** Where's my picture!
 I can't find my picture!
Class: Whose brush is this? **Class:** Look at the floor!
Jack: It's mine! Whose picture is this?
Class: It's Jack's! **Jack:** It's mine!
Class: Whose marker is this? **Class:** Oh Jack!
Jack: It's mine! (Chorus)
Class: It's Jack's!

- Check the activity.

tip To aid checking, display the key flashcards of a brush, a marker, a paint tube and a picture at random on the board, play the track a third time, pausing at every 'Whose...?' question and invite pupils to come forward in turn and number the flashcards accordingly.

Answers: 1 brush; 2 marker; 3 paint tube; 4 picture

- Encourage pupils to sing along. Celebrate being able to sing a new song.

tip At this point, carry out 'Can you say...?' Activity 12, on page 16, to focus on pronunciation.



1 AB, p57

LP: Developing reading and listening skills at word level: recognizing written and spoken target vocabulary. Producing target vocabulary orally.

N-LP: Choosing and circling four chosen words and playing Bingo.

- With books open at page 57, draw pupils' attention to Activity 1.
- Conduct the reading of the words on the Bingo card.
- Tell pupils to choose four and circle them to play Bingo.
- Tell them to listen for the objects you mention and tick them in pencil.
- Call out the items at random. When a player calls out, 'Bingo!', he/she must say the words ticked to make sure the game has been won in right.



2 AB, p57

LP: Producing statements orally – responding [*It's Kevin's.*] to *Whose... is this?*

N-LP: Discovering the owners of certain objects by tracing lines.

- With books open at page 57, draw pupils' attention to the characters and objects in Activity 2.
- Tell pupils to trace the lines and discover the objects each character owns.
- To check, ask, *Whose...is this?* Elicit [*It's... 's.*]

Answers: The paint tube is Sally's. The desk is Jack's. The marker is Ms Rainbow's. The brush is Kevin's.



4 (19)

LP: Revisiting target vocabulary. Responding [*It's + (name + 's).*] to *Whose... is this?* and [*Yes, it is./No, it isn't.*] to *Is it + (name + 's)?* Developing listening skills.

N-LP: Looking, listening and matching objects to who they belong to.

- With books open at page 13, draw pupils' attention to the pictures in Activity 4.
- On the left side of the board display, one by one, the following flashcards: chalk, a marker, a brush, a picture, a paint tube and another school object. As you do, ask, *What's this in English?* and elicit full-formula answers: [*It's (a)...*]
- Draw pupils' attention to the pictures on the page and ask, *Can you see a...?* Elicit [*Yes, I can./No, I can't.*] answers. When it comes to the distractor, the answer will be negative and you will withdraw the flashcard from the board.
- Pointing to each character in your book high above your head for everyone to see, ask, *Who's this? [It's...]* As you elicit the names, write then on the right side of the board, leaving a space away from the flashcards for pupils to draw the joining lines.
- Point to each object, and ask 'Whose...?' questions and make a gesture to denote 'We don't know!' so that listening becomes an obvious must. Play track 19 twice non-stop and invite pupils to listen and find out. As they do, tell them to join objects and owners.

tip When approaching listening activities, announce the procedure beforehand to reduce anxiety – tell pupils you are going to play the track non-stop at least twice, so they needn't worry if they do not complete the circling at once.

Audioscript

Ben: B – Lisa: L – Ms Rainbow: MR – Girl: G – Kevin: K – Jack: J – Boy: B2 – Sally: S

- | | |
|---|---|
| 1 | L: <i>Whose chalk is this?</i> |
| B: <i>Whose brush is this?</i> | B: <i>It's Ms Rainbow's.</i> |
| L: <i>It's Sally's.</i> | 4 |
| 2 | J: <i>Whose marker is this?</i> |
| MR: <i>Whose paint tube is this?</i> | B2: <i>Oh! It's Ms Craig's.</i> |
| G: <i>It's Kevin's.</i> | 5 |
| K: <i>Yes, it's mine</i> | S: <i>Whose picture is this?</i> |
| 3 | L: <i>It's mine!</i> |

- To check, play the track once again, pausing to identify the speaker. Ask, *Whose brush is this? [It is Sally's.] Whose chalk is this? [It is Ms Rainbow's.] Whose paint tube is this? [It is Kevin's.] Whose marker is this? [It is Ms Craig's.] Whose picture is this? [It is Lisa's.]*

tip Resort to *Yes/No* questions if alternatives are necessary to induce the correct answer and elicit [*It's... /Yes, it is./No, it isn't.*] Get various pupils to come forward in turn and make the matches. Mark correct matches with a tick; for mistaken matches, ask for collaboration. Make sure you always sound encouraging.

Answers: The brush is Sally's. The paint tube is Kevin's. The chalk is Ms Rainbow's. The marker is Ms Craig's. The picture is Lisa's.

5

LP: Revisiting target vocabulary. Respond [*It's + (name/object).*] to *Who/What... is this?*

N-LP: Identifying the odd one out.

- With books open at page 13, draw pupils' attention to Activity 5. Allow them some time for inspection.
- Help pupils put their observations into words by asking, *Who's this? What's this in English?* and eliciting full-formula answers starting with *It's...*
- Pupils must identify the item that does not belong.
- To check, you can ask, *Is Ms Rainbow a student? [No, Ms Rainbow is the teacher.] Look at the marker and look at the board. Is the board big or small? [It's big.] What do a shelf, a desk and a chair have in common? [They're furniture.]* Allow L1 if necessary.

Answers: (odd one out) 1 Ms Rainbow (She's a teacher, not a student.) 2 board (It's big.) 3 chalk (It isn't furniture.)

6

LP: Recognizing/Producing target language. Responding [*It's + name + 's*] to *Whose... is this?*

N-LP: Cut out cards to play games with.

- Instruct pupils to cut out the school object cards at the back of their books.
- While they do it, play the vocabulary chant (track 17) and the unit song (track 18). Encourage pupils to chant/sing along.
- Allow time to play 'Where's the brush? Here!', 'Who's this?' and 'Where's Ms Craig? Here!' (see 'Make and play games' on pages 14–17).
- Tell pupils how to play 'Whose brush is this?' in pairs (see 'Make and play games' on pages 14–17).



7 & 8 20

LP: Developing comprehension skills: interpreting paralinguistic features and aural input to mentally reconstruct a narrative sequence involving target language. Developing reading skills: speech bubbles.

N-LP: Understanding a comic strip and tracking down events until their resolution.

- With books open at page 14, draw pupils' attention to the story. Allow them time to explore the story to attempt its mental reconstruction. Remember that you can also use the poster.
- Help pupils put their observations into words. Pointing to the characters, ask, *Who's this?* [*It's Jack/Kevin/Ms Rainbow.*]
- Say, *I spy with my little eye a marker/a brush/ some pink chalk*, etc. Pupils say the number of the frame in which they spot the object/character.
- Encourage hypotheses about situation, conflict and resolution. Ask, *What's the situation?*

tip Allow the use of L1. As pupils contribute their interpretations, word the main storyline as follows: *Jack is in the art class. He has lost his green marker, his red paint tube and his brush. And the brush flips in the air at high speed and lands... disaster! On Ms Rainbow's T-shirt.*

- Play track 20 once.

● **Audioscript**

Ms Rainbow: MR – Jack: J – Kevin: K

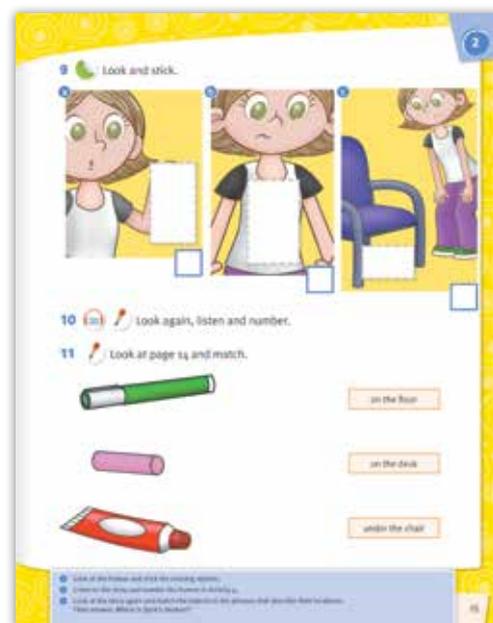
- | | | | |
|-----------|--|-----------|---|
| 1 | MR: <i>Where's my pink chalk? Oh! It's under the chair!</i> | 2 | MR: <i>Whose marker is this?</i> |
| J: | <i>Where's my green marker?</i> | K: | <i>It's Jack's.</i> |

- | | | | |
|------------|--|------------|---|
| J: | <i>It's mine!</i> | MR: | <i>Whose paint tube is this?</i> |
| 3 | | J: | <i>It's mine!</i> |
| J: | <i>Kevin! I can't find my red paint tube. Is it under your desk?</i> | MR: | <i>Jack!</i> |
| | | J: | <i>Uh, oh! My brush!</i> |
| K: | <i>No, it isn't.</i> | 6 | |
| | | MR: | <i>Oh no! Whose brush is this?</i> |
| 4 | | J: | <i>It's mine. I'm sorry! Here's my picture!</i> |
| MR: | <i>Huh! What's this? Oh, it's paint! Oh no!</i> | MR: | <i>Oh, Jack!</i> |
| 5 | | | |
- Confirm predictions. Ask, *What's the situation? Is Ms Rainbow happy? What is Jack's problem?*

tip Allow pupils to use L1. As they do, repeat the English wording: *Jack is in the art class. He has lost his green marker, his red paint tube and his brush. And the brush flips in the air at high speed and lands... disaster! On Ms Rainbow's T-shirt.*

VALUES Grab the opportunity to reflect upon the risks and drawbacks of being untidy and careless about one's belonging when at work. Elicit the morale. Allow the use of L1. You can even make a banner for the classroom: 'Let's be neat and tidy!'

- Tell pupils to listen again and point to each speech bubble as they read. **NB:** Pointing while approaching the development of reading skills conduces to grasping the direction in which English is read and helps focus attention on the written word. You can also have pupils watch the animated video available on the Digital Pupil's Book or at the Teacher's Resource Centre.



9 & 10 20

LP: Developing listening skills: listening and reconstructing the main line of events aided by modified visual input; listening for details – recognizing target items.

N-LP: Completing figures with stickers. Reconstructing a narrative sequence, numbering frames.

- With books open at page 15, draw pupils' attention to Activity 9.
- Pointing to the character, ask, *Who's this?* [*It's Ms Rainbow, the art teacher.*] Ask, *What's Ms Rainbow's problem? What has she found?* [*Jack's red paint tube.*] *What's on her T-shirt?* [*Jack's brush.*] *What has she lost under the chair?* [*The pink chalk.*]
- Instruct pupils to find the stickers at the back of their books and place them suitably.
- Tell pupils to listen again and number the frames in the sequence.
- Check the resolution of the activity. Play track 20 again, pausing suitably to allow identification of voices. At every pause, say, *Number 1 is Ms Rainbow has lost her pink chalk. Number 2 is Ms Rainbow has found Jack's paint tube. Number 3 is Jack's brush is on Ms Rainbow's T-shirt.* Instruct the completion of the corresponding number.

11

LP: Developing reading skills at phrase level. Responding [*It's* + prepositional phrase.] to *Where is...?*

N-LP: Matching items to their location, according to the unit story.

- With books open at page 15, draw pupils' attention to Activity 11.
- Point to the objects and elicit the English word for each. Ask, *What's this in English?* [*It's chalk. It's a marker. It's a paint tube.*]
- Ask, *Where is the pink chalk?* Tell pupils there are three possibilities; refer them to the prepositional phrases and conduct their reading aloud. Ask, *Is it on the desk? Under the chair? On the floor?* If memory fails, refer pupils back to the story for details. Tell pupils to draw the matching lines.
- To check, ask the 'Where...?' questions again and elicit answers: *Where is Ms Rainbow's pink chalk?* [*It's under the chair.*] *Where is Jack's green marker?* [*It's on the desk.*] *Where is Jack's red paint tube?* [*It's on the floor.*]

tip

At this point, carry out 'Can you say...?' Activity 13, on page 16, to focus on pronunciation.



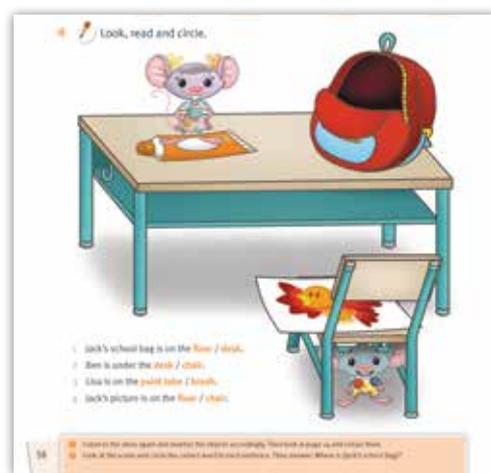
3 AB, p58 (20)

LP: Listening for key vocabulary.

N-LP: Listening and numbering the objects in order of appearance in the story. Looking at pictures of the story and colouring the objects accordingly.

- With books open at page 58, draw pupils' attention to the objects.
- Help them put their observations into words. Ask, *What's this in English?* [*It's a paint tube/marker/picture.*] [*It's (Ms Rainbow's) chalk.*]
- Tell pupils to listen to the story again and number the items in order of appearance.
- To check, ask, *What number is the (paint tube)?* Elicit [*It's number 3.*] Do so for all four items.
- Tell pupils to look back at the story. Ask, *What colour is the paint tube?* [*It's red.*] *Whose paint tube is it?* [*It's Jack's.*] Tell pupils to mark the paint tube with a red cross.
- Proceed likewise with the other three items. Allow some time for colouring – set a time limit.

Answers: a The paint tube is red. b The marker is green. c The picture (of the bird) is red, orange and yellow. d The chalk is pink.



4 AB, p58

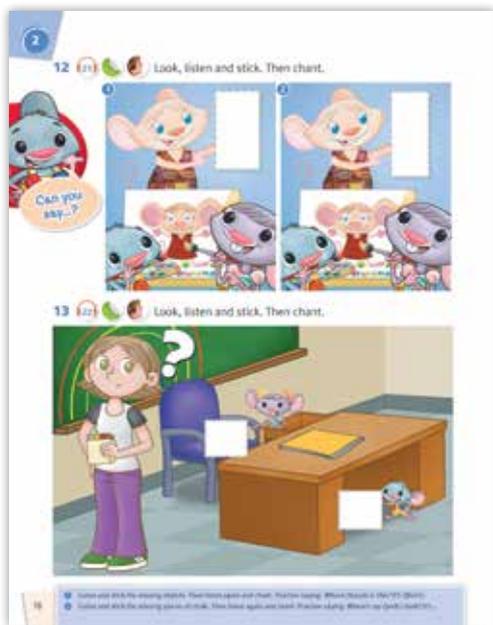
LP: Developing reading skills at sentence level.

N-LP: Circling the item that corresponds to the location of the stated items.

- With books open at page 58, draw pupils' attention to Activity 4.
- Pointing to objects and characters, ask, *Who's this? What's this?* [*It's (a)...*]

- Ask ‘Where...?’ questions to draw pupils’ attention to the location of every item in the scene and elicit full answers.
- Conduct the reading aloud of the sentences and explain how to go about circling the correct word. Every time elicit chorus repetition.

Answers: 1 desk; 2 chair; 3 paint tube; 4 chair



12 (21)

LP: Focus on pronunciation of ‘Whose...?’ questions.

N-LP: Completing the scenes with stickers. Chanting along.

- With books open at page 16, draw pupils’ attention to Activity 12.
- Allow them time for inspection. Ask, *Who’s this?* to elicit identification of characters.
- Ask, *What’s the situation?* [*Grandma has found something.*] *What has she found?*
- Play track 21 and invite pupils to listen and find out what grandma has found. (Grandma has found a paint tube and a brush.)
- To focus attention while listening, repeat the questions.

Audioscript

Grandma: *Whose paint tube is this? Whose paint tube is this?*

Lisa: *It’s Ben’s! It’s Ben’s!*

Grandma: *Whose brush is this? Whose brush is this?*

Lisa: *It’s mine! It’s mine!*

- Ask, *Whose (paint tube/brush) is it?* If necessary, play the track again for pupils to identify owners: [*It’s Ben’s/Lisa’s.*]
- Tell pupils to find the corresponding stickers at the back of their books and place them suitably.

Answers: 1 Ben’s paint tube. 2 Lisa’s brush.

- Play the track again and encourage pupils to chant along. Monitor sounds.

13 (22)

LP: Focusing on the pronunciation and falling intonation of the ‘Where...?’ question.

N-LP: Listening and completing the scene with stickers. Chanting along.

- With books open at page 16, draw pupils’ attention to Activity 13. Allow them time to inspect the scene and speculate about the situation.
- Ask, *Who’s this?* [*It’s Ms Rainbow/Lisa/Ben.*]
- Point to the places for the stickers and ask, *What’s the problem?* Allow pupils to speculate about the situation. Summarize contributions as follows, *Ms Rainbow has lost something.* and ask, *What has Ms Rainbow lost?* Make a gesture denoting ‘We don’t know!’ Play track 22 once and invite pupils to listen and find out.
- To focus listening, repeat the question, *What has Ms Rainbow lost?*

Audioscript

Ms Rainbow: MR – Lisa: L – Ben: B

MR: *Where’s my green chalk? Where’s my green chalk?*

L & B: *It’s under the desk. It’s under the desk.*

MR: *Where’s my blue chalk? Where’s my blue chalk?*

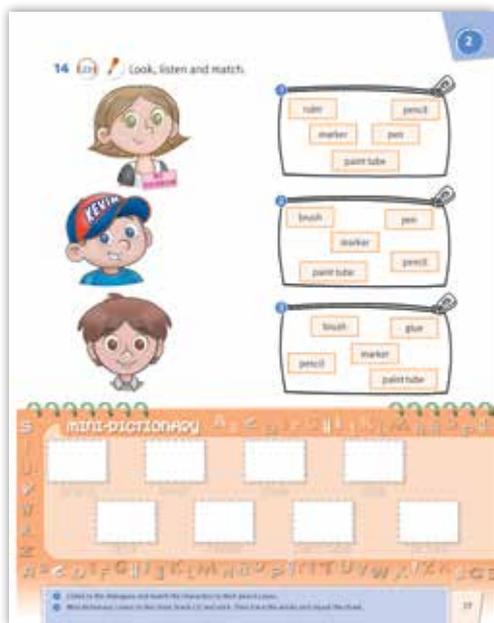
L & B: *It’s on the chair. It’s on the chair.*

Answer: Ms Rainbow has lost her green chalk and blue chalk.

- Ask the following questions and play the track again for pupils to discover the answers: *Where’s Ms Rainbow’s green chalk?* [*It’s under the desk.*] *Where’s Ms Rainbow’s blue chalk?* [*It’s on the chair.*]
- Tell pupils to find the corresponding stickers at the back of their books and to place them suitably.

Answers: (sticker on the left) blue chalk; (sticker on the right) green chalk

- Play the track once more and encourage pupils to chant along. Monitor sounds.



14 (23)

LP: Responding [*It's* + name + possessive 's.] to *Whose pencil case is this?* Recognizing vocabulary from aural input.

N-LP: Listening and matching each pencil case to its owner, according to the contents in each.

- With books open at page 17, draw pupils' attention to the pictures.
- Ask, *Who's this?* for pupils to identify characters.
- Point to each pencil case and ask, *What's in this pencil case?* Elicit the names of the objects in the pencil case.
- Point to each pencil case again and ask, *Whose pencil case is this?* Make a gesture suggesting 'We don't know!' Play track 23 twice non-stop and invite pupils to listen and find out. They must draw lines to join owners and pencil cases.

tip Anticipate you will be playing the track twice for the matching and once again for checking so there are plenty of opportunities to do it. No need to worry.

Audioscript

Ms Craig: MC – Kevin: K – Jack: J

1

MC: *Whose pencil case is this? Look, a pen, a pencil, a ruler, a marker and a paint tube.*

K: *It's Jack's!*

J: *Yes, it's mine.*

2

MC: *Whose pencil case is this? Look, a pencil, a marker, a pen, a paint tube and a brush.*

J: *It's Ms Rainbow's!*

3

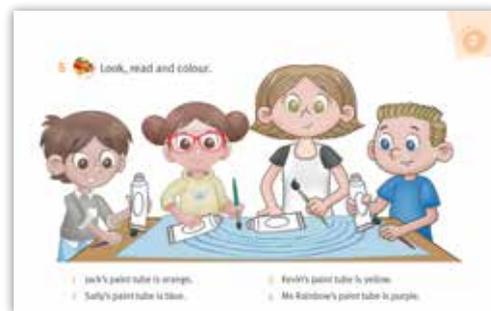
MC: *Whose pencil case is this? Look, a paint tube, a pencil, a marker, a bottle of glue and a brush.*

J: *It's Kevin's.*

K: *Yes, it's mine.*

- To check, point to each pencil case from top to bottom and ask, *Whose pencil case is this/ number 1? [It's... 's.]*

Answers: 1 It's Ms Rainbow's. 2 It's Jack's. 3 It's Kevin's.



5 AB, p59

LP: Developing reading skills at sentence level. Responding [*It's* (Jack's).] to *Whose paint tube is orange?*

N-LP: Reading descriptions and colouring paint tubes.

- With books open at page 59, draw pupils' attention to Activity 5. Allow them time to inspect the scene.
- Help pupils put their observations into words. Ask, *Who's this? [It's Jack/Sally/Ms Rainbow/ Kevin.] What have they got? [(They've got) brushes and paint tubes.]*
- Ask, *What colour is (Jack's) paint tube?* Make a gesture suggesting 'We don't know!' On the board, display four colour flashcards, arrayed in alphabetical order: blue, orange, purple, yellow. Tell class there are four possibilities.
- Ask, *Is Jack's paint tube orange, blue, yellow or purple?* Again, make a gesture suggesting 'We don't know!' Encourage pupils to speculate about how to find out the colour of each paint tube – they must read the sentences below the scene.
- Point to each colour flashcard and tell pupils to find in the sentences the word for each. Elicit the corresponding sentence number and rearrange the colour flashcards on the board according to the sentences. Number the flashcards accordingly.
- When the colour words have been identified in the sentences, instruct the class to find the characters' names.
- Ask the following 'Whose...?' questions and, to aid the production of the answers, tell the class to find the characters' names in the sentences:

Whose paint tube is orange? [It's Jack's.] Whose paint tube is blue? [It's Sally's.] Whose paint tube is yellow? [It's Kevin's.] Whose paint tube is purple? [It's Ms Rainbow's.]

- As pupils discover the colours of each paint tube, tell them to mark it with a cross in the corresponding colour, paving the way for the final colouring.
- Allow time for colouring – set a time limit.



6 AB, p59

LP: Responding [It's (Jack's).] to Whose (paint tube) is this?

N-LP: Identifying the owners of the objects presented by cross-reference to previous pages in the book.

- With books open at page 59, draw pupils' attention to the objects in Activity 6. Allow them some time for inspection.
- Conduct the interpretation of the 'Lost and found' label on the box. Ask, *What's this box for? [It's for] 'lost and found' (objects). Have you got a 'lost and found' box in your classroom? [Yes, we have./No, we haven't.]*
- Play 'I spy...' to conduct identification of the objects in the box. Elicit the name for each object.
- Tell pupils to find, in the sentences to complete, the words for the objects in the box.
- Ask, *Whose pen is this? Is it Jack's? Kevin's? Or Ms Rainbow's?* If memory fails, refer pupils back to page 12. Ask 'Whose...?' questions and elicit answers, *Whose marker is this? [It's Kevin's.] Whose glue is this? [It's Jack's.] Whose paint tube is this? [It's Ms Rainbow's.]* As answers come out, tell pupils to write the owner's names in the blank.
- Elicit chorus repetition of all four lines.

Answers: 1 Kevin; 2 Jack; 3 Jack; 4 Ms Rainbow

MINI-DICTIONARY

LP: Recognizing and repeating the vocabulary items focusing on pronunciation. Then tracing the words under each sticker as a first approach to handwriting.

N-LP: Completing the 'Mini-dictionary' – placing the

stickers according to their order in the unit chant. Then chanting along.

- With books open at page 17, draw pupils' attention to the 'Mini-dictionary'.
- Tell pupils they will complete this section with the corresponding stickers at the back of the book.
- Play track 17 and proceed with the sticking until completion.
- Encourage repetition of words to guarantee correct pronunciation.
- Instruct pupils to trace words in dark pencil. As they do, play the unit chant (track 17) and song (track 18).



activity bank

- **Drawing in pairs:** Ask pupils to draw a 'lost and found' box with objects from page 12. Pupils will challenge you, pointing at each object drawn and asking you, *Whose... is this?* You must answer, *It's... 's.* Pupils must tell you if you are right or not. Finally, refer to page 12 and confirm or correct your answers.
- **Roleplay:** Put up a show – encourage pupils to act out the story, imitating pronunciation and attitudes.

tip

Stage 1: Conduct listen-and-repeat, eliciting chorus repetition of story script. **Stage 2:** Play track 20 and get pupils to simply perform the physical actions throughout. **Stage 3:** When suitable, assign roles and guide pupils through the roleplay. Celebrate.

- **Photocopiable activities at Teacher's Resource Centre:**

■ **Whose is this? Cut and match the pieces:**

Hand out the photocopies. Have pupils cut out, assemble and colour the puzzle pieces. Then instruct them to glue the assembled pieces into their notebooks.

tip

Advise pupils not to glue the pieces until you have supervised the assembly. When the pieces have been assembled, point to the assembled result and ask, *Whose T-shirt is this? [It's Lisa's T-shirt.] Whose brush is this? [It's Ben's brush.] Whose marker is this? [It's Ms Craig's marker.] Whose picture is this? [It's Ms Rainbow's picture.]*

- **Where is it? Look and complete:** Hand out the photocopies. Tell pupils to read the

words in the banner and write them on the corresponding line to label the objects in the scene. Then tell them to use the words to complete the sentences below the scene. Finally, tell them to colour the scene and glue it into their notebooks.

- What's different? Find and circle five differences:** Hand out the photocopies. Tell pupils to circle the five differences. When ready, tell them to orally report the differences. Ask, *Whose class is this?* [*It's Ms Rainbow's/ Ms Craig's class.*] *Whose paint tube is this?* [*It's Jack's/ Kevin's.*] *Where is the brush?* [*It's under Jack's chair/ on Kevin's desk.*] *Whose picture is on the board?* [*It's Kevin's/ Jack's.*] *What's in the box?* [*Ms Craig's marker/ Ms Rainbow's pen.*] Finally, tell them to glue the activity into their notebooks.
- Rhyming sounds! Listen and join the words that share the same sound:** Hand out the photocopies. Tell pupils to look at the items on display and elicit the words in English for each. Tell them to listen to the key sound you make each time: /ɔ:/, /ɑ:/, /e/, and identify the

words that contain it. You will probably have to say the words, emphasising the key sound. Instruct pupils to join these words with a line. Elicit chorus repetition of each group. Monitor pronunciation.

