

Set Sail!

Teacher's Book



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Set Sail! 2

Teacher's Book

Elizabeth Gray - Virginia Evans

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Introduction

► Description

Set sail! is a two-level course for teaching English at early primary levels. Young learners will be captivated by the adventures of Lulu, Larry and their pet chimp, Chuckles! Nanny Shine provides the magical element to fire young learners' imagination.

The **Set Sail!** course follows the principle that the learning experience in the classroom should resemble the natural acquisition of the mother tongue. Children pick up sounds, words and patterns in simple, yet realistic, everyday conversations they have with their social group in order to be able to communicate their thoughts, feelings, desires, etc. In addition, by providing themes that are pertinent to children's lives, such as home, birthday, animals, toys, etc, children are able to acquaint themselves better with the new language.

Set Sail! 2, the second level of the course, comprises six themes of eight pages each. Each theme is divided into five fifty-minute-lessons. Nevertheless, this schedule can vary according to the needs of each group. An introductory unit provides a starting point for those who are unfamiliar with the series. The thematic approach covers all aspects of a given topic, therefore providing children with all the necessary means of written and oral communication for each individual area of interest.

Set Sail! 2 gradually introduces children to the written language through systematic practice of the patterns, while revising the language taught at the previous level. It exposes young learners to the English language naturally, making use of their powers of fantasy and natural propensity to communicate and narrate their everyday experiences.

► Components

• The Pupil's Book

The **Pupil's Book** contains six themes with interesting and captivating topics for young learners, reinforced by meaningful activities, which encourage children to think and speak in English. Each page promotes active participation and interaction on the children's part as well as developing both receptive and productive skills.

The Pupil's Book also includes:

I. Now I Know!

At the end of each theme there is a *Now I Know!* section. This is a review section as there is a need for constant recycling so that new language can be committed to the children's long-term memory. This is not a formal test as such but rather a means to consolidate language taught so far.

In this section children are not expected to work on their own or produce pieces of writing within a time limit. Guide them through each item explaining all the time what they have to do. Always praise them and provide the correct answers, if necessary, without discouraging their efforts. At the end of the section spend some time checking their answers and award them a *Now I Know!* sticker for their efforts. The *Now I Know!* stickers are in the Activity Book in the sticker section. The emphasis here is on giving children a sense of achievement by praising what they know rather than highlighting what they don't know! Do not forget that our primary goal is to make children interested in English!

II. Starlight

In the Pupil's Book there is a school play to be performed at the end of the school year. The play recycles the language taught during the course. The fact that it is mainly songs, which the children are already familiar with, means that it can be easily staged without a lot of rehearsal time or preparation (*For further information on how to deal with the school play see page 54T*).

Typical Division of a Theme

Although children seem to understand and use the language presented to them, the need for constant recycling over many lessons is essential to ensure that the new language is committed to their long-term memory. In addition, the lessons should attract the children's interest and this can be achieved by changing activities every five or ten minutes.

On the other hand, young children need an established routine. It gives them a sense of security when they know what to expect. Thus, set symbols and short pieces of music that indicate a game, a song, a chant, etc, help them a lot.

Lesson 1 of each theme is a two-page lesson. On the first page there are the new vocabulary items, the pictures illustrating a dialogue and a listening task related to it. On the second page there is a new language pattern to be practised (*Chit Chat*) and a song.



Lesson 2 is also a two-page lesson. On the first page there are the new vocabulary items and a chant. On the second page there are the pictures illustrating a dialogue, a listening task related to it and a song.

Lesson 3 is a two-page lesson. On the first page there are the new vocabulary items and a listening task with the aim of reviewing vocabulary and patterns of the theme. On the second page there are the pictures illustrating a dialogue, a listening task related to it and a song.

Note: For lessons 1, 2 and 3 of each theme we suggest you turn to the Activity book **before** the song. Upon completion of the tasks in the Activity Book you can return to the Pupil's Book and finish the lesson **with** the song. In this way children leave the classroom on a positive note.

Lesson 4 is a one-page lesson, which is covered after the corresponding page in the Activity Book. There is a game consolidating the vocabulary and the language pattern(s) of the theme, a language "twister" to practise pronunciation, and the instructions for the craftwork. Children learn better by doing things and the craftwork is an excellent opportunity for them to have fun while learning!

Lesson 5 is also a one-page lesson, which is covered after the corresponding page in the Activity Book. Lesson 5 in the Pupil's Book provides the song of the theme for children to sing.

Note: Lessons 4 and 5 in the Activity Book recycle the language and structures presented in the theme and act as preparation for the activities in the corresponding lesson in the Pupil's Book. Lesson 4 ends with craftwork and lesson 5 ends with the theme song, thus ensuring children leave the classroom on a positive note.

Each lesson can be divided into the following steps:

1. Beginning the lesson

In this step the teacher is given the opportunity to welcome children to the class, create a friendly environment and review what the children have learned from the previous lessons by playing a game and a song. These activities should take up no longer than fifteen minutes of the teaching hour. They are intended to focus the children's attention on English and to show them that they are capable of using the new words and structures they have learned. This step finishes with a song that the children have sung in the previous lesson.

2. Presentation & Practice

The *Presentation & Practice* activities introduce the new vocabulary for each lesson using flashcards and the cassette, the dialogue and its listening task as well as the chant in Lesson 2 where children have the chance to practise the new pattern(s) in verse. This part of the lesson should last as long as it takes for the children to become familiar with the new words and structures.

3. Production

Children are guided to produce language orally, as in the *Chit Chat* (Lesson 1) and through the songs or in writing in the Activity Book.

4. Extension

The lesson always ends with an extension activity, game or craftwork, which gives children the opportunity to do things and thus understand better!

As children are unable to read instructions, the following symbols have been used:



Listen and repeat.



Listen and look.



Listening activity



Chit Chat



Song



Chant



Let's play.



Craftwork



Listen and draw/colour.



• The Activity Book

The Activity Book contains extra material for further practice of the language taught in the corresponding lessons in the Pupil's Book. It is designed to be used in class for extra practice and reinforcement of Pupil's Book skills. Alternatively, tasks can be taken home to do as homework, thus enabling parents to see how their child is progressing. Page numbers correspond with those in the Pupil's Book to make for easier classroom use.

Lessons four and five of each theme begin with the corresponding pages in the Activity Book.

Lesson four recycles the language taught in the theme. It also provides the individual words that present the sound(s) for the language "twister" in the Pupil's Book. In this way, children are given the opportunity to practise a sound first before they see it in a sentence.

Lesson five provides a short written piece of writing consolidating the patterns and the vocabulary children have learned in the theme. Children write about the characters or about themselves. In this way, children transfer the knowledge they have acquired in the theme to their own personal world. As an extension, in the Teacher's Activity Book there are some photocopiable projects (*Show and Tell!*) for further practice.

The Activity Book also includes:

I. Picture Word Cards

The picture word cards are at the back of the Activity Book for children to cut out and store in an envelope. They are replicas of the words presented in the Pupil's Book. During the first lesson, spend some time guiding your young learners to cut them out and put them in an envelope (Provide some envelopes if necessary). Explain to them that they should always have this envelope with them. The Teacher's Book provides many suggestions for using these picture word cards in a wide variety of drills and activities (*For ideas on how to use the picture word cards, see Games for Young Learners*).

II. Stickers

In every lesson children are asked to use stickers as part of a word recognition task consolidating the new vocabulary.

In addition, there are six *Now I Know!* stickers for the respective sections in the Pupil's Book, and some *reward stickers* to give a sense of achievement and satisfaction. The reward stickers can be used throughout the course and whenever the teacher feels that the children should be praised (which is all the time!).

• The Teacher's Activity Book

The Teacher's Activity Book is overprinted with the key. There is also a guide to those activities which need further directions. It also includes photocopiable projects

(*Show and Tell!*) which provide further consolidation of the language taught in the theme. Children not only write words or phrases but they also draw and/or colour.

• The Teacher's Book

The Teacher's Book contains step-by-step lesson plans to the lessons in the Pupil's Book, together with answer keys and tapescripts as well as further activities and games at the end of each theme (*Kids' Corner!*).

Each lesson plan contains detailed suggestions for presenting new language, group and individual practice, games, and how and when to use other components. The fact that it is interleaved makes for easier classroom use.

Note: The language necessary for each lesson has been divided into **Pupil language** and **Teacher language**. Pupil language comprises the words and patterns that we expect children to use **actively**. On the other hand, the Teacher language is the words and patterns to be used by the teacher only, without expecting children to reproduce it. Children are only expected to understand what their teacher is saying, building at the same time their passive knowledge of the English language.

Some of the words presented in *Letterfun* have been used as known vocabulary in **Set Sail! 2**. In lessons where this is the case, there are extra flashcards to be used to review those words.

The Teacher's Book also includes:

I. Kids' Corner

These are optional activities which can be done at the end of each theme. These are intended to make the new language more personal. By decorating their classroom with their own work, children get a feeling of satisfaction and achievement. Therefore, it is suggested that you make a Kids' Corner somewhere in the classroom where children can put the things they create.

II. Notes on school play

These provide the necessary information on when and how to prepare for production of the play as well as suggested props and scenery. There are also overprinted stage directions which can be easily followed while going through the play.

III. Notes on teaching the stories

These provide guidelines for the stories in the **Story Book**. Each story should be taught in two lessons. By the end of the two lessons, children will be able to act out the story.

• Audio CDs/Cassettes

The audio CDs/cassettes contain the new vocabulary of each lesson, the dialogues, the songs and chants, the listening tasks and the language "twisters". Young learners are naturally adept at mimicking sounds,



pronunciation and intonation and these CDs/cassettes will provide an excellent opportunity for them to do so. The fact that they are fully-dramatised ensures that children will learn while having fun!

• Picture Flashcards

The new vocabulary of each lesson as well as the pictures of the communication exercises are on picture flashcards, enabling teachers to use them to present and practise the language of each lesson thoroughly and efficiently. The Teacher's Book provides many suggestions for using these flashcards in presenting and consolidating new vocabulary.

• The Story Book

An important feature of the **Set Sail!** course is the Story Book which accompanies each level. With **Set Sail! 2** children read two stories, **The Town Mouse and The Country Mouse** and **The Toy Soldier**. The stories are in two versions: *text and pictures* and *picture version*. You can choose the version which suits the needs of your young learners. There is a symbol in the Teacher's Book indicating the appropriate time to deal with each story. The aim of these stories is to consolidate the language taught in the respective themes. However, at the end of each story there is a picture dictionary with all the words used in it. The fact that the stories are in rhyme makes story telling an enjoyable experience and increases the children's chances of being able to reproduce the stories orally.

You do not have to be a gifted actor to maintain the children's interest. They love being told a story! If possible, gather the children round you in a circle for the story telling. Both stories are recorded on CD/cassette, but we would urge you to tell the stories at least once by going through the book page by page and commenting on the pictures. The illustrations for the stories are clear enough for the children to understand the stories with very little help.

After the story telling, there is a list of sample questions in the Teacher's Book which you may like to ask the children to check comprehension. These questions are meant to elicit simple information the children can pick up from the story, and are definitely not meant to be used as testing devices.

In the Teacher's Book there are suggestions on how to deal with the stories. The stories are on the **Class CD/Cassette**. The **Pupil's CD/Cassette** also includes the stories and your young learners can listen to the stories at home as many times as they like!

• Video Cassette

This includes the dialogues language patterns and the song of each lesson in every theme. Young learners are given the opportunity to listen to as well as watch their favourite characters in action and have fun while learning!

► Teaching Young Learners

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

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

- I. **Encouragement:** Children need to be reassured all the time. Go around as the children do the various activities and praise them. Do not over-emphasise their mistakes. Just repeat the correct word or phrase. Criticism can make them feel disappointed and refuse to carry on.
- II. **Tasks:** In the first level, the tasks should be simple and promote pre-writing and pre-reading skills as children develop their eye-hand coordination. On the other hand, in the second level children could acquire some basic language structures. Therefore, in the early stages, our objective should be to provide fun and enjoyment for the young learners. This is best achieved by a thematic approach to language teaching.
- III. **The fantasy element:** Children's imagination is very vivid and they can make up their own stories. At this age children often have an imaginary friend they play with and it is not rare to mix fantasy with reality. That is why they enjoy looking at a story book even if they have difficulty in reading what it says. Pretending to be reading will eventually lead them to real reading, provided they are frequently exposed to such books.
- IV. **Social Skills:** Young children prefer to play on their own. The sense of being in a social group and obeying rules is not yet fully developed. Thus, games promote social skills.
- V. **Children's need for attention:** Young learners will demand your attention. In order to meet their needs, go around and talk to them about what they are doing and, at the same time, maybe elicit some vocabulary. This is also a good time to see if they have understood everything you have told them or if there are some things which need to be explained further.
- VI. **Attention span:** A child's attention span is very short so the need for a variety of tasks arises. The best way to hold their attention is by changing activities every five to ten minutes. However, children tend to love what is familiar. Thus, you should let a favourite activity go on for as long as the children feel like it.
- VII. **The "silent" period:** It is possible that young children will not produce anything in the target language for a while. This is a period of adjustment and should not alarm teachers. What we should bear in



mind is that children are absorbing the new language and will eventually produce it.

VIII. Pronunciation: Young children are better at pronunciation than older children. That is because they are keener listeners and they are not afraid to make mistakes. That is why it is vital that teachers speak clearly, but at a **normal** pace. The class should be drilled as a group before moving on to individual practice. In this way, teachers can correct any pronunciation errors without embarrassing individual children, at the same time giving them some time to get used to the new sound(s).

▶▶ *The use of mother tongue*

Sometimes, especially at the beginning of an early primary course, the use of mother tongue in a language classroom is unavoidable for a number of reasons. First of all, young learners feel secure as they are given some time to adjust to their new environment, the language classroom. Furthermore, instructions of games and other activities are easier and faster to explain in L1.

▶▶ *How to avoid using mother tongue*

A teacher can employ various means of getting his/her message across without using L1:

- a) **Gestures/miming:** Children always use body language to express themselves. Take advantage of this by accompanying instructions with gestures, actions and mime to show what you want them to do and/or the meaning of a word.
- b) **Pictures/realia:** Another powerful way of getting the message across is by using pictures, realia and other visual aids. Do not forget that a picture is worth a thousand words!
- c) **Drawing:** sometimes a quick sketch on the board is sufficient to get the message across.

Our objective here is to instil confidence in the children and, thus, gradually enable them to listen to and speak as much English as possible!

▶▶ *Songs, rhymes and chants in the language classroom*

The importance of songs, rhymes and chants is not to be underestimated. Their rich language enables young learners' long-term memory to develop and, thus, language is retained by children.

There are a lot of ways to teach a song. You can play the cassette and get the children to move to the melody. If the song has a word which is frequently repeated, the children will soon start joining in on those words.

It is advisable not to push children to sing straight away. The first couple of times, you can play the song and encourage the children to join in. There are always shy children who will not participate at once. Do not insist. Give them some time and they will sing when they are ready to. The songs are simple and, with plenty of praise and encouragement, children will soon be willing to join in.

We all remember traditional songs and rhymes from our mother tongue and we see children "perform" short plays in our daily encounters with them. Here are some ways to "animate" the songs and the chants:

- a) **TPR Activities:** Have the children stand up, in a circle preferably. Play the song once and demonstrate the actions. Play the song again. Children do the actions. Sometimes it is common for children to do the actions without singing and some children find it difficult to coordinate both the singing and the actions. The younger they are, the more difficulty they will have. However, the fact that they are "acting out" the song shows that they do understand it!
- b) **Using prompts:** Prepare some word cards, bring realia or ask children to hold a picture word card from their set. Explain to them that they have to show their word card, picture, etc, to the rest of the class every time they hear it in the song. Children listen and do the activity.
- c) **Short plays:** All songs have a plot and teachers are strongly advised to put on short plays, creating a pleasant environment for the children. You can simply assign roles and children sing their lines or prepare some simple costumes and props to make the performance more "realistic"!

e.g. in *My Birthday!*, lesson 3 (p.19), prepare some party hats and a candle on a birthday cake made with plasticine or sponge, etc. Ask a girl to play the part of Lulu. The rest of the class sing the *Happy Birthday* song and "Lulu" blows out the candle.

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

▶▶ *Games for young learners*

Games help children learn the target language more efficiently and pleasantly as they use the patterns and the words as a means to have fun. Here is a list of the most popular games we have used in *Set Sail!* 2:

- a) **Simon says:** Children carry out the commands of the teacher only if they are preceded by *Simon Says*.
- b) **Snap:** In pairs, children take out their sets of picture word cards. Ask them to shuffle their cards and share them out equally, face down. The children take it in turns to turn over a card and put it in the centre of the table. When two identical cards



have been turned over, one after the other, the first child to shout "SNAP" or the word on the card gets all the cards from the centre.

- c) **Animal walk:** Ask children to walk around in a circle. Explain to them that as soon as you tell them the name of an animal, they have to walk like this animal.
- d) **What am I thinking?:** Children are in pairs. One child thinks of a word and the other tries to guess it by asking questions.
- e) **Follow the leader:** Have children standing in single file, one behind the other. The leader mimes an action and the rest follow behind copying the action.

Along with the above games there are more in the Kids' Corner of every theme which will help create a pleasant atmosphere in the language classroom.

▶▶ Art and craft activities

Art and craft activities, both free and guided, develop children's eye-hand coordination and fine motor skills, and need to be a common feature in our classes.

They are essential as children listen to instructions in the target language in order to complete an activity. However, you should always demonstrate what you want them to do. Make a model beforehand to use in class.

Free painting and/or drawing is also important as children enjoy this activity and feel that they are free to do whatever they like. The teacher can go round asking children questions in English about their painting, for example, *Who's this? What is he doing? What colour is...?*, etc

▶▶ Homework

At this level, homework should be set at the discretion of the teacher. The presentation, practice and consolidation of the new language should take place in the classroom. Therefore, the teacher is strongly advised to recycle everything learned on a regular basis. However, if you feel that your young learners can cope with some homework, you can assign some words for copy and dictation each time or a task from the Activity Book.

Note: the importance of copying lies in the fact that children practise putting individual letters together to form a complete word whilst perfecting their handwriting skills. In addition, learning a couple of words for dictation enables children to remember words as well as improve their spelling.

Suggestion: Children should always have in their pencil cases the following:

- pencils
- rubber
- coloured pencils
- glue
- scissors



Contents

Theme/Lesson	Aim	Pupil Language	Teacher Language
Hello! (Introductory Unit) Lesson 1 (p. 2)	Introducing yourself and the characters Understanding commands	Larry, Lulu, Nanny Shine, Chuckles Hello, I'm..., This is my... brother, sister	Who's ...? classroom commands (stand up, sit down, etc)
Lesson 2 (p. 4)	Introducing family members	brother, sister, mummy, daddy, grandpa, grandma, I'm... and this is...	Who's this? Who are they?
1 My Home! Lesson 1 (p.6)	Identifying and describing furniture	tree house, chair, table, radio, bed, It's a..., blue, red, green, yellow	What's this? How many?
Lesson 2 (p.8)	Identifying and describing parts of the house	garden, kitchen, bedroom, house, black, brown, Yes./No., (It's) a blue bed, (It's) in the kitchen.	Where's (Daddy)? (He's) in the bedroom. What colour is it?
Lesson 3 (p.10)	Describing and identifying parts of the house and furniture	living room, bathroom, bath, (Are you in the) kitchen?, words from previous lessons	Where are (Larry and Lulu)?
Lesson 4 (p.12)	Consolidation	A red chair?, A red hen in a green tree!, words from previous lessons.	I spy with my little eye something in the kitchen.
Lesson 5 (p.13)	Consolidation	words and patterns from previous lessons	
Now I Know! (a-b)			
2 My Birthday! Lesson 1 (p. 14)	Talking about age and birthdays	candles, party, happy, sad, How old are you? I'm...	Is she happy or sad? How old is...?, How many...?
Lesson 2 (p. 16)	Identifying and describing food	burgers, chips, apples, bananas, sandwiches, I like..., I don't like...	Where is she? What do you like?
Lesson 3 (p. 18)	Talking about food preferences	ice cream, pizza, milk, orange juice, chocolate cake, My favourite food is..., Happy Birthday!, I like/don't like...	What's your favourite food? Do you like...?, Does Lulu like bananas?, What's on the table?
Lesson 4 (p. 20)	Consolidation	I like (chips)., Candles on a chocolate cake!, words and patterns from previous lessons	
Lesson 5 (p.21)	Consolidation	words and patterns from previous lessons	
Now I know! (c-d)			
3 My Animals! Lesson 1 (p. 22)	Identifying animals and talking about ability	swim, fish, jump, frog, dance, chimp, sing, bird, run, horse, I can swim like a fish. So can I!	What's this? Can you...? What can Larry do?
Lesson 2 (p. 24)	Talking about ability	boy, girl, climb, fly, I can..., Yes, I can./No, I can't.	Where's Chuckles? What's her name?
Lesson 3 (p. 26)	Talking about abilities	clown, circus, magician, swing, words and patterns from previous lessons Yes, I can./No, I can't. He/She can..., He/She can't...	Can you...? Can he/she...?
Lesson 4 (p. 28)	Consolidation	A horse can run!, The bird can sing and the girl can swing!, words and patterns from previous lessons	
Lesson 5 (p. 29)	Consolidation	words and patterns from previous lessons	
Now I know! (e-f)			



Theme/Lesson	Aim	Pupil Language	Teacher Language
4 My Toys! Lesson 1 (p. 30)	Identifying toys and talking about location	teddy bear, toy soldier, ballerina, pink, shelf, on, under, in, toy box Is it under the table?, No, it isn't, (It's) Larry's.	Whose toy soldier is this? Is it on the book?
Lesson 2 (p.32)	Identifying parts of the face	dark hair, eyes, a nose, a mouth, ears, He's got dark hair.	What has Larry/Lulu got?
Lesson 3 (p. 34)	Talking about toys and facial features	fair hair, puppet, jack-in-the-box, big, small, He's got..., I've got..., words and patterns from previous lessons	Has it got (a big nose)?
Lesson 4 (p. 36)	Consolidation	I've got two teddy bears., A happy teddy with a yellow yoyo!, words and patterns from previous lessons.	
Lesson 5 (p.37)	Consolidation	words and patterns from previous lessons	

Now I know! (g-h)

5 My Holidays! Lesson 1 (p. 38)	Talking about the weather and clothes	It's sunny!, It's hot!, It's raining!, a jacket, shorts, put on, take off	What's Chuckles wearing? Is it raining?
Lesson 2 (p. 40)	Talking about the weather and clothes	It's windy!, It's cold!, T-shirt, island, jeans, socks, shoes, I'm wearing...	What's the weather like? What are you wearing?
Lesson 3 (p. 42)	Talking about holidays and seasons	flowers, music, summer, autumn, winter, spring, I love..., They're in the box, words and patterns from previous lessons..	Sandra's wearing a skirt. You're wearing a skirt. Where are the socks?
Lesson 4 (p. 44)	Consolidation, craftwork	words and patterns from previous lessons	
Lesson 5 (p. 45)	Consolidation	words and patterns from previous lessons	

Now I know! (i - j)

6 Showtime! Lesson 1 (p. 46)	Consolidation	words and patterns from previous themes, eat, drink, show, costume, What's that?	Where are they? What is Larry eating?
Lesson 2 (p. 48)	Consolidation	words and patterns from previous themes scared, children	Is Lulu scared?
Lesson 3 (p. 50)	Consolidation	words and patterns from previous lessons Turn around, touch the ground, turn off the light, say goodnight.	What colour is the teddy bear? Who's this?
Lesson 4 (p. 52)	Consolidation	words and patterns from previous lessons	
Lesson 5 (p. 53)	Consolidation	words and patterns from previous lessons	

Now I know! (k-l)

Schoolplay: Starlight (p. 56T)

The Town Mouse and the Country Mouse (p. 65T)

The Toy Soldier (p. 68T)

Craftwork sheets (p. 73T)



Hello!