Answers: /ɔ:/ board, four, chalk; /e/ desk, Ben, pen; /ɑ:/ marker, sharpener

- Questions and answers. Listen to the question and circle the correct answer:** Hand out the photocopies. Tell pupils that you will ask them some questions for them to decide which answer ('1' or '2') best answers it. Guide the reading of each pair of answers in turn. Produce the question a couple of times and tell pupils to circle the correct answer.

Script (to be read by the teacher)

What's the weather like?
Who's this?
Where's the brush?
Whose marker is this?

Integration 1

Vocabulary: numbers and colours; school and classroom items; clothes; the weather; prepositions of place; possessive case: 's, mine

Grammar: questions: *Who's this? What's this? What are these? What colour...? How many...? Where is...? Where are...? What's the weather like? Whose... is this/are these? Is it...? Are they...? What' (ten) minus (ten)? What do (red) and (yellow) make?* Answers: *Yes, it is. No, it isn't. It's... Yes, they are. No, they aren't. They are... (Ten) minus (ten) is zero. Red and yellow make orange.*

Functions: Sequencing and counting. Identifying colours, location, owners, weather reports. Solving a subtraction.



1 (24)

LP: Orally interpreting illustrated situations. Framing answers with *It's.../They are...* to assorted questions: *Who's this? What's this? What are these? Where are...? Whose...? What's the weather like?*

N-LP: Listening to social exchanges and matching them to the corresponding frame. Numbering the frames in order of appearance.

- With books open at page 18, draw pupils' attention to Activity 1. Allow them time for inspection of the frames.
- In the meantime, on the board, draw the rectangles for each frame and the boxes for the order numbers, respecting their distribution on the page
- Help pupils put observations into words. Draw their attention to each frame and, pointing to the characters and objects, lead their identification and speculation about the situations and possible exchanges between the characters in every frame. Conduct the exchanges in Table 1 (see following page).

Table 1

Teacher's input	Pupils' output			
	Top-left frame	Top-right frame	Bottom-left frame	Bottom-right frame
Who's this?	<i>It's Jack, Ms Rainbow and Kevin.</i>	<i>It's Sally and Sally's mum.</i>	<i>It's Jack and Jack's mum and dad.</i>	<i>It's Ms Craig, Jack and Sally.</i>
Where are they? (Teach 'at home'/'at school'.)	<i>They are at school.</i>	<i>They are at home.</i>	<i>They are at school.</i>	<i>They are at home.</i>
What's the situation? (Word pupils' contributions in L1 in English yourself.)	<i>Ms Rainbow has found a brush. Jack has lost the brush.</i>	<i>Sally has lost her glasses.</i>	<i>Jack's dad's in the garden.</i>	<i>Ms Craig welcomes Jack and Sally.</i>
What's the conversation?	<i>Whose brush is this? It's Jack's.</i>	<i>Where are my glasses? They are on the table.</i>	<i>What's the weather like? It's cold!</i>	<i>Who's this? It's my sister, Sally.</i>

- Play track 24 and instruct pupils to listen for the lines to check their predictions.

Audioscript

Jack: J – Mum: M – Sally: S – Ms Craig: MC – Kevin: K

1 *M: They're on the table.*
J: *What's the weather like, Mum?* **3**
MC: *Whose brush is this?*
M: *It's cold.* **K:** *It's Jack's!*
2 **4**
S: *Mum, I can't find my glasses! Where are my glasses?* **MC:** *Who's this?*
J: *It's my sister Sally.*

- Play the track again and tell pupils to listen and number the frames accordingly.
- Play the track a fourth time, pausing suitably. At every pause, point to the replica of frames on the board and ask, *Is this number (1)?*, elicit [*Yes, it is. /No, it isn't.*] and invite pupils to come forward in turn and write the number in the corresponding box. Tell pupils to tick their numbering if correct or to correct it if mistaken. Walk about and supervise the ticking and correcting.

Answers: a 3; b 2; c 1; d 4

- Conduct roleplay of the mini-exchanges.

2

LP: Reading questions with 'What', 'Where' and 'Whose'. Responding orally 'It's...' or 'They are...' as suitable.

N-LP: Reading the questions and matching them to the pictures that respond them. Producing the answers orally.

- With books open at page 18, draw pupils' attention to Activity 2. Allow them time for inspection.
- Tell pupils they are going to do some reading in English. To guide the reading, on the board write 'What' and encourage pupils to look at the pictures. Elicit possible questions beginning with 'What'.

tip

Many questions may come out: *What's this? What colour is...? What are these? What's the weather like? What have you got?* To narrow the possibilities, direct their attention to the weather icons to prompt the production of the most suitable possibility: *What's the weather like?*

- Write the correct question in full on the board, and run your finger over it from left to right, saying it aloud several times as you do. Elicit repetition.
- Tell pupils to skim the text to find this question. Elicit the question number to check that they have identified it all right and encourage its reading aloud.
- Tell pupils to draw a line to join the question and the picture.
- Proceed like this for every question.

Answers: 1 c (It's sunny and hot.) 2 d (They're under the chair.) 3 b (It's on the chair.) 4 a (It's Sally's.)

- Conduct acting out.

Board game 1

LP: Orally answering questions. Producing numbers orally.

N-LP: Playing a board game: answering correctly to advance positions along the board and reaching the 'FINISH' line.

NB: For general notes on how to play the game, see page 17.

Preparation

- Get hold of a dice – ideally, a big Styrofoam cube so the whole class can see the quantity cast each time. Display the Integration 1 poster on the board.

- Announce you are all going to play a game together. Tell pupils to open their books at page 19. Allow time for familiarization with the design and pictures.
- Ask pupils to step their forefinger on 'START' and 'walk' along the path following the order of the numbers, saying them aloud as they go. Do the same on the Integration 1 poster.
- Instruct the preparation of coloured pencils to colour the numbers 1–18 as you say. Dictate colours for 1–18 at random. Decide on the colours yourself but do include *white*, *grey* and *light blue*.

tip

Advise pupils not to colour the numbers at once but to mark them with a cross using the colour mentioned. Colouring will take place after checking the marks.

- Aid checking by resorting to your own colour flashcards. Ask, *What colour is one?* [It's (red).]
- Allow time for colouring – set a time limit (play a stated number of *Hop into English B* songs).

Focus on language

- Aid checking by resorting to the colours flashcards. Ask, *What colour is 1?* [It's (red).]
- Allow time for colouring – set a time limit.
- Help pupils put observations into words by playing 'I spy' – elicit the frame numbers, including START and FINISH (see suggested script below). **NB:** This opportunity should be taken to provide plenty of aural input at normal speed, and thus develop listening comprehension even further. Also, it is a new chance to monitor pronunciation of numbers.

Script (to be conducted by the teacher)

Start every reference with the stem below:
I spy with my little eye...
 ... blue trainers and yellow boots. [Start.] *Are they on the bed?* [No, they aren't.] *Where are they?* [They are on the floor.] *Whose boots are these?* [They are Sally's.] (Refer to page 9.) *Whose trainers are these?* [They are Jack's.] (Refer to page 7.)
 ... Jack's teacher! [Four.] *Is it Ms Rainbow?* [No, it isn't. It's Ms Craig.]
 ... a T-shirt! [One.] *Whose T-shirt is this?* [It's Sally's.] *Where is it?* [It's on the chair.]
 ... Lisa! [Finish.] *What's on Lisa's hands?* [Some cheese.]
 ... a brush! [Three.] *Whose brush is it?* [It's Jack's.] (Refer to page 14.)
 ... a paint tube! [Two.] *Whose paint tube is this?* [It's Kevin's.] (Refer to page 13.)
 ... the weather report! [Five./Eight.] *What's the weather like in number 5?* [It's rainy and windy.] *What's the weather like in number 8?* [It's cloudy and cold.]

... yellow and red paint tubes! [Six.] *What do yellow and red make?* [Yellow and red make orange.]
 ... a purple school bag! [Seven.] *Whose school bag is this?* [It's Sally's.] (Refer to page 4.) *What's under the school bag?* [A pair of trainers.] *Whose trainers are these?* [They are Sally's.] (Refer to page 8.)
 ... an orange marker! [Ten.] *Whose marker is this?* [It's Kevin's.] (Refer to page 13.)
 ... ten minus ten! [Nine.] *What's ten minus ten?* [Zero.]

Play time

- Tell pupils to make a little paper ball and place it on 'START'. You find yourself a marker and rest it on START on the poster.
- Cast the dice. Draw pupils' attention to the number cast. Ask, *How many?* and elicit the number. Move your marker along, counting aloud as you go. Encourage pupils to do the same, following your lead.
- Landing on the corresponding frame, ask the question as shown in the table below.

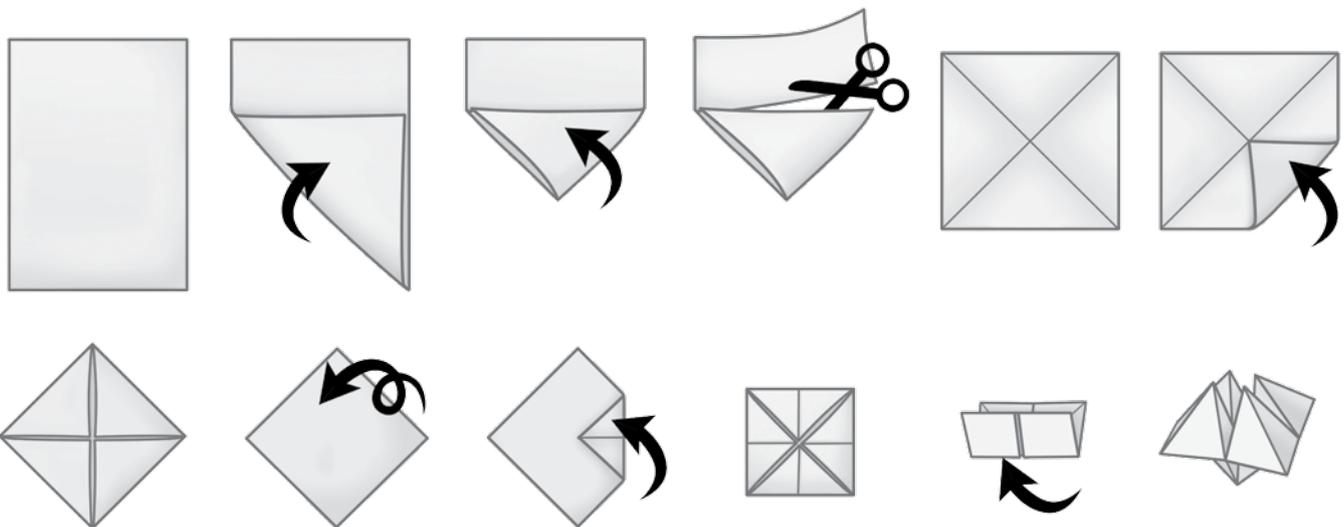
Questions

Frame	Teacher's input	Pupils' expected output
1	<i>Whose glasses are these?</i> <i>Where are they?</i>	<i>They are Sally's glasses.</i> <i>They are under the chair.</i>
2	<i>What's this in English?</i> <i>What colour is it?</i> <i>Whose paint tube is this?</i>	<i>It's a paint tube!</i> <i>It's blue.</i> <i>It's Kevin's.</i> (See page 13.)
3	<i>(What's this in English?)</i> <i>Is it a marker?</i> <i>Whose marker is this?</i>	<i>No, it isn't. It's a brush.</i> <i>It's Jack's.</i> (See page 14.)
4	<i>Who's this?</i>	<i>It's Ms Craig.</i> (It's Jack's teacher.)
5	<i>What's the weather like?</i>	<i>It's rainy and windy.</i>
6	<i>How many paint tubes can you see?</i> <i>What colour are they?</i> <i>What do red and yellow make?</i>	<i>Two.</i> <i>They are red and yellow.</i> <i>Red and yellow make orange.</i>
7	<i>Whose school bag is this?</i> <i>Whose trainers are these?</i> <i>Where are Sally's trainers?</i>	<i>It's Sally's.</i> (See page 4.) <i>They are Sally's.</i> (See page 8.) <i>They are under Sally's school bag.</i>
8	<i>What's the weather like?</i>	<i>It's cloudy and cold.</i>
9	<i>What is ten minus ten?</i>	<i>It's zero.</i>
10	<i>What's this in English?</i> <i>What colour is it?</i> <i>Whose markers is this?</i>	<i>It's a marker.</i> <i>It's orange.</i> <i>It's Kevin's.</i> (See page 13.)

- Question ping-pong challenge:** Get a small soft ball and prepare each of the questions below on a big slip of paper. Then place the slips in a box or a bag. To play the game, you throw the ball to a pupil who must draw a paper slip from the bag/box and give it to you for you to read out the question. If he/she answers it correctly, he/she scores a point. **NB:** For some questions, you will need flashcards as visual aids. Keep a score of the questions answered correctly by the class as a whole. **Suggested questions:** *What's your name? [I'm + name.] How old are you? [I'm (age).] What's this in English? [It's a...]* *What's this? Is it a...? [Yes, it is. /No, it isn't.] Who's this? [It's Ben's/ Sally's...]* *Who's this? Is it...? [Yes, it is./No, it isn't.] How many (fingers)? [(Three).] What colour is the (pencil case)? [It's...]* *Where's (my glue)? [It's in/on/ under the...]* *Where are (Sally's glasses)? [They are on/in/under the...]* *Whose... is this? [It's... 's.]*

- Cootie catcher:** To do some recycling of target questions, engage pupils in the making of personalized cootie catchers (see picture below). The language they will use includes:
 - on the outside flaps, any eight numbers chosen freely between 11–20;
 - on the inside flaps, colours;
 - on the inside of the cootie catcher, questions beginning with 'What + (weather/colour/name/ is this/are these)', 'Where is/are', 'How many (fingers)' (to recycle numbers 0–10), 'Who', 'Whose', 'How old'.

Before pupils write the questions on the core of their cootie catcher, carry out oral elicitation to record the questions on a classroom poster, starting like this: a) Write a question word on the poster paper, eg: 'What'. b) Elicit possible questions with it and enter contributions on the poster one by one as a list. c) Write another question word, eg: 'Where' and repeat the procedure until all familiar questions have been recorded. Do so for all selected question words. d) Ask pupils to choose and write eight questions in their personalized cootie catcher. **NB:** The answers to some questions might need visual aids.



Vocabulary: months of the year; special dates/ celebrations (*birthday(s), Easter, Book Day, Friend's Day, Family Day, Teachers' Day, Christmas*); preposition of time: *in*

Grammar: *How many months are there (in a year/to (Christmas)/from (Easter)? There are... What special day is celebrated in (August)? (Children's Day). When is your/Ben's birthday? When is (Book) Day? Is it in...? Yes, it is./No, it isn't. It's in... Whose birthday is it in (June)? It's Jack's/mine. What's the weather like in (December)? It's cold/hot.*

Functions: Counting months. Placing special dates on the calendar. Identifying months according to weather.

Values: Celebrating special dates.

Context: Throughout the unit the characters interact around the notion of time, represented in the form of calendars, and exchange information about birthdays and special dates – Christmas, Friend's Day, Teachers' Day, Children's Day, Easter, Book Day and Family Day.



1 (25)

LP: Establishing a first contact with target vocabulary (months) around the exposure, recognition and guided production cycle. Developing listening and reading skills.

N-LP: Playing brain-challenging games. Saying a chant.

- Write the date on the board: ordinal number + month.
- With books open at page 20, draw pupils' attention to the calendar. Allow them time for inspection. Remember that you can also use the poster.

- Point to the calendar and ask, *What's this in English?* Teach [*It's a calendar.*] Check whether they know what a calendar is and what it is used for – it would be useful to show a real one.
- As this interaction is most likely to be in L1, keep rewording conclusions in simplified English as you record them on poster paper to be displayed on the classroom wall: *A calendar is a way to organize time. It is divided into 12 periods: 12 months. Months have got names. They form a sequence. A calendar helps us know what date it is. On a calendar, we can show special dates/celebrations: birthdays, Christmas, Easter, etc. We can count months and know how many months there are to/from a certain date.*
- Point to the date on the board. Tell pupils to find the current month on their books and underline it.
- Draw pupils' attention to the frames. Conduct counting and observation. Ask, *How many months are there?* [*There are twelve.*] *What colour is (6/8/11)?* [*It's (grey/brown/purple).*] *What number is (orange/yellow)?* [*It's (3/4).*]
- Play the following games with books open:
 - 'Listen and repeat': Tell pupils to 'finger walk' through the calendar in their books, using the numbers as a guide, and to repeat the months after you.
 - 'Clap if incorrect': Tell pupils to point to the months as you say them in order, until you deliberately come to a mistake: that is when the class must clap to signal your error and substitute the correct month.
 - 'Repeat the sequence': Tell pupils to point to the months you say – mention three months in a row, stop and get the class to repeat the sequence. On the board, record the number of sequences repeated without errors. Celebrate the achievement.

tip

Repetition must be whole-class for the least confident pupils to gain confidence from the support of the group. Also, as confidence grows, vary speed for fun.

- Play the following games with books closed:
 - 'Continue the sequence': Mention three months in a row and stop; the class must repeat them and add the next one. Do this several times as long as pupils are engaged.
 - 'Ping pong': Say, *January*; the class says the following month; then you say the next and the class continues; and so on until all twelve

months have been covered. Alternatively, the ‘Ping pong’ may start at any point on the calendar, eg: *May*, and go all the way round to end where it started, ie: *April*. This can be done aided by the visual support of the calendar on page 20 of the Pupil’s Book.

tip For the next round, get the class to start, so they get to say the months they have not said in the previous round.

- Conduct the vocabulary chant activity (see page 14).

Audioscript
January – February – March – April – May – June – July – August – September – October – November – December (x2)



LP: Recognizing the months heard and read. Orally reporting the months circled.

N-LP: On the calendar, finding the months mentioned by the teacher and circling them.

- With books open at page 20, draw pupils’ attention to the calendar.
- Conduct the reading aloud of the months on the calendar – tell pupils to ‘finger walk’ through the calendar as they read aloud.
- Play track 26 and tell pupils to listen to you and circle the months they hear.

Audioscript
January – June – October – November

- To check, ask, *How many circles have you got? [I’ve got four.] Where are the circles? [They are in January, June, October and November.]*



LP: Recognizing months and celebrations. Getting exposed to *When is...?* Approaching writing at phrase level. Pronouncing sounds in strings.

N-LP: Listening and, on the calendar, writing the celebrations given in the banner. Singing a song.

- With books open at page 20, draw pupils’ attention to the pictures on the calendar.
- Help them put their observations into words: refer to the pictures and elicit what special day is celebrated in each month in Argentina (skip 4, 10, 12). If L1 is resorted to, word answers in English for further input: *What’s special in January and February? Teach [It’s the summer holidays.] What’s the weather like in January/February?*

[It’s hot.] What’s special in March? Teach [School starts!]

Answers: May: May Revolution; June: Flag Day; July: the winter holidays (cold weather); August: Children’s Day; September: Spring Day; November: final exams

- Draw pupils’ attention to ‘April’, ‘October’ and ‘December’. Ask, *What’s special in April/October/December?*
- Refer to the celebrations in the banner. Ask, *When is Christmas? Is it in April, in October or in December?* Then do the same for ‘Book Day’ and ‘Family Day’.
- Play track 27 twice and tell pupils to listen to the song either to find out or confirm. Play the track twice non-stop. Pupils choose an option and join celebrations to blanks on the calendar.

Audioscript
T: Teacher – C: Class

Special Days

Chorus:

T: <i>Special days, special days, Let’s celebrate! Let’s celebrate! Pay attention and learn!</i>	(Chorus)
T: <i>When is Book Day? When is Book Day?</i>	T: <i>And Family Day? When is Family Day?</i>
C: <i>It’s in April! It’s in April!</i>	C: <i>It’s in October! In October!</i>
T: <i>When is Christmas? When is Christmas?</i>	All: <i>Special days, special days, Let’s celebrate! Let’s celebrate!</i>
C: <i>It’s in December! In December!</i>	<i>Hurray!!! Hurray!!! Hurray!!!</i>

- Check the resolution of the activity.

Answers: Book Day is in April. Christmas is in December. Family Day is in October.

tip To aid checking, play the track a third time, pausing at every ‘When’ question, before the answer. Repeat the questions yourself: *When is Family Day? When is Christmas? When is Book Day?* and elicit the answer from pupils. Then play on for confirmation or correction.

- Tell pupils to write the full words now, attending to spelling. As they write, play the song again.
- Play the song once more and encourage pupils to sing along. Play the song several times. Tell pupils which lines to sing each time.
- Celebrate being able to sing a new song and record it on the ‘We can sing!’ classroom poster.

tip

At this point, carry out 'Can you say...?' Activity 12, on page 24, to reinforce accurate pronunciation.

**4** (28)

LP: Revisiting months and celebrations. Responding [*It's + in (month).*] to *When is (festivity)?* and [*Yes, it is./No, it isn't.*] to *Is it + in (month)?* Developing listening and reading skills. Writing the corresponding month where suitable.

N-LP: Looking, reading, listening and writing the months where they belong.

- With books open at page 21, draw pupils' attention to Activity 4.
- Facilitate reading through association with contents already seen as follows: a) One at a time, write on the board the months presented in the banner. Each time, ask, *Which month is this?* b) Allow pupils a few seconds to visually process the month you have written. c) Challenge them to find it on the calendar on page 20 and point to it. Elicit [*It's (July).*] d) Draw pupils' attention to the banner in Activity 4 and tell them to find the target month in it.
- Draw pupils' attention to the calendars in Activity 4. Play 'Correct the teacher': say a statement about the calendars; pupils signal thumbs up/down to indicate whether your statement corresponds or not to each calendar. In each case, engage pupils in an exchange like the one suggested below:

Teacher: Look at the purple calendar/calendar 1.
It's Christmas!

Pupils: No, it isn't!

Teacher: *What festivity is it?*

Pupils: *It's Book Day.*

- Ask, *When is Book Day/Friend's Day/Children's Day/Teachers' Day? [It's in...]* If the answer does not come easy, play track 28 and tell pupils to listen and find out the answer. If it does, play the track for confirmation.
- Play the track twice non-stop. Tell pupils not to write the words straight away but to draw joining lines in pencil as a rehearsal.

Audioscript

MC: Ms Craig – C: Class

MC: *When is Book Day?*

MC: *When is Children's Day?*

C: *It's in April.*

C: *It's in August.*

MC: *When is Friend's Day?*

MC: *When is Teachers' Day?*

C: *It's in July.*

C: *It's in September.*

- To check, play the track once again, pausing to identify the information. Produce the question and elicit the answer.

Answers: 1 Book Day: April; 2 Friend's Day: July; 3 Children's Day: August; 4 Teachers' Day: September

- Get pupils to write the words suitably. As they do, play the unit chant/song.
- Carry out peer supervision, ie: pupils swap books and read what their peer has written to check whether it is legible and correct. Teach them to mark with a small cross in pencil what needs modifying. Get pupils to swap books back and modify what needs improving. Supervise corrections by walking around.

tip

Peer supervision renders several benefits: it is an opportunity to get in touch with the written word again; second, it is a chance to see the word in its handwritten version and note its difference from its printed appearance; finally, this, in turn, conduces to becoming aware of the importance of clear handwriting as a communicative act. Clearly state the purpose of this procedure – to aid not to criticize

Extra activity Engage pupils in an exercise aiming at counting time in terms of months as follows: Write today's date on the board (DD/MM). Point to the current month and get pupils to point to it on the calendar on page 20. Tell them to look at the festivities in Activity 4 and to identify the corresponding months on the calendar on page 20. For each festivity ask, *How many months are there to/from (Friend's Day)? [There are + number.]* Model the answer yourself and elicit chorus repetition. To facilitate correct answers,

tell pupils to 'finger walk' the distance from one month to the other as they count.

tip At this point, carry out 'Can you say...?' Activity 13, on page 24, to reinforce accurate pronunciation.

5 (29)

LP: Reading simple sentences – [*It's in (month).*] in response to *When is (Jack's) birthday?*

N-LP: Completing the activity with the corresponding stickers.

- With books open at page 21, draw pupils' attention to Activity 5. Allow them time for inspection.
- On the board, reproduce the four balloons and draw a birthday cake. Make sure pupils understand the association between balloons and birthday celebration. In another row at a lower level, at random, write the following: *Jack, Sally, Jack's mum* and *Jack's dad*.
- Paving the way for the listening task, ask, *When is Jack's birthday?* Point to each balloon and ask, *Is it in April? Is it in July? Is it in February? Or is it in May?* Make a gesture denoting 'We don't know!'
- Do the same for the other three characters.
- Play track 29 twice non-stop and tell pupils to listen to Ben and Jack and find out.

Audioscript

Ben: <i>Jack, when is your birthday?</i>	Ben: <i>When is your mum's birthday?</i>
Jack: <i>It's in February.</i>	Jack: <i>It's in May.</i>
Ben: <i>When is your sister's birthday?</i>	Ben: <i>When is your dad's birthday?</i>
Jack: <i>It's in July.</i>	Jack: <i>It's in April.</i>

- Play the track a third time, pausing suitably, and at each pause repeat the question, elicit the answer and invite pupils to come to the front in turn and match the characters with the corresponding balloon.
- Tell pupils to find the stickers corresponding to the characters at the back of their books, and tell them to place them suitably.

Answers: April: Dad's sticker; July: Sally's sticker; February: Jack's sticker; May: Mum's sticker

- To close, repeat each question and elicit chorus repetition of the answer.



1 AB, p60 (33)

LP: Developing reading skills at word level: recognizing months. Developing writing skills through labelling. Aurally understanding *When's Ben's birthday?* Orally responding [*It's in...*]

N-LP: Listening for the birthday months of the mice family and completing the calendars.

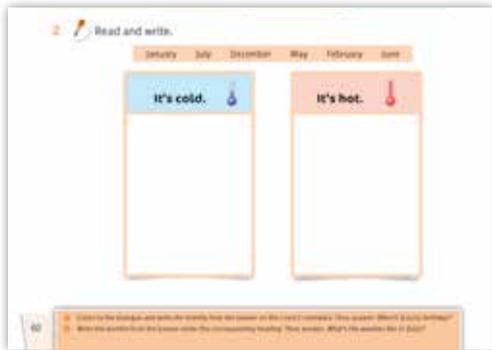
- With books open at page 60, draw pupils' attention to Activity 1.
- Facilitate reading through cross-reference to contents already seen as follows: a) One at a time, in line on the board, write the months presented in the banner. Each time, ask, *What month is this?* b) Allow pupils a few seconds to visually process the month you have written. c) Tell them to find and point to it on the calendar on page 20. Elicit [*It's (April).*] d) Draw their attention to the banner in Activity 1, page 60, and tell them to spot and point to the target month in it.
- Below the months on the board, write at random the four members of the mice family appearing in this activity. For each, ask, *When is Lisa's/Ben's auntie's/Ben's grandpa's/Ben's grandma's birthday?* (Make a gesture denoting 'We don't know!')
- Play track 33 and invite pupils to listen to Ben and Lisa and find out.
- Play the track twice non-stop and instruct pupils to draw lines in pencil to join the months and the characters.