Larry



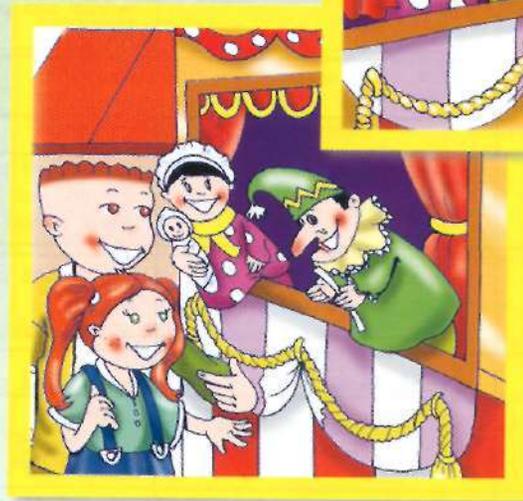
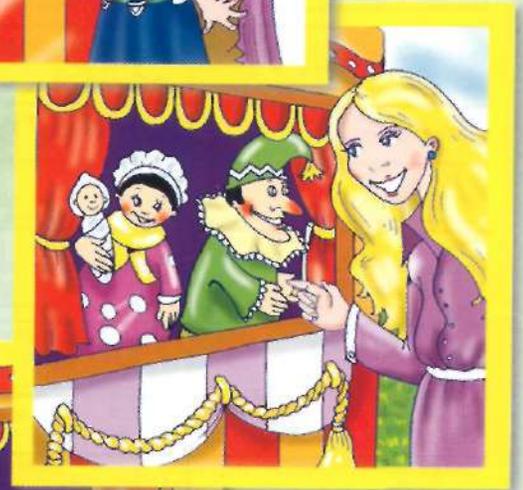
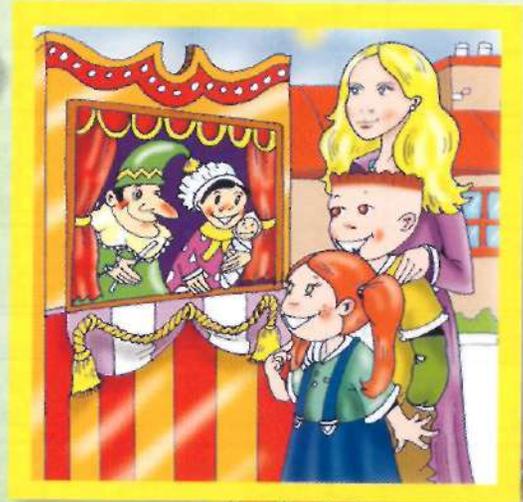
Lulu



Nanny Shine



Chuckles



Hello, hello, hello,
I'm Punch, hello, hello!
Hello, hello, hello,
I'm Judy, hello!

Hello, hello, hello,
I'm Nanny Shine, hello!
Hello, hello, hello,
I'm Larry, hello!
Hello, hello, hello,
I'm Lulu, hello!



Hello! (Introduction)

LESSON 1

Aim: Introducing yourself & the characters; greetings, understanding commands

Pupil language: Larry - Lulu - Nanny Shine - Chuckles - Hello - I'm ... - This is my ... - brother - sister

Teacher language: Who's ...? - Classroom commands (stand up, sit down, etc.)

▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive. If you are meeting your class for the first time, write your name on the board and introduce yourself to the class. Point to your name and to yourself and say: "Hello, I'm (Mrs Brown)."
- 2 Stand in front of a child and introduce yourself. Mime and say: "I'm (Mrs Brown)." Point to the child and elicit his/her name. Model the response, e.g. "I'm Alex." Do the same for the rest of the class. As children say their names, write them down in English on a piece of folded card.
- 3 Hold up a folded card with a name on it and ask: "Who's (Alex)?" Encourage the child to come to the front and take the card. As the child takes the card, the rest of the class greet him/her.

Flashcards 1 - 3

(An activity to review or present the story line.)

- 4 Pin up the flashcards on the board. If your young learners haven't done *Set Sail!* 1 explain the story line. Tell them that two children, along with their pet chimp and nanny have lots of fun and adventures together. *Explain what a nanny is, what she does, etc.* Go through the flashcards and try to trigger children's imagination as to the magical powers that this nanny possesses.

▶▶ Presentation & Practice

Flashcards 4 - 7 (Larry, Lulu, Nanny Shine, Chuckles)

(An activity to review or present the characters.)

- 5 Pin up flashcards Nos 4-7 on the board and say the appropriate words. Children repeat, chorally and individually.

Note: It is a good idea to hold your book up while the children are listening and indicate each picture throughout the dialogue. In this way, children can have a point of reference should they have difficulty following.

Page 2

- 6 Draw a large 2 on the board. Point to it, mime and say: "Open your books at page two."



Listen and repeat.

(An activity to practise the character names.)

- 7 Play the cassette. Children listen and repeat, chorally and individually.



Listen and look.

(A listening comprehension activity to familiarise children with spoken English.)

- 8 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. *(Picture 1) Who are they? Look! This is Punch and this is Judy!* etc.

- 9 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

Note: It is a good idea to hold your book up while the children are listening and indicate each picture throughout the dialogue. In this way, children can have a point of reference should they have difficulty following.

TAPESCRIPT

Punch & Judy: *Hello, children!*

Punch: *Hello, I'm Punch and this is my friend, Judy.*

Larry & Lulu: *Hello, Punch. Hello, Judy!*

Nanny: *Hello, I'm Nanny Shine!*

Punch: *Hello, Nanny Shine!*

Larry: *Hello, I'm Larry and this is my sister, Lulu!*

Lulu: *Hello!*

Punch & Judy: *Hello, Larry! Hello, Lulu!*



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

Listen and say the names you hear.

(A listening activity to acquaint children with English names.)

- 11 Write the names of the characters on the board (include some extra names e.g. "Sammy" and "Lucy" as distractors). Then, play the dialogue again. Children listen, then say the names they hear. Repeat if necessary.

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

e.g. "Hello, children ...",
"Hello, I'm ...", etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.



Song

(An activity for children's language development.)

- 12 Revise the names of the different characters. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

Page 3



Chit Chat

(An activity for children to speak in English.)

Flashcard 8

- 13 Read the example. Children repeat, chorally and individually. Then, children use the exchange as a model and act out similar dialogues. Demonstrate this yourself with two children.

e.g. Teacher: *I'm (Mrs Rich). This is (Rick).*
Child 1: *Hello, (Mrs Rich)! Hello, Rick, etc.*

- 14 Children close their books. Pin up flashcard No 8. Say, then write: "I'm Larry! This is my sister, Lulu!" "Hello, Larry! Hello, Lulu!" Invite children in pairs to come to the front and act out similar dialogues. The rest of the class greets them.

e.g. Teacher: *I'm Tom! This is Judy.*
Class: *Hello, Tom! Hello, Judy! etc*

Go to Activity Book pages 2 and 3.



Song

(An activity for children's language development.)

- 15 Ask children to look at the illustrations of the song in their Pupil's Books. Read and mime these instructions. Tell them that they are going to play a game with these instructions. Children have their books closed in front of them. Say and mime: "Open your books, Close your books, Stand up, Sit down." Repeat the commands. Children carry out the actions. Play the Nanny says game. Explain that they are to follow the commands only if they are preceded by Nanny says.

e.g. Teacher: *Nanny says, "Stand up!"*
(Children stand up.)

Teacher: *"Sit down!"*
(Children stay as they are.) etc

- 16 Play the song. Children listen the first time through. Play the song again. Children listen, sing and do the actions. Play the song as many times as you feel is necessary.

Ending the lesson

(An activity to review language taught so far.)

- 17 Pin up the character flashcards on the board. Say and wave. "Goodbye Larry, Goodbye Lulu, Goodbye Nanny Shine, Goodbye Chuckles!" Children repeat after you. Encourage children to say goodbye as they leave the class.

Note: Ask children to bring a family photograph to the next lesson.



I'm Larry! This is my sister, Lulu.

Hello, Larry!
Hello, Lulu!



stand up



sit down

Stand up, sit down,
Keep moving!
Stand up, sit down,
Keep moving!
Stand up, sit down,
Keep moving,
We're all at school today!



open your books



close your books

Hello!



mummy



daddy



grandma



grandpa



Listen and underline.

Hello/Goodbye
Mummy!



Hello! (Introduction)

LESSON 2

Aim: Introducing family members

Pupil language: I'm ... and this is ... – brother – sister – mummy – daddy – grandpa – grandma

Teacher language: Who are they? – Who's this?

▶▶ Beginning the lesson

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

(An activity to review language taught in Lesson 1.)

- 2 **Song:** Sing the *Hello* song from Lesson 1, encouraging children to sing along.

▶▶ Presentation & Practice

Flashcards 9 - 12 (mummy, daddy, grandma, grandpa)

- 3 Pin up flashcards Nos 9-12, one at a time and say the appropriate words. Children repeat, chorally and individually.

Page 4

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



Listen and repeat.

(An activity to practise the vocabulary of Lesson 2.)

- 5 Play the cassette. Children listen and repeat, chorally and individually.



Listen and look.

(An activity to familiarise children with spoken English.)

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

e.g. *(Picture 1 - pointing to mummy and daddy)*
Who are they?, etc

- 7 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Lulu: Hello, Mummy!

Larry: Hello, Daddy!

Mummy: Larry, Lulu, close your eyes!

Larry & Lulu: OK,

Daddy: Open your eyes now!

Grandma &

Grandpa: Hello, Larry! Hello, Lulu!

Larry: Grandma! Grandpa!

Lulu: Nanny! This is Grandma and this is Grandpa!

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



Listen and underline.

(A listening comprehension activity.)

- 9 Explain the listening task. Read the speech bubble pretending to be wondering which is the correct word. Play the cassette. Children listen and underline the correct word. *(Hello)*

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

e.g. *Hello, ...!*, *Hello, ...!*, etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.





Chit Chat

(An activity for children to speak in English.)

Flashcards 13 - 18

- 10 Read the example. Children repeat, chorally and individually. Ask individual children to read the words below. Individual children make sentences about the family members.
- 11 Children close their books. Pin up the family flashcards on the board and keep the flashcard of Lulu for yourself. Pick up the flashcard of Lulu, pretend to be her, point to Larry and say: "This is my brother." Children repeat, chorally and individually. Do the same for the rest of the flashcards. Then, hand over the flashcard of Lulu to a girl and explain to her that she is Lulu and ask her to present a member of her "family". Do the same for the rest of the family members. Then, hand out the flashcard of Larry to a boy and repeat the procedure.

► Go to Activity Book pages 4 and 5.



Song

(An activity for children's language development.)

- 12 Revise the family members. Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate. (See Introduction for ideas on how to exploit songs.)

► Ending the lesson

(An activity to review language taught so far.)

- 13 Ask children to take out their picture word cards (mummy, daddy, grandma, grandpa). Call out each one in random order. Children listen and hold up the respective picture word card.



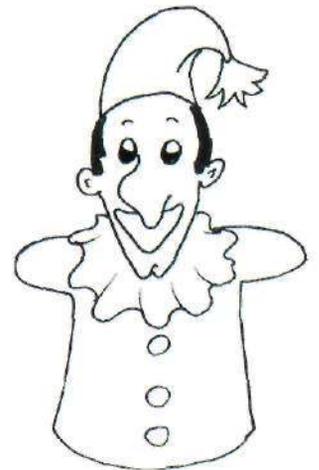
Kids' Corner

- 1 **Picture frame:** Ask children to take out the family photograph they brought with them. Explain that they are going to make a picture frame where they can keep a family photograph. Provide each child with an A4 sheet of paper. Tell them to cut out the shape of a square in the middle of the paper. Then glue the photograph behind the square. They can then decorate the rest of the page. Demonstrate this yourself first. Go around as the children do the craftwork, providing any necessary help and asking them who the people are.

e.g. Teacher: (pointing to Sarah's mother) Who's this?

Sarah: Mummy.

- 2 **Punch and Judy puppets:** Copy the templates below. Give each child a copy. Ask children to cut and colour their puppet. As an extension, provide a straw for each child to glue to their puppet. They can then introduce themselves as if they were Punch or Judy. The rest of the class greets them.



- 3 **Telepathy:** Children form pairs. Each one has his/her set of picture word cards (mummy, daddy, Larry, Lulu, grandpa, grandma). One child looks at his/her picture word cards and chooses one without letting the other child see it. The second child has to guess what he/she is thinking of.

e.g. Child 1: (thinks of grandpa)

Child 2: Mummy?

Child 1: No!

Child 2: Daddy?

Child 1: No!

Child 2: Grandpa?

Child 1: Yes!

Play the game again, changing roles.



Hello!



This is
my brother.



brother



daddy



mummy



grandma



grandpa



Come and meet
My family!
Mummy, Daddy,
My brother and me!

Come and meet
My family!
Mummy, Daddy,
My sister and me!

Come and meet
My family!
Grandma and Grandpa
Are coming for tea!

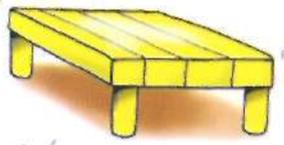
My Home!



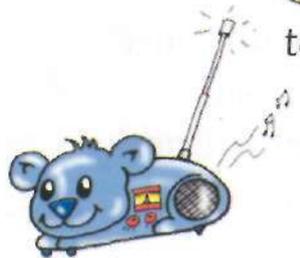
tree house



chair



table



radio



Listen and underline.

- Oh! A red chair! 
- Oh! A blue chair! 

My Home! (Theme 1)

LESSON 1

Aim: Identifying and describing furniture

Pupil language: tree house – chair – table – radio – bed – (It's a) radio! – (It's) a (yellow) table.

Teacher language: Who's this? – Where's Larry? – (He's) in the tree house.

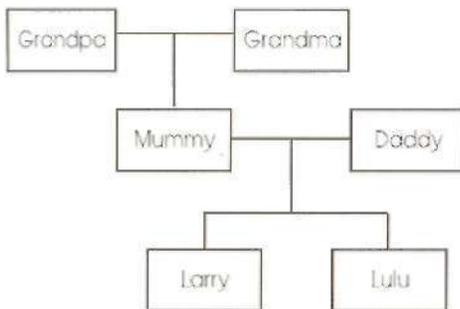
Revision: Family members: mummy, daddy, grandma, grandpa, brother, sister – bed (FC 19) – colours: red, yellow, blue, green (FC 20)

▶▶ Beginning the lesson

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

(An activity to review family members.)

- 2 Pin up the family flashcards in the form of a family tree:



Point to each flashcard and elicit the names of the family members.

e.g. Teacher: *(pointing to Grandma)* Who's this?
Child: *Grandma!* etc.

- 3 **Song:** Play the song *Come and meet ...* from the *Hello* unit (Lesson 2). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 1 - 4 (tree house, chair, table, radio)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 1-4, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Note: Once you present the words through the flashcards, do not remove them. Leave them on the board for the duration of the lesson and refer to them every time the children have difficulty in remembering the new vocabulary.

Page 6

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

(An activity to explore the theme.)

- 6 Read the title of the theme: *My Home!* Use a photograph of your house, a picture or a simple sketch on the board to illustrate the meaning of the word *home*. Go through the theme with the children and comment on the pictures illustrating the dialogues.



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 7 Play the cassette. Children listen and repeat, chorally and individually.



Listen and look.

(A listening activity to familiarise children with spoken English.)

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

e.g. *(Picture 1 - pointing to Larry)* Who's this? Where are Larry and Lulu?, etc.

- 9 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Lulu: *Grandma, Grandpa, look at our tree house!*

Grandpa: *Oh, a red chair!*

Grandma: *That's nice!*

Larry: *Look, Grandma! A yellow table!*

Grandma: *Oh, yes! It's lovely!*

Grandpa: *What's this, Larry?*

Larry: *It's a radio, Grandpa! Listen!*



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



Listen and underline.

(A listening comprehension activity.)

- 11 Explain the listening task. Read the sentences in the speech bubble. Look puzzled as though you're not sure of the correct answer. Play the cassette. Children listen and underline the correct sentence (*Oh, a red chair!*).

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

e.g. "Grandma, Grandpa, look at our...", etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

Page 7



Chit Chat

(An activity for children to ask and answer in English.)

- 12 Read the example. Children repeat after you. Ask individual children to read the words below. Then children, in pairs, ask and answer.

Flashcards 5 - 10

- 13 Children close their books. Pin up flashcard No 5. Say, then write: "What's this?" "It's a radio." Pupils repeat, chorally and individually. Pin up the rest of the flashcards. Ask individual children in the same way about the rest of the items. Then, hand out a flashcard to each pair of children and ask them to act out similar exchanges.

▶▶ *Go to Activity Book pages 6 and 7.*



Song

(An activity for children's language development.)

- 14 Revise the furniture vocabulary using the flashcards. Then, play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

Note: This song is also included in the school play. If you are putting on a production of the play, you will need to spend some more time on it.

▶▶ *Ending the lesson*

(An activity to review the words in Lesson 1)

- 15 **In my tree house:** Children choose from their picture word cards (*table, chair, radio, bed*) the items they want to have in their tree house and report back to class.

e.g. Teacher: *What's in your tree house, George?*
George: *(a) table (and) (a) chair.*
Teacher: *That's nice!* etc

Note: The words in the *Revision* accompanied by Flashcards are known vocabulary from *Letterfun*. If you think that your young learners do not remember them, use the flashcards to revise the words.



What's this?

It's a radio!



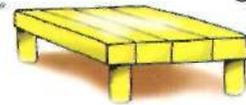
radio



bed



tree house



table



chair



In my tree house,
In my tree,
There are lots of colours
For you to see!

Red and yellow,
Green and blue!
Lots of colours
For me and you!

In my tree house,
In my tree,
There are lots of things
For you to see!

A table, chair,
And a bed, you see,
And a radio
For you and me!



My Home!



garden



kitchen

bedroom



house



black/brown



Where's Chuckles?
He's in the house!
Oh, no! He's in the
house!

Where's Mummy?
She's in the kitchen!
Where's Daddy?
He's in the bedroom!

Chuckles, come here!
Chuckles, come here!
Chuckles is in the
house!

My Home! (Theme 1)

LESSON 2

Aim: Identifying and describing parts of the house

Pupil language: garden – kitchen – bedroom – house – black – brown – Yes/No; – (She's in the) kitchen; – a (blue) chair

Teacher language: Who's this? – What colour is it? – What's this? – Where's (Daddy)? – (He's) in the (bedroom).

Revision: cheese (FC 22) – bell (FC 23) – rabbit (FC 24), yoyo (FC 25) – jug (FC 26) – lamp (FC 27) – cat (FC 28); – glass (FC 33) – mug (FC 34) – umbrella (FC 30) – mouse (FC 31) – cake (FC 32) – box (FC 35)

▶▶ Beginning the lesson

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

(An activity to review vocabulary from Lesson 1)

- 2 Hold up the vocabulary flashcards from Lesson 1 (*tree house, table, chair, radio*) one at a time and say the word. Ask children to answer *yes* or *no*.

e.g. Teacher: (*holding up flashcard of tree house*) *tree house!*

Child: *Yes!*

Teacher: (*holding up flashcard of radio*) *bed!*

Child: *No!*

- 3 **Song:** Play the song *In my tree house*, from Lesson 1. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 11 – 15 (garden, kitchen, bedroom, house, black/brown)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 11-15, one at a time, and say the appropriate words. Children repeat, chorally and individually.

▶▶ Page 8

- 5 Draw a large 8 on the board. Point to it, mime and say: "Open your books at page eight!"



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.



Chant

(An activity to present and practise the vocabulary and patterns of the lesson.)

- 7 Play the chant on the cassette. Children listen and look. Then play the cassette and encourage children to join in. Play the chant as many times as you feel is necessary.
- 8 Repeat the chant without the cassette this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before some words and invite children to complete the phrase/sentence for you.

e.g. *Where's ...?*

He's in the ...!

Oh, no! He's in the ...! etc.





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (Picture 1 - pointing to Chuckles) *Who's this? Where is he?*, etc
- 10 Next, mime and say: "Listen and look". Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Lulu: *Chuckles, come here!*
 Larry: *Oh, no. He's in the house!*
 Lulu: *Where's Mummy?*
 Larry: *Look! Mummy's in the kitchen!*

Larry: *Where's Daddy?*
 Lulu: *He's in the bedroom!*

Larry: *But... where's Chuckles?*
 Lulu: *Quick! Let's go!*

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



Listen and tick.

(A listening comprehension activity)

- 12 Explain the listening task. Read the question in the speech bubble. Then, point to the pictures and ask (looking puzzled): "is he in the bedroom? is he in the kitchen?" Play the cassette. Children listen and tick the correct picture (bedroom).

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

e.g. *Chuckles, come ...!*
Oh, no. He's in the ...!, etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.



Song

(An activity for children's language development.)

- 13 Revise the parts of the house using the flashcards. Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

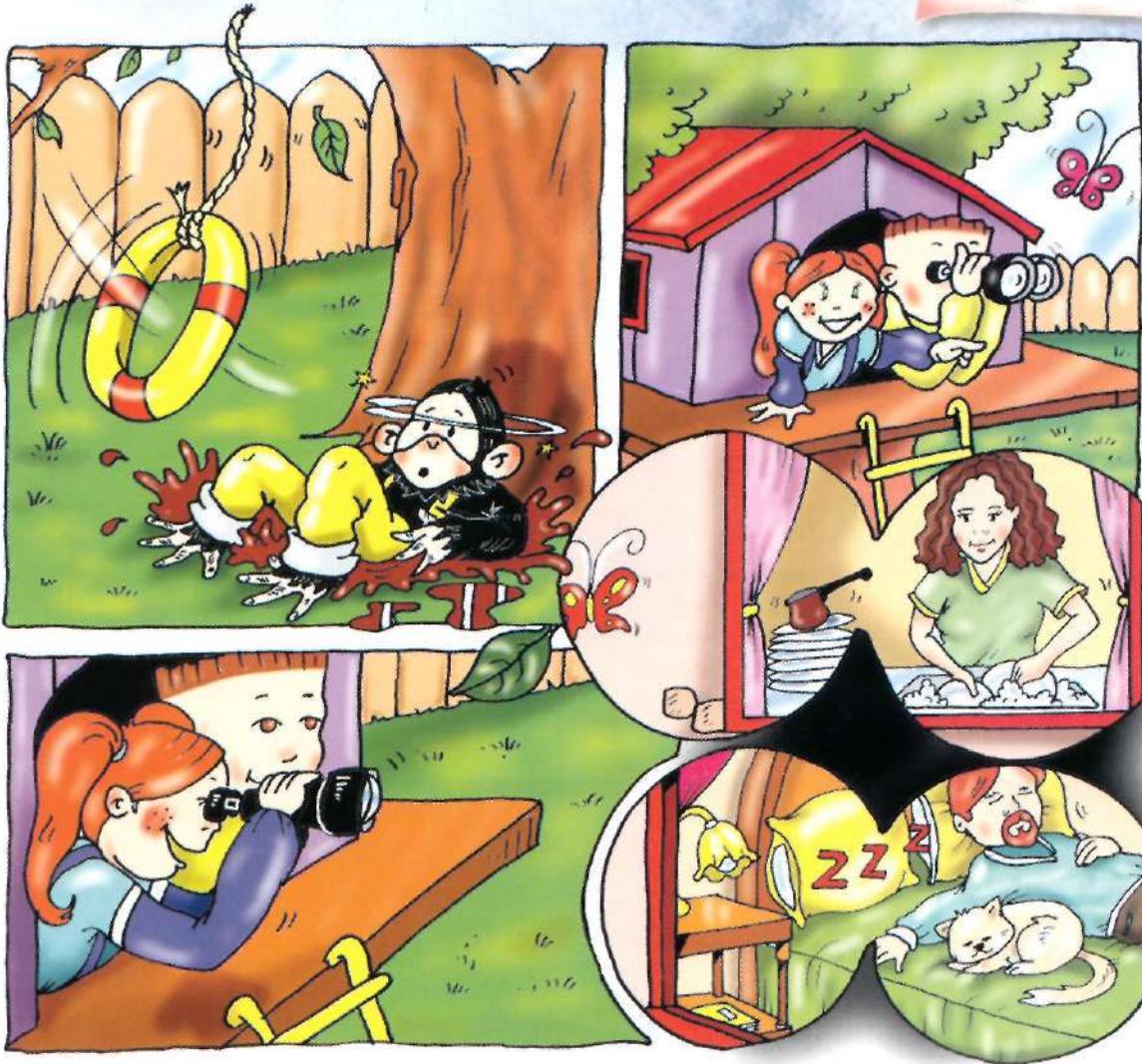
▶▶ **Ending the lesson**

(An activity to review language taught in Lesson 2.)

- 14 Children close their books and take the picture word cards of the characters and the parts of the house out of the envelope. They put each character card next to a room card and tell you where each character is. Demonstrate this yourself first.

e.g. Child 1: *Chuckles (is in the) bathroom.*





Listen and tick (✓).

Where's Daddy?



Chuckles is in the house,
 Chuckles is in the tree,
 Chuckles is in the tree house,
 Looking at you and me!

Chuckles is in the kitchen,
 Chuckles is in the house,
 Chuckles is in the bathroom,
 Looking at a mouse!

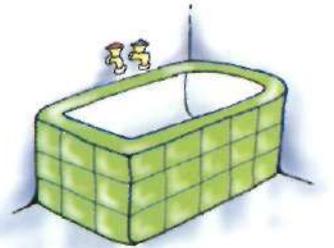
My Home!



living room



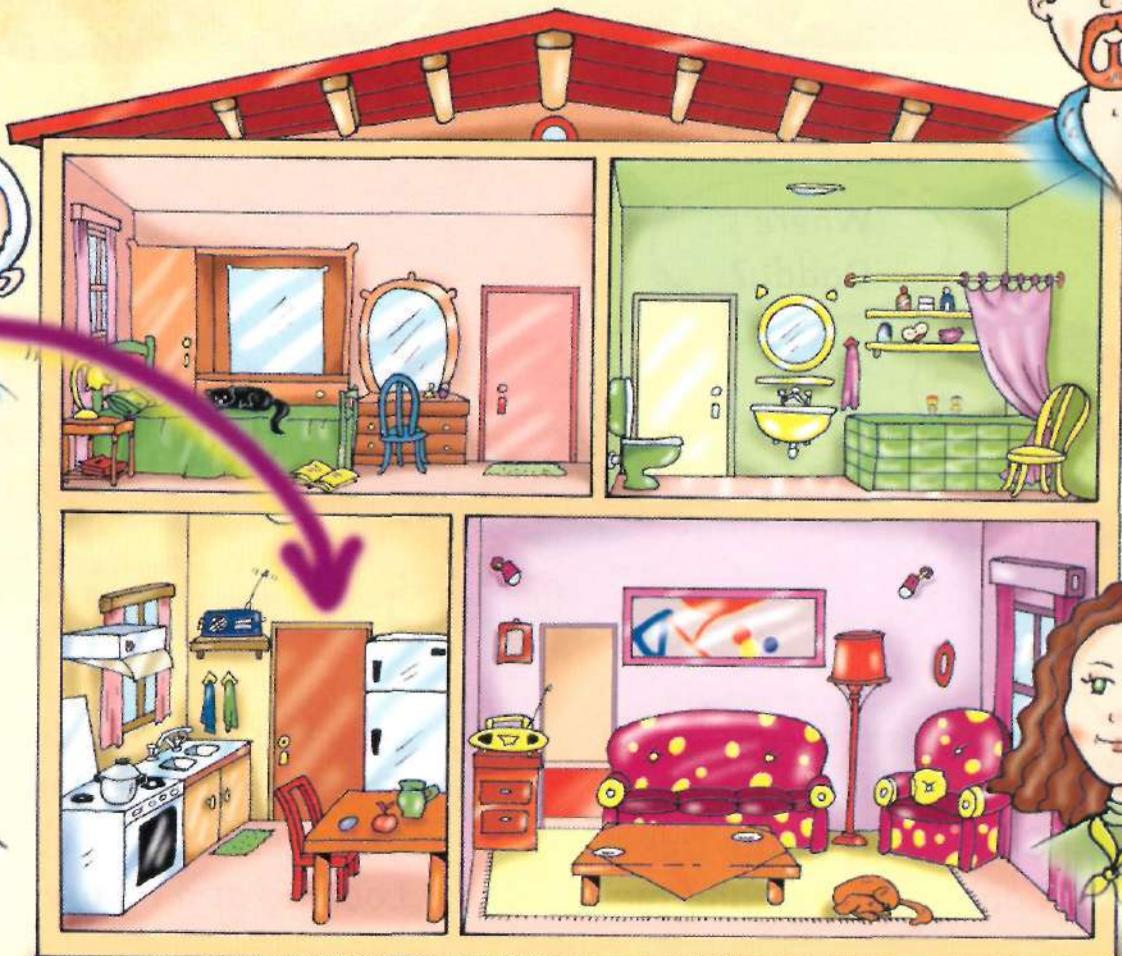
bathroom



bath



Listen and draw lines.



My Home! (Theme 1)

LESSON 3

Aim: Identifying & describing parts of the house & furniture

Pupil language: living room – bathroom – bath

Teacher language: Where's (Daddy)? – The chair is in the living room. – (Are you in the) kitchen?

Revision: Family members (mummy, daddy, grandma, grandpa) – Parts of the house (kitchen, bedroom) – Furniture (chair, table, bed) – (Grandpa's) in the kitchen.



Listen and draw lines.

(A listening activity to consolidate language taught so far.)

- 7 Explain the listening task. Elicit the names of the people in the pictures. Then, ask: "Where's Grandpa? In the kitchen? Yes, look at the line. But, where's Grandma?" etc. Play the cassette. Children listen and draw lines (Grandma is in the bathroom, Daddy is in the living room, Mummy is in the bedroom).

▶▶ Beginning the lesson

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

(An activity to review parts of the house.)

- 2 Pin up the vocabulary flashcards from Lesson 2 (garden, kitchen, bedroom). Write the respective words in random order. Ask children to come to the board, one at a time, draw lines and match the pictures to the words.
- 3 **Song:** Play the song *Chuckles is in the house...* from Lesson 2. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 16 - 18 (living room, bathroom, bath)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 16-18, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 10

- 5 Draw a large 10 on the board. Point to it, mime and say: "Open your books at page ten!"



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.

TAPESCRIPT

Larry: Where's Grandpa?

Lulu: He's in the kitchen.

Larry: Where?

Lulu: In the kitchen. Grandpa's in the kitchen!

Larry: Where's Grandma?

Lulu: In the bathroom.

Larry: In the bathroom?

Lulu: Yes! Grandma's in the bathroom!

Larry: Where's Daddy?

Lulu: In the living room.

Larry: In the living room?

Lulu: Yes. Daddy's in the living room!

Larry: Where's Mummy?

Lulu: Mummy's in the bedroom.

Larry: Where?

Lulu: In the bedroom. Mummy's in the bedroom!

Extension: Ask children questions.

e.g. Teacher: Where's Grandpa?

Child: He's in the living room, etc

Note: Children's answers do not have to be in full form. This is the ideal. A one-word answer is more than enough at this level. However, you can repeat their answers in full form and thus, gradually, they will start answering in full form.





Listen and look.

(A listening activity to familiarise children with spoken English)

- 8 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. *(Picture 1) Look! Nanny is doing some magic!*
(Picture 2 - pointing to Larry and Lulu) Where are they?, etc
- 9 Next, mime and say: "Listen and look". Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIP

Larry: *Is Chuckles in the living room?*

Lulu: *No, he isn't.*

Larry: *Is he in the kitchen?*

Lulu: *No, he isn't.*

Lulu: *Is he in the bedroom?*

Larry: *No, he isn't.*

Larry: *Is he in the bathroom?*

Lulu: *Yes, he is! Look! He's in the bath!*

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



Listen and fill in.

(A listening comprehension activity)

- 11 Explain the listening task. Read the sentence. Look puzzled about the incomplete word. Play the cassette. Children listen and fill in *(bath)*.

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

e.g. "Is Chuckles in the ...?"

"No, he ...", etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

▶▶ Go to Activity Book pages 10 and 11.



Song

(An activity for children's language development)

- 12 Draw a simple sketch of a house on the board. Present **house, door, windows, chimney** and **smoke** by pointing to the sketch.
- 13 Focus children's attention on the illustrations of the TPR song. Present the actions. Play the cassette. Children listen and do the actions. Play the cassette again, encouraging children to join in and sing.

TAPESCRIP

This is my house, (hands above head, fingertips touching)

This is the door, (mime shape of the door)

The windows are clean, (mime cleaning window)

And so is the floor, (mime cleaning the floor)

Outside there's a chimney, (both arms stretch above head)

As tall as can be, (stretching and standing on tiptoe)

With smoke that goes up, (mime curling smoke with finger)

Come and see! (beckon)

Note: This song is also included in the school play. If you are putting on a production of the play, you will need to spend some more time on it.

▶▶ *Ending the lesson*

(An activity to review language taught so far.)

- 14 Pin up the parts of the house on the board. Ask a child to come to the front and mime an action. The rest of the class tries to guess where the child is. Demonstrate this yourself first.

e.g. Child 1: *(mimes digging)*

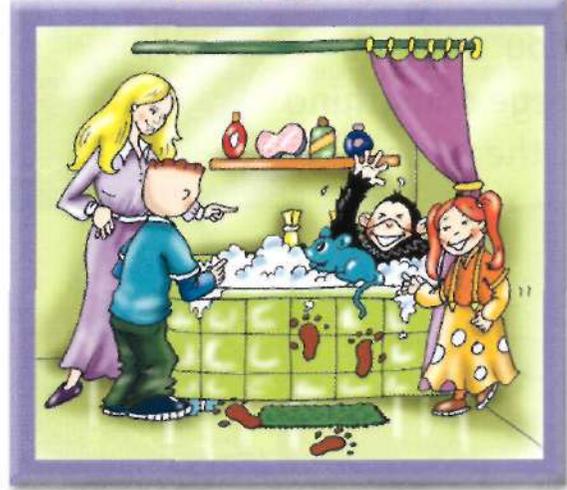
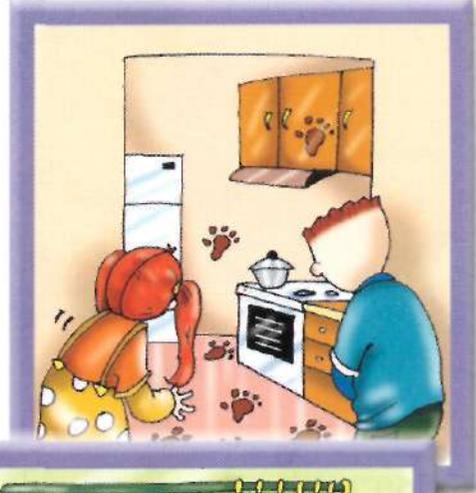
Child 2: *(Are you in the) kitchen?*

Child 1: *No.*

Child 3: *(Are you in the) garden?*

Child 1: *Yes, etc*





Listen and fill in. Chuckles is in the b _ _ h!



This is my house,
This is the door!
The windows are clean,
And so is the floor!
Outside there's a chimney,
As tall as can be,
With smoke that goes up,
Come and see!



My Home!



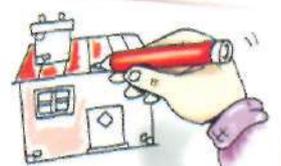
I spy with my little eye something in the kitchen.



A red chair?



A red hen in a green tree!



My Home! (Theme 1)

LESSON 4

Aim: Consolidation

Pupil language: A red chair? – A red hen in a green tree!

Teacher language: I spy with my little eye something in the kitchen.

Revision: Family members (Mummy, Daddy, Grandma, Grandpa), lamp, radio, tree (FC 21), pin (FC 36), umbrella, box, boat (FC 37), glass, queen (FC 39), sheep (FC 38), dog (FC 29), cat, colours, egg (FC 40), Parts of the house

▶▶ Beginning the lesson

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

(An activity to review parts of the house.)

- 2 **Where am I?** Pin up the flashcards from Lessons 1, 2 and 3 (*kitchen, living room, bedroom, bathroom, garden*). Elicit their names. Explain the game. Mime cooking and ask "Where am I?" Elicit answer from children. Ask a child to come to the front and continue the game.
- 3 **Song:** Play the song *This is my house...* from Lesson 3. Invite children to sing along and do again the TPR activity.

▶▶ Go to Activity Book page 12.

Page 12



Let's play.

(An activity to review language taught so far.)

- 4 Point to the bedroom and say: "Look! A green bed, a black cat, a blue chair!" Write the items on the board. Repeat the procedure with the rest of the rooms (*bathroom: a green bath/a yellow chair, kitchen: a blue radio/a red chair/a brown table/a green jug, living room: a yellow radio/a brown table/a brown dog/a red lamp*). Read the example. Now, play *I Spy* with the class using this model.



Listen and repeat.

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

- 5 Play the cassette. Focus children's attention on how **e** and **ee** are pronounced: **e** is pronounced /e/ as in **red**, while **ee** is pronounced /i:/ as in **green**. Children listen and repeat, chorally and individually. Check children's pronunciation and intonation.



Craftwork

(An activity to review parts of the house while children practise fine motor skills.)

- 6 Tell children they are going to make a house. Show them your model and refer them to the back of their books (Craftwork Sheets). Guide them through the cutting, gluing and colouring of the house. Go around the class as the children do the craftwork and ask questions about the parts of the house. "What colour is it?", etc. During this stage, feel free to play any song from the theme.

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 7 Upon completion of the craftwork, children talk about the house they have made, e.g. "what colour it is, how many windows, etc. They then hand in their craftwork to be displayed.



My Home! (Theme 1)

LESSON 5

Aim: Consolidation

Pupil language: words & patterns taught in the theme

Revision: lamp, radio, table, bed, chair – colours – parts of the house

▶▶ Beginning the lesson

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

(An activity to review language taught so far.)

- 2 Play the game from Lesson 4 again.

▶▶ Go to Activity Book page 13.

Page 13



Song

(An activity for children's language development.)

- 3 Focus children's attention on the illustrations of the song. Elicit the rooms. Present the word "footprints" through the pictures.
- 4 Play the cassette. Children listen and sing.
- 5 Play the song as many times as you feel is necessary. Children listen the first time and then encourage them to sing along.

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

Note: This song is also included in the school play. If you are putting on a production of the play, you will need to spend some more time on it.

▶▶ Ending the lesson

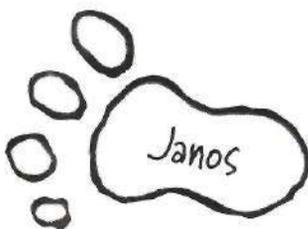
(An activity to review language taught so far.)

- 6 Ask children to draw their own footprint and label it.



Kids' Corner

- 1 **My garden:** Children are in groups. Provide each group with a big piece of cardboard. Children design a garden (i.e. draw and colour flowers, trees, grass, tables, chairs, etc.). Go around the class, providing any necessary help and asking them about the colours, etc in their garden.
- 2 **Colour commands:** Prepare some slips of paper with different colours on them. Hand them out to the children. Explain the game. Tell children that they are to carry out the commands only if their colour precedes it. Play the game.
e.g. Teacher: *Brown, stand up,* etc.
- 3 **Snap:** Children are in pairs. In turns, one child puts his/her picture word cards down with the **picture** facing up and the other puts his/her picture word cards down with the **word** facing up. The first child to see a matching pair and say "*snap*" takes the cards. The child with the most cards at the end of the game is the winner.



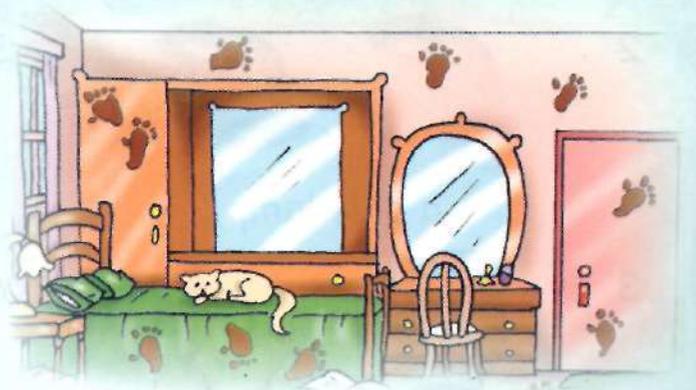
My Home!



Footprints in the kitchen,
Footprints in the hall,
Footprints on the floor,
Footprints on the wall!

Footprints in the living room,
Footprints on the stairs,
Footprints in the bedroom,
Footprints on the chairs!

Footprints in the bathroom,
But where is naughty Chuckles?
Footprints in the bath,
He's there with all the bubbles!



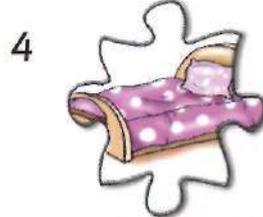


Now I know!

1 Read and put a tick (✓) or a cross (X).



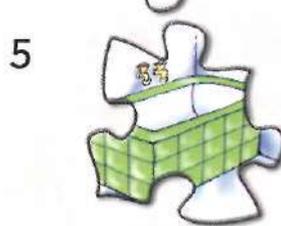
It's a cat.



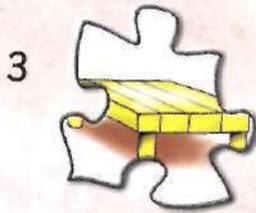
It's a bed.



It's a chair.



It's a table.



It's a tree house.



It's a house.



2 Read and **circle**.



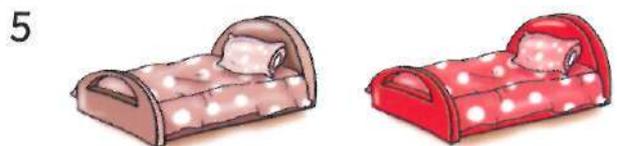
a black chair



a yellow radio



a blue lamp



a red bed



a green jug



a brown table



Now I know! (a - b)

Aim: Consolidation of *My Home!* (Theme 1)

1 Read and put a tick (✓) or a cross (x).

1 Point to each picture and elicit the items.

e.g. Teacher: *(pointing to picture 1) What's this?*
Class: *(It's a) cat, etc.*

2 Point to the picture of the cat, read the example and ask for verification.

e.g. Teacher: *It's a cat. Yes? No?*
Class: *Yes.*

Teacher: *(pointing to the tick) Put a tick.*

Point to the second item and invite a child to read the sentence. Ask him/her for verification. Write the answer on the board. Repeat the procedure with the rest of the items. (2 ✓, 3 x, 4 ✓, 5 x, 6 ✓).

3 Say the items in random order. Children respond by telling you the number of the item.

e.g. Teacher: *It's a bath.*
Class: *five, etc.*

2 Read and circle.

4 Revise the colours. Say: "Blue!" and invite individual children to point to the blue items in the exercise. Do the same for the rest of the colours.

5 Refer to item 1. Point to the black chair and say: "a black chair!" Do the same for the blue chair. Read the phrase below the two pictures and then draw attention to the circle around the black chair. Point to the second item and invite a child to read the phrase. Ask him/her to circle the correct picture. Hold your book up and draw an imaginary circle over the correct picture for the class to see the correct answer. Repeat the procedure with the rest of the items. Check children's answers.

6 Invite children to look at the items in exercise 2 and say yes or no.

e.g. Teacher: *a green bed*
Class: *no*
Teacher: *a yellow radio*
Class: *yes, etc.*



3 Read and draw lines.

7 Elicit the names of the characters and the rooms. Read item 1 and draw children's attention to the arrow leading from **mummy** to **bedroom**. Ask one of the children to read the second sentence and draw a line from the character to the correct room. Hold your book up and draw an imaginary line for the class to see the correct answer. Repeat the procedure with the rest of the items. Check children's answers.

8 Say one of the rooms, e.g. *kitchen*. Invite children to tell you the names of the items in the room.

e.g. Teacher: *Kitchen*

Child 1: *(a red) chair*

Child 2: *(a blue) radio* etc

4 Read, circle and match.

9 Elicit the names of the items. Refer children to the radio and the line leading to the circled word. Read the word *bath*, make an imaginary circle and ask a child which picture the arrow should come from. Repeat the procedure with the rest of the items. Hold your book up and draw an imaginary circle and line for the class to see the correct answer. Check children's answers.