Audioscript

Lisa: L – Ben: B	B: <i>OK. Auntie's birthday is in May.</i>
L: <i>What's this, Ben?</i>	
B: <i>It's my calendar... When is your birthday?</i>	B: <i>And when is Grandpa's birthday? Is it in November?</i>
L: <i>It's in January.</i>	L: <i>No, it isn't. It's in April.</i>
B: <i>Lisa's birthday is in January.</i>	B: <i>Grandpa's birthday is in April.</i>
B: <i>When is Auntie's birthday?</i>	
L: <i>Er... Auntie's birthday? Is it in May or is it in November? Er... It's in May.</i>	B: <i>And when is Grandma's birthday?</i>
	L: <i>It's in June!</i>
	B: <i>Great, thanks, Lisa!</i>

- Check resolution: play the track a third time, pausing strategically and asking again the questions above. Get various pupils to come to the board and match the characters with their corresponding birthday month.
- Tell pupils to write the words on the calendars, attending to the sequence of the letters.
- Carry out peer supervision.

Answers: Lisa's birthday: January; Auntie's birthday: May; Grandpa's birthday: April; Grandma's birthday: June



2 AB, p60

LP: Reading and writing months. Orally responding [*It's cold/hot.*] to *What's the weather like in January?*

N-LP: Sorting out the months given in the banner according to the weather.

- With books open at page 60, draw pupil's attention to Activity 2.
- Facilitate reading through association with contents already seen as follows: a) One at a time, in line high up on the board, write the months presented in the banner. Each time, ask, *What month is this?* b) Allow pupils a few seconds to visually process the month you have written. c) Tell them to find and point to it on the calendar on page 20. Elicit [*It's (January).*] d) Draw pupils' attention to the banner in Activity 2, page 60, and tell them to find and point to the same month in it. e) Below the row of months on the board, display the cold and hot weather flashcards establishing two columns like in this activity. For each month, ask, *What's the weather like in (January)?*



Refer pupils to the calendar on page 20 for some clues: tell them to analyze the pictures for January, February, July. For the rest, make gestures representing hot/cold as suitable.

- As the analysis proceeds, write the months on the board again in the corresponding column and pupils do it in their books.
- Carry out peer supervision.

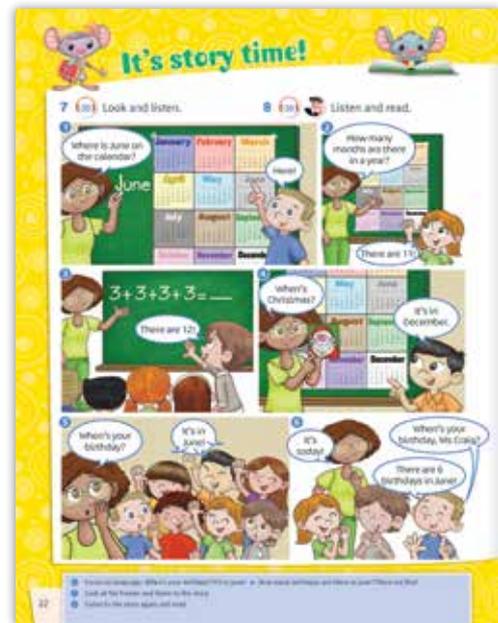
Answers: It's cold: July, May, June; It's hot: January, December, February

6

LP: Recognizing/Producing target language. Responding [*There are + number.*] to *How many months are there to/from + celebration?*

N-LP: Cutting out cards to play games with.

- Instruct pupils to cut out the school object cards at the back of their books.
- While they do it, play the vocabulary chant (track 25) and the unit song (track 27). Encourage pupils to chant/sing along.
- Carry out dictation of months and celebrations, 'Bingo' or any of the other games included in the 'Make and play games' section on pages 14–17.



7 & 8 (30)

LP: Developing comprehension skills: interpreting paralinguistic features and aural input to mentally reconstruct a narrative sequence involving target language. Developing reading skills at sentence level in context: speech bubbles.

N-LP: Understanding a comic strip and tracking down events until their resolution.

- With books open at page 22, draw pupils' attention to the story. Remember you can also use the poster.
- Allow them time to explore the frames to attempt mental reconstruction of the storyline.
- Help pupils put their observations into words. Pointing to the characters, ask, *Who's this?* [*It's Jack/Kevin/Ms Craig.*]

- Say, *I spy with my little eye Santa Claus/June/a calendar/a board/3 + 3 + 3 + 3*, etc. Pupils say the number of the frame in which they spot the object/character.
- Encourage hypotheses about the situation: ask, *What's the situation?*

tip

If L1 is resorted to, keep wording pupils' contributions about the story in English as follows: *Jack and Kevin are in Ms Craig's class. There is a calendar on the board. It's June. There are six birthdays in June. Ms Craig's birthday is in June.*

- Play track 30 once. Tell pupils to point to each frame with their fingers.

Audioscript

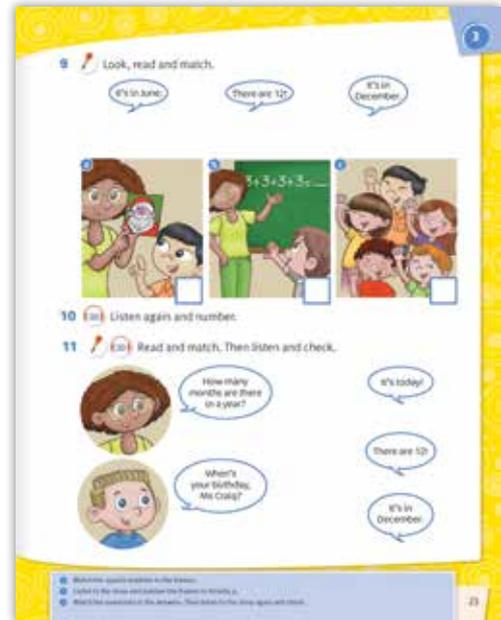
Ms Craig: MC – Kevin: K – Girl: G – Class: C – Jack: J – Boy: B – Some pupils: P

1	MC: June... Where is June on the calendar?	B: It's in December.	MC: Yes.
2	K: Here!	5	MC: When's your birthday?
3	MC: How many months are there in a year?	P: It's in June!	MC: Oh! How many birthdays are there in June?
4	G: There are eleven!	C: There are five!	6
5	MC: Mmm... January, February, March – three.	K: When's your birthday, Ms Craig!?	MC: It's today!
6	C: April, May, June – three! July, August, September – three! October, November and December – three!	K: Oh, there are six birthdays in June!	MC: Hahaha!
7	J: There are twelve!	C: Happy birthday to you! Happy birthday to you! Happy birthday, Ms Craig! Happy birthday to you!	
8	MC: Correct!		
9	MC: When's Christmas?		

- Confirm comprehension: ask, *How many months are there in a year? Are there eleven or twelve? [There are twelve.] How many birthdays are there in June? Are there five or six? [There are six.] When is Ms Craig's birthday? [It's today/in June.]*

VALUES Grab the opportunity to reflect upon the reasons to celebrate and have the class make a 'Let's celebrate!' poster.

- Play the track again and tell pupils to listen and point to each speech bubble as they read. Pointing while approaching the development of reading skills conduces to grasping the direction in which English is read and helps to focus attention on the written word.



9 & 10 (30)

LP: Developing reading skills: reading speech bubbles and reconstructing the main line of events aided by modified visual input.

N-LP: Reconstructing a narrative sequence, matching frames to their speech bubbles.

- With books open at page 23, draw pupils' attention to Activity 9.
- Tell pupils to identify, in the story, the frames in Activity 9. From left to right they correspond to frames 4, 3 and 5, respectively.
- Draw pupils' attention to the speech bubbles in Activity 9 and read them aloud.
- Tell pupils to find and point to them in the story. Elicit the frame numbers. Then challenge them to match the frames in Activity 9 to the corresponding speech bubbles.

Answers: a It's in December. b It's in June. c There are 12.

- Elicit Ms Craig's question for the situations in each frame: ask, *What is Ms Craig's question? a [When is Christmas?] b [When is your birthday?] c [How many months are there in a year?]*
- Play the track again for pupils to number the frames as they identify the target speech bubbles aurally.

Answers: a 2; b 1; c 3

- Conduct chorus repetition of the exchanges, attending to pronunciation, and then roleplay. You can also have pupils watch the animated video available on the Digital Pupil's Book or at the Teacher's Resource Centre.

11

LP: Developing reading skills at simple sentence level. Reading aloud speech bubbles.

N-LP: Matching speech bubbles, according to the exchanges in the unit story.

- With books open at page 23, draw pupils' attention to Activity 11. Point to the characters and ask, *Who's this?* [It's Ms Craig/Kevin.]
- Tell pupils to find the speech bubbles in Activity 11 in the story on page 22. To check, ask these questions and elicit the frame numbers: *Where is Ms Craig's speech bubble? Where is Kevin's speech bubble?*
- To facilitate matching, tell pupils to point to the answers in the story. Then refer them back to Activity 11 and tell them to find the speech bubble and point to it.
- Play track 30 once again for confirmation or correction, pausing strategically. Also, seek to identify Ms Craig's and Kevin's interlocutors – Jack and Ms Craig, respectively.
- Conduct reading aloud of the full exchanges, monitoring pronunciation. Encourage roleplay.

Answers: How many months are there in a year? There are 12! When is your birthday, Ms Craig? It's today.



3 AB, p61 (30)

LP: Developing reading skills at simple sentence level and writing skills at word level. Reading and completing speech bubbles.

N-LP: Discovering what needs to be written to complete speech bubbles, according to the exchanges in the unit story.

- With books open at page 61, draw pupils' attention to Activity 3. Point to the characters and ask, *Who's this?* [It's Ms Craig/Kevin/Jack/a boy.]
- Refer pupils to the story on page 22 to find the speech bubbles displayed in the activity.
- In the meantime, on the board, write 'December', '6' and '12'.

- Guide pupils to identify what needs to be completed and where to find it. Ask, *Where is (Kevin's/Jack's/the boy's) speech bubble?* [It's in frame six/three/five.] To identify the key word, draw attention to the target speech bubble on page 61, point to the blank and ask, *What's this?* Pointing to the words on the board, ask, *Is it 'December', '6' or 12?* [It's 6/12/December.]

Answers: Kevin's speech bubble: 6; Jack's speech bubble: 12; Boy's speech bubble: December

- Tell pupils to write the missing words, copying from the story.
- Carry out peer supervision.
- Play track 30 and tell pupils to listen to the story and number the boys' speech bubbles according to the order in the story.
- Play the track once more for confirmation or correction.

Answers: Kevin's speech bubble: 3; Jack's speech bubble: 1; Boy's speech bubble: 2

- Elicit chorus repetition. Then encourage roleplay.



4 AB, p61

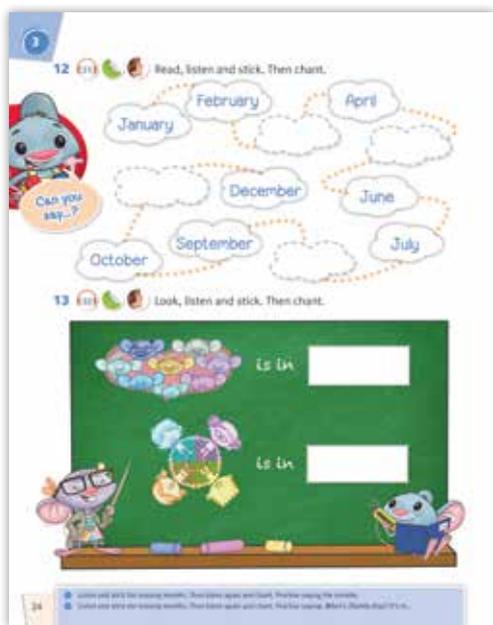
LP: Developing reading skills at sentence level by using pictures, words and cross-reference.

N-LP: Deciding if the information is true or not: indicating so with ticks or crosses.

- With books open at page 61, draw pupils' attention to Activity 4. Elicit identification of each celebration. Ask, *What celebration is this?* [It's Book Day/Christmas/Easter/Family Day.]
- To help pupils read the months, write them on the board and tell pupils to identify them in the phrases accompanying each picture and to then find them on the calendar on page 20.
- For each celebration, elicit chorus repetition. Then engage them in the following exchange: *Look at the calendar on page 20. Is Book Day in February?* [No, it isn't!] *When is Book Day?* [It's in April.] *Is Christmas in December?* [Yes, it is!] *Is Easter in July?* [No, it isn't!] *When is Easter?* [It's in March/

April.] Is Family Day in November? [No, it isn't!]
When is Family Day? [It's in October.]

Answers: 1 X; 2 ✓; 3 X; 4 X



12 (31)

LP: Focusing on pronunciation of the months.

N-LP: Completing a sequence with stickers. Chanting along.

- With books open at page 24, draw pupils' attention to Activity 12. Allow them time for inspection.
- Play track 31 twice non-stop and tell pupils to listen and confirm their predictions about what is missing.

Audioscript

January – February – March – April – May – June – July – August – September – October – November – December

- Tell pupils to find the corresponding stickers at the back of their books and place them suitably.

Answers: March, May, August, November

- Play the track again and encourage chanting along – monitor sounds.

13 (33)

LP: Focusing on the pronunciation and falling intonation of the 'When...?' question.

N-LP: Listening and completing a scene with stickers. Chanting along.

- With books open at page 24, draw pupils' attention to Activity 13. Allow them time for inspection and interpretation of the scene.
- Point to the festivities on display and elicit identification: ask, *What festivity is this?* [It's family day.] [It's Children's Day.]

- Point to the places for the month stickers and ask, *When is Family Day?* [It's in October.] *When is Children's Day?* [It's in August.]
- Play track 32 for information or confirmation. **NB:** Pupils may already know due to the resolution of Activities 3 and 4. If not, listening should be carried out to find out. If they do, listening will lead to confirmation.

Audioscript

Lisa: *When is Family Day?*

Lisa: *When is Children's Day?*

When is Family Day?

When is Children's Day?

Ben: *It's in October. It's in October!*

Ben: *It's in August. It's in August!*



14

LP: Reading and writing target language to complete descriptions in the form of templates. Reading sentences aloud.

N-LP: Looking at scenes and completing descriptions in writing, aided by words provided in a banner.

- With books open at page 25, draw pupils' attention to Activity 14.
- Tell pupils they must complete the blanks with the words in the banner.
- Draw their attention to the scenes and scaffold completion. Focus on picture 1 and ask, *What's the weather like?* [It's hot.] Write the word 'hot' on the board and tell pupils to find it in the banner and then to write it in the corresponding blank.
- Ask, *When is it hot? Is it hot in December or in July?* [In July.] Write the word 'December' on the board and tell pupils to find it in the banner and then to write it in the corresponding blank.

- Ask, *What festivity is it? [It's Christmas.]* Write the word 'Christmas' on the board and tell pupils to find it in the banner and then to write it in the corresponding blank.
- Conduct reading aloud.
- Do the same for picture 2.
- Carry out peer supervision.

Answers: Picture 1: It's hot in December. It's Christmas.
Picture 2: It's cold in July. It's Friend's Day.



5 AB, p62

LP: Developing speaking at sentence level [*When is your birthday? [It's in...]*] and developing writing skills at word level: names and months.

N-LP: Carrying out interviews to collect information to make a classroom poster.

- With books open at page 62, draw pupils' attention to Activity 5.
- Allow them time for inspection of the pictures. Then explain that you will be making a birthday classroom poster for which pupils will collect and record information in writing.
- Pupils move around, interviewing three classmates, asking and answering, [*When's your birthday? [It's in (month).]*] The interviewer records names and months on the cards on page 62.
- Use the 'Birthday calendar' poster to record all the pupils' birthdays. Conduct the report of the information recorded. Point to 'January' and ask, *Whose birthday is it in January? [It is X's birthday.]* On the poster, record the names of pupils whose birthday is in January as reported by the class.
NB: Teach [*It's nobody's birthday in January.*] if necessary. Do this for all the months.
- Look at the record and ask, *How many birthdays are there in January? [There are...]* **NB:** Teach [*There are none.*] if necessary.



6 AB, p62

LP: Aurally recognizing target language with reference to a scene.

N-LP: Listening and deciding if the statements provided orally are true or false.

- With books open at page 62, draw pupils' attention to the scene in Activity 6. Allow them time for inspection.
- In the meantime, copy the six Yes/No pairs on the board to use when checking the resolution of the activity.
- Tell pupils to listen to you and decide if what you say is true or not. If true, they must circle Yes. If false, they must circle No.

Script (to be read by the teacher)

1 It is Family Day. **2** There are six members of Ben's family in the scene. **3** It is rainy and cold. **4** There are six candles on the cake. **5** There are five big sandwiches on the table. **6** This celebration is in August.

- To check, engage pupils in the following exchange: *It is Family Day. [No, it isn't!] What celebration is it? [It's Ben's birthday.] There are six members of Ben's family in the photo. [Yes!] It is rainy. [Yes, it is!] There are six candles on the cake. [No!] How many candles are there? [There are seven.] There are five big sandwiches on the table. [No!] How many sandwiches are there? [There are three.] Ben's birthday is in August. [No, it isn't!] When is Ben's birthday? [It's in March.]*

MINI-DICTIONARY

LP: Writing the names of the month.

N-LP: Numbering the months of the year according to their chronological order and tracing the words. Then chanting along.

- With books open at page 25, draw pupils' attention to the 'Mini-dictionary'.
- Tell pupils they will complete this section by numbering the months in chronological order (the same order as in the vocabulary chant).

- Encourage repetition of words to guarantee correct pronunciation.
- Instruct pupils to trace the words in dark pencil. As they do, play the unit chant (track 25) and song (track 27).



activity bank

- **Drawing in pairs:** Ask pupils to draw the calendar of their favourite month with a relevant celebration. When they finish, elicit the answers to ‘What celebration is it?’ ‘When is it?’ and display their calendars on the classroom wall or somewhere visible.
- **Roleplay:** Put up a show: pupils act out the story, imitating pronunciation and attitudes.



Stage 1: Conduct listen-and-repeat, eliciting chorus repetition of story script. **Stage 2:** Play track 30 and get pupils to simply perform the physical actions throughout. **Stage 3:** When suitable, assign roles and guide pupils through the roleplay. Celebrate.

• Photocopiable activities at Teacher’s Resource Centre:

- **Dominoes:** Have pupils play in pairs. Hand out the photocopies – ‘Player A’ section to a pupil and a ‘Player B’ section to the other. Tell them to cut out the pieces and play dominoes. The game does not actually require the production of any language but challenges the recognition of the written months. When the dominoes have been assembled, you may engage players in an incidental exchange, pointing to one of the celebrations and asking, *What celebration is this?* [It’s + celebration.] *When is (celebration)?* [It’s in + month.] *What special day is celebrated in November?* [National ‘Mate’ Day.] Depending on the time available, you may suggest colouring. The dominoes may be stored in an envelope with pupils’ personal files, to play with at any other time. Alternatively, get pupils to glue any six dominoes in a row into their notebooks. Or else, at a higher level of linguistic demand, tell pupils to recover their own dominoes, glue them into their notebooks in a column in the centre of the page and, to the right, write the corresponding months, and, to the left, the corresponding celebrations.

- **Complete the sequence:** Hand out photocopies. Tell pupils to read and complete the blanks in pencil. To aid completion, suggest chanting the months chant (track 25). To check, refer pupils to the calendar on page 20. Get pupils to read the sequences aloud. Tell pupils to file the worksheet when finished.

- **When’s Ben’s birthday? Match:** Hand out the photocopies. Tell pupils to identify the celebrations and match them to their months. Refer them to the calendar on page 20 for assistance. When ready, tell them to orally report the matches. Ask, *When is Teachers’ Day?* [It’s in September.] Tell pupils to file the worksheet when finished.

Answers: Teachers’ Day is in September. Book Day is in April. Ms Craig’s birthday is in June. Ben’s birthday is in March.

- **Rhyming sounds! Listen and join the words that share the same sound:** Hand out the photocopies. Tell pupils to look at the items on display. Elicit the words in English for each. Then tell pupils to join the words in three groups according to their initial sound, using different colours. Elicit chorus repetition of each group. Monitor pronunciation.

Answers: /s/ scissors, Sally, September; /dʒ/ July, Jack, January; /m/ March, marker, May

Ask pupils to analyze the remaining words: what sound – other than the initial – do they have in common? Encourage saying the words aloud and help pupils discover it. Tell pupils to file the worksheet when finished.

Answers: /ɔ:/ board, chalk, August

- **Questions and answers. Listen to the question and circle the correct answer:** See instructions on page 51.

Script (to be read by the teacher)

What’s the weather like in January?
When’s Book Day?
Whose birthday is in June?
How many months are there in a year?
When is Friend’s Day?

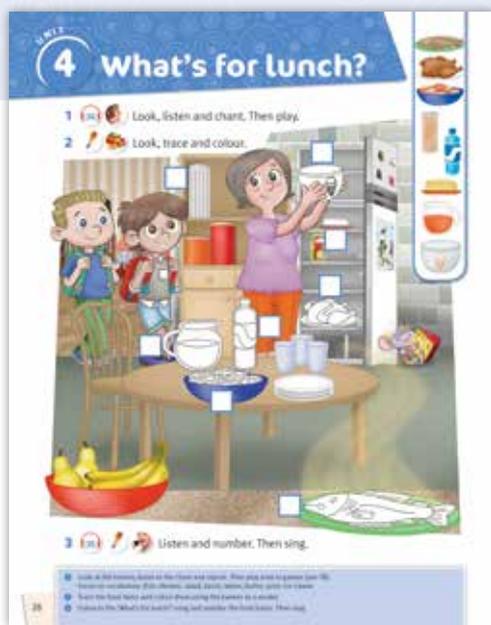
Vocabulary: food and drinks – uncountable nouns (*fish, salad, pasta, butter, cheese, fruit, ice cream, water, juice*)

Grammar: *What's for lunch? There's (fish and salad). Do you like fish and salad? Yes, I do./No, I don't. Can I have some water, please? Here you are.*

Functions: Finding out about the menu for lunch and food taste. Requesting something to drink or eat.

Values: Eating varied healthy food. Washing your hands before lunch. Being a nice guest/host.

Context: Throughout the unit the characters interact around food, menus and food tastes. The main characters are back from school for lunch and ask about the menu. In the unit story, Jack invites Kevin over for lunch and discovers his mate's tastes of food.



1 34

LP: Establishing a first contact with target vocabulary (food) around the exposure, recognition and guided production cycle. Developing listening, speaking and reading skills.

N-LP: Playing brain-challenging games. Saying a chant.

- With books closed, conduct the following lead-in games (see 'Lead-in games' on pages 13 & 14):
 - Play 'Look, listen and repeat': *fish, chicken, salad, pasta, butter, water, juice, ice cream.*
 - Play track 34 and conduct the vocabulary chant activity (see page 14).

● Audioscript

fish – chicken – salad – pasta – butter – water – juice – ice cream (x2)

- Play 'Look, listen and repeat if correct', 'Memorize the sequence', 'Where's the...? [Here.], 'What's this? [It's...]'

tip Monitor the lack of use of the indefinite article (*a/an*) in the answers, as they all require uncountable nouns.

- Engage pupils in a dramatization of lunchtime in which they request and pass food (using vocabulary from Level A): *Can I have the..., please? Here you are.*

2

LP: Visualizing target vocabulary in context. Incidentally being exposed to 'dish', 'bowl' and 'fridge'. Answer [*It's...*] to *What's this in English? Who's this?; [It's on/in/under the...]* to *Where's the...?; [Yes, it is./No, it isn't.]* to *Is it on/in/under the...?*

N-LP: Find in the scene the food displayed in the banner and play 'I spy'. Then complete and colour the drawings according to the models in the banner.

- With books open at page 26, draw pupils' attention to the banner. Remember that you can also use the poster.
- Point to each food item and ask, *What's this in English? [It's...]* (*Is it...?*) (*Yes, it is. /No, it isn't.*)

tip Monitor the production of the answers with uncountable food nouns so that the indefinite article is not used: *It's fish* (not *It's a...*)

- Re-direct pupils' attention to the scene. Help them put their observations into words: Ask, *Who's this? [It's (Jack/Kevin/Grandma.)]*
- Play 'I spy...' following the exchanges below. Tell pupils to point to the food they spot.

Script (to be read by the teacher)

Teach terms marked with * and elicit repetition.

I spy with my little eye... Ben. [Yes!] Where is Ben? [Ben is in Jack's school bag.]
... Lisa. [Yes!] Where is Lisa? [Lisa's on the floor.]
... fish. [Yes!] Where is the fish? [Here!] Is it in a red bowl? [No, it isn't!] Is it on the green dish*? [Yes, it is!] It's on a green dish.*
... salad. [Yes!] Where is the salad? [It is on the table.]
... ham. [No!]
... juice. [Yes!] Where is the juice? [It's on the table.]
... water. [Yes!] Where is the water? [It's on the table.]
... sandwiches. [No!]
... chicken. [Yes!] Where is the chicken? [Here.] Is it on the table? [No, it isn't!] Is it on the shelf? [It's in the fridge.]*
... butter. [Yes!] Where is the butter? [Here.] Is it on the table? [No, it isn't.] Is it in the fridge? [Yes, it is.] It's in the fridge.*

... tomatoes. [No!]
 ... pasta. [Yes!] Where is the pasta? [It's on the shelf.]
 ... ice cream. [Yes!] Where is the ice cream? [It's in Grandma's hands.]
 ... cheese. [Yes!] Where is the cheese? [It's in Lisa's hands.]

- Encourage pupils to speculate about the situation in the scene.

tip As they do so in L1, word conclusions in English: *Jack and Kevin are home from school. It is lunchtime. Grandma is making lunch.*

- Allow pupils time to complete and colour the drawings – set a time limit.

3 (35)

LP: Recognizing food items. Getting exposed to *What's for lunch/dessert?* and *Do you like? Yes, I do./ No, I don't.* Pronouncing sounds in strings.

N-LP: Listening and numbering the food items in the scene. Singing a song.

- With books open at page 26, revisit the conclusions drawn in Activity 2: *Jack and Kevin are home from school. It is lunchtime. Grandma is making lunch.*
- Stretch speculation a bit further. Ask, *What's for lunch?* and elicit the food words for the possible menus according to the picture; *What's for dessert?* and elicit the possible dessert words according to the picture: *Fruit/Ice cream.*
- Play track 35 and tell pupils to listen to the song and confirm the observations.

Audioscript

Jack: J – Grandma: G – Children's choir: CC – Kevin: K

What's for lunch?

J: What's for lunch, Grandma? What's for lunch?	CC: Do you like pasta, Kevin?
G: There's fish, salad and chicken too!	K: No, I don't.
CC: Do you like fish, Kevin?	CC: Do you like pasta, Jack?
K: No, I don't.	J: Yes, I do!
CC: Do you like fish, Jack?	G: Wash your hands, wash your hands. Let's have lunch!
J: Yes, I do!	J: And what's for dessert, Grandma? What's for dessert?
G: Wash your hands, wash your hands. Let's have lunch!	G: There's ice cream!! do you like ice cream?
J: What's for lunch, Grandma? What's for lunch?	J & K: Yes, I do! Yes, I do!
G: There's pasta with butter.	Hurray, hurray, hurray!!!