10 Hold up your book, and point to the items in exercise 4 in random order. Invite children to respond chorally.

e.g. Teacher: *(pointing to garden)*

Class: *garden!*

Speed up the process to make it fun for the children.

Note: Upon completion of the *Now I know!* section, refer children to the stickers in their Activity Books and ask them to take out a *Now I know!* sticker and attach it to the corresponding box. Encourage children's efforts regardless of their performance and try to instill a sense of achievement for completing this section! As a further reward, children can vote on their favourite song from the theme and you can sing it together.



3 Read and draw lines.

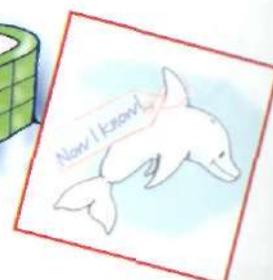
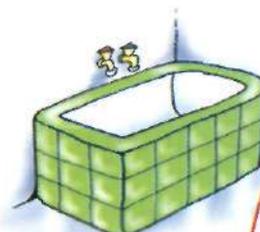


- 1 Mummy is in the bedroom.
- 2 Grandma is in the kitchen.
- 3 Grandpa is in the living room.
- 4 Larry is in the bathroom.
- 5 Lulu is in the living room.
- 6 Daddy is in the bedroom.

4 Read, circle and match.



radio bath garden tree house



My Birthday!



candles



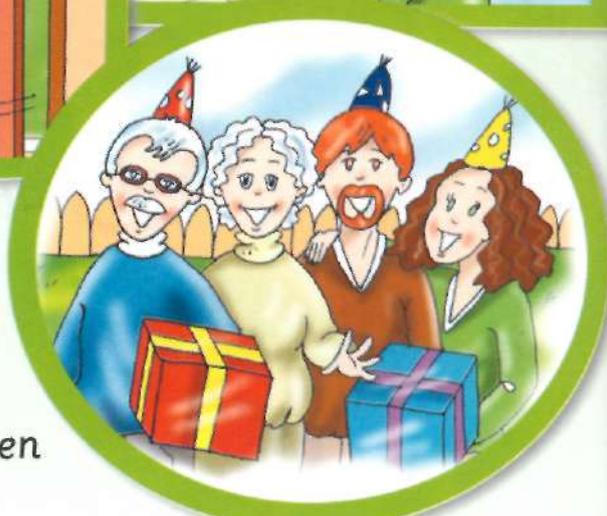
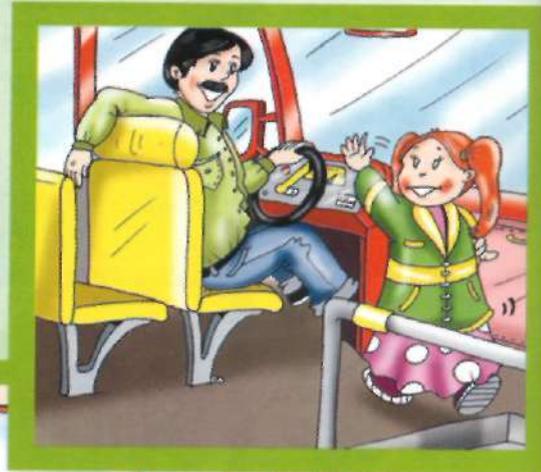
party



happy



sad



Listen and **circle**.

How old is Lulu?

• five

• seven

My Birthday! (Theme 2)

LESSON 1

Aim: Talking about age & birthdays

Pupil language: candles – party – happy – sad –
How old are you? – I'm ...

Teacher language: Who's this? – Is (s)he ...? – How
many...? – How old is ...?

Revision: numbers 1-10 (EC 42)

▶▶ Beginning the lesson

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

(An activity to review language taught in My Home!)

- 2 Write on slips of paper the rooms of a house (*bathroom, bedroom, kitchen, living room*) and hand them out. Children hold up their slips of paper as soon as they hear the word. Alternatively, instead of slips of papers children can use their picture word cards.
- 3 **Song:** Play the song *Footprints in the kitchen...* from *My Home!* Lesson 5. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 1 - 4 (candles, party, happy, sad)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 1-4, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 14

- 5 Draw a large 14 on the board. Point to it, mime and say: "Open your books at page fourteen!"

(An activity to explore the theme.)

- 6 Read the title of the theme: *My Birthday!* Use a photograph of a birthday cake, a picture or a simple sketch on the board to illustrate the meaning of the word *birthday*. Go through the theme with the children and comment on the pictures illustrating the dialogues.



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 7 Play the cassette. Children listen and repeat, chorally and individually.



Listen and look.

(A listening activity to familiarise children with spoken English.)

- 8 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (picture 1 - pointing to Lulu) *Who's this?, Is she happy or sad?, etc.*
- 9 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Bus driver: *You're happy today, Lulu!*

Lulu: *Yes! It's my birthday!*

Bus driver: *How old are you today?*

Lulu: *I'm five! Bye!*

Bus driver: *Happy Birthday!*

Lulu: *Hello, Nanny! Hurry! Let's go into the house!*

Nanny: *OK, dear!*

Lulu: *Where's Mummy? Where's Daddy? Where's Larry?
Where's my birthday party?*

Nanny: *Don't be sad, Lulu! Let's go into the garden, dear!*

Everybody: *SURPRISE!*

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





Listen and circle.

(A listening comprehension activity.)

- 11 Explain the listening task. Read the question and the two alternatives. Tell them that they are going to listen to the dialogue again and circle the correct age (*five*).

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

e.g. You're ... today, Lulu!
Yes! It's my ...! etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

Page 15



Chit Chat

(An activity for children to communicate in English.)

- 12 Read the exchange. Children repeat after you. Elicit the numbers below. Children, in pairs, ask and answer.

Flashcards 5 - 11

- 13 Children close their books. Pin up flashcard No 5. Say, then write: "How old are you?" "I'm five!" Children repeat, chorally and individually. Pin up the rest of the flashcards. Children ask and answer using the flashcards as prompts.

Extension: If you feel that the children feel confident enough, have them, in pairs, ask one another about their age.

▶▶ Go to Activity Book pages 14 and 15.



Song

(An activity for children's language development.)

- 14 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

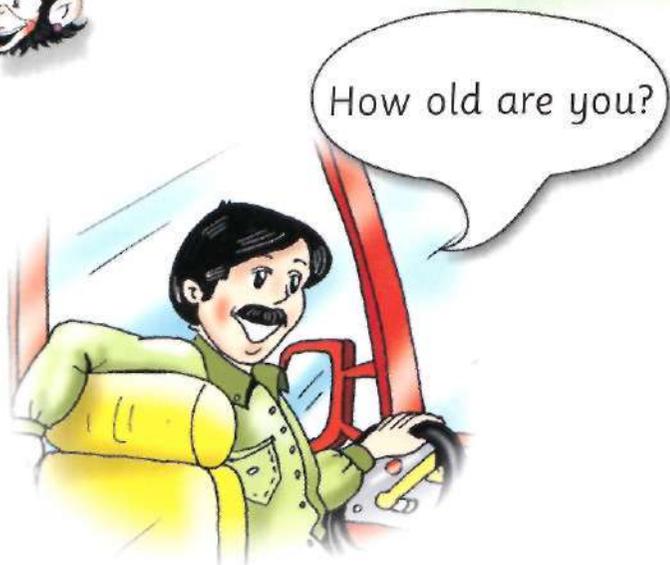
▶▶ Ending the lesson

(An activity to review the words in Lesson 1)

- 15 Children draw up to ten candles and colour them. As they leave they hand in their drawings and tell you how many candles they have got.

e.g. Teacher: (Maria), how many candles?
Maria: Six! etc





5



7



9



6



8



10

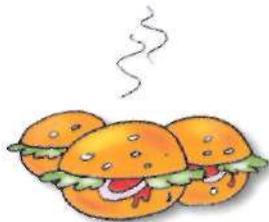


I'm happy today,
It's my birthday!
I'm happy, I'm happy today!

How old are you?
I'm five today!
I'm happy, I'm happy today!



My Birthday!



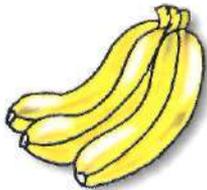
burgers



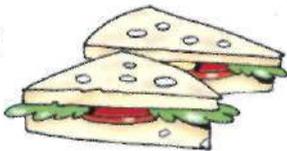
chips



apples



bananas

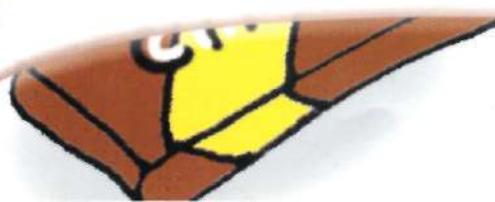


sandwiches



One, two, three, four,
Yummy chocolate,
Give me more!

Five, six, seven, eight,
My favourite food
Is CHOCOLATE!



My Birthday! (Theme 2)

LESSON 2

Aim: Identifying and describing food

Pupil language: burgers – chips – apples – bananas – sandwiches – I like ... – I don't like ...

Teacher language: Who's this? – Where is she? – What do you like?

▶▶ Beginning the lesson

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

(An activity to review vocabulary from Lesson 1)

- 2 Have the **candles**, **party**, **happy** and **sad** flashcards displayed on your desk. Invite a child to come to the front. Provide him/her with some blue-tack. Explain to him/her that he/she should pin up the flashcards on the board in the order you call them out. Ask the rest of the class for verification. Repeat the procedure with more children.
- 3 **Song:** Play the song *I'm happy today...* from Lesson 1. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 12 – 16 (burgers, chips, apples, bananas, sandwiches)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 12–16, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 16

- 5 Draw a large 16 on the board. Point to it, mime and say: "Open your books at page sixteen!"



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.



Chant

(An activity to present and practise the vocabulary and patterns of the lesson.)

- 7 Play the chant on the cassette. Children listen and look. Then play the cassette and encourage children to join in. Play the chant as many times as you feel is necessary.
- 8 Repeat the chant, without the cassette this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before some words and invite children to complete the phrase/sentence for you.

e.g. *One, two, three, ...
Yummy chocolate,
Give me ...!* etc





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 9 Set the scene by asking children questions about what they can see in the pictures.

e.g. (picture 1 - pointing to Lulu) *Who's this? Where is she?, etc*

- 10 Next, mime and say, "Listen and look." Play the cassette, holding your book up for the class to watch as you indicate each picture throughout the dialogue.

TAPESCRIP

Lulu: *This is a lovely party! Mmm, burgers! I like burgers!*

Lulu: *Chips, too! Yummy! I like chips!*

Larry: *Look, Lulu! Sandwiches!*

Lulu: *Thank you, Larry!*

Lulu: *Oh, bananas! Thank you, Chuckles! I like bananas too!*

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



Listen and tick.

(A listening comprehension activity.)

- 12 Explain the listening task. Point to the pictures and elicit the items. Tell them that they are going to listen to the dialogue again and tick the correct pictures (*burgers, chips, bananas*).

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

e.g. *This is a lovely ...! Mmm, ...!* etc.

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

▶▶ *Go to Activity Book pages 16 and 17.*



Song

(An activity for children's language development.)

- 13 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

Note: This song is also included in the school play. If you are putting on a production of the play, you will need to spend some more time on it.

▶▶ **Ending the lesson**

(An activity to review language taught in Lesson 2.)

- 14 Children leave the classroom in pairs telling you what they like.

e.g. Teacher: *What do you like, John?*

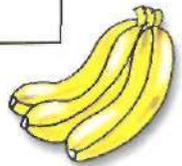
John: *(I like) burgers.*

Teacher: *What do you like, Mike?*

Mike: *(I like) bananas, etc.*



Listen and tick (✓).



Yummy, yummy, chocolate,
That's what I like!
Chocolate on a biscuit,
Chocolate on a cake!

I don't like eggs,
And I don't like cheese!
But, yummy, yummy, chocolate,
Ooh, yes please!



My Birthday!



ice cream



pizza



milk



orange juice



chocolate
cake



Listen and draw lines.

A collection of balloons containing different food items: bananas, chocolate cake, orange juice, ice cream, and milk. Below the balloons are two children, a girl and a boy, with a red line starting from the orange juice balloon and pointing towards the boy, indicating a drawing task.

My Birthday! (Theme 2)

LESSON 3

Aim: Talking about food preferences

Pupil language: ice cream – pizza – milk – orange juice – chocolate cake – My favourite food is ... – Happy Birthday – I like/don't like ...

Teacher language: What's your favourite food? – Do you like ...? – Does Lulu like (bananas)? – Where are they? – What's on the table?

▶▶ Beginning the lesson

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

(An activity to review vocabulary taught in Lesson 2.)

- 2 Pin up the food flashcards from Lesson 2 (chips, burgers, apples, bananas, sandwiches). Write the words in jumbled order. Ask children to come to the front and match the words to the pictures by drawing lines.
- 3 **Song:** Play the song *Yummy, yummy, chocolate, ...* from Lesson 2. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 17 – 21 (ice cream, pizza, milk, orange juice, chocolate cake)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 17-21, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 18

- 5 Draw a large 18 on the board. Point to it, mime and say: "Open your books at page eighteen!"



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Children listen and repeat, chorally and individually.



Listen and draw lines.

(A listening activity to consolidate language taught so far.)

- 7 Explain the listening task. Elicit the food items. Tell children they are going to listen and draw lines to match the items with Larry or Lulu. Play the cassette as many times as you feel is necessary for the children to do the task. Check children's answers.

TAPESCRIPT

Larry: Do you like orange juice, Lulu?

Lulu: Orange juice? Oh yes, I love orange juice.

Nanny: Do you like orange juice, Larry?

Larry: No, I don't like orange juice. I like milk!

Nanny: Milk?

Larry: Yes, I like milk!

Nanny: Do you like apples, Larry?

Larry: Yes, I do. I like apples. Yummy!

Nanny: Do you like apples, Lulu?

Lulu: No, I don't like apples. I like bananas.

Nanny: Mmm, bananas! What's your favourite food, Lulu?

Lulu: My favourite food is chocolate cake. I love chocolate cake.

Larry: My favourite food is ice cream.

Nanny: Ice cream, Larry?

Larry: Yes, yummy! I love ice cream.

Extension: Ask children questions.

e.g. Teacher: Does Lulu like bananas?

Child: No! etc.





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 8 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (picture 1) *Where are they?, What's on the table?, etc.*
- 9 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Lulu: *What's your favourite food, Nanny?*
Nanny: *Well, my favourite food is pizza!*

Larry: *My favourite food is ice cream!*
Nanny: *What's your favourite food, Lulu?*
Lulu: *Well...*

Lulu: *My favourite food is chocolate cake!*
Everyone: *Happy Birthday to you ...*

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



Listen and tick.

(A listening comprehension activity.)

- 11 Explain the listening task. Read the question and invite children to guess the answer. Tell them that they are going to listen to the dialogue again and tick the correct picture. Play the cassette. Children listen and tick the correct picture (pizza). Check children's answers.

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

e.g. *What's your favourite ... Nanny?, etc.*

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.



Song

(An activity for children's language development.)

- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

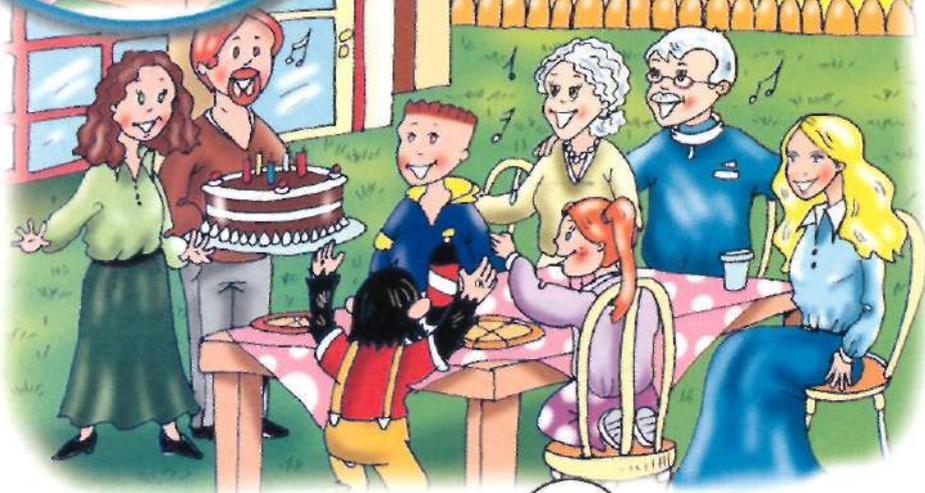
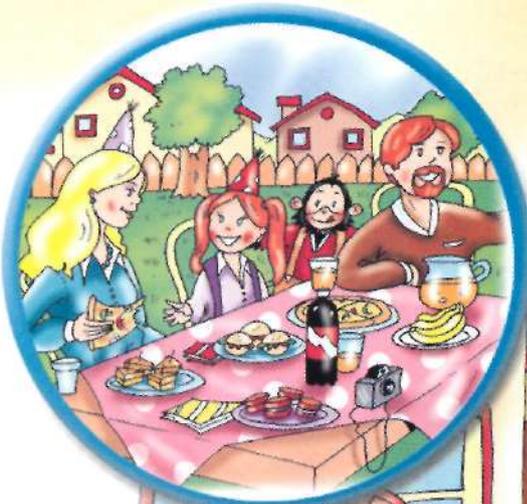
(See Introduction for ideas on how to exploit songs.)

Ending the lesson

(An activity to review language taught in this lesson.)

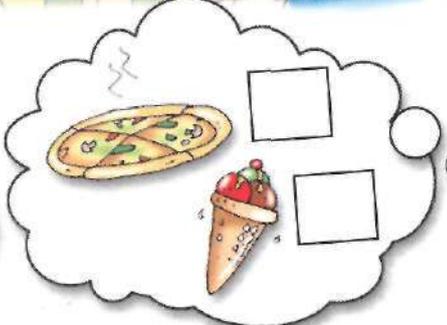
- 13 Tell children that it's your birthday today and you want a "present" from them. Hand out blank sheets of paper and some crayons and ask them to draw and colour their presents for you.

Note: You can tell them that their present has to be a food item. Upon completion, they sing the *Happy Birthday* song and give you their presents. Respond by thanking them and saying how much you like this particular food.



Listen and tick (✓).

What's your favourite food, Nanny?



Happy birthday to you,
Happy birthday to you,
Happy birthday, dear Lulu,
Happy birthday to you!

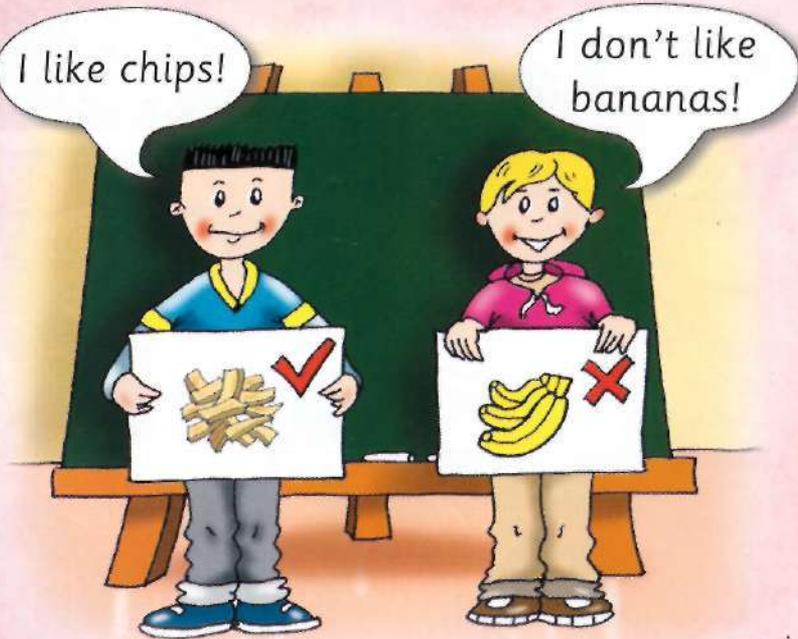


My Birthday!

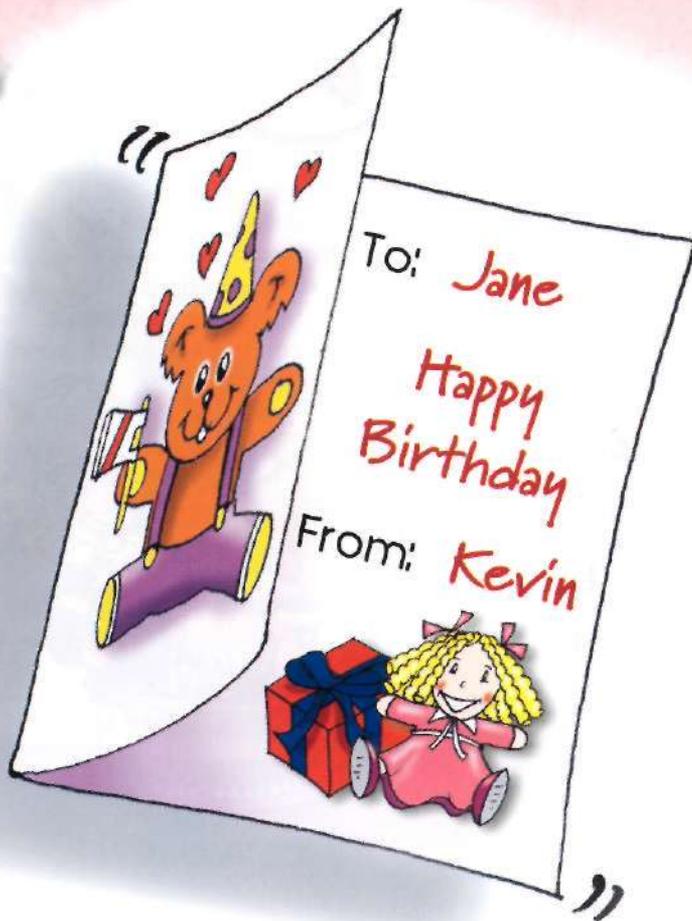


I like chips!

I don't like bananas!



Candles on a chocolate cake!



My Birthday! (Theme 2)

LESSON 4

Aim: Consolidation

Pupil language: I like (chips)! – I don't like (bananas)!

– Candles on a chocolate cake!

Revision: Food & drinks

▶▶ Beginning the lesson

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

(An activity to review language taught in Lesson 3.)

- 2 Pin up the food flashcards from Lesson 3. Ask children, one at a time, to tell you their favourite food. As they do so, take the respective flashcard off the board and give it to the child who said that it was his favourite food. Collect the flashcards and repeat the procedure with another group of children.

e.g. Teacher: *Nancy, which is your favourite food?*

Nancy: *(My favourite food is) chocolate cake!*

Teacher: *Here you are!*

Nancy: *Thank you.*

- 3 **Song:** Play the song *Happy birthday to you ...* from Lesson 3. Invite the children to sing along.

▶▶ Go to Activity Book page 20.

Page 20



Let's play.

(An activity to review language taught in this theme.)

Flashcards 22 - 41

- 4 Read the example. Explain the game and hand out the food flashcards Nos 22-41 (some with ticks and some with crosses). Those who have a flashcard with a tick on it will say that they like it and those who have a flashcard with a cross will say that they don't like it. Demonstrate this yourself first.

Note: To make the game more interesting you can invite two children at a time to come to the front, show their flashcards and say whether they like or don't like the food item.



Listen and repeat.

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

- 5 Play the cassette. Focus children's attention on how *c* and *ch* are pronounced: *c* is pronounced /k/ as in *cake*, while *ch* is pronounced /tʃ/ as in *chocolate*. Children listen and repeat, chorally and individually. Check children's pronunciation and intonation.



Craftwork

(An activity to practise writing and fine motor skills.)

- 6 Tell the children that they are going to make a birthday card. Show them your model and refer them to the back of their books (Craftwork sheets). Guide them through the cutting and writing. Go around the class, providing any necessary help.

- 7 While the children are doing the craftwork, feel free to play any song from the theme.

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 8 Upon completion of the craftwork, children read out their birthday cards. Alternatively, they could exchange birthday cards and wish one another *Happy Birthday*.



My Birthday! (Theme 2)

LESSON 5

Aim: Consolidation
Pupil language: words & patterns from previous lessons
Revision: Food & drinks



▶▶ Beginning the lesson

- 1 Wait by the door and greet the children as they arrive.
(An activity to review language already taught.)
- 2 Play the game from Lesson 4 again.

▶▶ Go to Activity Book page 21.

Page 21



Song

(An activity for children's language development.)

- 3 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

Note: This song is also included in the school play. If you are putting on a production of the play, you will need to spend some more time on it.

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 4 Children use plasticine to make their favourite food and talk about it.

- 1 **Food survey:** Pin up the food flashcards around the classroom and next to each one pin a sheet of paper with two columns. (On top of the columns could be headings such as *I like - I don't like*, ✓ - ✗, ⊕ - ⊖, etc.) Have the children go around the room and write their names in the correct columns. As an extension, you can divide the class into groups and give each group a sheet of paper to report back to the class who likes and who doesn't like this food.

- 2 **Let's have a party!** Children, in pairs, use their picture word cards to choose which food and drinks to have at their party. They then report back to the class.

e.g. Teacher: *Mike and John, tell us about the food at your party.*

Mike: *Chips, burgers and sandwiches.*

John: *And orange juice, Miss.*

- 3 **Let's make a pizza!** Provide a round piece of paper to each child. Tell them to make their own pizza by drawing the food items they have learned in this theme. Upon completion they report back to class.

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

Jenny: *Chocolate and banana(s).*

Teacher: *Mmm, yummy!*

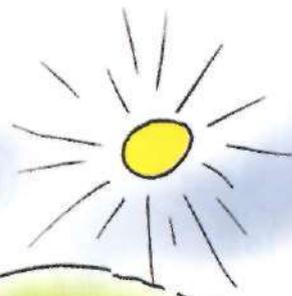


My Birthday!

Hurry, hurry,
Come and see!
Today there's a party,
Just for me!

With burgers, biscuits,
And bananas, too!
There's lots to eat
For me and you!

Pizza, chips
And sandwiches!
And candles on a cake
To make a wish!





Now I know!

1 Read and underline.

1  I'm five/three!

2  I'm ten/one!

3  I'm six/nine!

4  I'm two/eight!

5  I'm nine/four!

6  I'm six/seven!

7  7

8  8

9  9

10  10

2 Read and circle.

1 

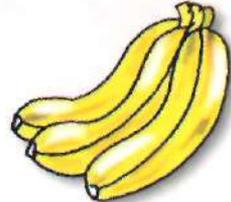
- egg
- eggs

2 

- burger
- burgers

3 

- chocolate cake
- chocolate cakes

4 

- banana
- bananas

5 

- chip
- chips

6 

- apple
- apples



Now I know!

(c - d)

Aim: Consolidation of *My Birthday!* (Theme 2)

1 Read and underline.

1 Point to the badges in each picture and elicit the numbers.

e.g. Teacher: *(pointing to item 1) What number's this?*

Class: *five* etc.

2 Point to the picture of Lulu (item 1) and read the speech bubble.

e.g. Teacher: *I'm five./I'm three. (Draw the children's attention to the number on the badge and the underlined word)*

Class: *Five.*

Ask a child to read the second speech bubble and underline the correct word. Write the answer on the board. Repeat the procedure with the rest of items. Check children's answers (2 *ten*, 3 *six*, 4 *eight*, 5 *nine*, 6 *seven*)

3 Point at random to the numbers on the badges and invite children to respond orally.

e.g. Teacher: *(pointing to 10).*

Class: *ten.*

Speed up the process to make it fun for the children.

2 Read and circle.

4 Point to each picture and elicit the items - emphasizing the singular or the plural.

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

Class: *(It's an) egg.*

Teacher: *Yes (holding up 1 finger). An egg, etc*

5 Point to the picture of the egg, read the example and ask for verification.

e.g. Teacher: *(holding up 1 finger) egg or eggs (emphasizing the s)?*

Class: *egg.*

Draw children's attention to the circled word.

Ask a child to read the words for the second item and circle the correct one. Hold your book up and draw an imaginary circle over the correct word for the class to see the correct answer. Repeat the procedure with the rest of the items. Check children's answers. (2 *burger*, 3 *chocolate cake*, 4 *bananas*, 5 *chips*, 6 *apples*).

6 Say the singular of the items depicted and invite children to give you the plural.

e.g. Teacher: *burger*

Class: *burgers* etc



3 Read and put a tick (✓) or a cross (X).

7 Point to each item and elicit the name.

e.g. Teacher: (*pointing to orange juice*) *What's this?*

Class: *orange juice* etc.

8 Draw children's attention to the first sentence in the speech bubble. Read and say: "*I don't like orange juice.*" Refer them to the X next to the orange juice.

Ask a child to read the next sentence and put either a tick or a cross next to the corresponding picture. Hold your book up and write an imaginary ✓ next to the picture. Repeat the procedure with the rest of the items. Check children's answers (tick ✓ *apples* X, *bananas* ✓, *chocolate cake* ✓).

9 Draw a big ✓ and X on the board. Hold up a food FC and point to the tick or cross. Encourage children to respond.

e.g. Teacher: (*holding up banana FC and pointing to X*).

Class: *I don't like bananas.* etc.

4 Read and match.

10 Point to each picture and elicit the names of the items.

11 Point to the word in item 1. Read and say: "*candles*". Draw children's attention to the arrow pointing to the picture of candles.

Ask a child to read the second word and draw a line to match the word to the picture. Hold your book up and draw an imaginary line for the class to see the answer. Repeat the procedure with the rest of the items. Check children's answers (2 c, 3 f, 4 b, 5 a, 6 e).

12 Ask children to look at the items in Ex. 4 for one minute. Then ask them to close their books and tell you as many items as they can remember.

e.g. Child 1: *Ice cream* etc.

Teacher: *Good* etc.

Note: Upon completion of the *Now I know!* section, refer children to the stickers in their Activity Books and ask them to take out a *Now I know!* sticker and attach it to the corresponding box. Encourage children's efforts regardless of their performance and try to instill a sense of achievement for completing this section! As a further reward, children can vote on their favourite song from the theme and you can sing it together.

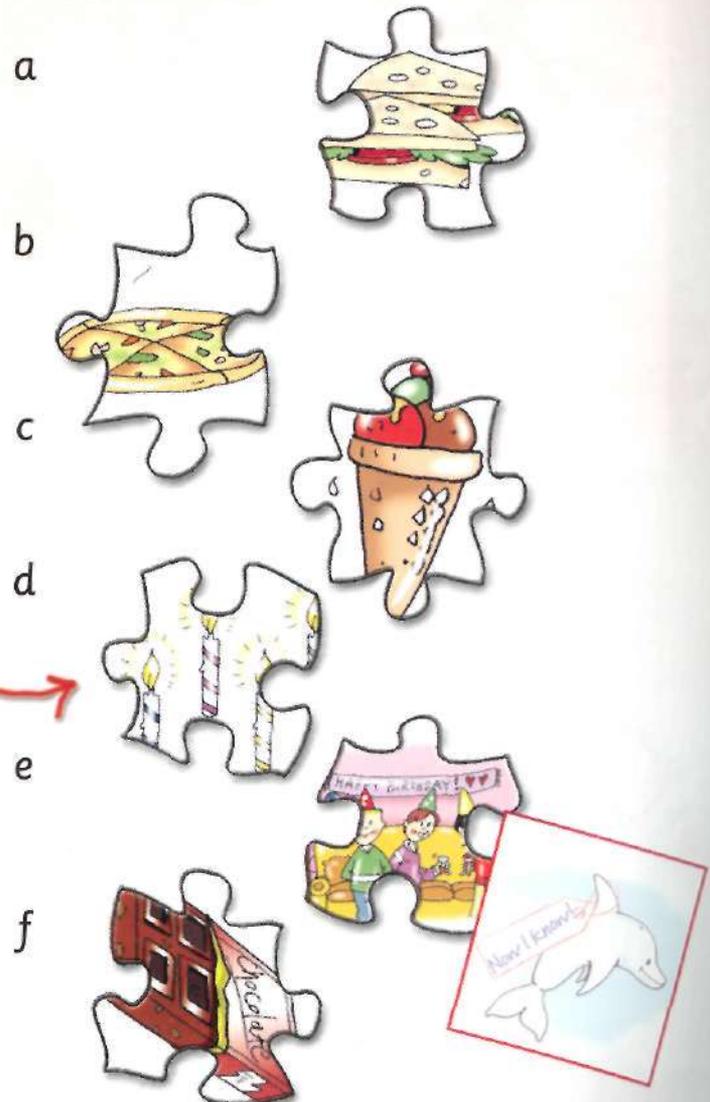
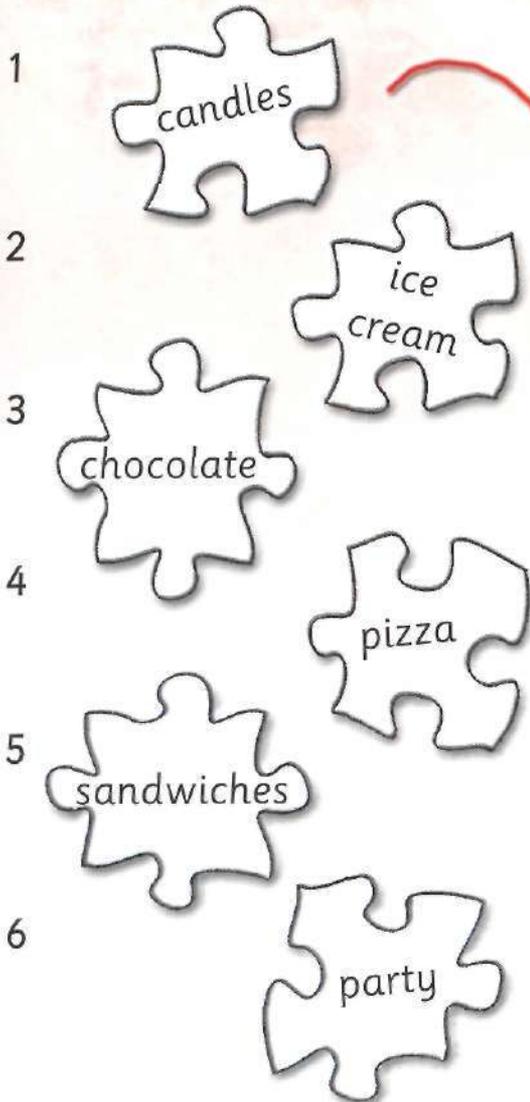
3 Read and put a tick (✓) or a cross (✗).



I don't like orange juice.
 I like milk.
 I don't like apples.
 I like bananas.
 I like chocolate cake.



4 Read and match.



My Animals!

(Theme 3)

LESSON 1

Aim: Identifying animals and talking about ability

Pupil language: swim, fish – jump, frog – sing, bird dance, chimp – run, horse – I can... – So can I.

Teacher language: Who's this? – What's this? – Can you...? What can (Larry) do?

Revision: hen (FC 20)

▶▶ Beginning the lesson

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

(An activity to review language taught in My Birthday!)

- 2 Write the words **food** and **drinks** on the board. Pin up the flashcards (*burgers, chips, sandwiches, pizza, milk, orange juice*) on the board in random order. Ask children to help you to sort them out into these categories.

- 3 **Song:** Play the song *Hurry, hurry, ...* from *My Birthday!* Lesson 5. Children listen and sing.

▶▶ Presentation & Practice

Flashcards 1 - 5 (swim/fish, jump/frog, dance/chimp, sing/bird, run)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 1-5, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 22

- 5 Draw a large 22 on the board. Point to it, mime and say: "Open your books at page twenty-two!"

(An activity to explore the theme.)

- 6 Read the title of the theme: *My animals!* Explain what *animals* means using animal flashcards or other realia and ask children what animals they know in English. Go through the theme with the children and comment on the pictures illustrating the dialogues.



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 7 Play the cassette. Children listen and repeat, chorally and individually.



Listen and look.

(A listening activity to familiarise children with spoken English.)

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

e.g. (picture 1 - pointing to Larry) 'Who's this?' (pointing to the fish) 'What's this?' etc.

- 9 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Larry: Nanny, look! A fish. I can swim, too!

Lulu: Well done, Larry!

Lulu: Nanny, look! A frog. I can jump, too!

Nanny: Well done, dear!

Nanny: Hurry, children! Food's ready.

Larry: Nanny, where's Chuckles?

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



Listen and match.

(A listening comprehension activity.)

- 11 Explain the listening task. Tell them that they are going to listen to the dialogue again and match Larry and Lulu to the actions. Play the cassette. Check pupils' answers. *(Larry can swim. / Lulu can jump.)*



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

e.g. Nanny, look! A ..., I can ... too!, etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

Page 23



Chit Chat

(An activity for children to communicate in English.)

- 12 Read the exchange. Children repeat after you. Elicit the actions, depicted. Children, in pairs, act out similar exchanges.

Flashcards 6 - 11

- 13 Children close their books. Pin up flashcard No 6. Say, then write: "I can jump like a frog!" "So can I!" Children repeat, chorally and individually. Pin up the rest of the flashcards and repeat the process orally. Then, hand out a flashcard to each pair of children and ask them to act out a similar exchange.

Extension: Children, in pairs, come to the front. One child says and mimes an action. The other child mirrors the action.

e.g. Child 1: *(miming jumping)* I can jump like a frog!
Child 2: *(miming jumping, too)* So can I!

▶▶ Go to Activity Book pages 22 and 23



Song

(An activity for children's language development.)

- 14 Mime the animal actions: jump, run, dance, sing, swim. Encourage children to do the same. Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate. *(See Introduction for ideas on how to exploit songs.)*

▶▶ Ending the lesson

(An activity to review language taught in Lesson 1.)

- 15 Invite children, one by one, to the front. Hand them an animal flashcard and ask them to mime the action. The rest of the class have to guess what it is. The first child to answer correctly takes the next turn.





I can jump like a frog!

So can I!



jump like a frog



swim like a fish



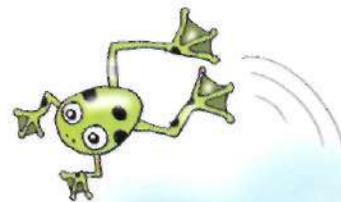
run like a horse



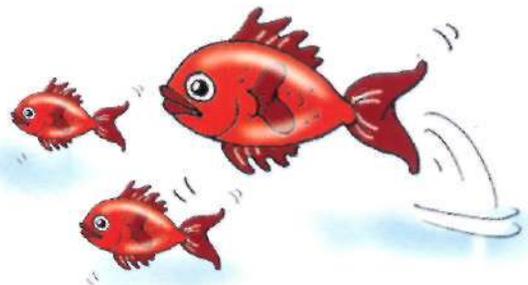
dance like a chimp



sing like a bird



I can jump like a frog,
Boing, boing!
I can swim like a fish,
Splish, splash, splish!
I can jump and I can swim,
I can dance and I can sing!
And I can run and run and run
Just like this!



My Animals!



boy



girl



climb



fly



I can jump,
I can run,
I can climb out in the sun!

I can jump,
I can run,
I can swim out in the sun!



My Animals! (Theme 3)

LESSON 2

Aim: Talking about ability

Pupil language: boy – girl – climb – fly – I can... – Yes, I can. / No, I can't.

Teacher language: Who's this? – Where's Chuckles?
– What's her name? – Can you...?

Revision: kangaroo (FC 21)

▶▶ Beginning the lesson

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

(An activity to review vocabulary from Lesson 1)

- 2 Pin up the action flashcards (*swim, jump, dance, run, sing*) on the board. Invite a child to come to the front, choose an action and mime it. The rest of the class tries to guess the action. The first child to guess correctly takes the next turn.

e.g. Danny: *(mimes singing)*

George: *(Can you) dance?*

Danny: *No!*

Judy: *(Can you) sing?*

Danny: *Yes!*

- 3 **Song:** Play the song *I can jump like a frog, ...* from Lesson 1. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 12 – 15 (boy, girl, climb, fly)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 12–15, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 24

- 5 Draw a large 24 on the board. Point to it, mime and say: *"Open your books at page twenty-four!"*



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.



Chant

(An activity to present and practise the vocabulary and patterns of the lesson.)

- 7 Play the chant on the cassette. Children listen and look. Then play the cassette and encourage children to join in. Play the chant as many times as you feel is necessary.
- 8 Repeat the chant without the cassette this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before each action and invite children to complete the phrase/sentence for you.

e.g. *I can ...*

I can ... etc.





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (picture 1 - pointing to Larry) *Who's this?*, etc
- 10 Next, mime and say: "*Listen and look.*" Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Larry: *Chuckles!*

Lulu: *Chuckles, where are you?*

Larry: *Look! There's Chuckles in the tree!*

Lulu: *Can you climb the tree, Larry?*

Larry: *No, I can't.*

Lulu: *Look! Who's that?*

Larry: *Ha, ha! It's a girl chimp.*

Lulu: *Look, Nanny! Two chimps. A boy and a girl.*

Larry: *Yes, Chuckles and Cherry! Ha, ha.*

Nanny: *Oh, dear!*

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



Listen and underline.

(A listening comprehension activity.)

- 12 Explain the listening task. Tell them that they are going to listen to the dialogue again and underline the correct response. Play the cassette. Children listen and do the task (*No, I can't.*).

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

e.g. *Look! There's Chuckles in the ...!*
Can you ... the tree, Larry?, etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.



Song

(An activity for children's language development.)

- 13 Revise the actions (fly, climb). Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate. *(See Introduction for ideas on how to exploit songs.)*

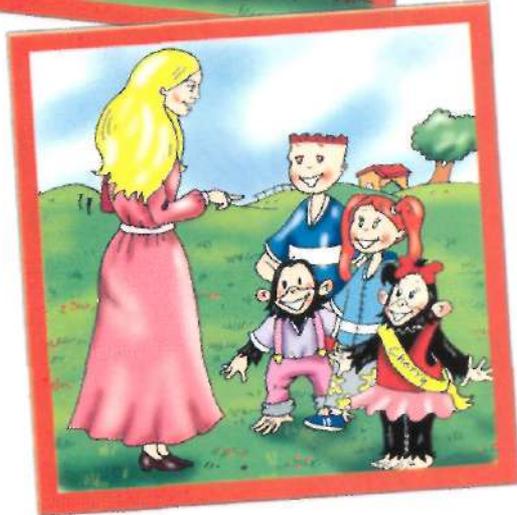
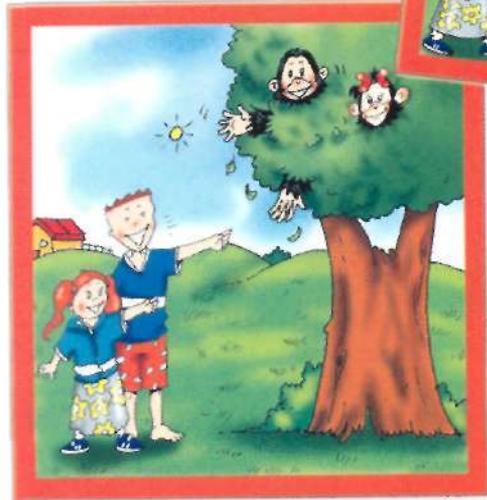
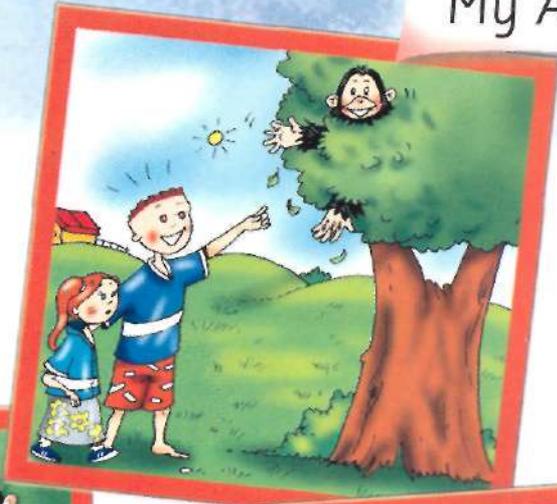
▶▶ **Ending the lesson**

(An activity to review language taught in Lesson 2.)

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

e.g. Teacher: *Nancy, can you climb?*

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



Listen and underline.

Can you climb the tree, Larry!

- Yes, I can.
- No, I can't.



Can you fly?
 Can you fly?
 Can you fly?
 No, I can't.

Can you climb?
 Can you climb?
 Can you climb?
 Yes, I can.

Can you climb like a chimp?
 Can you fly like a bird?
 Can you climb?
 Yes, I can!
 Can you fly?
 No, I can't!



My Animals!



clown



circus



magician



swing



Listen and put a tick (✓) or a cross (x).



	run	fly	dance	climb
	✓			
	✓			

My Animals! (Theme 3)

LESSON 3

Aim: Talking about abilities

Pupil language: clown – circus – magician – chimp
– swing – Yes, I can. / No I can't. – He/she can... –
He/she can't...

Teacher language: Can you...? – Can he/she...? –
What's this? – Who's this..?

▶▶ Beginning the lesson

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

(An activity to review vocabulary taught in Lesson 2.)