Answers: For lunch: fish, salad, chicken, pasta with butter; To drink: water and juice; For dessert: ice cream

the the food items as she mentions them in the song. Tell them to focus on the questions: *What's for lunch? What's for dessert?*

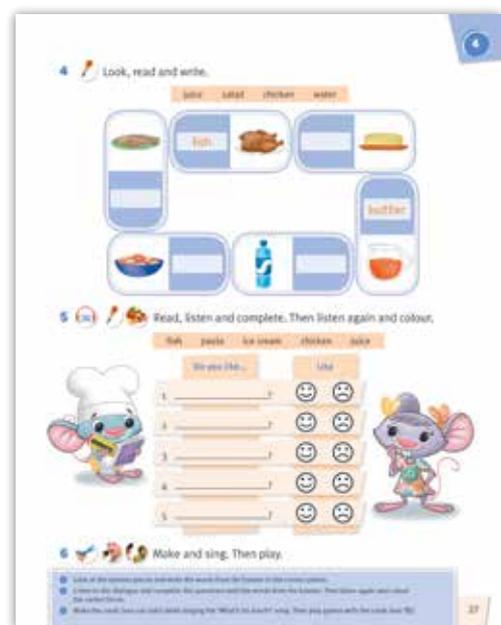
- Play the track stopping after Grandma's answers and elicit the numbering: *Number 1 is fish. Number 2 is salad. Number 3 is chicken.* Display and number the flashcards on the board as you proceed to aid correct numbering.
- Play the track on and stop at Grandma's second answer to *What's for lunch?* Elicit the numbering: *Number 4 is pasta. Number 5 is butter. Number 6 is water. Number 7 is juice.* Display and number the flashcards on the board as you proceed to aid correct numbering.
- Ask again, *What's for dessert?* Play the track on until Grandma's answer. Stop and elicit the numbering: *Number 8 is ice cream.* Display and number this final flashcard.

Answers: 1 fish; 2 salad; 3 chicken; 4 pasta; 5 butter; 6 water; 7 juice; 8 ice cream

- Play the track again and encourage singing along. Celebrate being able to sing a new song.

tip Play the song several times. Indicate which lines to sing each time. At an early stage, tell pupils to sing the 'What's for lunch?' stanzas. At a later stage, you may encourage pupils to sing the 'Do you like...?' stanzas.

tip At this point, carry out 'Can you say...?' Activity 12, on page 30, to reinforce accurate pronunciation.



4

LP: Developing reading and writing skills. Responding [*It's + (food).*] to *What's this in English?* and [*Yes, it is./No, it isn't.*] to *Is it + (food)?* Write the corresponding food item where suitable.

N-LP: Completing the dominoes with the corresponding food items as appropriate.

- With books open at page 27, draw pupils' attention to Activity 4.
- Facilitate reading through association with contents already seen as follows: a) On the board, write a list of the food items presented in the banner. b) Allow pupils a few seconds to visually process the word you have written. c) Display the food flashcards on the board as well. d) Point to each word, say it out loud and get various pupils to come to the front in turn and join the word to its corresponding flashcard. e) Point to each word again and draw pupils' attention to the banner in Activity 4. Tell pupils to find (and point to) the same food word in it. Ask, *Can you see 'fish'? Where is it? [Here.]*
- Tell pupils to find (and point to) the corresponding picture in the dominoes. Ask, *Can you see 'fish'? Where is it? [Here.]* Get pupils to write the words suitably.
- Carry out peer supervision, ie: pupils swap books with a classmate and read what their peer has written to check whether it is legible and correct. Teach them to mark with a small cross in pencil what needs modifying.

tip

Peer supervision renders several benefits: to get in touch with the written word again; to see the word in its handwritten version and note its difference from its printed appearance; to lead to realizing the importance of clear handwriting as a communicative act. Clearly state the purpose of this procedure: to aid not to criticize.

- Tell pupils to swap books back and modify what needs improving. Supervise corrections by walking around.



1 AB, p63 (40)

LP: Developing writing skills at word level: labelling pictures, cross-referring to the 'Mini-dictionary'. Aurally understanding *What's for lunch? There's...* Orally responding [*There is...*]

N-LP: Labelling pictures. Then listening for the food items on a menu and ticking them.

- With books open at page 63, draw pupils' attention to Activity 1.
- Facilitate writing as follows: a) Allow pupils a few seconds to visually process the pictures. b) Ask, *What's this? Elicit [It's (pasta).]* c) Cross-refer pupils to the 'Mini-dictionary' and tell them to find the word for each item in it and copy it suitably. d) Carry out peer supervision. e) Tell pupils to swap books back and see if there is anything to correct.
- Display the flashcards of the food items on the board.
- Draw pupils' attention to the scene on the left. Ask, *Who's this? What's the situation? What's for lunch? Is there pasta? Salad? Chicken? Make a gesture denoting 'We don't know!' Invite pupils to listen to Sally and her grandpa and find out.*
- Play track 40 twice non-stop and instruct ticking the food items on Grandpa's menu.

Audioscript

Grandpa: G – Sally: S

- | | |
|---|---|
| G: Oh, hello, Sally! Welcome! | S: Yes, I do. |
| S: Hello, Grandpa! What's for lunch, Grandpa? | G: Good. There's ice cream for dessert. |
| G: There's chicken and salad. | S: Great! And to drink? |
| S: Oh, good! Chicken and salad is my favourite food. | G: There's water. |
| G: And do you like ice cream? | S: OK. |
| | G: Let's have lunch! Go wash your hands! |
| | S: OK. |

- Check resolution: play the track again, pausing strategically and asking, *What's for lunch? Elicit There's...*

Answers: ✓ chicken, salad, ice cream, water

- Get various pupils to come to the board and tick the corresponding flashcards.
- Encourage pupils to play the roles of Sally and her grandpa.

5 (36)

LP: Developing reading and writing skills at word level. Listening to an interaction about food tastes and identifying positive and negative answers – understanding *Do you like (pasta)? Yes, I do./No, I don't.*

N-LP: Completing a list of food items and colouring the corresponding symbol.

- Open up with pupils singing the unit song, focusing on the *Do you like...?* lines and their answers.
- With books open at page 27, draw pupils' attention to Activity 5. Elicit identification of characters, asking, *Who's this? [It's Ben/Lisa.]*
- Facilitate reading through association with contents already seen as follows: a) On the board, write a list of the food items presented in the banner. b) Allow pupils a few seconds to visually process the word you have written. c) Display the food flashcards on the board as well. d) Point to each word and say it out loud and get various pupils to come to the front in turn and join the word to its corresponding flashcard. e) Point to each word again and tell pupils to find and point to the same food word in it.
- Tell pupils they must complete the list according to Ben. Ask, *What's number one? Is it fish? Is it pasta?* Make a gesture denoting 'We don't know!' Play track 36 and invite pupils to listen to Ben and number the words in the banner – not to write anything yet.
- Play the audio twice non-stop and make sure pupils number the words in the banner and don't write them yet.

Audioscript

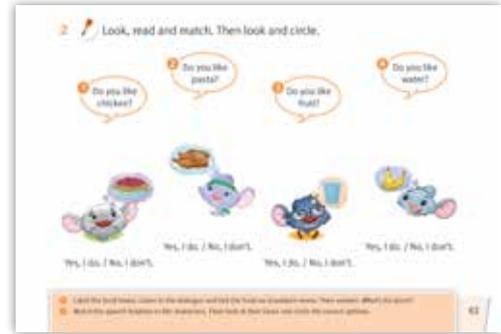
1 Ben: Do you like ice cream? Lisa: Yes, I do.	3 Ben: Do you like pasta? Lisa: No, I don't.	5 Ben: Do you like chicken? Lisa: No, I don't.
2 Ben: Do you like fish? Lisa: Yes, I do.	4 Ben: Do you like juice? Lisa: Yes, I do.	

- Check the numbering. Ask, *Which is number (1)? [It's (ice cream).]*

Answers: 1 ice cream; 2 fish; 3 pasta; 4 juice; 5 chicken

- Tell pupils to copy the words from the banner on the corresponding lines – set a time limit.
- Carry out peer supervision.
- Draw the icons on the board and explain what they mean: 😊 Yes, I do. / 😞 No, I don't.
- Play track 36 again and tell pupils to listen and concentrate on Lisa's answers, and colour the symbols accordingly.
- While playing the track, pause suitably and ask, *Yes or No?* Elicit the answer and instruct colouring.
- To close, encourage pupils to play the roles of Ben and Lisa.

tip At this point carry out 'Can you say...?' Activity 13 on page 30, to reinforce correct pronunciation.



2 AB, p63

LP: Developing reading skills at simple sentence level. Reading speech bubbles and the corresponding answers.

N-LP: Matching speech bubbles to the correct pictures by interpreting them. The circling the correct answers.

- With books open at page 63, draw pupils' attention to Activity 2.
- Point to the characters and ask, *Who's this? [It's Ben's grandpa/auntie/dad/Ben.]* Guide them to identify the food item in each speech bubble. Then guide them to read the speech bubbles on the top and have them identify the food item in each.
- Tell them to look at the picture of each character and the food item in their thought bubbles and have them match the speech bubbles to the correct picture.

Answers: 1 Auntie's picture; 2 Grandpa's picture; 3 Ben's picture; 4 Dad's picture

- Read out each speech bubble and instruct pupils to look at the pictures again and decide whether each character likes or not the corresponding food item. Then have them circle the correct answer.

Answers: 1 No, I don't. 2 No, I don't. 3 Yes, I do. 4 Yes, I do.

- Conduct chorus repetition and roleplay of full exchanges – attend to pronunciation.

6

LP: Recognizing/Producing food items, *Do you like...? Yes, I do./No, I don't. Can I have some..., please? Here you are.*

N-LP: Cutting out cards to play games with.

- Instruct pupils to cut out the school object cards at the back of their books.
- While they do it, play the vocabulary chant (track 34) and the unit song (track 35). Encourage pupils to chant/sing along.
- Carry out dictation of foods: pupils find the stated card and display it in a row on their desk, in order from left to right. (See 'Make and play games' on pages 14–17).
- Play 'Bingo' (see 'Make and play games' on pages 14–17).
- Encourage interactions: speaker A picks a card and asks the question, speaker B responds suitably: *Do you like...? Yes, I do./No, I don't.*
- Tell pupils to dramatize a scene about lunch and request food, drink and dessert: *Can I have some..., please? Here you are.*



7 & 8 (37)

LP: Developing comprehension skills: interpreting paralinguistic features and aural input to mentally reconstruct a narrative sequence involving target language. Developing reading skills at sentence level in context: speech bubbles.

N-LP: Understanding a comic strip and tracking down events until their resolution.

- With books open at page 28, draw pupils' attention to the story. Remember that you can also use the poster.
- Allow pupils time to explore the frames to attempt mental reconstruction of the storyline.
- Help pupils put observations into words. Pointing to the characters, ask, *Who's this? [It's Jack/Kevin/Jack's grandma.]*

- Play 'I spy' with food items. Pupils say the corresponding frame number.
- Encourage hypotheses about the situation: ask, *What's the situation?*

tip

When L1 is resorted to, keep wording pupils' contributions in English as follows: *It's lunchtime. Jack and Kevin are back from school for lunch with Jack's grandma. The menu is fish and salad. Kevin doesn't like fish and salad. Grandma offers Kevin pasta with butter and cheese. Kevin doesn't like it. Grandma makes Kevin a special lunch of fruit and ice cream. Kevin likes it.*

- Play track 37 once. Tell pupils to point to each frame as they listen, and pay attention to attitude.

Audioscript

Jack: J – Grandma: G – Kevin: K

- | | | | |
|----------|---|----------|--|
| 1 | J: Hi, Grandma! What's for lunch? | 4 | G: And do you like fruit? |
| | G: Hello! There's fish and salad! | | K: No, I don't... Can I have some water? |
| 2 | J: Do you like fish and salad, Kevin? | 5 | G: Yes, here you are. |
| | K: Oh... No, I don't. | | 6 |
| 3 | G: Oh... And do you like pasta with butter and cheese? | | G: Kevin, I've got a special lunch for you. |
| | K: No... I don't. Sorry... | | K: Yummy! Hmm. Oh, I like fruit now! |
| | | | J&G: Hahahahaha! |

- Confirm comprehension as follows: a) High up on the board, write a title: *Grandma's menu*. Below write number 1, initiating the list of menu options in the story. b) Ask, *What's for lunch? [There is fish and salad.]* Model answer and elicit repetition. c) Get a pupil to pick and display the corresponding cards next to '1'. d) Next to these cards, draw a mouthless face icon and ask, *What's the problem? Does Kevin like fish and salad? [No, (he doesn't)!]* (Support comprehension through gesture.) e) Get a pupil to draw the corresponding face. f) Below this, write number '2' and ask, *What's Grandma's offer? [Pasta with butter and cheese.]* g) Get another pupil to pick and display the corresponding cards next to '2'. h) Next to these cards, draw another mouthless face icon and ask, *Does Kevin like pasta with butter and cheese? [No, (he doesn't)!]* (Support comprehension through gesture.) i) Get another pupil to draw the corresponding face. j) Below this, write number '3' and ask, *What's Grandma's final offer? [Fruit and ice cream.]*

VALUES Grab the opportunity to reflect upon eating healthy and varied food. Discuss the benefits of eating fish, vegetables, fruit and pasta, and the risks of eating too much butter and ice cream. Also, discuss the inconvenience of being a fussy eater, how to be a good guest and how to behave as a welcoming host.

- Play the track again and tell pupils to listen and point to each speech bubble as they read.
NB: Pointing leads to grasping the direction in which English is read and helps to focus attention on the written word and keep track of the script.



9 & 10 (37)

LP: Developing reading skills: reading speech bubbles and revisiting the story line.

N-LP: Match frames to speech bubbles. Number frames chronologically.

- With books open at page 29, draw pupils' attention to Activity 9.
- Tell pupils to identify, in the story, the moments displayed in the frames.

Answers: From left to right the frames correspond to story frames 1, 7 and 5 respectively.

- Draw pupils' attention to the speech bubbles in Activity 9 and read them aloud. Tell them to find and point to these speech bubbles in the story.
- Cross-refer pupils to the story to match the frames and the speech bubbles in Activity 9.

Answers: a What's for lunch, Grandma? b I like fruit now.
c Do you like ice cream?

- Through cross-reference, elicit the whole interaction for each speech bubble. Ask, *What is Grandma's answer to Jack's question?* Picture 'a': [*There's fish and salad.*] *What is Grandma's proposal to Kevin?* Picture 'b': [*Kevin, I've got a special lunch for you.*] *What is Kevin's answer to Grandma's question?* Picture 'c': [*Yes, I do.*]
- Play the track again for pupils to identify the target speech bubbles and to number the frames.

Answers: a 1; b 3; c 2

- Conduct chorus repetition and roleplay of full exchanges – attend to pronunciation. You can also have pupils watch the animated video available on the Digital Pupil's Book or at the Teacher's Resource Centre.

11

LP: Developing skimming and writing skills at word level. Using cross-reference. Asking and answering [*Do you like...? Yes, I do./No, I don't.*] Writing lists.

N-LP: Sorting out food items according to the unit story. Listing the words appropriately.

- With books open at page 29, draw pupils' attention to Activity 11. Allow them time for inspection.
- Meanwhile, on the board, display the flashcards for the food items in this section.
- Point to Kevin and ask, *Who's this?* [*It's Kevin.*]
- Facilitate skimming the text for specific words following these steps: a) Point to each flashcard on display and ask, *What's this in English?* Elicit the answer: [*It's (fish).*] b) Cross-refer pupils to the story and tell them to circle the word, as many times as they find it.

tip

To make this easier, you can array the flashcards in chronological order on the board. Then play track 37 again and tell pupils to follow the track and clap when they see/hear the target food item.

c) Every time, check by eliciting the corresponding frame number: ask, *Where is 'fish'/'cheese' etc?* [*It's in frames (1 and 2).*]

- On the board, draw two circles representing the plates in this activity. Make them big enough to allow room for writing the lists inside.
- Invite different boys (if possible to come forward in turn, with their book, and play the role of Kevin.)
- Get the class to play the role of Jack's grandma and ask him, [*Kevin, do you like...?*] and elicit from the

boy at the front the corresponding answer: *[Yes, I do./No, I don't.]*

- Tell the boy at the front to write the word suitably, consulting his book if necessary. The class confirms or corrects and writes the word in their own books as well.

Answers: I like... water, ice cream. I don't like... butter, pasta, salad, cheese.

- Proceed like this for every word.
- Carry out peer supervision.



3 AB, p64

LP: Developing listening and reading skills at simple sentence level and writing skills at word level. Reading, completing and matching speech bubbles.

N-LP: Matching and completing speech bubbles.

- With books open at page 64, draw pupils' attention to Activity 3.
- Point to the characters and ask, *Who's this? [It's Jack/Jack's grandma/Kevin.]*
- Guide pupils to read the speech bubbles on the left.
- Play track 37 and tell pupils to clap when they hear each question.
- At every correct identification, stop and draw pupils' attention to Kevin's speech bubbles. Elicit Kevin's response.
- Play the track on for confirmation. Tell pupils to look at Kevin's face in each picture and complete the blanks with 'Yes' or 'No'.

Answers: 1 Yes; 2 No

- Play the track again and tell them to match questions and answers – advise them that one of the answers will be matched to two questions.

Answers: Jack: Do you like fish and salad? 2 (No, I don't.)
 Grandma: Do you like pasta with butter and cheese?
 2 (No, I don't.) Grandma: Do you like ice cream? 1 (Yes, I do.)

- Play the whole track one final time to check.
- Refer pupils to the story to double check the matching.

- Conduct roleplay.



12 (38)

LP: Focusing on pronunciation of the *What's for lunch?* question, and its answers: *Yes, I do/No, I don't.*

N-LP: Listening and completing scenes with stickers. Chanting along.

- With books open at page 30, draw pupils' attention to Activity 12. Allow the time for inspection.
- Meanwhile, draw two big frames on the board, representing the scenes in this activity and display all the food flashcards somewhere visible outside the frames.
- For identification of characters and food items, draw pupils' attention to each scene at a time. Ask the following questions and write the words in bold within the corresponding frame on the board, *Who's this? [It's **Sally/Sally's auntie.**] [It's **Jack/Jack's dad.**] What's the situation? [It's **lunchtime.** Sally/Jack is home for lunch.] What's on the table? [There's **fruit/ice cream.**] What's for lunch? [We don't know!] Support meaning with gesture.*
- Play Sally and her auntie's exchange in track 38 and pause. And ask again, *What's for lunch?* Elicit the answer and invite different pupils to come forward in turn and pick the corresponding food flashcards and place them in the corresponding frame.
- Play Jack and his dad's exchange in track 38 and do the same.

🔊 Audioscript

Sally: *What's for lunch? What's for lunch?*

Auntie: *There's chicken and salad, water and fruit.
 There's chicken and salad, water and fruit.*

Jack: *What's for lunch? What's for lunch?*

Dad: *There's fish and pasta, ice cream and juice.
 There's fish and pasta, ice cream and juice.*

- Refer pupils to the stickers section at the back of their books and tell them to find the corresponding stickers and place them suitably on page 30.

Answers: 1 chicken and salad, and water and fruit stickers; 2 fish and pasta, and ice cream and juice

- Play the track again and encourage chanting along – monitor sounds. You may separate the class to play the roles of the characters involved in the exchanges.

13

LP: Focusing on the pronunciation and rising intonation of *Do you like...?*

N-LP: Listening and completing scenes with stickers. Chanting along.

- With books open at page 30, draw pupils' attention to Activity 13. Allow them time for inspection.
- Meanwhile, draw two big frames on the board, representing the scenes in this activity and inside each frame draw a mouthless face icon.
- Display all the food flashcards somewhere visible outside the frames.
- Draw pupils' attention to each scene at a time. Ask the following questions and write the words in bold within the corresponding frame on the board, *Who's this?* [*It's **Ben**/Ben's **grandma**.*] *What's the situation?* [*It's **lunchtime**. Ben is home for lunch.*] *What's for lunch?* [*We don't know!*] (Support meaning with gesture.) What's different about ben's expression? Get various pupils in turn to draw the mouths in the face icons on the board as suitable.
- Play each exchange in track 39 at a time and pause. Ask again, *What's for lunch?* Elicit the answer and invite various pupils to come forward in turn and pick the corresponding food flashcards and place them in the corresponding frame.

Audiocript

Grandma: *Do you like fish, Ben? Do you like fish?*

Ben: *Yes, I do! Yes, I do!*

Grandma: *Do you like butter, Ben? Do you like butter?*

Ben: *No, I don't. No, I don't.*

- Refer pupils to the stickers section at the back of their books and tell them to find the corresponding stickers and place them suitably on page 30.

Answers: 1 fish sticker; 2 butter sticker

- Play the track again and encourage chanting

along – monitor sounds. You may separate the class to play the roles of the characters involved in the exchanges.



4 **AB, p64**

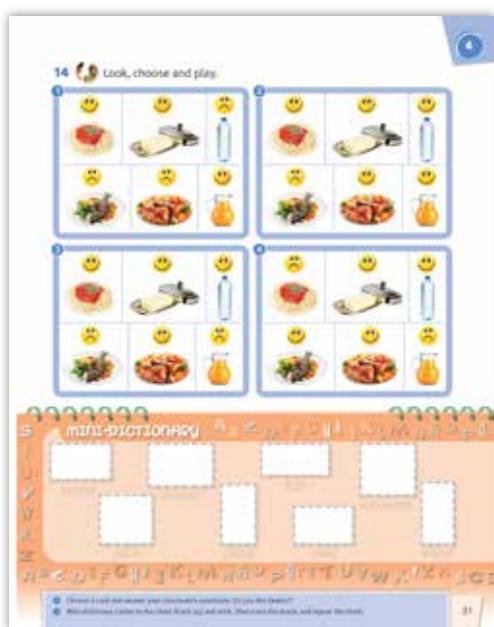
LP: Developing writing at word level using cross-reference to the 'Mini-dictionary'. Developing speaking skills: *Do you like...? Yes, I do./No, I don't.*

N-LP: Interviewing partners and recording information in double-entry grids.

- Facilitate writing through cross-reference to the 'Mini-dictionary': a) One at a time, high up on the board, line up the food flashcards. Each time, ask, *What's this in English?* b) Elicit the answer [*It's...*]. Make sure the indefinite article is not used. c) Refer pupils to the 'Mini-dictionary' on page 31 to find the written word corresponding to the target flashcard. d) Invite pupils to come to the front in turn, with their books and label the flashcard on the board. e) Get the class to confirm or gently correct.
- With books open at page 64, draw pupils' attention to Activity 4.
- Tell pupils to choose from the board six food items of their preference and write the words in the blanks provided in their books.
- Carry out peer supervision.
- Group pupils in pairs as follows: a) Hand out slips of paper of four different colours, eg: light blue, grey, black and white. b) Tell pupils with the light blue and grey slips to get together in pairs. c) Tell pupils holding the black and white slips to get together in pairs.
- Tell members of the pairs to interview each other and record in their books their partner's answers by circling the corresponding hand icons in the 'Friend 1' column. Set a time limit.
- Tell pupils to change partners: 'light blue' pupils with 'black'; 'grey' pupils with 'white'.
- Tell pupils to interview their new partner and, again, circle the corresponding hand icons in the 'Friend 2' column.
- On the classroom wall, in the 'Our favourites' corner,

display a poster headed 'Do you like...?' with the list of the food words. Next to each you will state the number of pupils who like it.

- Hand out photocopied pictures of the food items and drinks presented in this unit and tell pupils to decorate them freely. They will be used to decorate the poster.
- Ask, *Do you like...?* questions and tell pupils who do to answer, *[Yes, I do.]* and raise their hands simultaneously.
- Count the number of hands up and record it next to the corresponding food word.
- Proceed like this until all food items/drinks have been surveyed. Then get the class to identify the favourite food item/drink and mark it with a star.



14

LP: Asking and answering [*Do you like...? Yes, I do./ No, I don't.*]

N-LP: Playing an intelligent-guess game.

- With books open at page 31, draw pupils' attention to Activity 14.
- Tell pupils they will play a game in pairs. One of them chooses a card and the other asks, [*Do you like...?*] The one who has made the choice must answer, [*Yes, I do./No, I don't.*] depending on the icon accompanying each food item. Then they swap roles.



5 AB, p65

LP: Reporting differences, orally and in writing, involving food items and drinks and their location with *in, on, under* and furniture already.

N-LP: Spotting four differences between two scenes and reporting them orally and in writing.

- With books open at page 65, draw pupils' attention to Activity 5. Allow them time for inspection of the scenes.
- Explain that there are four differences between the two scenes and give the class time to find and circle them. Ask, *What's different?*

Answers: the fruit, the juice, the fish and the mice, Lisa and Ben

- Engage the class in the following exchange:

Where is the fruit in Picture 1? [It's on the shelf.]
Where is the fruit in Picture 2? [It's on the floor.]
Where is the juice in Picture 1? [It's on the table.]
Where is the juice in Picture 2? [It's on the shelf.]
Where is the fish in Picture 1? [It's under the chair.]
Where is the fish in Picture 2? [It's under the table.]
Who is in the box in Picture 1? [Ben.] Who is in the box in Picture 2? [Lisa's in the box.]

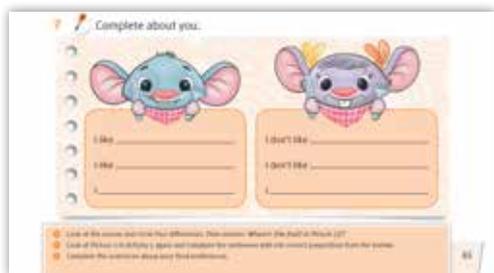


6 AB, p65

LP: Developing reading skills at simple sentence level, using cross-reference and deciding on the correct missing element to complete blanks. Writing prepositions of place where suitable.

N-LP: Completing a report.

- With books open at page 65, draw pupils' attention to scene 2 in Activity 5.
- Ask, *Where is the juice?* Elicit [*It's on the shelf.*]
- Refer pupils to the 'Mini-dictionary' (page 31). Ask them to spot the word 'juice'.
- Lead them back to page 65, Activity 6, and tell them to find the word 'juice' in sentences 1–4.
- Conduct reading aloud of the corresponding sentence, drawing attention to the blank to complete. Ask, *Where's the juice?*
- Elicit [*It's on the shelf.*] and tell pupils to copy the corresponding preposition from the banner in the blank.
- Proceed like this for 'fruit', 'fish' and 'Lisa'.
- Carry out peer supervision.



7 AB, p65

LP: Developing writing skills supported by cross-reference to the 'Mini-dictionary'. Expressing personal preferences.

N-LP: Completing personal preferences as regards food and drinks.

- With books open at page 65, draw pupils' attention to Activity 7.
- Ask, *Who's this? [It's Ben/Lisa.]* Have pupils associate Ben's face with 'I like' and Lisa's face with 'I don't like'.
- Tell them to think of the food items/drinks they like and don't like.
- Refer pupils to the 'Mini-dictionary' (page 31). Ask them to spot the word for the food items/drinks they like and don't like. Instruct them to copy the words under the corresponding picture.
- Point out that in the last line they have to write 'like'/'don't like' before the word for the food item/drink.
- You may have more confident pupils report their preferences to the rest of the class.

MINI-Dictionary

LP: Recognizing and repeating the vocabulary items focusing on pronunciation. Then tracing the words under each sticker as a first approach to handwriting.

N-LP: Completing the 'Mini-dictionary' – placing the stickers according to their order in the unit chant. Then chanting along.