- 2 **Song:** Write the words *climb* and *fly* on slips of paper and hand them out. Alternatively, children can use their picture word cards. Tell children that you will play the song *I can jump like a frog* from Lesson 1 and whenever they hear the word on their slip of paper they should show it to you. Play the song. Children listen and do the activity.

▶▶ Presentation & Practice

Flashcards 16 – 19 (clown, circus, magician, swing)

(An activity to present the vocabulary of the lesson.)

- 3 Pin up flashcards Nos 16-19, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 26

- 4 Draw a large 26 on the board. Point to it, mime and say: "Open your books at page twenty-six!"



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 5 Play the cassette. Children listen and repeat, chorally and individually.



*Listen and put a tick (✓)
or a cross (X).*

(A listening activity to consolidate language taught so far.)

- 6 Explain the listening task. Tell children they are going to listen and tick what Larry and Lulu can do or cross what Larry and Lulu can't do. Play the cassette as many times as you feel is necessary for the children to do the task. Check children's answers.

TAPESCRIPT

Nanny: Ha, ha! Look! I can run! Can you run, Lulu?
Lulu: Oh, yes! I can run!

Nanny: Can you run, Larry?
Larry: Yes, I can. Look, I can run!

Nanny: Can you fly, Lulu?
Lulu: No, I can't fly.

Nanny: Can you fly, Larry?
Larry: No, I can't. I can't fly!

Nanny: Can you dance, Lulu?
Lulu: Dance? Oh yes! Look, I can dance.

Larry: And I can dance, too.
Nanny: Oh yes, very good.

Clown: Can you climb, Lulu?
Lulu: Mm, no! No, I can't climb!
Clown: Can you climb, Larry?
Larry: No, I can't climb.

Extension: Ask children questions about what Larry and Lulu can or cannot do.

e.g. Teacher: Can Lulu run?
Child: Yes (she can) etc.





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 7 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (picture 1) *Where are they? (at the circus)*
Who's this? (a magician), etc.
- 8 Next, mime and say, "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Larry: *Wow, the circus! Look, a clown.*

Lulu: *Look! A magician.*

Magician: *Cherry, Cherry, where are you?*

Nanny: *Cherry's here!*

Magician: *Oh, thank you! Do you want to come to the circus today?*

Larry and Lulu: *Ooh, yes please!*

Magician: *Now, boys and girls. Look at Cherry. And ...
Abracadabra. Alacazam! Look!*

Nanny: *Bravo! Bravo!*

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



Listen and underline.

(A listening comprehension activity.)

- 10 Explain the listening task. Read the sentence and invite the children to guess which name they are to underline. Play the cassette. Children listen and underline the name (Cherry). Check children's answers.

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

e.g. *Wow, the ... Look, a ...* etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

▶▶ Go to Activity Book pages 24 and 25.



Song

(An activity for children's language development.)

- 11 Revise **run, jump, climb** and **swim** by miming the actions and encouraging children to do the same. Change the pace to make it fun for the children (i.e. *slow, fast, faster, etc.*).
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

Note: This song is also included in the school play. If you are putting on a production of the play, you will need to spend some more time on it.

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 13 Divide the class into two teams, A and B. Each team sends a child to the front to mime an action. The other team has to guess the action with only two questions. Otherwise, they do not get the point. Award a point for each correct guess. The team with the most points wins.

e.g. TA Child 1: *(mimes flying)*

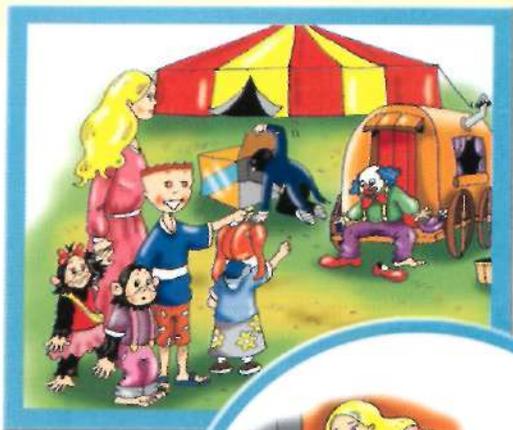
TB Child 1: *Can you swing?*

TA Child 1: *No, I can't.*

TB Child 2: *Can you fly?*

TA Child 1: *Yes, I can.*

Note: You can help children by pinning the action flashcards (*fly, swing, dance, swim, jump, sing, climb*) up on the board.



Listen and underline.

Now, boys and girls,
look at
• Chuckles • Cherry!

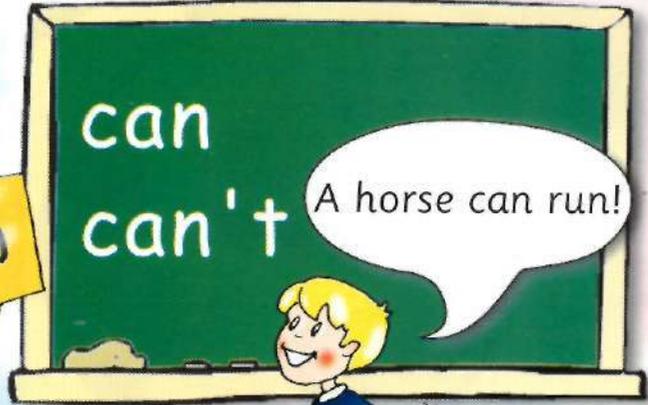


At the circus
In the town,
There's a very funny clown!
The clown can run,
And the clown can jump,
Run and jump all day,
Hey!

At the circus
In the town,
There's a very funny chimp!
The chimp can climb,
And the chimp can swing,
Climb and swing all day,
Hey!



My Animals!



A horse can run!



The bird can sing and the girl can swing!



My Animals! (Theme 3)

LESSON 4

Aim: Consolidation

Pupil language: A horse can run! – The bird can sing and the girl can swing!

Revision: Animals: cat, chimp, frog, horse, bird, fish –
Actions: fly, climb, sing, jump – girl

▶▶ Beginning the lesson

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

(Activities to review language taught in Lesson 3.)

- 2 Hold up a flashcard (*clown, circus, magician, swing*) and partially cover it with a piece of paper. Invite children to guess what's on the flashcard.

e.g. Teacher: *(partially covering circus) What's this?*
Class: *(It's a) circus!*

- 3 **Song:** Play the song *At the circus ...* from Lesson 3. Invite children to sing along.

▶▶ Go to Activity Book page 28.

Page 28



Let's play.

(An activity to review language taught so far.)

- 4 Prepare some slips of paper with the action verbs of the theme (*run, sing, swim, swing, jump, etc.*). Read the example. Write *can, can't* on the board. Explain the game. You will hold a flashcard of an animal and an action verb in random order. Children must make sentences using *can* or *can't*.



Listen and repeat.

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

- 5 Play the cassette. Focus children's attention on how *i* is pronounced: *i* is pronounced /i/ as in *sing* and /ɜ:/ as in *girl*. Children listen and repeat, chorally and individually. Check children's pronunciation and intonation.



Craftwork

(An activity to review language taught so far while children practise fine motor skills.)

- 6 Tell the children that they are going to make a mouse-mask. Show them your model and refer children to the back of their books (Craftwork sheets). Guide them through the cutting and colouring. Go around the class as the children do the craftwork and ask questions about the mask. "What colour is it?" etc. During this stage feel free to play any song from the theme.

▶▶ Ending the lesson

- 7 Upon completion of the craftwork, children can use their masks and act out a short dialogue in pairs. Demonstrate this yourself first.

e.g. Teacher: *Hello, I'm Mickey.*

Child 1: *Hello, I'm Minnie.*

Teacher: *How old are you, Mickey?*

Child 1: *I'm six.* etc



My Animals! (Theme 3)

LESSON 5

Aim: Consolidation

Pupil language: words and patterns taught in the theme

Revision: Abilities: run, jump, swim, fly, climb, swing, sing



▶▶ Beginning the lesson

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

(An activity to review language taught so far.)

- 2 Play the game from Lesson 4 again.

▶▶ Go to Activity Book page 29.

Page 29



Song

(An activity for children's language development.)

- 3 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

Note: This song is also included in the School Play. If you are putting on a production of the play, you will need to spend some more time on it.

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 4 Divide the class into horses, cats, fish and chimps. Play the song again. Children mime the actions.

- 1 **Animal walk:** Ask children to move around the classroom in a circle. Explain to them that as soon as you tell them the name of an animal, they have to move like this animal. You can play a song from the theme during this activity.

- 2 Pin up the animal flashcards (Nos 1, 2, 3, 4, 5, 14, 15, 19) for children to have a point of reference. Ask children to take out the corresponding picture word cards. Invite a child to choose a picture word card (without telling anyone else what it is) and come to the front. The rest of the class ask questions to guess which animal it is.

e.g. Child 1: *(holding the horse picture word card)*

Child 2: *Can it fly?*

Child 1: *No, it can't!*

Child 3: *Can it run?*

Child 1: *Yes, it can.*

Child 4: *A horse.*

Child 1: *Yes! Look! (showing the horse picture word card)*

- 3 **My animal:** Ask children to draw an animal and name it. Then, they write the actions their animal can do around it. (Provide some help with the names if necessary). They report back to the class.

climb

run



Candy

e.g. Child: *Candy can climb.
Candy can run.*



My Animals!



I'm a horse! I'm a horse!
And I can jump, of course!
Look at me! Look at me!

I'm a cat! I'm a cat!
And I can climb like that!
Look at me! Look at me!

I'm a fish! I'm a fish!
And I can swim, splish splish!
Look at me! Look at me!

I'm a chimp! I'm a chimp!
And I can climb and swing!
Look at me! Look at me!

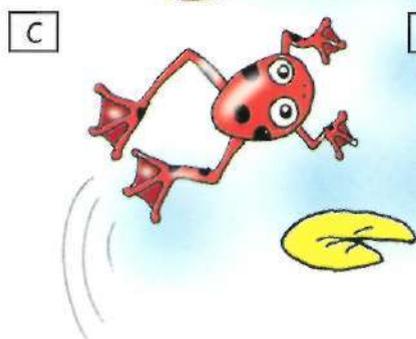
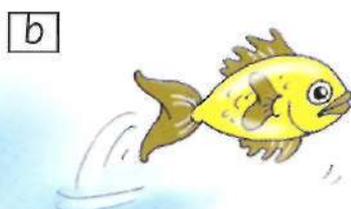
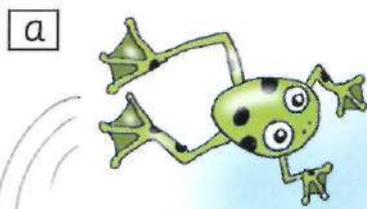


Now I know!

1 Read and match.



2 Read and write.



1 a red frog ^c.....

2 a blue fish

3 a green frog

4 a yellow fish



Now I know! (e - f)

Aim: Consolidation of *My Animals!* (Theme 3)

1 Read and match.

- 1 Point to the pictures and elicit the names of the items.

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

Class: *(It's a) circus, etc*

- 2 Refer children to the word "circus" in the lower case (item 4) and the arrow pointing to the picture of the circus. Then ask them where the next arrow should go. Follow the arrow with your finger to the word "circus" in the upper case. Ask a child to do the same for the item "clown". Hold your book up and draw imaginary lines for the class to see the answers. Repeat the procedure with the rest of the items. Check children's answers.
- 3 Write a column of words in the lower case on the board and another column with the same words, in jumbled order, in the upper case. Invite children to come to the board one by one and draw an arrow from the lower case word to its corresponding upper case word.

2 Read and write.

- 4 Elicit the items according to their colour.

e.g. Teacher: *(pointing to green frog) What's this?*

Class: *(a) green frog, etc*

- 5 Refer children to item 1. Read and say: "a red frog". Point to the red frog and the letter c and draw their attention to the "c" next to the phrase "a red frog" in item 1. Ask a child to read the second item and match it to the picture. Write the answer on the board. Repeat the procedure with the rest of the items. Check children's answers (2 d, 3 a, 4 b).

- 6 Hold up your book and point to the items in exercise 2 in random order. Invite children to respond chorally.

e.g. Teacher: *(pointing to blue fish)*

Class: *a blue fish, etc*

Speed up the process to make it fun for the children.



3 Read and tick.

7 Point to the activities in the pictures and elicit the word.

e.g. Teacher: (*pointing to "jump" activity*) *What can he do?*
Class: *Jump, etc.*

8 Refer children to the sentence in item 1: "Peter can jump." Draw their attention to the ✓ next to the "jump" picture. Ask a child to read the second sentence and tick the correct picture. Hold your book up and put an imaginary tick the correct box for the children to check the answer. Repeat the procedure with the rest of the items. Check children's answers.

9 Mime an activity and ask children to respond chorally.

e.g. Teacher: (*miming swim*)
Class: (*You can*) *swim, etc.*

4 Read and circle.

10 Point to each item and give a positive statement. Encourage children to agree or disagree.

e.g. Teacher: (*pointing to item 1*) *He can swim.*
Class: *Yes, etc.*

11 Draw children's attention to the picture and the exchange in item 1. Read and say: "Can you swim?" "Yes, I can./No, I can't." Refer them to the circle around "Yes, I can." Ask a child to read the exchange in item 2 and circle the correct answer. Write the answer on the board. Repeat the procedure with the rest of the items. Check children's answers (2 *No, I can't.*, 3 *No, I can't.*, 4 *Yes, I can.*, 5 *Yes, I can.*).

12 Ask children individually about their abilities and ask them to respond.

e.g. Teacher: *Can you run?*
Child 1: *Yes, I can, etc.*

Note: Upon completion of the *Now I know!* section, refer children to the stickers in their Activity Books and ask them to take out a *Now I know!* sticker and attach it to the corresponding box. Encourage children's efforts regardless of their performance and try to instil a sense of achievement for completing this section! As a further reward, children can vote on their favourite song from the theme and you can sing it together.



Story Book: The Town Mouse and the Country Mouse. We suggest you devote the next two lessons to the first story. (You may wish to spend more time on the story, depending on the needs of your class.) See page 65T for teaching notes on how to deal with the story.



3 Read and tick (✓).



1 Peter can jump.



2 Larry can swim.



3 Lulu can dance.



4 Chuckles can swing.



4 Read and circle.

1



Can you swim?

Yes, I can./No, I can't.

2



Can you climb?

Yes, I can./No, I can't.

3



Can you run?

Yes, I can./No, I can't.

4



Can you jump?

Yes, I can./No, I can't.

5



Can you sing?

Yes, I can./No, I can't.



My Toys!



teddy bear



toy soldier



pink

ballerina



shelf

on

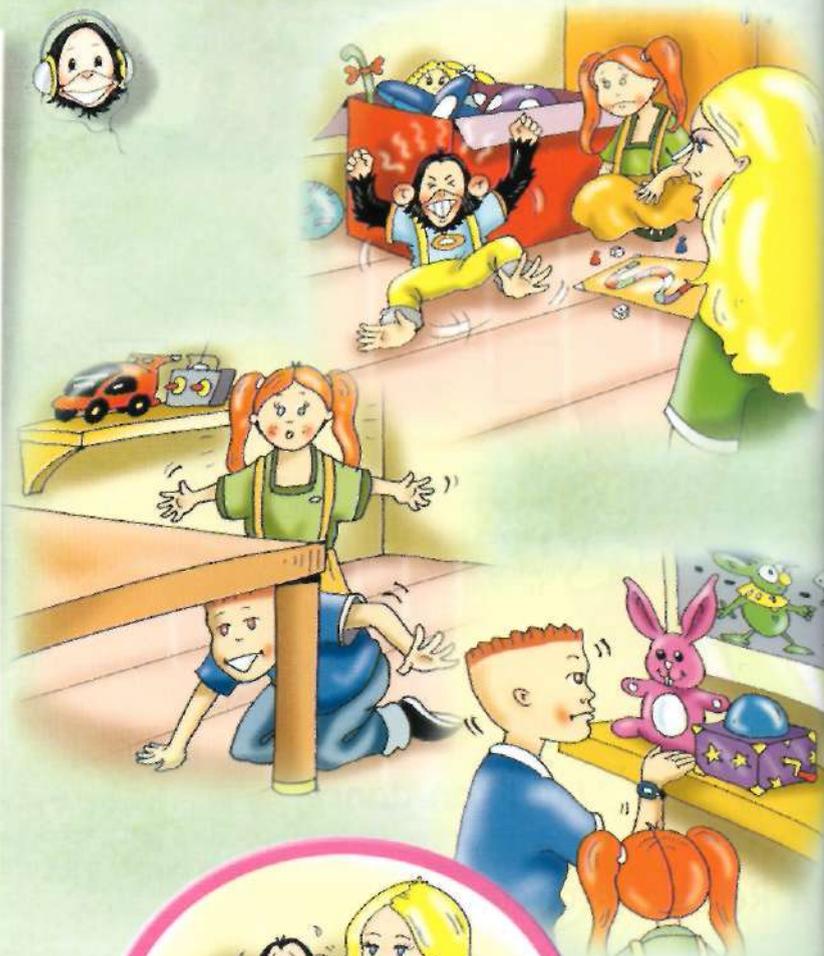


under

in



toy box



Listen and match.



My Toys! (Theme 4)

LESSON 1

Aim: Identifying toys and talking about location

Pupil language: teddy bear – toy soldier – ballerina, pink – shelf – on, under – in, toy box – Is it under the table? No, it isn't. – Larry's

Teacher language: Whose toy soldier is this? – It's Larry's. – What's this? – Is it on the book?

▶▶ Beginning the lesson

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

(An activity to review language taught in My Animals!)

- 2 Ask children to take the action picture word cards out of the envelope and put them on their desks (picture side up). Invite a child to come up and mime one of the actions. The rest of the class tries to guess the correct action. Whoever guesses correctly takes the next turn.
- 3 **Song:** Play the song *I'm a horse!* ... from *My Animals!* Lesson 5. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 1 - 6 (teddy bear, toy soldier, ballerina – pink, shelf, on – under, in – toy box)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 1-6, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 30

- 5 Draw a large 30 on the board. Point to it, mime and say: "Open your books at page thirty."

(An activity to explore the theme.)

- 6 Read the title of the theme: *My toys!* Use a picture of a toy or a simple sketch on the board to illustrate the meaning of the word *toys*. Go through the theme with the children and comment on the pictures illustrating the dialogues.



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 7 Play the cassette. Children listen and repeat, chorally and individually.



Listen and look.

(A listening activity to familiarise children with spoken English.)

- 8 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (picture 1 – pointing to Chuckles) Is Chuckles happy or sad?, etc.
- 9 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Nanny: Oh dear, Chuckles! What's the matter?

Lulu: He can't find his teddy bear. Nanny, where's his teddy bear?

Nanny: I don't know.

Lulu: Is it under the table?

Larry: No, it isn't.

Lulu: Oh, where is it?

Lulu: Is it on the shelf?

Larry: No, it isn't.

Nanny: What about the toy box? Is it in the toy box?

Larry: Oh, look! My toy soldier!

Lulu: And look! My ballerina!

Nanny: But what about Chuckles' teddy bear?

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





Listen and match.

(A listening comprehension activity.)

- 11 Explain the listening task. Elicit the names of the toys. Tell children that they are going to listen to the dialogue again and match Larry, Lulu and Chuckles to the correct toy. (Lulu - ballerina, Chuckles - teddy bear.)

Extension:

1) Pin up the toy soldier flashcard on the board. Point to it and say: "Whose toy soldier is this?". Answer: "It's Larry's". Children repeat, chorally and individually. Do the same for the ballerina and the teddy bear. Then, hand out the flashcards to three children. Ask them to come to the front of the class to tell you whose toys they are.

e.g. Teacher: (Sam is holding up the toy soldier FC)

Whose toy soldier is this?

Class: (It's) Sam's.

Repeat the procedure with three more children.

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

e.g. Is it under the...?

No, it ... etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchange.

Page 31



Chit Chat

(An activity for children to ask and answer in English.)

- 12 Read the example. Children repeat after you. Children, in pairs, ask and answer.

Flashcards 7 - 11

- 13 Children close their books. Pin up flashcard No 8. Say, then write: "Is it under the table?" "No, it isn't." Children repeat, chorally and individually. Pin up the rest of the flashcards and draw arrows (on shelf, in toy box, under bed). Children ask and answer, using the flashcards as prompts.

Go to Activity Book pages 30 and 31.



Song

(An activity for children's language development.)

- 14 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

Note: This song is also included in the school play. If you are putting on a production of the play, you will need to spend some more time on it.

Ending the lesson

(An activity to review language taught in the lesson.)

- 15 Hold your book and a pen. Put the pen in, on or under the book and ask a child: "Is it under the book?" The child has to answer Yes, it is or No, it isn't.

e.g. Teacher: (putting pen in the book) Is it on the book?

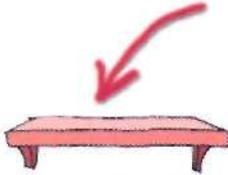
Child 1: No, it isn't, etc



Is it under the table?



No, it isn't.



under



on



in



under



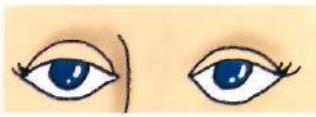
Toys for me,
Toys for you,
Toys for everyone!
A pink ballerina,
A blue toy soldier!
We're all having fun!

Toys for me,
Toys for you,
Toys for everyone!
A brown teddy bear,
A yellow doll!
We're all having fun!

My Toys!



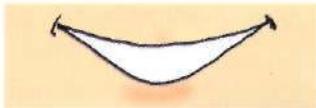
dark hair



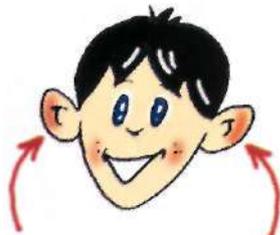
eyes



a nose



a mouth



ears



I've got two eyes,
A mouth and a nose!
I've got two feet,
But I haven't got toes!
Two hands, two ears,
And lots of hair!
What am I?
I'm a teddy bear!

My Toys! (Theme 4)

LESSON 2

Aim: Identifying parts of the face.

Pupil language: dark hair – eyes – a nose – a mouth – ears – colours – He's got dark hair.

Teacher language: What has Larry/Lulu got?

▶▶ Beginning the lesson

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

(An activity to review vocabulary from Lesson 1.)

- 2 Pin up the toy flashcards (*teddy bear, toy soldier, ballerina*) on the board. Prepare three sets of paper slips with the respective words and hand them out. Ask children to come to the board and pin up their paper slip below the corresponding flashcard.
- 3 **Song:** Play the song *Toys for me...* from *Lesson 1*. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 12 - 16 (dark hair, eyes, a nose, a mouth, ears)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 12-16, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 32

- 5 Draw a large 32 on the board. Point to it, mime and say: "Open your books at page thirty-two!"