- With books open at page 31, draw pupils' attention to the 'Mini-dictionary'.
- Tell pupils they will complete this section with the corresponding stickers at the back of the book.
- Play track 34 and proceed with the sticking until completion.
- Encourage repetition of words to guarantee correct pronunciation.
- Instruct pupils to trace words in dark pencil. As they do, play the unit chant (track 34) and song (track 35).

- **Drawing in pairs:** Ask pupils to draw a scene in which two of the characters ask and answer, *What's for lunch? There's... and...*
- **Roleplay:** Put up a show: pupils act out the story, imitating pronunciation and attitudes.

tip

Stage 1: Conduct listen-and-repeat, eliciting chorus repetition of story script. **Stage 2:** Play track 37 and get pupils to simply perform the physical actions throughout. **Stage 3:** When suitable, assign roles and guide pupils through the roleplay. Celebrate.

• Photocopiable activities at Teacher's Resource Centre:

- **Do you like...? Look, write and tick (✓) or cross (✗):** Hand out the photocopies. Tell pupils to cut out the food pictures and stick them within the corresponding menu, according to their preference. You may aid them by reproducing the menus on the board and sticking the flashcards suitably.
- **Dominoes:** See instructions on page 64. For the exchanges with pupils use: *Do you like...? [Yes, I do./No, I don't.]*
- **Speech bubbles:** Hand out the photocopies. Pupils read the speech bubbles and match one on the left side to one on the right side. Warn them that there is a distractor, which they do not need to use. Cross-refer pupils to the story to aid themselves. Checking may be whole-class, through peer supervision and elicitation of matches. Alternatively, you may as well check the matching yourself. Encourage roleplay. Tell pupils to file the worksheet when finished.
- **Rhyming sounds! Listen and join the words containing the same sound:** Hand out the photocopies. Tell pupils to look at the items on display. Elicit the words in English for each. Draw pupils' attention to the /w/ in 'windy' and tell pupils to identify the items containing /w/. They should come up with 'water' and 'one'. Instruct joining these three elements using a specified colour. Elicit chorus repetition. Monitor pronunciation. Draw pupils' attention to /dʒ/, final /ə/, /æ/ and /f/, and follow the same procedure. Colouring is optional – set a time limit if you decide to do this. Tell pupils to file the worksheet when finished.

Answers: /w/ windy, water, one; /dʒ/ Jack, juice; final /ə/ pasta, water; /æ/ pasta, salad, Jack; /f/ fish, T-shirt

- **Listen to the question and circle the correct answer:** See instructions on page 51.

Script (to be read by the teacher)

What's for lunch?
Do you like pasta?
Can I have some juice, please?
Do you like fish?

Integration 2

Vocabulary: numbers and colours; characters' names; school and classroom items; family members; possessive case: 's; months of the year and celebrations; food items and drinks

Grammar: information questions with *How many...? How old...? What...? Where...? When...? Who...? Whose...? Yes/No questions with Is it...? Are they...? Do you like...?*

Functions: Counting time in months. Calculating quantity. Identifying objects, characters, owners, celebrations, colour combinations. Describing menus. Expressing food preferences. Expressing location.



Board game 2

LP: Orally answering questions. Producing numbers 1–18 orally. Reacting to True and False statements and correcting the false ones, using target language.

N-LP: Playing a board game: answering correctly to advance positions along the board and reach the 'FINISH' line.

NB: for general notes on how to play the game, see page 17.

Preparation

- Tell pupils to open their books at pages 32 and 33 and follow the instructions in the 'Preparation' section on pages 52 & 53. Use the 'Integration 2' poster.

Focus on language

- Help pupils put observations into words – point to 'START' and 'FINISH' and ask, *Who's this? [It's*

Ben/Lisa.] (Pointing to the objects:) What's this in English? [It's a desk.] How many markers are there on the desk? [Two.] What colour are the markers? [Green and black.] Whose marker is green? [It's Jack's.] Whose pen is this? [It's Ms Rainbow's.]

- Play 'I spy' to continue wordings observations – elicit the production of the place numbers.
NB: The 'I spy' instance should be taken to provide plenty of aural input at normal speed, thus developing comprehension skills even further and paving the way for pupils' own production.

Script (to be conducted by the teacher)

NB: Which/How many of these lines to say is a personal decision.

<i>I spy with my little eye an orange paint tube! [Thirteen.]</i>	<i>paint tube! [Eleven.]</i>
<i>I spy with my little eye a dish of fish and pasta! [Four.]</i>	<i>I spy with my little eye a birthday cake! [Five/Sixteen.]</i>
<i>I spy with my little eye a bottle of water! [Four.]</i>	<i>(Whose birthday cake is it in 5?) [It's Lisa's.] (Whose birthday cake is it in 16?) [Lisa's auntie's.]</i>
<i>I spy with my little eye a dish of chicken and salad! [Fifteen.]</i>	<i>I spy with my little eye a white paint tube! [Eleven.]</i>
<i>I spy with my little eye a glass of water! [Fifteen.]</i>	<i>I spy with my little eye sunny and hot weather! [Three.]</i>
<i>I spy with my little eye some fruit! [Seven.]</i>	<i>I spy with my little eye Ben with a calendar! [Seventeen.]</i>
<i>I spy with my little eye Jack's friend, Kevin! [Twelve.]</i>	<i>I spy with my little eye butter! [Eighteen.]</i>
<i>I spy with my little eye Jack's art teacher! [One.] (Who's this? Is it Ms Craig or Ms Rainbow?) [Ms Rainbow.]</i>	<i>I spy with my little eye Sally with a book! [Fourteen.]</i>
<i>I spy with my little eye a black</i>	<i>I spy with my little eye three months! [Two/Nine.]</i>

- For other places, play 'True or false?' Encourage pupils to signal thumb up for 'true' or thumb down for 'false'. **NB:** This instance aims to stretch aural input at normal speed, further developing comprehension skills and paving the way for pupils' own production.

Script (to be conducted by the teacher)

NB: Which/How many of these lines to say is a personal decision.

Place 6 represents Easter! [F] [Christmas.]
Place 14 represents Book Day. [T]
Place 16 represents Lisa's birthday. [F] [Lisa's auntie's birthday.]

Place 5 represents Sally's birthday. [F][Lisa's birthday.]
Place 10 represents your birthday. [T]

Play time

- Follow the instructions in the 'Play time' section on page 53.

Questions

Frame	Teacher's input	Pupils' expected output
START	You start./Your turn. Cast the dice.	
1	Who's this? Is it Ms Craig?	No, it isn't. It's Ms Rainbow.
2	Complete the sequence. (Encourage pupils to do the months chant.)	February, April, June
3	What's the weather like?	It's sunny and hot.
4	What's for lunch? Do you like fish/pasta/juice?	There's fish, pasta and juice. Yes, I do./No, I don't.
5	Who's birthday is in January?	Lisa's birthday is in January.
6	What celebration is this? When is it?	It's Christmas. It's in December.
7	What's this in English? How many apples? Are the apples green or red? How many pears? How many bananas? Do you like fruit?	It's fruit. Two. They are green. Two. Two. Yes, I do./No, I don't.
8	What's 13 plus 7?	It's twenty.
9	Complete the sequence. (Encourage pupils to do the months chant.) What special day do we celebrate in July/September/November?	August, October, December Friend's Day/Teachers' Day/National 'Mate' Day.
10	When's your birthday? How old are you?	It's in... I'm seven/eight.
11	What colours can you see? What do black and white make?	Black and white. Black and white make grey.
12	Who's this? Is Kevin Jack's friend or Sally's friend?	It's Kevin. Kevin is Jack's friend.
13	Who's this? Where is Lisa (standing)? What colour is the paint tube?	It's Lisa. Lisa is on a paint tube. It's orange.
14	What celebration is this? When is book day?	It's Book Day. It's in April.
15	What's for lunch? Do you like chicken and salad? Do you like water?	There's chicken, salad and water. Yes, I do. /No, I don't.
16	Who's this? When is Ben's auntie's birthday?	It's Ben's auntie. It's in May.
17	How many months are there in a year?	There are twelve.

Frame	Teacher's input	Pupils' expected output
18	What's this in English? Do you like butter?	It's butter. Yes, I do./No, I don't.
FINISH		



activity bank

- Class noughts and crosses:** You may want to do some recycling of target questions. Prepare a big noughts and crosses board on the classroom board with the colour flashcards to act as reference for which frame to choose. Also, in each frame, display a suitable flashcard representing a lexical item seen in Units 3 and 4, preferably, so that it helps to answer a question like those on the list below.
- Question ping-pong challenge:** The activity consists in a ball game, like a chain of questions and answers. To play, get a small soft ball and prepare each question on a big slip of paper (if possible, use different coloured paper).
NB: For some questions, you will need flashcards as visual aids.
Place the slips in a box or a bag. Get hold of the ball and throw it to a pupil. Tell the catcher to pick a question slip out of the bag/box and read it aloud, with assistance if necessary. The reader must throw the ball to another participant, who must catch it and answer the question correctly to score a point. Get pairs or trios to elaborate the answers to increase the chances of accuracy. The answerer draws another question slip from the box or bag, reads it aloud and throws the ball to someone else. And the game proceeds likewise until all questions have been answered. On the board, keep a score of the questions answered correctly by the class as a whole.
Suggested questions: What's your name? [I'm (name).] How old are you? [I'm (age).] What's this in English? [It's a(X)...] What's this? Is it a...? [Yes, it is. / No, it isn't.] Who's this? [It's Kevin/Ms Craig.] What's for lunch? [There's (chicken).] How many months are there to (October)? [(Three.)] What do red and yellow make? [Red and yellow make orange.] Where's (my glue)? [It's in/on/under the...] Where are (Sally's boots)? [They are on/in/under the...] Whose... is this? [It's ...'s.] How many months are there in a year? [There are twelve.] When is your birthday? [It's in...] What's special in (August)? [It's Children's Day.] Do you like salad/ice cream/fruit? [Yes, I do. /No, I don't.] Whose birthday is in June? [It's Ms Craig's.] What's three plus ten? [Three plus ten is thirteen.]

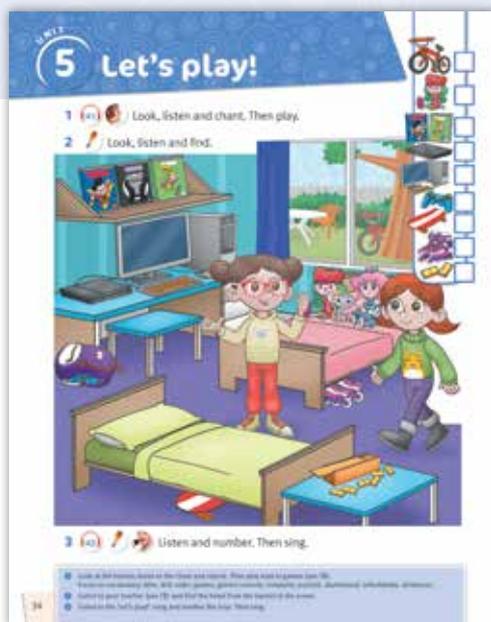
Vocabulary: toys – singular nouns (*a skateboard, a computer, a games console, a joystick, a bike, a doll*); plural nouns (*rollerblades, dominoes, video games, dolls*); toy

Grammar: *I've got... Have you got...? Yes, I have./ No, I haven't. Let's... OK, let's! Not now. Whose is/ are...? It's/They are...'. They are too small.*

Functions: Discussing what to play with – finding out about toys owned and preferred. Making suggestions.

Values: Being a nice guest/host. Playing together.

Context: Throughout the unit the characters interact around toys, possessions and likes. The main characters discuss what toy to play with. In the unit story, Sally interacts with her guest, Yoko, and shows her her toys so they they can decide which toy to play with. Yoko make a funny pick.



1 (41)

LP: Establishing a first contact with target vocabulary around the exposure, recognition and guided production cycle. Developing listening, speaking and reading skills.

N-LP: Playing brain-challenging games. Saying a chant.

- With books closed, conduct the following lead-in games (see 'Lead-in games' on pages 13 & 14):
 - Play 'Look, listen and repeat': *a bike, a doll, a games console, a computer, a joystick, a skateboard, rollerblades, dominoes, video games.*

tip

Monitor and insist on the production of the /ə/ sound for the indefinite article 'a' with the nouns in the singular and the /z/ ending of the nouns in the plural.

- Play track 41 and conduct the vocabulary chant activity (see page 14).

Audioscript

a bike – a doll – video games – a games console – a computer – a joystick – a skateboard – rollerblades – dominoes (x2)

- Play 'Look, listen and repeat if correct', 'Memorize the sequence', 'Where's the...?' / 'Where are the...?' Elicit the answer [*Here!*], 'What's this?' / 'What are these?', 'What have you got on your back?'

2

LP: Visualizing target vocabulary in context.

N-LP: Finding in the scene the toys displayed in the banner and playing 'I spy'.

- With books open at page 34, draw pupils' attention to the banner. Remember that you can also use the poster.
- Point to each item and ask, *What's this in English? [It's...] (Is it...?) (Yes, it is./No, it isn't.)? What are these in English? [They are (dominoes)/(video games).] Are they (books)? [No, they aren't. They are (video games).]*
- Re-direct their attention to the scene. Help pupils put their observations into words: a) Ask, *Who's this? [It's Sally.] And this?* (Gesture: *[We don't know!]*) Explain it is Sally's friend, Yoko. b) Play 'I spy'. Tell pupils to listen to you and on the scene point to the toy you say and answer your questions:

* Teach this term and elicit repetition.

I spy with my little eye... a skateboard. [Yes! Here!] Where is it? [It's under the bed.] Whose skateboard is this? Is it Sally's or is it Jack's? (Gesture: We don't know!)

... a computer. [Yes! Here!] Where is it? [It's on the desk.]

... a games console. [Yes! Here!] Where is it? [Here! It's on the desk.]

... video games. [Yes! Here!] Where are they? [They are on the shelf.]

... a ball. [No!]

... a bike. [Yes! Here!] Where is it? (Gesture: We don't know!) Is it inside or outside*? (Use gesture to denote meaning.) [It's outside.] Yes, it's outside – it is in the garden*.*

... dolls. [Yes! Here!] Where are they? [They are on the bed.] Whose bed is this? [It's Sally's bed.] How many dolls are there? [There are three.]

... Ben. [No!]

... Lisa. [Yes! Here!] Where is Lisa? [Lisa's on the bed.]

*Is Lisa a doll? [No, Lisa is a mouse.]
... a joystick. [Yes! Here!] Where is it? [It's under the school bag.]*

- Encourage pupils to speculate about the situation in the scene.

tip As they do so in L1, word conclusions in English: *Sally is at home with a friend planning what to play. Apparently, the possibilities are dolls, dominoes, rollerblades, video games, a computer, riding a bike, riding a skateboard.*

- Allow pupils time to complete and colour the drawings – set a time limit.

3

LP: Aurally recognizing toys. Getting exposed to *I've got... Have you got...?* and *Let's...* Pronouncing sounds in strings.

N-LP: Listening to a song and, in the banner, writing 'S' for Sally's and 'J' for Jack's. Then numbering the toys in order of appearance. Singing a song.

- With books open at page 34, draw pupils' attention to the scene.
- Revisit the conclusions drawn in Activity 2: *Sally is in her bedroom with her friend planning what to play with. Apparently, the possibilities are dolls, dominoes, video games, computer games, rollerblades, riding a bike, riding a skateboard.*
- Conduct the identification of the owners of each toy as follows: a) Draw two columns on the board, big enough to enclose three or four flashcards each. b) Write the headings 'Sally' above one columns and 'Jack' above the other. In each area, you will display the flashcards for the toys belonging to each character. c) Show a toy flashcard, ask, *Whose ... is this?*, elicit the answer and get a pupil to stick the flashcard in the corresponding column.

tip Explain that there are two possibilities – the toys are either Sally's or Jack's. Pupils are likely to tell the owner of some of these toys depending on their own knowledge of the world. When they predict the owner, ask *How do you know?* and elicit their account, eg: *(The skateboard is Jack's because) it is under Jack's bed. (The dolls are Sally's because) they are on Sally's bed. (The rollerblades are Sally's because) they are under Sally's bed/pink and purple.* Yet, if the evidence is not enough to enable the prediction, play track 42 and invite pupils to listen to the song and find out.

- You can conduct the following exchange:
*Whose doll is this? [It's Sally's.] Where is it? [It's on Sally's bed.]
Whose rollerblades are these? [They are Sally's.] How do you know? [They are pink and they are under Sally's bed.]
Whose skateboard is this? Is it Jack's? [It's possible.]
Why? [It's under Jack's bed.]
Whose computer is this?/Whose dominoes are these?/
Whose games console is this?/Whose video games are these?/Whose bike is this?/Whose joystick is this?
[We don't know!] Let's listen to the song!*
- Play the track twice non-stop. Tell pupils to listen to the song and confirm or identify the owners: instruct writing 'S' for Sally's or 'J' for Jack's next to each toy in the banner.

Audioscript

Let's play!

Chorus:
*Let's play! Let's play!
You and me! You and me!
Let's play! Let's play!
You and me! Let's go play!*

Yoko: *Have you got rollerblades?
Have you got a bike?
Let's go play! Let's go for a ride!*
(Chorus)

Sally: *I've got dominoes.
I've got dolls,
Video games
And a games console.*
(Chorus)

Jack: *I've got a skateboard.
I've got a computer.
Oh no! Where is my joystick?*
(Chorus)

- Check identification of owners. Ask, *Whose ... is this?* for each toy and elicit the answer. Also, invite various pupils to come forward in turn, pick the corresponding toy card and display it suitably under its owner on the board.

Answers: S: dominoes, dolls, video games and a games console.
J: a skateboard, a computer, a joystick

- Play the track twice again and tell pupils to listen to the song another and number the toys in order of appearance.

Answers: 1 dominoes; 2 dolls; 3 video games; 4 a games console; 5 rollerblades; 6 a bike; 7 a skateboard; 8 a computer; 9 a joystick

- Play the track once more and encourage singing along. Celebrate being able to sing a new song.

tip Play the song several times. Indicate which lines to sing each time. At an early stage, tell pupils which lines to sing. At a later stage, you may encourage pupils to sing the 'Have you got...?' questions and the corresponding answers.

tip

At this point, carry out ‘Can you say...?’ Activities 12 and 13 to reinforce accurate pronunciation, as well as the ‘Mini-dictionary’ section.

**4**

LP: Developing reading and writing skills at word level. Responding [*It's/They are + (toy).*] to *What is/are this/these in English?* Write the corresponding toy where suitable.

N-LP: Completing the dominoes with the corresponding sticker or word as appropriate.

- With books open at page 35, direct pupils' attention to Activity 4.
- Facilitate reading through association with contents already seen as follows: a) On the board, write a list of the toys presented in the dominoes. b) Allow pupils a few seconds to visually process the word you have written. c) Display the toys flashcards on the board as well. d) Point to each word and say it out loud and get various pupils to come to the front in turn and join the word to its corresponding flashcard. e) Point to each word again and draw pupils' attention to the dominoes: tell pupils to find, and point to, the same toy word in them. Ask, *Can you see a skateboard? Where is it? [Here.]*
- Get pupils to write the missing words suitably.

Answers: a skateboard; a doll; a joystick

- Tell pupils to find the stickers at the back of their books and place them suitably.

Answers: Stickers of a games console, video games

5

LP: Developing reading skills at word level: identifying toys in writing. Developing writing skills: focusing on spelling – identifying the missing letter, common to all the words given through cross-reference. Developing listening skills: recognizing toys in ‘I’ve got...’ statements and identifying owners. Developing speaking skills: responding [*It's/They are (Sally's).*] to *Whose... is this?*; and responding [*OK, let's!*] or [*Not now.*] to invitations.

N-LP: Discovering and writing the missing letter. Matching owners to their toys. Roleplaying.

- Open up with pupils singing the unit song (track 42), focusing on the ‘I’ve got...’ lines.
- With books open at page 35, draw pupils' attention to Activity 5.
- Facilitate reading through association with contents already seen as follows: a) On the board, write a list of the toys presented in this section (with a space for the missing letters). b) Allow pupils a few seconds to visually process the words you have written. c) Display the toys flashcards on the board as well. d) Point to each word and say it out loud and get various pupils to come to the front in turn and join the word to its corresponding flashcard.
- Tell pupils to identify each word on the board with one in Activity 5.
- Draw pupils' attention to the spaces.

tip

Resort to fantasy: tell pupils a letter has ‘run away from all the words and that you are all going to find it’. Suggest, *Let's all become detectives and find clues. Where can we find some clues?* Lead the class to identify the Mini-dictionary as the source they can use in this case.

- Cross-refer pupils to the ‘Mini-dictionary’ to identify the missing letter. Pointing to each blank on the board, ask, *What's this? Is it 'a', 'e', 'i', 'o' or 'u'?*
- Invite various pupils to come to the board in turn and complete the missing letter. Tell the class to do the same in their books.
- Draw pupils' attention to characters in Activity 5 and elicit their identification, asking, *Who's this? [It's Jack/Lisa/Kevin/Grandma/Sally.]*
- On the board, write the names of the characters on one side and the toys flashcards on the other side.
- Point to a word on the board again and elicit its reading aloud, and tell pupils to find and point to

the same word in Activity 5. Ask, *Whose... is/are this/these?*

- Tell pupils they will have to match the character to their toys. In preparation, ask, *Whose skateboard is this? Is it Lisa's, Jack's, Sally's, Kevin's or Grandma's?*
- Make a gesture denoting 'We don't know!' Play track 43 twice non-stop and invite pupils to listen to the characters and discover whose each toy is.
- Get pupils to do the matching.

Audioscript

Grandma: *I've got dominoes. Let's play!*
Jack: *I've got a computer. Let's play!*
Sally: *I've got a games console. Let's play!*
Lisa: *I've got rollerblades. Let's go for a ride!*
Kevin: *I've got a skateboard. Let's go for a ride!*

- Check the matching: point to each toy and ask, *Whose ... is this?* again and elicit answers: *Whose skateboard is this? [It's Kevin's.] Whose dominoes are these? [They are Grandma's.] Whose rollerblades are these? [They are Lisa's.] Whose games console is this? [It's Sally's.] Whose computer is this? [It's Jack's.] Whose video games are these? [They are Kevin's.]*
- Get various pupils to come to the front in turn and match the corresponding characters and flashcards. Encourage pupils to tick or correct their matches.
- Play the track again, several times, pausing at every invitation, and encourage various pupils to respond to the characters' invitation freely, using these exponents: *OK, let's!* or *Not now!*
- To close, encourage pupils to play the roles of the characters to invite and respond.



1 AB, p66

LP: Developing reading and writing skills at word level, focusing on spelling and using cross-reference to the 'Mini-dictionary'.

N-LP: Discovering a hidden message and responding to it.

- With books open at page 66, draw pupils' attention to Activity 1.
- Elicit identification of the toys in English: point to each and ask, *What's this in English? What are these in English?*

- Refer pupils to the 'Mini-dictionary' (page 39). Ask them to spot the word for each toy.
- Lead them back to page 66, Activity 1 and tell them to complete the words by writing the missing letters.

Answers: games console; rollerblades; brush; video games; joystick

- Set a time limit for the completion of the activity.

Answer: Have you got a robot?

- Carry out peer supervision: pupils swap books with the pupil nearest to them and supervise their peer's writing. Draw their attention to spelling and clarity. Teach them to draw a little cross when they notice something that needs correcting.
- Tell pupils to swap books back and see if there is anything to correct.



2 AB, p66

LP: Developing listening skills: aurally recognizing toys and positive and negative possession worded as 'I've got + toy' statements and 'Have you got...?' questions and short answers. Developing writing skills at word level: labelling pictures, cross-referring to the 'Mini-dictionary'.

N-LP: Labelling pictures. Ticking and crossing toys. Roleplaying.

- On the board display all the toy flashcards. Ask, *What's this in English? What are these in English?* Elicit *[It's/They are (toy).]*
- With books open at page 66, draw pupils' attention to Activity 2. Allow pupils a few seconds to visually process the pictures.
- Tell pupils to identify which of the toys displayed on the board do not appear in Activity 2 in their books. Invite pupils to come forward in turn and remove the corresponding toys (doll and dominoes) from the board.
- Cross-refer pupils to the 'Mini-dictionary', to find the word for each toy and copy it.

- Tell pupils to write the corresponding word for each toy on the lines provided, respecting the numbers.

Answers: 1 skateboard; 2 rollerblades; 3 bike; 4 video games; 5 computer; 6 joystick; 7 games console

- Carry out peer supervision.
- Draw pupils' attention to the flashcards of the toys on the board. Ask, *Which are Jack's toys?* (Make a gesture denoting We don't know!)
- Invite pupils to listen to Jack and Kevin and find out.
- Play track 47 twice non-stop and instruct pupils to tick Jack's toys and cross the toys he hasn't got.

Audioscript

Jack: J – Kevin: K

- J:** *Come on, Kevin. Let's play! I've got a skateboard...* **J:** *Yes, I have. And I've got a computer.*
K: *Mm... Er... Have you got rollerblades?* **K:** *Oh, good!*
J: *No, I haven't.* **J:** *And I've got a games console. And a joystick.*
K: *Have you got a bike?* **K:** *Fantastic! Let's play video games!*
J: *No, I haven't.* **J:** *OK!*
K: *Have you got video games?*

- Check the resolution: play the track again, pausing strategically and asking again, *Which are Jack's toys?* Elicit the names of the corresponding toys. Do the same with the toys he hasn't got: *Which aren't Jack's toys?*
- Get various pupils to come to the board and tick the corresponding flashcards.

Answers: ✓ a skateboard, video games, a computer, a games console, a joystick; ✗ rollerblades, bike

- Encourage pupils to play the roles of Jack and Kevin by listening to and repeating the key lines.

6

LP: Recognizing/Producing toys, *Have you got...? Yes, I have./No, I haven't. Let's play/ride... OK, let's! Not now.*

N-LP: Cutting out cards to play games with.

- Instruct pupils to cut out the school object cards at the back of their books.
- While they do it, play the vocabulary chant (track 34) and the unit song (track 35). Encourage pupils to chant/sing along.
- Carry out dictation of toys: pupils find the stated card and display it in a row on their desk, in order from left to right. Also, play 'Bingo'. (See 'Make and play games' on pages 14–17.)
- Encourage interactions: speaker A picks a card and

asks the question, speaker B responds suitably: *Have you got...? Yes, I have./No, I haven't.*

- Tell pupils to dramatize a scene planning what to play: one participant picks a card and makes a suggestion depending on the toy in it. Exchanges continue when they agree what to play with: *Let's play dominoes/dolls/video games!* [OK, let's!/Not now.] *Let's ride a bike/a skateboard! Let's rollerblade!*



7 & 8 (44)

LP: Developing comprehension skills: interpreting paralinguistic features and aural input to mentally reconstruct a narrative sequence involving target language. Developing reading skills at sentence level in context: speech bubbles. Being exposed to the word 'toy' in its written version.

N-LP: Understanding a comic strip and tracking down events until their resolution.