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.



Chant

(An activity to present and practise the vocabulary and patterns of the lesson.)

- 7 Play the chant on the cassette. Children listen and look. Then play the cassette and encourage children to join in. Play the chant as many times as you feel is necessary. Have the children point to each body part when named.
- 8 Repeat the chant without the cassette this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before some words and invite children to complete the phrase/sentence for you.

e.g. *I've got two ...*

A mouth and a ...! etc





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (picture 1) *What has Lulu got?*, (picture 2) *What has Larry got?*, etc
- 10 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Lulu: *Nanny, look at my ballerina! She's got blue eyes!*
Nanny: *Yes, she's very pretty!*

Larry: *Look at my toy soldier! He's got dark hair!*
Nanny: *Oh, yes. He's wonderful! But what about Chuckles' teddy bear?*

Larry: *Chuckles, what have you got? Is it your teddy bear?*
Lulu: *Oh, clever Chuckles!*

Larry: *Oh no! Look at the teddy bear!*
Nanny: *Oh, Chuckles! Don't be sad!*

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



Listen, then colour.

(A listening comprehension activity.)

- 12 Explain the listening task. Tell children that they are going to listen to the dialogue again and colour (ballerina's eyes - blue, toy soldier's hair - dark (black)).

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

e.g. *Nanny, look at my ...! She's got blue ...!*, etc.

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

▶▶ Go to Activity Book pages 32 and 33.



Song

(An activity for children's language development.)

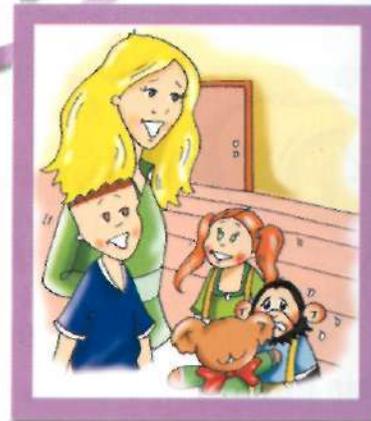
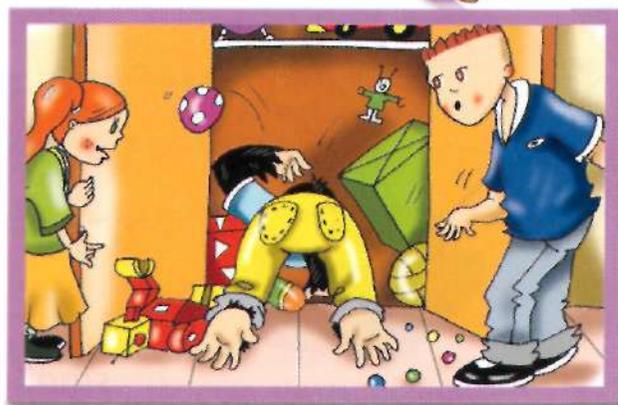
- 13 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

▶▶ Ending the lesson

(An activity to review language taught in Lesson 2.)

- 14 Ask children to draw and colour a face. Upon completion of the task children hand in their picture and describe it.
e.g. Child 1: *He's got dark hair, green eyes, a nose and a mouth.*



Listen, then colour.



In my toy box
I've got a teddy bear,
And a ballerina
With long dark hair!

In my toy box
I've got a soldier, too!
I've got lots of toys
For me and you!

Look in my toy box,
Come and see!
Toys for you,
Toys for me!



My Toys!



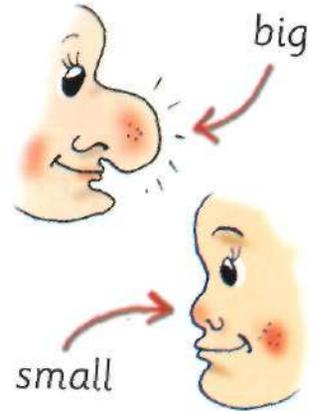
fair hair



puppet



jack-in-the-box



Listen and choose.



My Toys! (Theme 4)

LESSON 3

Aim: Talking about and identifying toys and facial features

Pupil language: fair hair – puppet – jack-in-the-box – big, small – He's got... – I've got... – Yes/No

Teacher language: Has it got a big nose?



Listen and choose.

(A listening activity to consolidate language taught so far.)

- 7 Explain the listening task. Prompt children to give you a description of each puppet.

e.g. Teacher: *(pointing to puppet A) He's got a (mimes big nose).*

Class: *big nose*

Teacher: *(pointing to puppet's hair)*

Class: *fair hair, etc*

Tell children they are going to listen and choose the puppet that is being described. Play the cassette as many times as you feel is necessary for the children to do the task. Check children's answer (C).

▶▶ Beginning the lesson

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

(An activity to review vocabulary taught in Lesson 2.)

- 2 Pin up the flashcards Nos 12-16. Write the respective words in jumbled order. Ask children to write the words in their notebooks in the order of the flashcards.

- 3 **Song:** Play the song *In my toy box...* from Lesson 2. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 17 - 20 (fair hair, puppet, jack-in-the-box, big/small)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 17-20, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 34

- 5 Draw a large 34 on the board. Point to it, mime and say: "Open your books at page thirty-four!"



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.

TAPESCRIPT

Nanny: *Your puppet is very nice, Lulu!*

Lulu: *Yes, look! It's got a big nose!*

Nanny: *Yes! It's got a big nose and small ears.*

Lulu: *And dark hair!*

Nanny: *Yes, it's got a big nose, small ears, and dark hair!*

Lulu: *I like my puppet!*

Extension: Ask children questions about Lulu's puppet.

e.g. Teacher: *Has it got a big nose?*

Child 1: *Yes (it has).*

Teacher: *Has it got fair hair?*

Child 2: *No (it hasn't), etc*

Then, ask similar questions about the other two puppets.





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 8 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (picture 1 - pointing to the teddy bear) *Has the teddy bear got any eyes? Has it got a nose?*, etc.
- 9 Next, mime and say, "Listen and look" Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Larry: *Oh, no! Teddy hasn't got any eyes!*
Nanny: *Yes, he has!*

Nanny: *He's got two big eyes!*
Lulu: *But look, Nanny! He hasn't got a nose!*
Nanny: *Yes, he has! He's got a small black nose.*

Larry: *Oh, now Teddy's wonderful!*
Lulu: *Now Chuckles is very happy. Thank you, Nanny!*
Larry: *Thank you, Nanny!*

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



Listen and write: small, big.

(A listening comprehension activity.)

- 11 Explain the listening task. Read the incomplete sentences and invite the children to guess which word completes each sentence. Play the cassette. Children listen and write. Check children's answers (*big eyes, small black nose*).

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

e.g. *Oh, no. Teddy hasn't got any ...!*
Yes, he ... etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

▶▶ Go to Activity Book pages 34 and 35.



Song

(An activity for children's language development.)

- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

▶▶ **Ending the lesson**

(An activity to review language taught so far.)

- 13 Children take turns to describe their hair. Demonstrate this yourself first.
e.g. Child 1: *I've got fair hair.*



Listen and write: **small**, **big**.

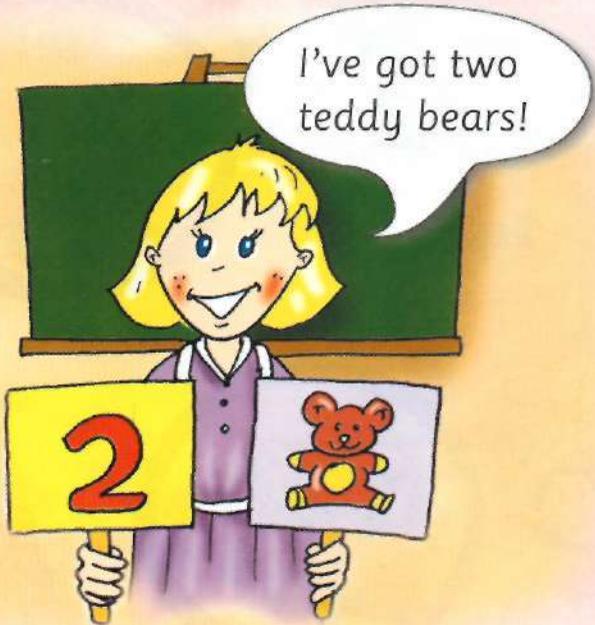


He's got two eyes.
He's got a black nose.



Of all the toys
In my toy box,
My favourite toy
Is jack-in-the-box!
He can roll up in a ball,
He can look very small!
Then one-two-three,
As quick as can be,
He can jump right up
As big as me!

My Toys!



A happy teddy with a yellow yoyo!



My Toys! (Theme 4)

LESSON 4

Aim: Consolidation

Pupil's language: I've got (two teddy bears) - A happy teddy with a yellow yoyo!

Revision: toys (ballerina - jack-in-the-box - puppet - toy soldier - teddy bear) - dark hair - fair hair - happy - yacht (FC 21) - yellow



Listen and repeat.

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

5. Play the cassette. Focus children's attention on how y is pronounced: y is pronounced /i/ as in teddy or /j/ as in yellow. Children listen and repeat, chorally and individually. Check children's pronunciation and intonation.

▶▶ Beginning the lesson

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

(An activity to review language taught in Lesson 3.)

2. Ask children to take their picture word cards (fair hair, puppet, jack-in-the-box, big/small) out of the envelope and put them on their desks picture side up. Call out the words in random order. Children hold up the respective picture word card. Repeat the procedure with individual children.
3. **Song:** Play the song 'Of all the toys...' from Lesson 3. Invite the children to sing along.

▶▶ Go to Activity Book page 36.

Page 36



Let's play.

(An activity to review language taught so far.)

4. Prepare some slips of paper with the numbers 1-10 and put them in a pile on your desk. Next to it put the toy flashcards (teddy bear, toy soldier, ballerina, puppet). Explain the game. Pick up a number and a toy, show them to the class and say: "I've got three ballerinas." Invite individual children to come to the front, pick a number and a toy flashcard and say what they have got.

Note: If children do not use the plural noun, just repeat their sentence correctly. In this way, children will learn the plural noun without feeling discouraged every time they make a mistake.



Craftwork

(An activity to review language taught so far while children practise fine motor skills.)

6. Explain that they are going to make a finger puppet. Show them your model and refer children to the back of their books (Craftwork sheets). Guide them through the cutting and colouring. Go around the class, providing any necessary help.
7. While the children are doing the craftwork feel free to play any song from the theme.

▶▶ Ending the lesson

(An activity to review language taught so far.)

8. Upon completion of the craftwork, children can describe their finger puppet.
e.g. *It's got dark hair.*



My Toys! (Theme 4)

LESSON 5

Aim: Consolidation

Pupil language: words & patterns from previous lessons

Revision: numbers, colours, parts of the body



▶▶ Beginning the lesson

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

(An activity to review language already taught.)

- 2 Play the game from Lesson 4 again.

▶▶ Go to Activity Book page 37.

Page 37



Song

(An activity for children's language development.)

- 3 Play the song on the cassette. Ask children to listen to the song, and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 4 Have ten children with the finger puppets they have made in Lesson 4 stand in front of the class. Play the song. Children listen and act out the song, with a child pretending to be falling off a "wall" each time.

- 1 **Plasticine person:** Children make a face of a person using plasticine. Then, they report back to class.

e.g. It's got a big nose.

- 2 **Telepathy:** Children in pairs use their toy picture word cards. One child choose a picture word card and hides it from his/her partner. The other tries to guess which car it is.

e.g. A: Is it a puppet?

B: No, it isn't!

A: Is it a teddy bear?

B: Yes, it is! (revealing his/her picture word card) etc

- 3 **Picture Dictation:** Explain to children that you are going to describe a puppet and they have to draw and colour it. Accompany the description with mime if necessary. Allow plenty of time for children to complete their picture.

e.g. It's got a big nose.

It's got fair hair, etc



My Toys!



Ten little puppets sitting on a wall,
Ten little puppets sitting on a wall,
And if one little puppet falls off the wall,
There'll be nine little puppets sitting on a wall!

Nine little puppets sitting on a wall,
Nine little puppets sitting on a wall,
And if one little puppet falls off the wall,
There'll be eight little puppets sitting on a wall!

.....

Two little puppets sitting on a wall,
Two little puppets sitting on a wall,
And if one little puppet falls off the wall,
There'll be one little puppet sitting on a wall!

One little puppet sitting on a wall,
One little puppet sitting on a wall,
And if one little puppet falls off the wall,
There'll be no little puppets sitting on a wall!



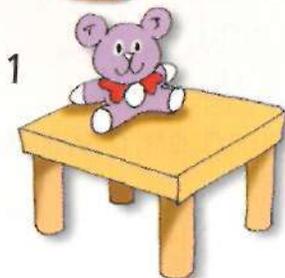


Now I know!

1 Read and match.



2 Read and circle.



The teddy bear is on the table.
under

The teddy bear is on the toy box.
in



The teddy bear is under the shelf.
on



Now I know!

(g - h)

Aim: Consolidation of *My Toys!* (Theme 4)

1 Read and match.

1 Elicit the names of the toys in the pictures.

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

Class: *(a) ballerina, etc*

2 Refer children to item 1. Read and say: "jack-in-the-box." Follow the red arrow with your finger to the picture of the jack-in-the-box. Ask a child to read the second item and draw a line to match the word to the picture. Hold your book up and draw an imaginary line for the children to see the answer. Repeat the procedure with the rest of the items. Check children's answers.

3 Hold up your book, point to the items in exercise 1 in random order. Invite children to respond chorally.

e.g. Teacher: *(pointing to puppet)*

Class: *puppet etc*

2 Read and circle.

4 Use realia to revise prepositions of place.

e.g. Teacher: *(putting a teddy bear on the desk)*

Class: *On, etc*

5 Read and say: "The teddy bear is on the table./The teddy bear is under the table." Ask children for verification. Draw their attention to the circle around "on". Ask a child to read the sentence for item 2 and circle the correct preposition. Write the preposition on the board with a circle around it. Repeat the procedure with the rest of the items. Check children's answers (*2 in, 3 under*).

6 Point to the pictures and make statements. Ask children to respond chorally.

e.g. Teacher: *(pointing to picture 1)* The teddy bear is under the table.

Class: *No! etc*



3 Read and tick.

- 7 Make statements about the puppets and ask children to tell you each time which one it is (in some cases, more than one answer is possible, but this doesn't matter).

e.g. Teacher: *It's got a big nose.*

Child 1: A

Teacher: Good, etc.

- 8 Refer children to the description of the puppet. Read the first sentence: "*It's got fair hair.*" Point to A and C. Say: "*fair hair*" and nod your head to indicate yes. Read the second sentence: "*It's got a big nose*" and point to A, B and C. Say "*big nose*" and nod your head. Read the third sentence: "*It's got small ears*" and point to A and B. Say: "*Small ears*" and nod your head. Now say: "*It's got fair hair, a big nose and small ears. Which one is it?*" When you've established that it's A, give children time to put a tick in the box.

- 9 Describe one of the other puppets and ask children to tell you which one it is.

e.g. Teacher: *It's got a big nose.*

It's got small ears.

It's got dark hair.

Class: B etc.

4 Read and colour.

- 10 Point to different children and ask the class to tell you what colour hair they've got.

e.g. Teacher: (*pointing to a dark-haired child*)

Class: *Dark hair etc*

Note: If there are no dark-haired/fair-haired children in your class, take in photos from magazines, etc.

- 11 Refer children to first picture. Read and say: "*She's got fair hair.*" Ask them to hold up the correct colouring pencil. Repeat with the second picture. Allow children some time to colour in their pictures.

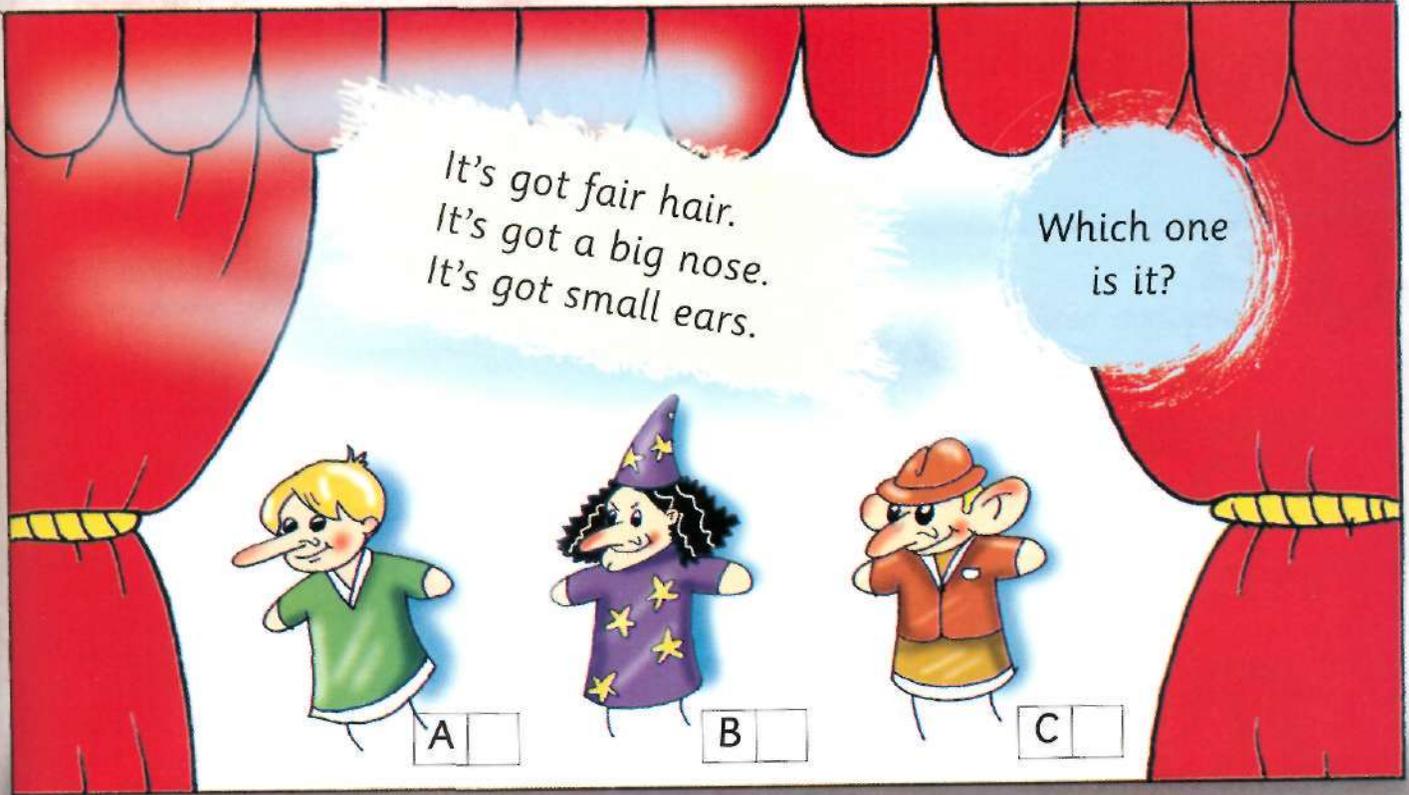
5 Read and draw.

- 12 Refer children to the first picture and read the sentence "*It's got a big nose.*" Mime big nose. Repeat with second picture, miming small nose. Allow children some time to complete the drawings.

- 13 Time permitting, ask children to draw and colour a picture (e.g. *a puppet, family member, etc*) Walk around eliciting information. (*He/she/it has got a big nose, etc*)



3 Read and tick (✓).



4 Read and colour.



She's got fair hair.



He's got dark hair.

5 Read and draw.



It's got a big nose.



It's got a small nose.



My Holidays!



It's sunny!



It's hot!



It's raining!



a jacket



shorts

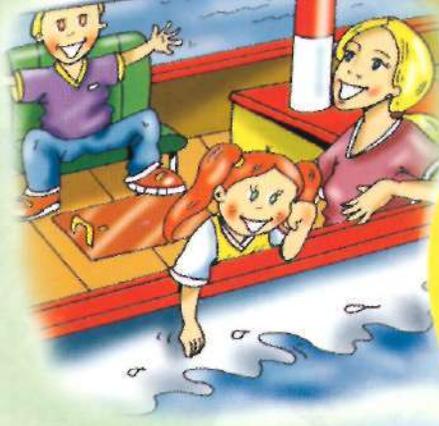


put on



take off






Listen and underline.

- Lulu, take off your hat!
- Lulu, put on your hat!



My Holidays! (Theme 5)

LESSON 1

Aim: Talking about the weather and clothes

Pupil language: It's hot! – It's sunny! – It's raining! – a jacket, shorts – put on – take off – a hat

Teacher language: Who's this? – What's Chuckles wearing? – What's this? – Is it raining?

Revision: hat (FC 27) – coat (FC 28)

▶▶ Beginning the lesson

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

(An activity to review language taught in My Toys!)

- 2 Hold up the toy flashcards, one at a time. Ask: "What's this?" Invite a child to respond. Ask the rest of the class for verification.

- 3 **Song:** Play the song *Ten little puppets...* from *My Toys!* Lesson 5. Encourage children to sing along.

▶▶ Presentation & Practice

Flashcards 1 - 6 (It's sunny!, It's hot!, It's raining!, a jacket - shorts, put on, take off)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 1-6, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 38

- 5 Draw a large 38 on the board. Point to it, mime and say: "Open your books at page thirty-eight."

(An activity to explore the theme.)

- 6 Read the title of the theme: *My Holidays!* Use pictures and/or photographs to illustrate the meaning of the word *holidays*. Go through the theme with the children and comment on the pictures illustrating the dialogues.



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 7 Play the cassette. Children listen and repeat, chorally and individually.



Listen and look.

(A listening activity to familiarise children with spoken English.)

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

e.g. (picture 1) *Who's this? (Chuckles), What is Chuckles wearing?, etc*

- 9 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Larry: *It's sunny today! Can we go in the boat, Nanny?*

Nanny: *Of course! We're on holiday!*

Larry: *Look! I'm wearing my hat!*

Lulu: *Oh, Chuckles! Take off your jacket! It's hot today!*

Larry: *I love summer holidays!*

Lulu: *I love boats!*

Nanny: *Yes! This is a lovely holiday!*

Larry: *Oh, no! What's that?*

Nanny: *Oh, dear! It's raining! Lulu, put on your hat.*

Lulu: *Nanny, what can we do now?*

Larry: *Nanny! Look at our boat!*

Lulu: *Oh, Nanny! HELP!!*

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



Listen and underline.

(A listening comprehension activity.)

- 11 Explain the listening task. Look puzzled, as though you're not sure of the correct answer. Read the sentences. Children listen and underline the correct sentence. Check children's answers. (Lulu, put on your hat).