- With books open at page 36, draw pupils' attention to the story. Remember that you can also use the poster.
- Allow them time to explore the frames to attempt mental reconstruction of the storyline.
- Help pupils put their observations into words:
 - a) Elicit identification of characters: point to them and ask, *Who's this?* [It's Sally/Sally's friend.] Tell pupils that Sally's friend's name is Yoko.
 - b) Elicit identification of toys. Play 'I spy' with toys. As the toys are mentioned, display the toy cards on the board. Pupils say the corresponding frame number.
 - c) Encourage hypothesizing about the situation, ask, *What's the situation?* If pupils resort to L1, keep wording their contributions in English: *It's play time.*

Sally and Yoko are discussing what to play with.

Conduct the following exchange:

How many possibilities are there to play with? [There are seven.] What are the possibilities? [There are video games, rollerblades, dolls, dominoes, a computer, a skateboard, a bike.] Where are the video games/dominos/dolls? [They are on the shelf/Sally's bed/table.] Where are the rollerblades? [They are under Sally's bed.] Where is the skateboard/joystick? [It's under Jack's bed/school bag.] Can Sally see it? [No!] Where is the games console/computer? [It's on the desk.] Where is the bike? [It's in the garden.] Whose dominoes/dolls/rollerblades/video games are these? [They are Sally's.] Whose games console is this? [It is Sally's.] Whose skateboard/computer is this? [It is Jack's.]

- Set a purpose for reading: trace proposals and inconveniences: a) On the board, prepare three columns: *Proposals*, *Yes/No?* and *Comment*. b) Tell pupils to silent-read the story to contribute to completing the columns. c) Engage the class in the exchange below:

What is the first proposal? [Video games.] Yes or no? [Yes!]
 What's the problem? [Sally can't see the joystick!]
 What is the second proposal? [Dominoes.] Yes or no? [No!]
 Why? 😞
 What is the third proposal? [A skateboard.] Yes or no? [No!]
 Why? [It's Jack's.]
 What is the fourth proposal? [Rollerblades.] Yes or no? [Yes!]
 What's the problem? [They are too small!]
 What is the fifth proposal? [Dolls.] Yes or no? [Yes!]
 Which doll? [Lisa.] Is Lisa a doll? [No!]

- Have pupils look at the last frame and talk about how Lisa and Sally feel about Yoko's selection: a) On the board draw two mouthful faces, one for Sally and one for Lisa. Or prepare and display two emojis – one for 'concerned' and another one for 'OK'. b) Ask, *Is Sally OK with Yoko's selection? Or is she concerned? Is Lisa OK with Yoko's selection? Or is she concerned?*
- Play track 44 twice and invite pupils to listen to the story and discover or confirm this so as to complete the faces with an OK or a concerned expression, or choose the suitable emoji.
- Tell pupils to point to each frame as they listen and to pay attention to the reactions to Yoko's choice.

Audioscript

Sally: S – Yoko: Y

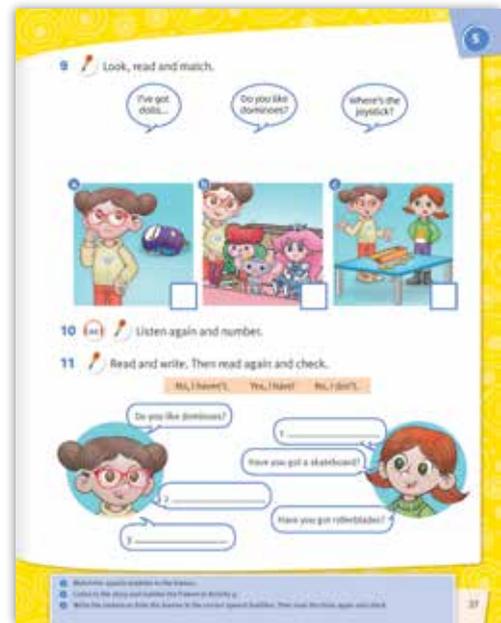
- | | |
|--|---|
| 1 | S: I've got dominoes. |
| S: Let's play! Do you like video games? | Y: Do you like dominoes? |
| Y: Yes, I do! | Y: No, I don't... |
| S: I've got a games console! | 4 |
| 2 | Y: Have you got a skateboard? |
| S: Oh... Where's the joystick? | S: Oh, no, I haven't. This is Jack's skateboard. |
| 3 | |

- | | |
|--------------------------------------|--|
| Y: Have you got rollerblades? | S: I've got dolls... |
| S: Yes, I have! | Y: Oh, great! |
| Y: Oh, they are too small... | 6 |
| 5 | Y: I like this toy. Let's play! |
| | S: Oh... OK... |

- Draw pupils' attention to the mouthless faces (or the emojis) on display and ask, *Is Sally OK with Yoko's selection? [No.] Is Lisa OK with Yoko's selection? [No.]*
- Get a pupil to draw the mouths or tick the corresponding emoji (the same for both characters).

VALUES Grab the opportunity to reflect upon how to be a good play pal.

- Play the track and tell pupils to listen again and point to each speech bubble as they read. **NB:** Pointing leads to grasping the direction in which English is read and helps to focus attention on the written word and keep track of the script.



9 & 10 (44)

LP: Developing reading skills: reading speech bubbles, resorting to cross-reference and revisiting the story line aided by modified visual input.

N-LP: Matching frames to speech bubbles. Numbering frames according to the story.

- With books open at page 37, draw pupils' attention to Activity 9.
- Tell pupils to identify, in the story, the moments displayed in the frames in Activity 9.

Answers: a 2; b 5; c 3

- Draw pupils' attention to the speech bubbles in Activity 9 and read them aloud.

- Tell pupils to find and point to these speech bubbles in the story. Elicit the frame numbers.
- For matching the frames and the speech bubbles, cross-refer pupils to the story.

Answers: a Where's the joystick?' b I've got dolls... c Do you like dominoes?

- Play track 44 again for pupils to identify the target speech bubbles and to number the frames as requested in Activity 10.

Answers: a 1; b 3; c 2

- Conduct chorus repetition and roleplay of full exchanges – attend to pronunciation and attitudes. You can also have pupils watch the animated video available on the Digital Pupil's Book or at the Teacher's Resource Centre.

11

LP: Developing skimming and writing skills at phrase level: identifying the answers to *Do you like...?/Have you got...?/No, I don't. /No, I haven't./Yes, I have.*

N-LP: Discovering the corresponding answers to completing the speech bubbles according to the story.

- With books open at page 37, draw pupils' attention to Activity 11. Allow them time for inspection.
- Elicit identification of the characters. Point to each and ask, *Who's this?/It's Sally/Yoko.*
- Point to each speech bubble and conduct reading it aloud.
- Play track 44 again and tell pupils to listen to the story and clap when they hear each question.
- Proceed as follows for every question: a) Play the track. Pause at the clap – lead pupils to clap at the exact moment. b) Repeat the question in the speech bubble, elicit its answer and play the track on for confirmation. c) Refer pupils to the banner: instruct circling the answer and then copying it in the corresponding speech bubble.

Answers: 1 No, I don't. 2 No, I haven't. 3 Yes, I have.

- Elicit chorus repetition of each exchange.
- Carry out peer supervision.
- Encourage roleplay.



3 AB, p67

LP: Developing listening and reading skills at simple sentence level according to the story. Reading and answering questions.

N-LP: Identifying emotions and signal them circling the correct answer.

- With books open at page 67, draw pupils' attention to Activity 3.
- Elicit identification of the characters. Point to each and ask, *Who's this?/It's Yoko/Lisa/Sally.*
- Cross-refer pupils to the story and encourage them to identify in it the moment reproduced in this activity.
- Revisit the situation and the conflict. Also, draw pupils' attention to emotions. Ask, *How do Sally and Lisa feel about Yoko's selection?*
- Have pupils complete Yoko's speech bubble according to the story. If necessary, play track 44.

Answer: like, doll

- Guide pupils to read the questions on the right and circle 'Yes'/'No' suitably.

Answers: 1 No. 2 Yes. 3 No.



4 AB, p67

LP: Developing reading skills at simple sentence level and including noun phrases combining toys and colours.

N-LP: Identifying owners.

- With books open at page 67, draw pupils' attention to Activity 4. Allow them time to inspect the scenes.
- Explain that each character describes what they have got. Tell pupils to find out who says what by reading the speech bubbles and writing each character's initial in the spaces provided.
- Check the resolution of the activity: invite two

pupils to the front to play the roles of Ben and Lisa and state what they've got. The class must confirm or correct the statements said by their classmates, signalling thumbs up/down. Engage participants in exchanges like the following for each speech bubble: *What have you got, Ben? [I've got (dominoes).]* (To the class:) *Yes or no?* (The class signals thumb up); *What have you got, Lisa? [I've got dolls.]* (To the class:) *Yes or no?* (The class signals thumb up.)

- Additionally, elicit these two statements: *What else have you got, Ben? [I've got a ball.]* (To the class:) *Yes or no?* (The class signals thumb up.) *What else have you got, Lisa? [I've got a skateboard.]* (To the class:) *Yes or no?* (The class signals thumb up.)



12 (45)

LP: Focusing on pronunciation of the 'I've got...' statements.

N-LP: Listening and completing scenes with stickers and chanting along.

- With books open at page 38, draw pupils' attention to Activity 12. Allow them time for inspection.
- Meanwhile, draw two big boxes on the board, representing the scenes in this activity. Display all the toy flashcards somewhere visible outside them.
- For identification of the characters, draw pupils' attention to each and ask, *Who's this? [It's Ben/Lisa.]*
- Invite a boy and a girl to come forward and play the roles of Ben and Lisa. Ask them in turn, *What toys have you got? Have you got a skateboard, a doll, etc?* Elicit the expected reaction [*We don't know!*] Support meaning with gesture.

- Play track 45, one statement at a time and pause. Ask again, *Ben, what have you got? [I've got rollerblades.]* (Note the absence of the indefinite article 'a'.) *Lisa, what have you got? [I've got a skateboard.]* (Note the use of the indefinite article 'a'.) Elicit the answers and invite the roleplayers to pick the corresponding toy flashcards and place them within the correct frame on the board.

Audioscript

1	Ben: <i>I've got rollerblades. I've got rollerblades. Rollerblades are fun!</i>	2	Lisa: <i>I've got a skateboard. I've got a skateboard This skateboard is mine!</i>
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- Refer pupils to the stickers at the back of their books and instruct them to find the corresponding stickers and paste them suitably.

Answers: 1 rollerblades sticker; 2 skateboard sticker

- Play the track again and encourage chanting along – monitor sounds. You may divide the class to play the roles of the characters involved in the exchanges.

13 (46)

LP: Focusing on the pronunciation and rising intonation of *Have you got...?* and *No, I haven't./ Yes, I have.*

N-LP: Listening and completing scenes with stickers. Chanting along.

- With books open at page 38, draw pupils' attention to Activity 13. Allow them time for inspection.
- Meanwhile, draw two big frames on the board, representing the scenes in this activity. Display all the toy flashcards somewhere visible outside the frames.
- Draw pupils' attention to each scene at a time. Ask these questions and write the words in bold within the corresponding frame on the board, *Who's this? [It's **Sally/Yoko.**] What's the situation? [It's **play time.** They are planning what to play with.] What's different about Sally's expression? [In 1 she is saying, '**No**'; in 2 she's saying, '**Yes**'.]*
- Play track 46 and pause after each exchange. Tell pupils to listen for Yoko's questions and identify the toy she mentions in each case. Elicit the toy words and invite various pupils to come forward in turn and pick the corresponding toy flashcards and place them within their suitable frame.

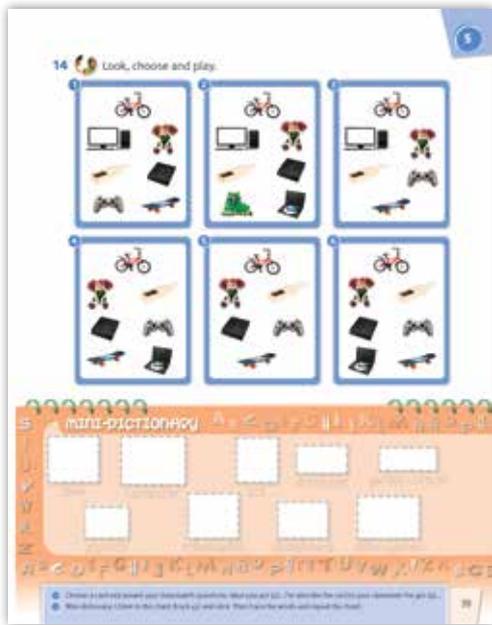
Audioscript

1	Yoko: <i>Have you got a skateboard? Have you got a skateboard?</i>	2	Yoko: <i>Have you got rollerblades? Have you got rollerblades?</i>
	Sally: <i>No, I haven't. No, I haven't.</i>		Sally: <i>Yes, I have! Yes, I have!</i>

- Refer pupils to the stickers at the back of their books and instruct them to find the corresponding stickers and paste them suitably.

Answers: 1 skateboard sticker; 2 rollerblade sticker

- Play the track again and encourage chanting along – monitor sounds. You may divide the class to play the roles of the characters involved in the exchanges.

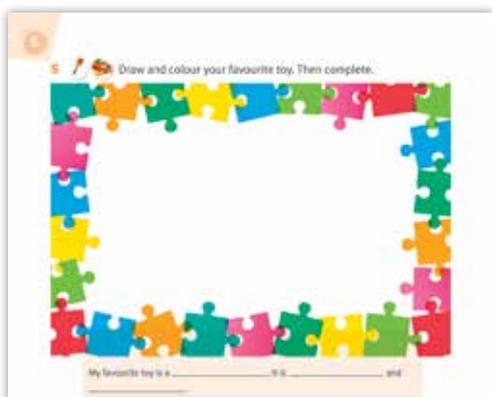


14

LP: Asking and answering [*Have you got...? Yes, I have./No, I haven't.*]

N-LP: Playing an intelligent-guess game.

- With books open at page 39, draw pupils' attention to Activity 14.
- Tell pupils they must play a game in pairs. One of them chooses a card and the other asks, [*Have you got...?*]. The one who has made the choice must answer, [*Yes, I have./No, I haven't.*] depending on the toys they've got on their card. They continue asking questions until the card is identified. Then they swap roles.

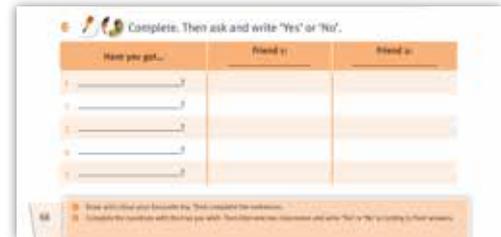


5 AB, p68

LP: Developing writing skills at word level.

N-LP: Drawing the favourite toy.

- With books open at page 68, draw pupils' attention to Activity 5.
- Draw pupils' attention to the colourful frame.
- Tell them to draw and colour their favourite toy – choosing from the ones they have learnt in this unit.
- Read aloud the phrases printed below the frame. Tell pupils they have to complete the first line with the name of the toy they have chosen and the other two with the toy's colours.



6 AB, p68

LP: Developing writing at word level using cross-reference to the 'Mini-dictionary'. Developing speaking skills: [*Have you got...? Yes, I have./No, I haven't.*]

N-LP: Interviewing two classmates to find out about their toy possessions.

- Facilitate writing through cross-reference to the 'Mini-dictionary': a) One at a time, high up on the board, line up the toy flashcards. Each time, ask, [*What's this in English? [It's a...]*] [*What are these in English? [They are...]*] b) Refer pupils to the 'Mini-dictionary' to find the written word corresponding to the target flashcard. c) Invite pupils to come to the front in turn, with their books, and label the flashcard on the board. d) Get the class to confirm or gently correct.
- With books open at page 68, draw pupils' attention to Activity 6.
- Tell them to choose, from the board, six toy words of their preference and write them in the blanks provided in their books.
- Carry out peer supervision.
- Group pupils in pairs as follows: a) Hand out slips of paper of four different colours: eg: light blue, grey, black and white. b) Tell pupils with the light blue and grey slips to get together in pairs. c) Tell pupils holding the black and white slips to get together in pairs.
- Tell members of the pairs they must interview each other and record in the books their partner's answers by writing a tick or a cross in the 'Friend 1' column. Also, tell them that during the interview

they must ask and answer like this: *Have you got a (doll)/(rollerblades)? Yes, I have./No, I haven't.*

- Set a time limit and signal pairs to start.

tip Walk around the classroom and monitor the production of questions and answers. Make necessary corrections and elicit their repetition.

- When time is up, tell pupils to change partners: 'light blue' pupils with 'black' pupils; 'grey' pupils with 'white' pupils. Tell them to interview their new partner and, again, record the answers by writing a tick or a cross in the 'Friend 2' column.
- On the classroom wall, in the 'Favourites corner', display a poster headed 'Have you got...?' and the list of the toy words. Next to each you will state the number of pupils who have got it.
- Hand out photocopied pictures of the toys presented in this unit and tell pupils to decorate them freely. They will be used to decorate the poster.
- Ask, *Have you got...?* and tell pupils who do to answer [*Yes, I have.*] and raise their hands simultaneously.
- Count the number of hands up and record the number next to the corresponding toy word.
- Proceed like this until all the toys have been surveyed.
- Get the class to identify the favourite toy and mark it with a star.

MINI-DICTIONARY

LP: Writing the names of the toys.

N-LP: Completing the 'Mini-dictionary': placing the stickers according to their order in the unit chant and tracing the words. Then chanting along.

- With books open at page 39, draw pupils' attention to the 'Mini-dictionary'.
- Tell pupils they will complete this section with the corresponding stickers at the back of the book.
- Play track 41 and proceed with the sticking until completion.
- Encourage repetition of words to guarantee correct pronunciation.
- Instruct pupils to trace words in dark pencil. As they do, play the unit chant (track 41) and song (track 42).



- **Drawing in pairs:** Ask pupils to choose their favourite toys among the ones they have seen in this unit and draw it.
- **Roleplay:** Put up a show: pupils act out the story, imitating pronunciation and attitudes.

tip **Stage 1:** Conduct listen-and-repeat, eliciting chorus repetition of story script. **Stage 2:** Play track 44 and get pupils to simply perform the physical actions throughout. **Stage 3:** When suitable, assign roles and guide pupils through the roleplay. Celebrate.

- **Photocopiable activities at Teacher's Resource Centre:**

- **Dominoes:** See instructions on page 64. For the exchanges with pupils use: *Have you got (a)...? [Yes, I have./No, I haven't.]*
- **Speech bubbles:** See instructions on page 74.
- **Rhyming sounds! Listen and join the toys with the same sounds:** Hand out the photocopies. Tell pupils to look at the items on display. Elicit the words in English for each. Draw pupils' attention to the initial sound /d/ and tell them to identify and join the items starting with this sound. Elicit chorus repetition. Monitor pronunciation. Then draw pupils' attention to the initial /dʒ/, /s/ and /b/ sounds and follow the same procedure. Tell pupils to file the worksheet when finished.

Answers: /d/ doll, dominoes; initial /dʒ/ Jack, joystick; initial /b/ Ben, bike; initial /s/ skateboard, school bag

- **Questions and answers. Listen to the question and circle the correct answer:** See instructions on page 51.

Script (to be read by the teacher)

How many dolls are there on Sally's bed?

Do you like dolls?

Whose rollerblades are these?

Have you got a skateboard?

Where is the joystick?

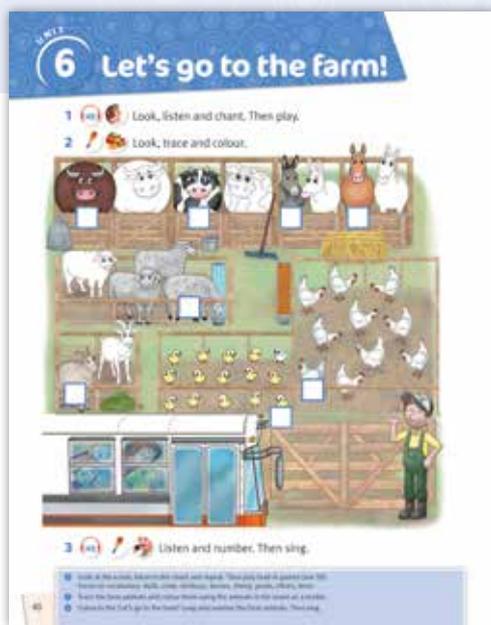
Vocabulary: farm animals – nouns in the plural (*bulls, cows, chicks, donkeys, goats, hens, horses, sheep*); *farm; school bus; guide; thirsty, hungry*

Grammar: *How many (animals) are there? There are + (number). What are these? Are they...? Yes, they are. No, they aren't. They are...*

Functions: Identifying animals through asking questions and interpreting clues. Asking about quantity.

Values: Being a respectful and responsible visitor. Taking care of animals.

Context: Throughout the unit the characters interact on a farm around the topic of farm animals – they get to see a variety of farm animals, and ask and answer questions about their identification and quantity. In the unit story, Jack's class go on a school trip to visit a farm and tour around led by a guide.



1 (48)

LP: Establishing a first contact with target vocabulary around the exposure, recognition and guided production cycle. Develop listening, speaking and reading skills.

N-LP: Playing brain-challenging games. Saying a chant.

- With books closed, conduct the following lead-in games (see 'Lead-in games' on pages 13 & 14):

With flashcards:

- Play 'Look, listen and repeat': one-syllable nouns with plural phoneme /z/: *bulls, cows, hens*; one-syllable nouns with plural phoneme

/s/: *goats, chicks*; one-syllable nouns without plural phoneme: *sheep*; two-syllable nouns: *donkeys, horses*.

tip

Monitor production of plural morpheme 's', including /ɪz/, in regular plural nouns; its zero production in irregular noun 'sheep'. Whenever intervention is required to correct mispronunciation, do it gently, and elicit chorus repetition.

- Play track 48 and conduct the vocabulary chant activity (see page 14).

Audioscript

bulls – cows – horses – donkeys – hens – chicks – goats – sheep (x2)

- Play 'Look, listen and repeat if correct', 'Memorize the sequence', 'Where are the...?' [They are here!] and 'What are these? Are they...?'

With flashcards and word cards: (you must make your own word cards)

- Play 'Find the word' and 'Memotest'.

tip

When playing 'Memotest', ask the unit's target questions and elicit full answers, thus making room for the genuine use of target language. To start, model answers yourself and encourage chorus repetition. Little by little, withdraw your scaffolding and see if pupils may produce answers autonomously – if not, resume the assistance.

2

LP: Visualizing target vocabulary in context: answering [*They are (chicks).*] to *What are these in English?* and [*They are here!*] to *Where are the (hens?)* Saying suitable word orders: *Are they (donkeys)?* cf. *They are (donkeys).*

N-LP: Playing a guessing game following clues. Completing and colouring the drawing as the models in the scene.

- With books open at page 40, draw pupils' attention to the scene. Remember that you can also use the poster.
- Point to each group of animals and ask, *What are these in English?* [*They are (cows).*]
- Re-direct their attention to the scene. Help pupils put their observations into words. Ask, *Who's this?* [*It's Jack/Kevin/Ms Craig/the guide.*] *Where are they?* [*They are on the bus/at a farm.*] *What's this?* [*It's a farm.*]

tip

If pupils resort to L1, re-word their contributions in English: *Jack, Kevin and Ms Craig are on the bus on a school trip to a farm. On the farm, there is a guide and there are cows and bulls, sheep and goats, horses and donkeys, and hens and chicks.*

- Challenge the class. Tell them to listen to your question and put their forefinger on the corresponding animals in the scene and answer. Ask, *Where are the (chicks)? [They are here!]*
- Play a guessing game. Tell pupils to listen to your clues and orally identify the animals you make a reference to. Warn them that they will have to resort to either of these two formulas: *They are...* if they are certain, or *Are they...?* if they are not sure. On the board, keep a record of the identifications. Engage the class in the following exchange (help pupils word the questions/ answers by modelling them and eliciting their repetition. Insist on imitating rising intonation for questions and falling intonation for answers):

What are these? (cows) They are big. [Are they bulls/horses/donkeys?] No, they aren't. They are black and white. [They are cows.] (bulls) They are big. [Are they bulls/horses/donkeys?] No, they aren't. They are brown. [They are bulls.] (donkeys) They are grey. [Are they donkeys/goats/sheep?] Yes, they are./No, they aren't. They are big. [They are donkeys.] (goats) They are grey. [Are they donkeys/goats/sheep?] Yes, they are./No, they aren't. They are small. [Are they sheep/goats?] There are two. [They are goats.] (chicks) They are small. [Are they hens/chicks?] Yes, they are./No, they aren't. There are fifteen. [They are chicks.] There are ten. [They are hens.] Bravo!

- Allow pupils time to complete and colour the drawings – set a time limit.

3 

LP: Aurally recognizing farm animals. Getting exposed to *Let's...* and re-exposed to *What are these? They are...* Pronouncing sounds in strings.

N-LP: Listening to a song and counting the animals mentioned; then numbering the animals in order of appearance. Singing a song.

- With books open at page 40, revisit the conclusions drawn in Activity 2: *Jack is on a school trip to a farm. On the farm, there are hens and chicks, cows and bulls, horses and donkeys, goats and sheep.*
- Stretch observation by asking, *How many (chicks) are there? [There are...]*
- Display the word cards on the board and elicit reading them aloud.

- Tell pupils to listen to the song and count the animals mentioned – encourage them to use their fingers to keep track of their counting: ask, *How many animals can you hear? [Eight.]*
- Play track 49 non-stop. Have pupils count along.

Audioscript

Ms Craig: MC – Pupils: P – Tour guide: TG

Let's go to the farm!**Chorus:**

*Let's go to the farm!
On a big school bus
Let's go to the farm!
On a big school bus*

P: *Are they donkeys?*

TG: *Yes, they are!
(Chorus)*

MC: *Listen! What are these?*

P: *Are they chicks?*

TG: *No, they aren't!*

P: *Are they hens?*

TG: *Yes, they are!*

(Chorus)

MC: *Listen! What are these?*

P: *Are they sheep?*

TG: *No, they aren't!*

P: *Are they goats?*

TG: *Yes, they are!*

MC: *Listen! What are these?*

P: *Are they cows?*

TG: *No, they aren't!*

P: *Are they bulls?*

TG: *Yes, they are!*

(Chorus)

MC: *Listen! What are these?*

P: *Are they horses?*

TG: *No, they aren't!*

- Go over the list of animal word cards on display and for each set ask and tick as suitable, *Can you hear (chicks)? [Yes, I can.]*
- On the board, in a list, from top to bottom, write numbers 1–8.
- Tell pupils to listen to the song again; pause every time an animal is mentioned and stop, so as to reconstruct the order in which the animals appear.
- Invite pupils to come forward and pick the corresponding word card and place it on the new list next to its corresponding number 1–8. Tell the class to number the animals in the scene in their books.

Answers: 1 cows; 2 bulls; 3 horses; 4 donkeys; 5 chicks; 6 hens; 7 sheep; 8 goats

- Play the song again and encourage singing along. Celebrate being able to sing a new song.

tip

At this point, carry out 'Can you say...?' Activities 12 and 13 on page 44, to reinforce accurate pronunciation.

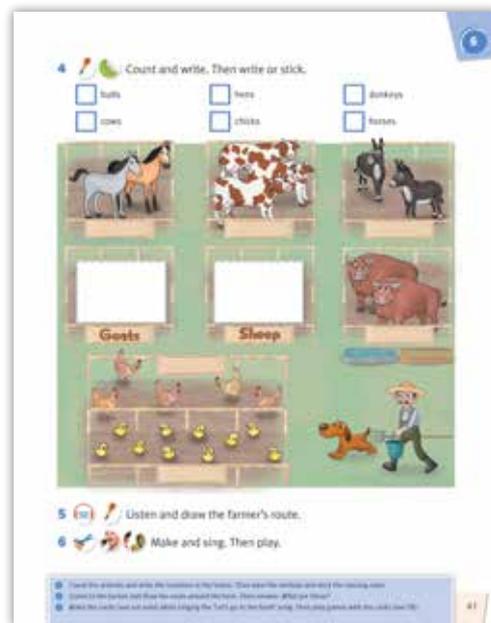
**1** AB, p69

LP: Developing reading and writing skills at word level: recognizing animal words, identifying the missing letters and writing them suitably, using the 'Mini-dictionary' as cross-reference. Then labelling silhouettes.

N-LP: Discovering missing elements and making matches.

- With books open at page 69, draw pupils' attention to Activity 1. Allow pupils a few seconds to inspect the pictures.
- Meanwhile, write each of the words in this activity on the board, including the blanks and imitating their distribution on the page.
- Conduct reading the words aloud ignoring the blanks: point to each and ask, *What are these in English? [They are (animals).]*
- Point to each word and tell pupils to find it in their books, in Activity 1.
- Draw pupils' attention to the blank in each word and let them speculate about the missing letter. Write their contributions in a different colour to focus attention.
- Cross-refer pupils to the 'Mini-dictionary' to confirm or correct.
- Repeat the procedure a couple of times and then allow pupils to complete the blanks on their own. Set a time limit.
- Go over the incomplete words on the board and invite various pupils to come to the board in turn and complete the blanks. Elicit confirmation or correction and instruct ticking or correcting accordingly.
- Tell class to match the silhouettes to their corresponding word.
- Check the matching: a) Below the lines of words, draw on the board the four frames corresponding to the cards in the activity and number them 1–4. You may also stick the corresponding flashcards inside the frames. b) Point to each frame and ask, *What are these in English? Are they (donkeys) or are they (horses)? [They are (donkeys).]* c) Invite a pupil to come to the front and match the frame to its word.
- Carry out peer supervision: pupils swap books with the partner nearest to them and supervise their peer's writing. Draw their attention to spelling and clarity. Teach them to draw a little cross when they notice something that needs correcting.
- Tell pupils to swap books back and see if there is anything to correct.

Answers: 1 donkeys; 2 hens; 3 bulls; 4 goats



4

LP: Developing reading skills at word level: reading words and writing numbers. Developing writing skills at word level: writing the corresponding animal word where suitable. Developing speaking skills: orally responding [*They are + (cows).*] to *What are these?* and [*There are (ten).*] to *How many (chicks) are there?*

N-LP: Completing the plan of the farm with the stickers or words as appropriate. Counting animals and completing the quantity record as suitable.

- With books open at page 41, draw pupils' attention to Activity 4. Allow some time for inspection of the scene and of the page layout.
- Help pupils read the animal words: on the board, write all the eight animal words presented in the unit.

tip

To aid reading, point to each word on the board and ask, *Have you got (bulls)?* Elicit [*Yes, I have.*]; for 'goats' and 'sheep', elicit [*No, I haven't.*] and erase the words from the list on the board.

- Conduct counting animals and writing their quantities in the boxes provided: a) Point to each word and elicit reading it aloud. Ask, *How many (bulls) are there? [There are two.]* b) Invite a pupil to come to the front and write the number in the box next to the word 'bulls'. Tell pupils to do the same in their books.

Answers: 2 bulls; 3 cows; 5 hens; 10 chicks; 2 donkeys; 2 horses

- Play 'Yes or no?'. Draw pupils' attention to the scene again and engage them in the following exchange:

There are twelve goats. [No!] How many goats are there?
[There are two.]
There are fifteen hens. [No!] How many hens are there?
[There are five.]
There are thirteen cows. [No!] How many cows are there?
[There are three.]
There are twenty sheep. [No!] How many sheep are there?
[There are two.]
There are eleven chicks. [No!] How many chicks are there?
[There are ten.]

- Tell pupils to copy the words under the corresponding animal in the plan of the farm.
- Cross-refer pupils to the stickers section at the back of their books. Tell them to find the stickers for the missing animals and place them suitably on the plan of the farm.

5 (150)

LP: Developing listening skills at word level: identifying animals aurally.

N-LP: Tracing the route the farmer follows through the farm.

- With books open at page 41, draw pupils' attention to the plan of the farm in Activity 4 again. Allow pupils time to inspect the scene again.
- Draw their attention to the animals on this farm and elicit their identification: point to each and ask, *What are these in English?* [They are (horses).]
- As pupils answer, display the corresponding animal word card (your own) on the board and reserve until checking the resolution of the activity.
- Conduct speculation of the situation. Ask, *What's the situation?*

tip Allow speculation in L1. To conclude, explain that the farmer visits the animals around the farm following a route and pupils must reconstruct the farmer's route.

- Ask, *Which animals does the guide visit first?* Make a gesture denoting 'We don't know!' and invite pupils to listen to the guide and number the animals in the order the guide visits them.
- Play track 50 twice non-stop and tell pupils to number the animals on the plan of the farm.

tip Make sure pupils write the order numbers next to the animals. Tell them not to draw the lines yet. The lines will be drawn once the order of the farmer's stops on his route have been checked.

Audioscript

Farmer: Let's go, Zack! Let's go feed the chicks.
Now, the hens! Come on, Zack!
Now, let's go see the sheep! Do you like sheep, Zack?
Oh, yes you do! Hahaha! Good dog!
Now, Zack, let's visit the horses!
Let's go see the goats, Zack.
Now, it's time to see the donkeys!
Now, the cows!
Zack! Beware of the bulls!

- Check the numbering: a) Ask, *Which is animal number (1)?* Elicit the answer. b) Play the track again, pausing at each animal to confirm or correct. c) Invite pupils to come to the front in turn and write the order number next to the corresponding animal word card on the board. d) Encourage the class to confirm or correct. e) To close, tell them to draw the route line following the numbers.

Answers: 1 chicks; 2 hens; 3 sheep; 4 horses; 5 goats; 6 donkeys; 7 cows; 8 bulls



2 AB, p69

LP: Developing reading skills: understanding *What are these? Are they (donkeys)?* Yes, they are./ No, they aren't. Developing listening comprehension: understanding *How many (horses) are there?* Numbers 11–19. Orally producing: [Yes, they are./ No, they aren't. There are eleven.]

N-LP: Identifying animals in pictures. Identifying their quantity.

- With books open at page 69, draw pupils' attention to Activity 2.
- Explain that they must look at the pictures and read the questions to decide on the corresponding answers.
- Help pupils with reading and understanding the texts below the pictures: encourage reading aloud and elicit the correct answers; tell pupils to cross out the wrong answers.

Answers: 1 No, they aren't. 2 Yes, they are. 3 No, they aren't. 4 Yes, they are.

- Draw pupils' attention to the pairs of numbers at the bottom of each information card and ask, *How many (horses/sheep/cows/hens) are there on this farm? Are there (11 or 7/13 or 14/5 or 15/19 or 9)?* Make a gesture suggesting 'We don't know!' and invite pupils to listen to the tour guide and circle the correct quantity.
- Play track 54 twice non-stop and tell pupils to circle the correct number.

Audioscript

Girl 1: G1 – Tour guide: TG – Boy 1: B1 – Girl 2: G2 – Boy 2: B2

- | | | | |
|------------|---------------------------------------|------------|-------------------------------------|
| 1 | G1: How many horses are there? | 3 | G2: How many cows are there? |
| TG: | There are eleven. | TG: | There are fifteen. |
| 2 | B1: How many sheep are there? | 4 | B2: How many hens are there? |
| TG: | There are thirteen. | TG: | There are nineteen. |

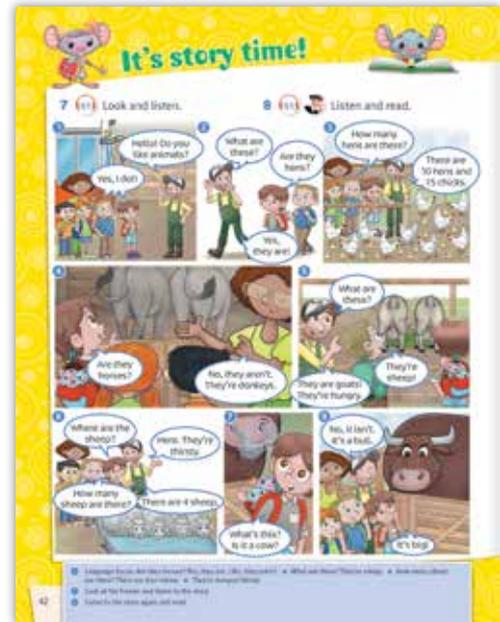
- To check, ask, *How many horses are there? [There are eleven.] How many sheep are there? [There are thirteen.] How many cows are there? [There are fifteen.] How many hens are there? [There are nineteen.]*

6

LP: Recognizing/Producing target language.

N-LP: Cutting out cards to play games with.

- Instruct pupils to cut out the animal cards at the back of their books.
- While they do it, play the vocabulary chant (track 48) and the unit song (track 49). Encourage pupils to chant/sing along.
- Carry out dictation of animals: pupils find the stated card and display it in a row on their desk, in order from left to right. Also, play 'Bingo'. (See 'Make and play game' on pages 14–17.)
- Encourage interactions: speaker A picks a card and produces the question, speaker B responds suitably: *What are these? They are (cows). What are these? Are they cows? Yes, they are./No, they aren't.*



7 & 8 (51)

LP: Developing comprehension skills: interpreting paralinguistic features and aural input to mentally reconstruct a narrative sequence involving target language. Developing reading skills at sentence level in context: speech bubbles.

N-LP: Understanding a comic strip and tracking down events until their resolution.

- With books open at page 42, draw pupils' attention to the story. Remember that you can also use the poster.
- Allow them time to explore the frames to attempt mental reconstruction of the storyline.
- Help pupils put their observations into words:
 - a) Elicit identification of the characters: point to them and ask, *Who's this? [It's Ms Craig/Ms Craig's class/Jack/Kevin/the guide.] Where are they? [They are on a farm.] Can you see Lisa and Ben? [Yes, I can.] Where are they? [They are in Jack's school bag.]* b) Encourage hypothesizing about the situation, ask, *What's the situation?* When L1 is resorted to, re-word pupils' contributions in English: *Ms Craig, Jack and Kevin are on a school trip to a farm.*
- Set a purpose for reading: to identify the animals visited on the tour and trace the route around the farm.
 - a) On the board, prepare two columns: 'Stops' and 'Comments'. In the 'Stops' column, display the animal word cards on a list. b) Tell pupils to silent-read the story to later contribute to completing the columns. c) Engage the class in the exchange below:

(Pointing to each word card ask,) *Do they visit... the hens? [Yes!]/the chicks? [Yes!]/the goats? [Yes!]/the sheep? [Yes!]/the horses? [No.]* (Get a pupil to remove

the word card from the list.) /the donkeys?[Yes!]/
the cows?[No.] (Get a pupil to remove the word card
from the list.) /the bulls?[Yes!]

c) Get pupils to read the story again and determine the order in which Ms Craig's class visits the animals, and reorganize the list on display on the board.

Answers: hens, chicks, donkeys, goats, sheep, bulls

d) Continue checking comprehension, eliciting information as follows:

(Teach terms marked with *. Pointing to each word card ask,) *How many... hens are there?*[There are ten.]/*chicks are there?*[There are fifteen.]/*donkeys are there?*[There are two.](Rub your belly to introduce 'hungry'.) *They are hungry**. /*goats are there?*[There are four.](Pointing to the water ask,) *What's this?*[It's water!] *They are thirsty**. /*sheep are there?*[There are two.]/*bulls are there?*[There's one.] *Is it big or small?*[It's big!]

- Speculate about how Jack feels about the bull:
 - a) On the board draw two faces (or prepare and display two emojis) – 'startled' and 'crying'. b) Making gestures to help pupils understand the language you use. Point to each expression and ask, *Is Jack startled by the bull?*[Yes, he is.] *Does he cry?* Make a gesture to suggest 'We don't know!'
- Invite pupils to listen to the story and discover or confirm this so as to choose the startled or crying face/emoji and circle it.
- Play track 51 once. Tell pupils to point to each frame as they listen and to pay attention to Jack's reaction to the bull.

Audioscript

Tour Guide: TG – Class: C – Jack : J – Kevin: K – Ms Craig: MC

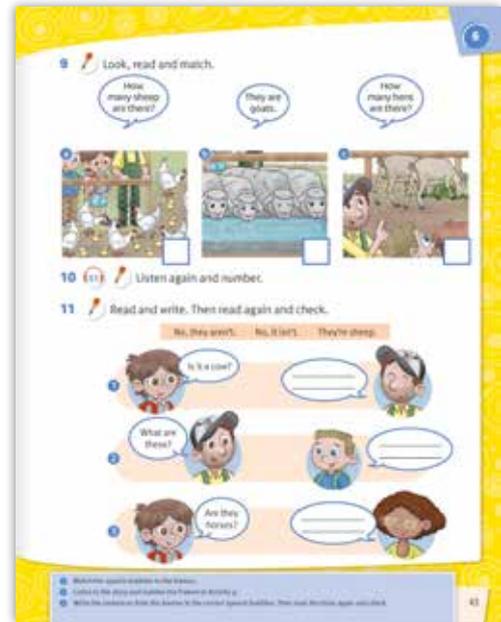
1 TG: Hello! I'm your guide! Do you like animals?	5 TG: What are these? K: They are sheep!
C: Yes, I do!!	TG: Uh-uh, they are goats!
TG: Good! Let's go visit!	K: Oh...
2 TG: Shh! Listen! What are these?	TG: Look! They are hungry.
J: Are they hens?	6 J: Where are the sheep?
TG: Yes, they are!	TG: Here. They're thirsty.
3 K: How many hens are there?	J: How many sheep are there?
TG: There are ten hens and fifteen chicks.	TG: There are four sheep.
4 J: What are these? Are they horses?	J: Uh! What's this? Is it a cow?
MC: No, they aren't. They are donkeys!	7 TG: No, it isn't. It's a bull.
	J & K: Uh-oh! It's big!
	TG: Ha ha ha!

- Draw pupils' attention to the faces/emojis on display and ask, *Is Jack startled by the bull?*[Yes,] *he is. Does he cry?*[No,] *he doesn't.*

- Get a pupil to circle the corresponding face/emoji.

VALUES Grab the opportunity to reflect upon how to be a respectful and responsible visitor. Also, direct pupils' attention on the importance of taking care of animals.

- Play the track again and tell pupils to listen again and point to each speech bubble as they read.
NB: Pointing leads to grasping the direction in which English is read and helps to focus attention on the written word and keep track of the script.



9 & 10 (51)

LP: Developing reading skills: reading speech bubbles resorting to cross-reference and revisiting the storyline aided by modified visual input.

N-LP: Matching frames to speech bubbles. Numbering frames according to the story.

- With books open at page 43, draw pupils' attention to Activity 9.
- Tell pupils to identify in the story the moments displayed in the frames in Activity 9.

Answers: a 3; b 6; c 5

- Draw pupils' attention to the speech bubbles in Activity 9 and read them aloud.
- Tell pupils to find and point to these bubbles in the story. Elicit the frame numbers.
- For matching frames and speech bubbles in Activity 9, cross-refer pupils to the story.

Answers: a How many hens are there? b How many sheep are there? c They are goats.

- Tell pupils to number the frames according to the story, as requested in Activity 10.
- Play track 51 again: pupils clap every time they hear each target speech bubble. Stop and elicit chorus repetition. Also elicit the lines around each bubble: a *How many hens are there? There are ten hens and fifteen chicks.* b *How many sheep are there? There are four.* c *What are these? They are sheep. Uh-uh, they are goats.*

Answers: a 1; b 3; c 2

- Conduct chorus repetition and roleplay of the full exchanges – attend to pronunciation and attitude. You can also have pupils watch the animated video available on the Digital Pupil’s Book or at the Teacher’s Resource Centre.

11

LP: Developing skimming and writing skills at sentence level: identifying the answers to these questions: *Is it a cow? What are these? Are they horses? [No, it isn’t. / They are sheep. / No, they aren’t.]*

N-LP: Discovering the corresponding answers to complete the speech bubbles according to the story.

- With books open at page 43, draw pupils’ attention to Activity 11. Allow pupils time for inspection.
- Elicit identification of the characters: point to each and ask, *Who’s this? [It’s the guide/ Kevin/ Jack/ Ms Craig.]*
- Point to each bubble and conduct reading aloud.
- Tell pupils to listen to the story again and clap when they hear each question. Proceed as follows for each question: a) Play track 51, pause for pupils to clap. b) Repeat the question in the speech bubble, elicit its answer and play on for confirmation. c) Refer pupils to the banner in Activity 11 and instruct them to circle the answer and then copy it in the corresponding speech bubble.

Answers: 1 Guide: No, it isn’t. 2 Kevin: They are sheep. 3 Ms Craig: No, they aren’t.

d) Elicit chorus repetition of each exchange. e) Cross-refer pupils back to the story and double check. Encourage them to monitor their own spelling.

- Carry out peer supervision.
- Encourage roleplay.



3 AB, p70

LP: Developing writing skills at word level, using cross-reference to the ‘Mini-dictionary’. Developing listening for specific purposes skills.

N-LP: Labelling the animals on the plan of the farm and numbering the animals in the order of the tour.

- With books open at page 70, draw pupils’ attention to Activity 3.
- Elicit identification of the character. Point and ask, *Who’s this? [It’s the guide.]*
- Cross-refer pupils to the ‘Mini-dictionary’ and encourage them to identify in it the words they need to complete in the scene.
- Carry out peer supervision.
- Revisit the story. Also, draw pupils’ attention to the plan of the farm and tell them to listen and reconstruct the route of the tour around the farm. Play track 51 again – pause at each animal to allow pupils to spot them on the plan and write the correct order number.
- Check the resolution of the activity. a) Draw a sketch of the plan on the board and display the word cards suitably. b) Invite pupils to come to the front in turn and trace the joining line and numbers according with the stops in the tour.

Answers: 1 hens and chicks; 2 donkeys; 3 goats; 4 sheep; 5 bull



4 AB, p70

LP: Developing reading skills at simple sentence level – questions and answers.

N-LP: Matching corresponding speech bubbles to reconstruct exchanges between characters and roleplaying them.

- With books open at page 70, draw pupils' attention to Activity 4.
- Draw their attention to characters and elicit their recognition.
- For each exchange, conduct reading aloud of the speech bubble containing the question – monitor rising and falling intonation as suitable.
- Encourage pupils to match the questions to the corresponding answer. Help them if necessary.
- Encourage roleplay.

Answers: Do you like animals? Yes, I do! / What are these? They are sheep. / How many sheep are there? There are 13 sheep.



12 (52)

LP: Focusing on falling intonation and pronunciation of *What are these? They are hens/chicks.*

N-LP: Completing the scenes with stickers. Chanting along.

- With books open at page 44, draw pupils' attention to Activity 12. Allow them time for inspection.
- Meanwhile, draw two big boxes on the board, representing the frames in this activity and display all the animals flashcards and words somewhere visible outside them.
- For identification of the characters and context, draw pupils' attention to each frame and ask, *Who's this? [It's Ben/Lisa.] Where are they? [They are on a farm.]*
- Point to each blank and ask, *What are these?* Make a gesture for 'We don't know!' and invite class to listen to Ben and Lisa to discover what animals they are looking at.
- Play track 52 and pause after each exchange. Pointing to each frame again, repeat the

question, *What are these? [They are hens.] What are these? [They are chicks.]*

Audioscript

1 Ben: *What are these?
What are these?*

Ben: *What are these?
What are these?*

Lisa: *They are hens. They
are hens.*

Lisa: *They are chicks.
They are chicks.*

2

- Invite some pupils to come forward and pick the corresponding animal flashcards and word cards, and place them within the correct frame on the board.
- Refer pupils to the stickers section at the back of their books. Ask them to look for the corresponding stickers and instruct pasting them suitably on page 44.

Answers: 1 hens sticker; 2 chicks sticker

- Play the track again and encourage chanting along – monitor question intonation and sounds, especially the weak sound of 'are', the fricative sound of 'th' and the long vowel in 'these' – /wɒt ə ði:z/.
- Separate the class into two groups to play the roles of Ben and Lisa while repeating. Then groups swap roles.

13 (53)

LP: Focusing on the pronunciation and rising intonation of *Are they (bulls)?* and *No, they aren't./ Yes, they are.*

N-LP: Listening and completing the scenes with stickers. Chanting along.

- With books open at page 44, draw pupils' attention to Activity 13. Allow them time for inspection.
- Meanwhile, draw two big frames on the board, representing the scenes in this activity.
- Outside the frames, display the flashcards and word cards for bulls, horses, donkeys, cows.
- Conduct a picture-word matching activity. Invite pupils to come to the front and pair pictures with words.
- Draw pupils' attention to each scene at a time and carry out a recognition round: ask, *Who's this? [It's Sally/Jack.] Where are they? [They are on a farm.]*
- Point to each blank at a time and ask, *What are these?* (pause) *Are they bulls?* (pause) *Are they cows?* (pause) *Are they horses?* (pause) *Are they donkeys?* Make a gesture for 'We don't know!' and suggest listening to Jack and Sally to identify the animals in each case.
- Play track 53 pausing after each exchange. Elicit the animal words. Invite various pupils to come forward in turn and pick the corresponding animal

flashcards and word cards. They have to place them within their suitable frame.

Audioscript

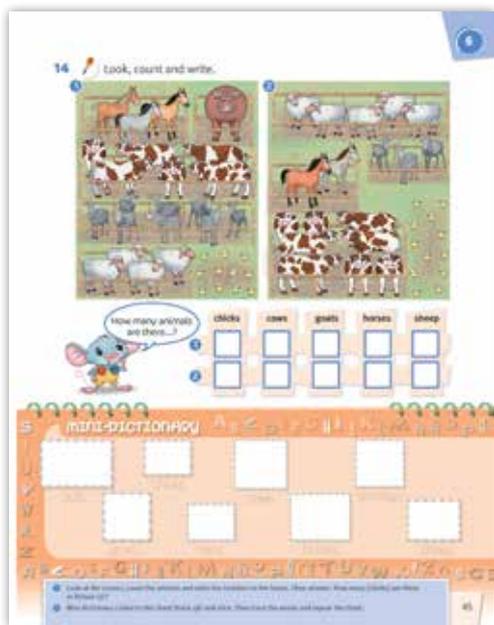
1
Jack: Are they bulls?
Sally: Yes, they are.
 Yes, they are!

2
Sally: Are they horses?
Jack: No, they aren't.
 No, they aren't.

- Refer pupils to the stickers section at the back of their books. Ask them to look for the corresponding stickers and instruct pasting them suitably on page 44.

Answers: 1 bulls sticker; 2 donkeys sticker

- Play the track again and encourage chanting along – monitor sounds, especially the rising intonation of the question as contrasting with the Wh- question focused on above, and the strong form of 'are' in the negative /ɑ:nt/ with silent 'r', and the weak form of 'are' as /ə/.
- Divide the class into two and get each half to chant the roles of Jack and Sally; elicit group repetition. Then groups swap roles.



14

LP: Asking and answering *How many...? There are...*

N-LP: Spotting the differences between two scenes.

- With books open at page 45, draw pupils' attention to Activity 14.
- Tell pupils they must spot six differences. Tell them to look at the scenes and record the number of animals in each one in the boxes provided. Set a time limit.
- In the meantime, draw on the board the table as in the activity.
- To check, maximise participation: a) Ask, *How*

many... are there? and encourage various pupils in turn to ask the question, choosing a different animal each time. b) Elicit the answer [*There are...*] c) Appoint other pupils to come to the front and write the numbers in the boxes. d) Get the class to confirm or correct the numbers.

	chicks	cows	goats	horses	sheep
1	11	6	8	3	4
2	12	8	3	2	5

e) Round up by eliciting chorus repetition of these statements: *In Picture 1, there are eleven chicks. In Picture 2, there are twelve. / In Picture 1, there are six cows. In Picture 2, there are eight. / In Picture 1, there are eight goats. In Picture 2, there are three. / In Picture 1, there are three horses. In Picture 2, there are two. / In Picture 1, there are four sheep. In Picture 2, there are five.*



5 AB, p71

LP: Developing reading skills at simple sentence level, including adjectives: 'hungry'/'thirsty'; 'big'/'small'.

N-LP: Identifying states: 'hungry'/'thirsty'; 'big'/'small'.

- With books open at page 71, draw pupils' attention to Activity 5.
- Allow them time to inspect the pictures.
- Meanwhile, on the board, draw a frame for each picture imitating their distribution and numbering, and exhibit the animal word cards somewhere visible.
- Point to each frame on the board to direct pupils' attention to the frames in the activity and ask, *What are these in English?* Elicit the answer, *They are...* and invite pupils to come to the front in turn and pick the corresponding animal word cards and stick them inside each frame accordingly.
- Below each frame write, *Yes, they are./No, they aren't.*
- Encourage reading aloud of questions and answers. Elicit the corresponding answer in each

case and invite pupils to come to the front in turn and circle them.

- Tell the class they must confirm or correct the choice made by their classmates at the front, signalling thumbs up/down.

Answers: 1 Yes, they are. 2 No, they aren't. 3 Yes, they are.
4 No, they aren't.



6 AB, p71

LP: Developing reading skills at extended text level, combining two statements.

N-LP: Solving riddles and discovering the corresponding picture.

- With books open at page 71, draw pupils' attention to Activity 6.
- Elicit identification of the animals in the pictures. Point to each and ask, *What are these in English? [They are donkeys/horses/hens/bulls.] (Are they...?)*
- Each time, display the animal word card on the board, in a similar layout to the one in the book.
- Elicit information about each animal. Engage the class in exchanges like the following: *What are these in English? [They are (donkeys).] Are they big or small? What colour are they? Are they thirsty or hungry? (Use gesture to denote meaning.) [They are (big/brown/hungry).] Say, Find and circle the word... and write these words pupils said on the board: 'big', 'brown', 'hungry'. Then ask, Is it number 1, 2, 3 or 4? and pupils answer accordingly.*
- As contributions are made, write the key words on the board: big/small, brown/black, thirsty/hungry, and tell pupils to find the three key words for each animal together in the descriptions to decide which text corresponds to each picture.
- Elicit chorus repetition of the texts.

Answers: 1 b; 2 d; 3 b; 4 a

MINI-DICTIONARY

LP: Writing the names of the farm animals.

N-LP: Completing the 'Mini-dictionary': placing the

stickers according to their order in the unit chant and tracing the words. Then chanting along.

- With books open at page 45, draw pupils' attention to the 'Mini-dictionary'.
- Tell pupils they will complete this section with the corresponding stickers at the back of their books.
- Play track 48 and proceed with the sticking until completion.
- Encourage repetition of words to guarantee correct pronunciation.
- Instruct pupils to trace words in dark pencil. As they do, play the unit chant (track 48) and song (track 49).



activity bank

- **Drawing in pairs:** Ask pupils to choose their favourite animals among those presented in this unit and draw them (more than one of each set). The animals should be either eating grass or drinking water. Then ask them to show you the pictures and ask, *What are these in English? Are they...? How many are there? Are they hungry or thirsty?*
- **Roleplay:** Put up a show: pupils act out the story, imitating pronunciation and attitudes.



Stage 1: Conduct listen-and-repeat, eliciting chorus repetition of story script. **Stage 2:** Play track 51 and get pupils to simply perform the physical actions throughout. **Stage 3:** When suitable, assign roles and guide pupils through the roleplay. Celebrate.

- **Photocopiable activities at Teacher's Resource Centre:**
 - **Dominoes:** See instructions on page 64. For the exchanges with pupils use: *Have you got (a)...? [Yes, I have./No, I haven't.]*
 - **Speech bubbles:** See instructions on page 74.
 - **Plural sounds! Listen and sort out the items according to their ending – /z/, /s/ or /ɪz/:** Get hold of all the flashcards for the items in this activity. You also need the picture of a bee and of a tyre inflator hose. Hand out the photocopies. Tell pupils to cut out all the pictures on the second page. Meanwhile on the board, draw the three columns according to the table in the photocopy. Head the left column with a bee, the middle one with a tyre hose and leave the one on the right without a heading. Point to each heading and encourage pupils to think of the sound made by a bee flying and

on the table? [No, they aren't.] [They are on the chair.]
 I spy with my little eye three horses! [Eighteen.]
 I spy with my little eye two small yellow chicks! [Fourteen.]
 I spy with my little eye two video games! [Ten.]
 I spy with my little eye two cows! [Six.]
 I spy with my little eye Jack's picture of a bird! [Three]
 I spy with my little eye some salad and juice! [Five.]
 I spy with my little eye Teachers' Day! [Four.] When is Teachers' Day? [It's in September.]

Play time

- Follow the instructions in the 'Play time' section on page 53.

Questions

Frame	Teacher's input	Pupils' expected output
START	Let's play. You start./Your turn. Cast the dice.	
1	What's this in English? What colour is it? Whose T-shirt is it?	It's a T-shirt. It's orange. It's Sally's.
2	What's the weather like? Do you like hot weather?	It's hot and sunny. Yes, I do./No, I don't.
3	Whose picture is this? What is it?	It's Jack's picture. It's a bird.
4	What celebration is this? When is it?	It's Teachers' Day. It's in September.
5	What's for lunch? Do you like salad? And fruit?	There's salad and juice. Yes, I do./No, I don't.
6	What are these? What colour are they? Are they big or small? Are they thirsty or hungry?	They are cows. They are brown and white. They are big. They are hungry.
7	What's this? What colour is it? Have you got a bike? Let's ride a bike!	It's a bike. It's red. Yes, I have./No, I haven't. OK, let's./Not now.
8	What are these? Are they sheep? How many goats are there? What colour are they? Do you like goats?	No, they aren't. They are sheep. There are two. They are grey. Yes, I do./No, I don't.
9	What's this? Whose pencil case is this? Is it Ms Rainbow's? What colour is it?	It's a pencil case. No, it isn't. It's Ms Craig's. It's purple.
10	What are these? How many video games are there? Do you like video games? Have you got video games?	They are video games. There are two. Yes, I do./No, I don't. Yes, I have. /No, I haven't.
11	Who's this?	It's Yoko. Yoko is Sally's friend.
12	What are these? Are they cows? What colour are they? Are they big or small?	No, they aren't. They are bulls. They are brown. They are big.
13	What's this? What colour is it? Whose skateboard is this?	It's a skateboard. It's red and white. It's Jack's.

Frame	Teacher's input	Pupils' expected output
14	What are these? What colour are they? Are they white? Are chicks small?	They are chicks. No, they aren't. They are yellow. They are small.
15	What's this in English? Do you like ice cream? Can I have some ice cream, please?	It's ice cream. Yes, I do./No, I don't. Yes, here you are.
16	What's 12 plus 4? Do you like maths?	It's sixteen. Yes, I do./No, I don't.
17	What are these in English? Whose glasses are these? What colour are they? Where are they? Are they under the chair? Have you got glasses?	They are glasses. They are Sally's. They are red. No, they aren't. They are on the chair. Yes, I have./No, I haven't.
18	What are these in English? How many horses are there? What colour are they? Do you like horses?	They are horses. There are three. They are brown. Yes, I do./No, I don't.
FINISH		



activity bank

- Class noughts and crosses:** See instructions on page 76.
- Question ping-pong challenge:** See instructions on page 76. **Suggested questions:** *What's your name? [I'm + name.] How old are you? [I'm + age.] What's this in English? [It's a(X)...] What's this? Is it a...? [Yes, it is./No, it isn't.] Who's this? [It's Yoko/the guide.] What's for lunch? [There's (fish and salad).] How many months are there from July? [There are (five).] What do black and white make? [Black and white make grey.] Where's (my red paint tube)? [It's in/on/under the...] Where are (my scissors)? [They are on/in/under the...] Whose skateboard is this? [It's Jack's.] How many months are there in a year? [There are twelve.] When is your birthday? [It's in...] What special date do we celebrate in December? [Christmas.] What's the weather like? [It's...] Do you like water/juice/animals/dominoes? [Yes, I do./No, I don't.] Whose birthday is in June? [It's Ms Craig's.] What is five plus ten? [Five plus ten is fifteen.] Have you got a games console? [Yes, I have./No, I haven't.] Let's (ride a bike)! [OK, let's./Not now.] Whose rollerblades are these? [They are Sally's.] What are these? [They are (chicks).] What are these? Are they horses? [Yes, they are./No, they aren't.] How many (sheep) are there? [There are...]*
- Cootie catcher:** Get pupils to make a new cootie catcher like the one suggested in 'Integration 1' (see instructions on page 54).

Goodbye!

Vocabulary: numbers and colours; characters' names; possessive case: 's; toys; farm animals; preposition of place; body parts; items of clothing; the weather; temporary states

Grammar: *Can you see...? What colour is...? What's the weather like? Where are...? How many... are there? Are the donkeys... or...? Yes, I can. Kevin's skateboard is... It's (sunny). Ben and Lisa are on... There are (two goats). They are...*

Functions: Reporting differences (optionally: recording them in writing). Counting. Identifying quantity, colours, animals, characters, toys, location, temporary states.



1

LP: Answering questions orally: *Can you see...? Yes, I can. There are... They are thirsty/hungry/on... It's (possessive 's)/(colour)/(weather).*

N-LP: Identifying, circling and reporting eight differences.

- With books open at page 48, draw pupils' attention to Activity 1. Allow them time to inspect the scenes.
- Tell pupils they must look attentively and circle eight differences. While they do so, play the 'Goodbye' song (track 52) in the repeat mode, as background music.
- Meanwhile, draw Table 1 on the board to be completed with pupils' contributions as you put their observations into words.

Similarities	Differences	
	Picture 1	Picture 2
On the farm		
Two donkeys		
Chicks		
Hens		
Sally		
Jack		
Ben		
Lisa		
Kevin		
They say 'goodbye'.		
Kevin's skateboard		
It's hot.		

- Draw pupils' attention to the similarities between the scenes and elicit them to complete the first column of the table. Engage them in the following exchange. As pupils answer, write the similarities in the table on the board as indicated above:

Teacher's trigger	Pupils' expected response
<i>Where are the children?</i>	<i>They are on a farm</i>
<i>Can you see any animals?</i>	<i>Yes, I can.</i>
<i>What animals are there in Pictures 1 and 2?</i>	<i>There are donkeys, chicks and hens.</i>
<i>How many donkeys are there?</i>	<i>There are two.</i>
<i>Can you see Sally?</i>	<i>Yes, I can.</i>
<i>... Jack?</i>	<i>Yes, I can.</i>
<i>... Ben?</i>	<i>Yes, I can.</i>
<i>... Lisa?</i>	<i>Yes, I can.</i>
<i>... Kevin?</i>	<i>Yes, I can.</i>
<i>... Yoko?</i>	<i>No, I can't.</i>
<i>Are they saying 'Hello!' or 'Goodbye'?</i>	<i>Goodbye.</i>
<i>Can you see any toy?</i>	<i>Yes, I can.</i>
<i>What is it?</i>	<i>It's a skateboard.</i>
<i>Whose skateboard is it?</i>	<i>It's Kevin's.</i>
<i>Look at the weather: Is it cold or is it hot?</i>	<i>It's hot.</i>

tip

If you are not sure whether you will have time to carry out all the steps suggested for this activity in the time you have, prepare the following table on poster paper so that you may refer back to it at a later instance.

- Draw pupils' attention to the differences. Help them put their observations into words. Conduct the following exchange and write their answers in the table on the board:

Teacher's questions	Pupils' expected answers
<i>Look at the donkeys. Are they hungry or thirsty?</i>	Picture 1: <i>They are hungry.</i> Picture 2: <i>They are thirsty.</i>

Teacher's questions	Pupils' expected answers
Look at the chicks. How many chicks are there?	Picture 1: There are six. Picture 2: There are eight.
Look at the hens. How many hens are there?	Picture 1: There are four. Picture 2: There are six.
(Point to the sheep and the goats in turn.) What are these? Are they sheep or goats? How many are there?	Picture 1: They are sheep. Picture 2: They are goats. Pictures 1 & 2: There are two.
Look at Ben and Lisa. Where are they?	Picture 1: They are on the sheep. Picture 2: They are on the goats.
Look at Kevin's skateboard. What colour is it? What colour is it?	Picture 1: It's red and white. Picture 2: It's light blue and grey.
Look at Kevin's T-shirt. What colour is it?	Picture 1: It's red. Picture 2: It's green.
Look at the weather. What's the weather like in Picture 1? And in Picture 2?	Picture 1: It's cloudy and hot. Picture 2: It's sunny and hot.

2

- Play track 55. Invite pupils to sing along the 'Goodbye' song.

Audiocscript

This is the end of the course.

This is the end! This is the end!

You now hop out – and we say goodbye!

You now hop out – and we say goodbye!

We'll meet again next year!

Certificate

- Ask pupils to go to page 72 (at the end of the 'Activity Book' section). Help them complete the certificate with their full names and the date. Then sign them all.
- You may organize an open class event: get pupils to prepare the invitations for their relatives.
- During the event, play a few of the games suggested throughout this Teacher's Book, do some of the activities and sing a selection of the songs.
- Close the event with a celebration of the pupils' achievements and have them come forward and show their certificates to the audience.

activity bank

- **Photocopiable activity at Teacher's Resource Centre**

NB: This activity is to be done immediately after

doing the activity on page 48 and requires the table built on the board/poster during the the activity.

- With books open at page 48, draw pupils' attention to the scenes again. Allow them time to re-inspect the scenes if necessary. Hand out the photocopies. Make sure the table completed for the activity in the book is on display to be used as reference. Get pupils to read the sentences and complete the blanks with one or two words each. Tell them to refer to the table on display. Set a time limit. To check, get various pupils to read the statements aloud and the class to confirm or correct. Carry out peer supervision. When done, tell pupils to file the photocopy.

Book Day

Vocabulary: numbers and colours; specific vocabulary (*book, title, author, 23rd April, poems, stories, information, songs, recipes, photographs, activities, pictures, games*); *a girl, animals, a boy, a plant, a cat, boots, a hat*

Grammar: questions with *What...?, How...?, Where...?, When...?, How many...?, Have you got...?*; possessive case 's

Functions: Sequencing and identifying objects and people. Identifying colours and types of books.

Values: Reflecting on the value of books.



Lead in

LP: Getting exposed to language related with books. Answering questions with *What...?, How...?, Where...?, When...?, How many...?, Have you got...?*

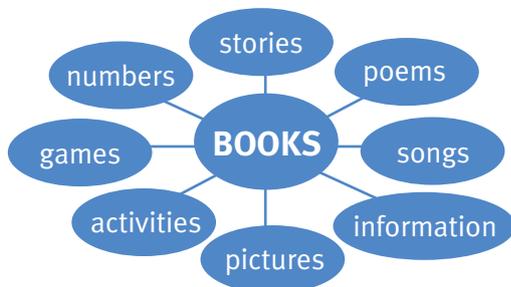
N-LP: Making a record of the class's personal books.

tip It's advisable to carry out this section near 23rd April. You will need two sheets of poster paper, a thick marker and some sticky tape.

- With books closed, talk about books – allow the use of L1 and as pupils make their contributions, word the ideas in simple English. Refer to school books, their titles, their authors, their value and to their favourite books.
- Show them the *Hop into English* book and ask, *What's this in English?* [It's a book.] *How do you know?* *It's got pages and covers* – cf. ebooks. *Have you got any books?* [Yes, I have.] *Where are your books?* [They are in my school bag/on a shelf, etc] Get pupils to look into their school bags and count the books they have. Ask, *How many books have you got in your school bag?* [I've got...] Tell them to put these books on the desk ready to be consulted.
- Prepare a poster on colourful poster paper with the title 'Our books' and two columns headed 'Titles' and 'Authors'. Display the poster and ask, *What's the name of your English book?* [Hop into English.] *What are the authors' names?* [Donna Shaw, Mark Ormerod and Mónica Gravier.]
- Elicit the book title and its authors and write them on the poster. Proceed likewise to keep a record of the books they use at school.

tip It's advisable to find out the class's bibliography to help them as necessary when completing the poster.

- Refer to the contents of books and build a diagram as follows on a different sheet of poster paper. Ask, *What's in your books?* [Activities, stories, games, information, poems, songs, pictures, numbers, etc.]



tip You may encourage pupils to find in their books an example of each thing. Ask them to come to the front and carry out a show-and-tell session.

- Reflect on the value of books. Ask, *Are books important?* [Yes, they are.] Explain that books are

so important that there is a special day to celebrate them – Book Day. Ask, *When is Book Day? Is it in April? Is it in August? Is it in May?* Make a gesture denoting 'We don't know!' so listening makes sense.

1

LP: Reading dates. Aurally identifying when Book Day is.

N-LP: Learning when Book Day is and ticking the corresponding calendar.

- With books open at page 49, draw pupils' attention to the calendars in Activity 1. Ask, *When is 'Book Day'? Is it in April, August or March?* [It's in April.] *When in April is it?*
- Point to the date on each calendar, read it aloud and elicit repetition.
- Tell pupils to listen to the song and tick the corresponding calendar. Play track 56 twice non-stop.

Audioscript

<i>What day is it today?</i>	<i>Children all over the world</i>
<i>The 23rd of April</i>	<i>Celebrate today.</i>
<i>What do we celebrate?</i>	<i>Books of many kinds!!</i>
<i>Book Day, Book Day, hurray!</i>	<i>Reading is good fun!!!</i>

- Check: ask again, *When is Book Day?* Point to each calendar in your own book and ask *Yes/No* questions: *Is it on the twenty-sixth of April?* [No, it isn't.] *Is it on the twenty-eighth of April?* [No, it isn't.] *Is it on the twenty-third of April?* [Yes, it is!]
- Teach pupils the song and encourage singing along.

2

LP: Getting exposed aurally to new vocabulary.

N-LP: Identifying book covers through aural input.

tip You will need some DIY flashcards of a girl, a boy, a plant, animals (assorted and several), a cat, a pair of boots. These may even be silhouettes, which can be found online.

- With books open at page 49, draw pupils' attention to Activity 2. Allow them time to familiarize with the pictures. Ask, *What are these in English?* [They are books.] *What's in these books: stories, poems, songs, numbers, pictures?* [Stories and pictures.]
- On the board, display the DIY flashcards of a girl, a boy, a plant, animals (assorted and several), a cat, a pair of boots.
- Point to each flashcard and play 'Listen and repeat' and 'Repeat if correct' (see 'Lead-in games' on pages 13 & 14).

- Tell pupils to look at the book covers, listen to you and number them according to your descriptions. Read out the following script:

Script (to be read by the teacher)

(Read out each sentence twice.)

- 1 This story is about a girl and some animals.
- 2 This story is about a cat in brown boots.
- 3 This story is about a boy and a big green plant.

- To check, on the board write the numbers 1–3 in a column and invite pupils to come forward and pair the flashcards for girl + animals, boy + plant and cat + boots next to the corresponding number. Tell pupils to tick their numbering if correct.

Answers: a 3; b 1; c 2

- Tell pupils to ‘read’ the book covers and circle the title in each. Elicit repetition of the titles – attend to pronunciation.
- Encourage reading for specific information. Ask, *What’s the boy’s/girl’s/cat’s name? [It’s Jack/Charlotte/Puss.]*

3

- Instruct pupils to open their books at the cut-outs section at the back. Help them find the page with the parts to make a Puss in Boots puppet. Tell them to cut out the pieces and write their own name on the back of each piece.
- Challenge pupils to reconstruct the puppet within a time limit. Then show the puppets for a few days somewhere visible in the school. Then have pupils take their puppets home. Close the session by singing the ‘Book Day’ song.

tip

At this point you may have a storytelling/reading session. Choose a story you like and enjoy yourselves.



activity bank

Photocopiable activities at Teacher’s Resource Centre

- **My books! Trace and colour:** Hand out the photocopies. Allow pupils time to inspect the picture. Draw their attention to the date and elicit its repetition focusing on pronunciation. Draw attention to the books and ask, *How many books are there?* Get pupils to count the books and record the number in the box provided for

this. Then draw their attention to the words on the books and aid reading them aloud by cross-referring to the diagram on display (the one you used in the ‘Lead in’ section). Tell pupils to colour the calendar. Set a time limit. When pupils have coloured the calendar, engage them in simple interactions, asking, eg: *What colour is your (English) book?* To close the activity, tell pupils to file the photocopy.

- **Story books! Match:** Hand out the photocopies. With books open at page 49, help pupils read the words by encouraging them to find the words on the book covers. Tell pupils to match words from the three columns according to the book covers on page 49. To check, tell them to listen to you and tick or correct. Read out the following script twice at least. To close the activity, tell pupils to file the photocopy.

Script (to be read by the teacher)

*This is a story about a boy, called Jack, and a big green plant.
This is a story about a girl, called Charlotte, and some animals.
This is a story about a cat, called Puss, in big brown boots.*

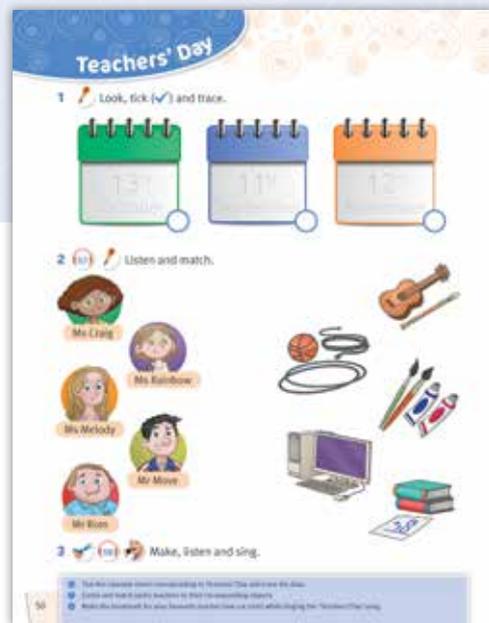
Teachers’ Day

Vocabulary: numbers and colours; specific vocabulary (*teachers, flower, English, art, music, PE, ICT, maths, crafts*)

Grammar: questions with *What...?, Where...?, Who...?, Whose...?, When...?, How many...?*; possessive case ‘s; statements with *It’s/They are...*

Functions: Identifying people and colours.

Values: Respecting, being grateful and honouring teachers for their contributions to our lives.



Lead in

LP: Getting exposed to school subjects. Answering questions with *What...?, Where...?, Who...?, Whose...?, When...?, How many...?*

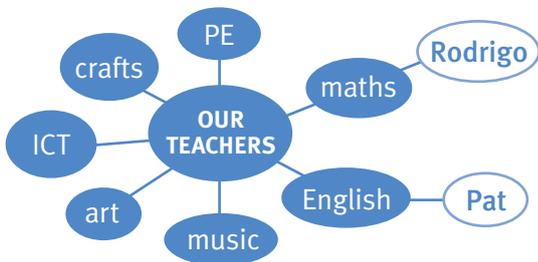
N-LP: Making a record of the class's teachers.

tip It's advisable to carry out this section near 11th September. You will need a sheet of poster paper, a thick marker and some sticky tape. Also, some DIY flashcards showing objects easily associated with school subjects: books and numbers (language and maths), art supplies (art), balls and rings (PE), a computer (ICT), a children's choir or a recorder (music), a book with the label English (English).

- With books closed, talk about teachers, their job and their value – allow the use of L1 and as pupils make their contributions, word the ideas in simple English. Ask, *How many teachers have you got? [I've got...]*

tip Get pupils to think and count the teachers they have. It would be useful for you to know this beforehand to help pupils if necessary in the following steps.

- Prepare a DIY poster on colourful poster paper, with the title 'Our teachers' and all the pictures representing the subjects around.
- Draw pupils' attention to the centre of the diagram, point to each subject icon and ask, *What's the name of your English teacher? [It's + your name.]* Write it in a new bubble springing out of the corresponding subject bubble. Connect the two related bubbles with a joining line (see diagram below.)



- Proceed likewise to elicit the name of each teacher and write it in a bubble branching out of the corresponding subject. **NB:** Pupils are not expected to produce the names of the subjects; understanding is guaranteed by the pictures.

tip It's advisable to find out beforehand the names of your class's teachers to help the class when completing the diagram.

- Reflect on the value of teachers: seek associations with 'love', 'care', 'help', 'guide', 'thank you', which are terms appearing in this sections' song. This is likely to take place in L1; when it comes to these words, translate them into English and write them on the board to keep as reference for the song.
- Explain that teachers are so important that there is a special day on the calendar to celebrate them – it is called 'Teachers' Day'. Ask, *When is Teachers' Day? Is it in October? Is it in September? Is it November?*

1

LP: Reading dates. Aurally identifying when Teachers' Day is.

N-LP: Learning when Teachers' Day is and ticking the corresponding calendar.

- With books open at page 50, draw pupils' attention to the calendars in Activity 2. Ask, *When is Teachers' Day? Is it in October, November or September? When is it? Is it on the thirteenth? On the eleventh? On the twelfth?*
- Point to the date on each calendar, read it aloud and elicit repetition. If pupils have successfully answered the questions, tell them to tick the corresponding calendar and then to listen to the song for confirmation. If not, tell them to listen to the song and find out to tick the corresponding calendar. Play track 58 twice non-stop.

Audioscript

<i>On the 11th of September, All the teachers celebrate. In September, in September, Say, 'Happy Teachers' Day!'</i>	<i>You teach with love, You guide and help, Thank you, Teacher, Happy Teachers' day! (repeated)</i>
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- To check, ask, *When is Teachers' Day?* Point to each calendar in your own book and ask *Yes/No* questions: *Is it on the thirteenth of October? [No, it isn't.] Is it on the twelfth of November? [No, it isn't.] Is it on the eleventh of September? [Yes, it is!]*
- Elicit repetition of the date and practise its pronunciation.
- Make a reference to the words on the board: 'love', 'care', 'help', 'guide', 'thank you'. Elicit their repetition and practise their pronunciation.
- Play the song again for pupils to listen and check the order of appearance of the words. Number

them on the board. Then play the song a fourth time and encourage pupils to sing along.

2

LP: Getting aural and visual exposure to Jack's teachers' names. Revisiting school subjects. Integrating familiar language. Getting exposed to plural nouns. Responding [*It's* + name.] and [*It's/They are... 's.*] to *Whose... is this/are these?*

N-LP: Identifying Jack's teachers through aural input.

tip You will need some DIY word cards, big enough to be displayed on the board and read from the back of the classroom, showing the names of Jack's teachers: Ms Craig, Ms Rainbow, Ms Melody, Mr Rom, Mr Move, the DIY flashcards you prepared to represent the school subjects and some sticky tape.

- With books open at page 50, draw pupils' attention to Activity 2. Allow them time to familiarize with the pictures. Ask, *Whose teachers are these?* [*They are Jack's teachers.*] *Who's this?* [*It's Ms Craig.*] *And this?* [*It's Ms Rainbow.*] *And the rest?*
- On the board, display the DIY word cards of Jack's teachers' names on a list in a different order from that in the activity. Point to each name card and do 'Listen and repeat'.
- Draw attention to Jack's teachers in Activity 2. Tell pupils to listen to them and number the names on the board in the order of the speakers.
- Play track 57 twice non-stop.

Audioscript

MC – Ms Craig; MR1 – Ms Rainbow; MM1 – Mr Move; MR2 – Mr Rom; MM2 – Ms Melody

MC: Hello! I'm Ms Craig. Welcome to my class! Do you like numbers? And books? Let's see! What is seven plus five?	MM1: Hello! I'm Mr Move. Look, I've got a football. Do you like football? Let's play.
MR1: Hello! I'm Ms Rainbow. Do you like Art? My favourite colour is yellow. What's your favourite colour?	MR2: Hello! I'm Mr Rom. Have you got a computer? Do you like computer games?
	MM2: Hello! I'm Ms Melody. Do you like music? Music is fantastic! Let's sing a song!

- To check, play the track again, stopping at the name of each teacher. Ask, *Who's this?* [*It's (Mr Rom).*]
- Get pupils to come to the board in turn and array the name cards on a new list according to the order in which the teachers speak: Ms Craig, Ms Rainbow, Mr Move, Mr Rom and Ms Melody.
- Display the flashcards for the school subjects

reproducing their layout in the book. Have pupils match each teacher to their props in their books.

NB: Based on previous knowledge of the characters, pupils should be able to predict some of the matches. Use the listening activity for confirmation or discovery, as suitable.

- Point to each set of props on the board and ask, *Whose musical instruments are these?* [*They are Ms Melody's.*] *Whose ball is this?* [*It's Mr Move's.*] *Whose paint tube is this?* [*It's Ms Rainbow's.*] *Whose computer is this?* [*It's Mr Rom's.*] *Whose books are these?* [*They are Ms Craig's.*]
- Get pupils to come to the board in turn and draw the joining lines to match the teachers with their props.
- Elicit repetition of these statements: *Ms Craig is Jack's maths teacher. Ms Rainbow is Jack's art teacher. Mr Rom is Jack's ICT teacher. Mr Move is Jack's PE teacher. Ms Melody is Jack's music teacher.*

3

- Instruct pupils to open their books at the cut-outs section at the back. Help them find the page to make a Teachers' Day bookmark and allow them time to cut out the elements to make it.
- Carry out a ceremony to give the bookmarks to the different teachers. Teach pupils how to say, *Happy Teachers' Day*. Encourage singing the 'Teachers' Day' song (track 58).



activity bank

• **Photocopiable activity at Teacher's Resource Centre**

- **Happy Teachers' Day! Trace and match:** Hand out the photocopies. Draw their attention to the date and elicit its repetition several times focusing on pronunciation. Ask, *When is Teachers' Day?* [*It's on the eleventh of September.*] Draw their attention to Jack's teachers and say, *These are Jack's teachers.* Then ask, *How many teachers are there?* [*There are five.*] Get pupils to count them and record their number in the box provided for this. On the board, display the DIY word cards with the names of Jack's teachers. Pointing to each, read them aloud and elicit repetition several times. Ask them to identify the teachers in the photocopy and make the corresponding matches. Set a time limit: play some music, including the 'Teachers' Day' song, and encourage singing along. To close the activity, tell pupils to file the photocopy.