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

e.g. *It's ... today, Can we go in the ... Nanny?, etc*

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

Page 39



Chit Chat

(An activity for children to ask and answer in English.)

- 12 Read the exchange. Children repeat after you. Ask individual children to read the words below. Children, in pairs, act out the exchanges.

Flashcards 7 - 12

- 13 Children close their books. Pin up flashcards Nos 7-8 on the board. Say, mime and write: "*It's hot today!*" "*Put on your hat!*" Point to the jacket. Say, write and mime: "*It's hot today!*" "*Take off your jacket.*" Children repeat chorally and individually. Pin up the rest of the flashcards. Children, in pairs, act out the exchanges. Then hand out the flashcards to individual children and invite them to tell you what to do (e.g. *take off your jacket/coat, put on your hat/shorts*).

▶▶ Go to Activity Book pages 38 and 39.



Song

(An activity for children's language development.)

- 14 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

▶▶ Ending the lesson

(An activity to review language taught in Lesson 1)

- 15 Ask children to stand up. Play *Simon says*. Explain that they should mime the actions you tell them only if they are preceded by *Simon says*. Demonstrate this yourself first. (Prompts: *It's hot., It's raining., Put on your hat/coat., Take off your jacket., etc*)



My Holidays!



It's hot today!



Put on your hat!

It's hot today!



Take off your jacket!



your hat



your jacket



your shorts



your coat



It's hot today,
 Put on your hat!
 Take off your jacket,
 It's hot!
 It's raining, it's raining,
 Put on your coat!
 It's raining cats and dogs!
 It's sunny today,
 I'm wearing my hat!
 It's sunny,
 It's sunny today!
 It's raining, it's raining
 I'm wearing my jacket
 So can I go out to play?



My Holidays!



It's windy!

T-shirt



island
socks



skirt



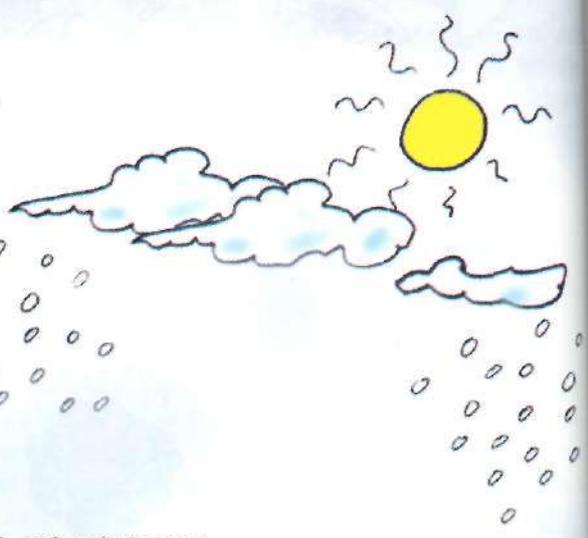
It's cold!



jeans



shoes



Close your eyes,
 Count one, two, three,
 Come to my magic island with me!
 It's hot, it's cold, it's windy too,
 It's a magic island,
 Just for you!
 Close your eyes,
 Count one, two, three,
 The magic word is
 Riddle-dee-dee!



My Holidays! (Theme 5)

LESSON 2

Aim: Talking about the weather and clothes

Pupil language: It's windy! – It's cold! – T-shirt – island – jeans – socks – skirt – shoes – I'm wearing...

Teacher language: What's the weather like? – What's this? – What are you wearing?

▶▶ Beginning the lesson

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

(An activity to review vocabulary from Lesson 1)

- 2 Ask children to take out their picture word cards of jacket, shorts, hat and coat. Pin up the weather flashcards (*It's sunny, It's hot, It's raining*) on the board. Point to the first flashcard and say: "It's sunny!" Invite children to choose a picture word card and give an appropriate response.

e.g. "Take off your jacket."

- 3 **Song:** Play the song *It's hot today...* from Lesson 1. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 13 – 20 (It's windy!, It's cold!, T-shirt, island, jeans, socks, skirt, shoes)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 13-20, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 40

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



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.



Chant

(An activity to present and practise the vocabulary and patterns of the lesson.)

- 7 Play the chant on the cassette. Children listen and look. Then play the cassette and encourage children to join in. Play the chant as many times as you feel is necessary.
- 8 Repeat the chant without the cassette this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before selected words and invite children to complete the phrase/sentence for you.

e.g. Close your...

Count one, two, ... etc





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (Picture 1) *What's the weather like? It's raining!*
(Picture 3) *What's this? (It's an) island!*, etc
- 10 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Larry: *Oh, it's windy now! It's cold!*
Lulu: *Oh, Nanny! Please help!*

Nanny: *Don't worry, children. Close your eyes!*

Nanny: *Alright! Open your eyes now.*

Larry: *Wow! What's that?*

Lulu: *It's an island!*

Nanny: *Yes! It's a magic island!*

Larry and Lulu: *Oooh!*

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



Listen and choose.

(A listening comprehension activity.)

- 12 Explain the listening task. Read the question and look puzzled. Have children guess the correct answer. Play the dialogue again. Children listen and circle/underline the correct answer (a).

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

e.g. *Oh, it's ...! It's...!*

Oh! Nanny! Please ...!, etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

▶▶ Go to Activity Book pages 40 and 41.



Song

(An activity for children's language development.)

- 13 Revise the clothes with the use of flashcards. Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

Note: This song is also included in the school play. If you are putting on a production of the play, you will need to spend some more time on it.

▶▶ **Ending the lesson**

(An activity to review language taught in Lesson 2.)

- 14 Children leave the class by telling you what they are wearing. Demonstrate this yourself first.

e.g. Child 1: *I'm wearing my (favourite) T-shirt.*



Listen and choose.

What's that?



- a It's an island!
- b It's a garden!

I'm wearing my jeans
And my favourite T-shirt!
I'm wearing my hat
And my favourite skirt!
I'm wearing my jacket,
I'm wearing my coat,
We're sailing away
In our sailing boat!
Take off your socks,
Take off your shoes,
We're sailing away
On a magic cruise!



My Holidays!



flowers



summer



winter



music



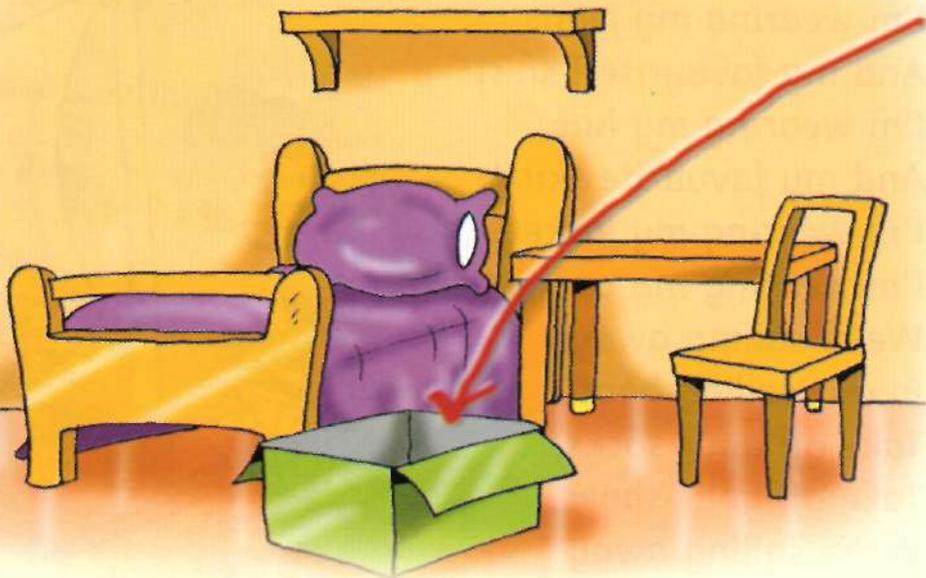
autumn



spring



Listen and draw lines.



My Holidays! (Theme 5)

LESSON 3

Aim: Talking about holidays and seasons

Pupil language: flowers - music - summer - autumn - winter - spring - I love... - (They're) in/on/under...

Teacher language: Sandra's wearing a skirt. - You're wearing a skirt. - Where are the socks?



Listen and draw lines.

(An activity to consolidate language taught in the theme.)

- 7 Explain the listening task. Tell children they are going to listen and draw lines to show where the items are. Play the cassette as many times as you feel is necessary for the children to do the task. Check children's answers. (shoes - *On the shelf*, flowers - *Under the bed*, jeans - *On the chair*)

▶▶ Beginning the lesson

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

(An activity to review vocabulary taught in Lesson 2)

- 2 Make statements about the children's clothes and ask individual children to point to the clothes you mention.

e.g. Teacher: *Sandra's wearing a skirt.*

Sandra: *(pointing to her skirt)*

Teacher: *Yes, Sandra. You're wearing a skirt, etc*

- 3 **Song:** Play the song *I'm wearing my jeans...* from Lesson 2. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 21 - 26 (flowers, music, summer, autumn, winter, spring)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 21-26, one at a time, and say the appropriate word. Children repeat, chorally and individually.

Page 42

- 5 Draw a large 42 on the board. Point to it, mime and say: "Open your books at page forty-two!"



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.

TAPESCRIPT

Nanny: *Lulu, can you see the box?*

Lulu: *The box? Oh, yes.*

Nanny: *Put the socks in the box!*

Lulu: *Put the socks in the box? OK.*

Nanny: *Good! Now, can you see the shelf?*

Lulu: *Yes! What's on the shelf?*

Nanny: *The shoes are on the shelf.*

Lulu: *The shoes are on the shelf. Oh, alright.*

Nanny: *Now, look at the bed. Put the flowers under the bed.*

Lulu: *Under the bed?*

Nanny: *Yes. Put the flowers under the bed!*

Lulu: *OK.*

Nanny: *Can you see the chair?*

Lulu: *Yes.*

Nanny: *Good. Now, put the jeans on the chair.*

Lulu: *Right. The jeans are on the chair.*

Nanny: *Good.*

Extension: Ask children questions about where the items are.

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

Child 1: *(They're) in the box, etc*





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 8 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (Picture 1) *Where are they? On the island.*
(Picture 2) *What can they hear? Music, etc.*
- 9 Next, mime and say: "Listen and look." Play the cassette, holding your book up for the class to watch as you indicate each picture throughout the dialogue.

TAPESCRIPT

Lulu: *Wow! This is a magic island!*
Larry: *Look at the trees! Look at the flowers!*

Lulu: *What's that?*
Larry: *It's music, of course.*
Nanny: *Let's go and see!*

Woman: *Aloha! Welcome!*
Larry: *A party! Great!*
Lulu: *Let's dance.*

Larry & Lulu: *We're on our summer holiday.*
We're having lots of fun!
We're on our summer holiday,
We're playing in the sun!

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



Listen and tick.

(A listening comprehension activity.)

- 11 Explain the listening task. Tell children they will listen to the dialogue again and tick the items mentioned in it. Play the cassette. Children listen and do the task. Check children's answer (*trees, flowers*).

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

e.g. Teacher: *Wow! This is a magic ...!* etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

▶▶ Go to Activity Book pages 34 and 35.



Song

(An activity for children's language development.)

- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

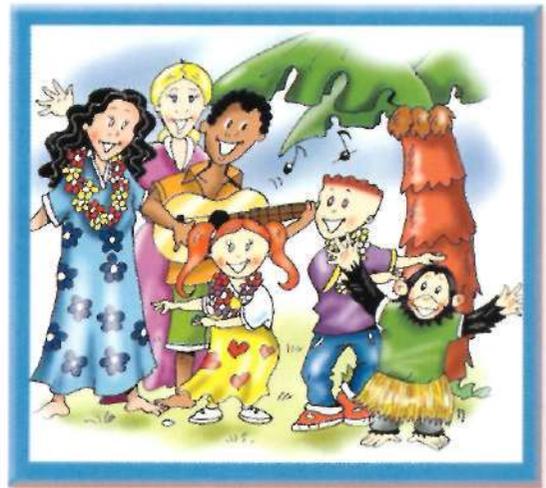
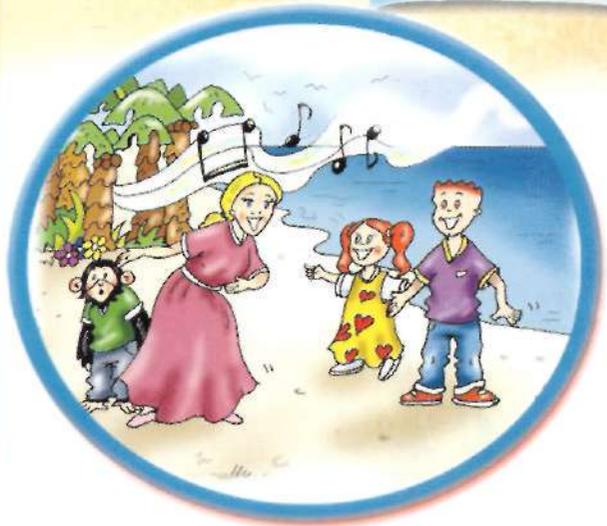
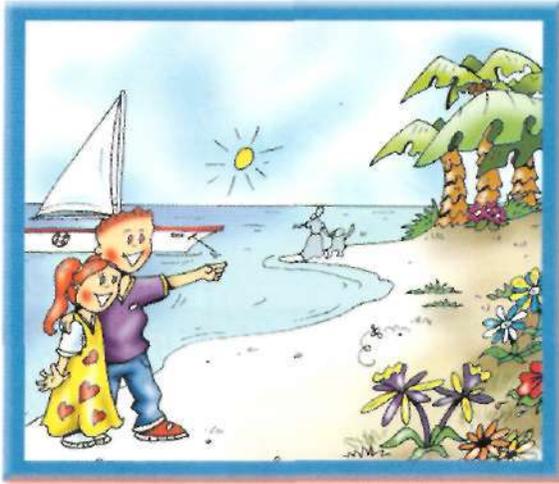
▶▶ **Ending the lesson**

(An activity to review language taught in this lesson.)

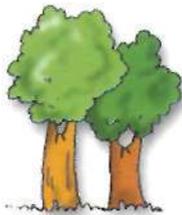
- 13 Ask children to copy one of the pictures illustrating the seasons. Upon completion of the task, they hand them in to you, telling you the season they love.

e.g. Sue: *(handing in drawing of summer) I love summer!*

Decorate the class with the children's drawings.



Listen and tick (✓).









We're on our summer holiday,
We're having lots of fun!
We're on our summer holiday,
We're playing in the sun!

We love summer,
We love the sun!
We love summer,
It's lots and lots of fun!

We're on our summer holiday,
We're playing in the sea!
We're on our summer holiday,
We're happy as can be!

My Holidays!



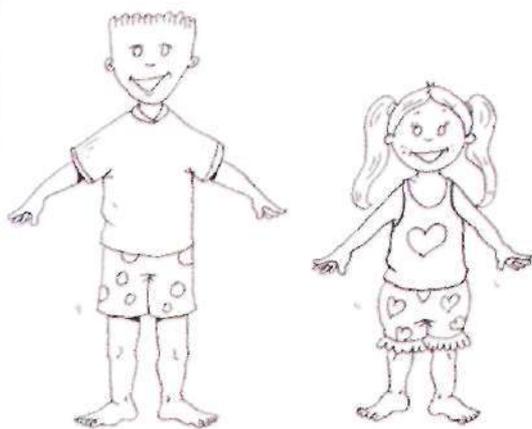
He's wearing a yellow T-shirt!



He's wearing a red T-shirt!



The kangaroo king is wearing a jacket and socks.



My Holidays! (Theme 5)

LESSON 4

Aim: Consolidation

Pupil language: He's wearing a yellow T-shirt/red shirt, etc – The kangaroo king is wearing a jacket and socks!

Revision: Clothes: jeans, shoes, T-shirt, hat, skirt, coat, jacket, sock – Animals: kangaroo, cat, chick (FC 29) – candle – king (FC 29)

▶▶ Beginning the lesson

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

(Activities to review language taught in Lesson 3.)

- 2 Pin up flashcards 21-26 from Lesson 3 on the board. Write the corresponding words below them in random order. Invite children to come to the board and match the words to the flashcards by drawing lines.
- 3 **Song:** Play the song *We're on our summer holiday...* from Lesson 3. Invite children to sing along.

▶▶ Go to Activity Book page 44.

Page 44



Let's play.

(An activity to review language taught so far.)

- 4 Ask children to look at the pictures. Point to the man in the first picture and say: "Look! He's wearing a yellow T-shirt!" Then, point to the man in the second picture and say: "Look! He's wearing a red T-shirt!" Then children, in teams try to spot the remaining differences in the two pictures. Each correct sentence gets one point. The winner is the team with the most points.

Note: The winning team may be given some form of prize (e.g. stickers, leave the class first, etc).



Listen and repeat.

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

- 5 Play the cassette. Children listen and repeat, chorally and individually. Focus children's attention on how k and ck both have the same sound /k/. Check children's pronunciation and intonation.



Craftwork

(An activity to review clothes while children practise fine motor skills.)

- 6 Explain to the children that they are going to cut out Larry and Lulu and their clothes. Show them your model and refer children to the back of their book (Craftwork Sheets). Guide them through the cutting. Go around the class, asking questions about the clothes. "What's this?" etc. During this stage, feel free to play any song from the theme.

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 7 Upon completion of the craftwork, children "dress" Larry and Lulu by attaching the items of clothing to each character and report back to the class what the characters are wearing.
e.g. Child 1: *Larry's wearing a green jacket, blue jeans and green shoes.*



My Holidays! (Theme 5)

LESSON 5

Aim: Consolidation

Pupil language: words and patterns taught in the theme

Revision: clothes, colours, weather



▶▶ Beginning the lesson

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

(An activity to review language taught so far.)

- 2 Play the game from Lesson 4 again.

▶▶ Go to Activity Book page 45.

Page 45



Song

(An activity for children's language development.)

- 3 Focus children's attention on the illustrations of the song. Elicit clothes, weather, colours, etc.
- 4 Play the song as many times as you feel is necessary. Children listen the first time and then encourage them to sing along, miming the actions. Space permitting, the children could stand together, as though on board a ship.

Note: This song is also included in the school play. If you are putting on a production of the play, you will need to spend some more time on it.

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 5 Ask children to draw a picture of themselves on holiday. They can be on a beach/sailing boat, etc.

- 1 **Our season:** Divide the class into groups representing the four seasons. Provide each group with a large piece of cardboard and coloured pencils. Ask them to draw a picture of their season.

- 2 **Let's go camping!** Tell children that you will go camping. Ask them to look at their picture word cards and decide on the things they will take with them. Children report back to class.

- 3 **What's the weather like today?:** Spend some time with the children making cards with weather symbols (e.g. sunny, raining, etc). Make a weather chart with the days of the week on it. Use the weather symbols to talk about the weather every day.



Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

e.g. Teacher: *What's the weather like today?*

Class: *It's sunny, etc*

My Holidays!



Set sail with us,
Join us, please
Set sail with us for English!
Set sail with us
Upon the sea
And swim with all the starfish!

We love to sing,
We love to play
We love to talk together!
Set sail with us,
Set sail today
And be our friend forever!

We've got some rhymes
And stories too,
We've got lots of things to do!
So get on board,
Set sail today
We're waiting here for you!





Now I know!

1 Read and number.



skirt –².....
 shoes –
 jeans –

shorts –
 T-shirt –
 jacket –

2 Read and match.



summer
 autumn
 winter
 spring





Now I know!

(i - j)

Aim: Consolidation of *My Holidays!* (Theme 5)

1 Read and number.

1 Elicit the names of the items of clothing in the wardrobe.

e.g. Teacher: (*pointing to the shorts*) *What are these?*
Class: *shorts* etc

2 Refer children to the word "*skirt*". Ask them to find the number of the skirt in the wardrobe. Establish that it is number 2 and draw their attention to the number 2 beside the word "*skirt*."

Ask a child to read the second item of clothing and number it. Write the number on the board. Repeat the procedure with the rest of the items. Check children's answers (*shoes 6, jeans 4, shorts 1, T-shirt 5, jacket 3*).

3 Shout out a number and ask the children to respond with the correct item of clothing.

e.g. Teacher: *4*
Class: *jeans* etc

2 Read and match.

4 Elicit the names of the seasons in the pictures.

5 Draw the children's attention to the word "*summer*". Read and say. Follow the arrow with your finger to the picture of summer.

Ask a child to read the second season and draw a line to match it to the corresponding picture. Hold your book up and draw an imaginary line for the class to check their answer. Repeat the procedure with the rest of the items. Check children's answers (*autumn 2, winter 3, spring 1*).

6 Mime something connected to a season and ask the children to respond.

e.g. Teacher: (*miming wind blowing, leaves falling*)
Class: *autumn* etc



3 Read and circle.

7 Point to the pictures and give an incorrect statement. Ask children to correct you.

e.g. Teacher: *(pointing to picture 1) It's cold.*
Class: *No, it's hot.*

8 Refer to item 1, point to the picture, read and say: *"It's hot!"*. Refer children to yes/no. Ask for verification. Draw their attention to the circle around the "yes". Ask a child to read the sentence for item 2 and circle no. Write the word on the board with a circle around it. Repeat the procedure with the rest of the items. Check children's answers (2 *no*, 3 *no*, 4 *yes*)

9 Shout out the weather and ask children to respond with the number of the corresponding picture.

e.g. Teacher: *It's windy!*
Class: *Two etc*

4 I'm, He's or She's?

10 Point to individual children and make false statements. Also, point to yourself from time to time. Ask children to correct you

e.g. Teacher: *(pointing to a boy) She's wearing a T-shirt.*
Class: *No! He's wearing a T-shirt. etc*

11 Refer children to item 1. Point to yourself. Draw their attention to the words in the speech bubble. Read and say: *"I'm wearing my T-shirt!"* Point to yourself again. Emphasise I'm and refer them to the I'm in the speech bubble. Ask a child to read the second speech bubble and complete the sentence. Write the answer on the board. Repeat the procedure with the rest of the items. Check children's answers (2 *She's*, 3 *He's*, 4 *I'm*)

12 Ask a child to come to the front. Encourage children to tell you what he/she is wearing.

e.g. Teacher: *(Tony is wearing jeans, a T-shirt and trainers) What's Tony wearing?*
Class: *He's wearing his jeans. etc*

Note: Upon completion of the *Now I know!* section, refer children to the stickers in their Activity Books and ask them to take out a *Now I know!* sticker and attach it to the corresponding box. Encourage children's efforts regardless of their performance and try to instil a sense of achievement for completing this section! As a further reward, children can vote on their favourite song from the theme and you can sing it together.



Story Book: We suggest you devote the next two lessons to the second story, **The Toy Soldier**. (You may wish to spend more time on the story depending on the needs of your class.) See page 68T for teaching notes on how to deal with the story.



3 Read and circle.



1 It's hot! yes / no



2 It's raining! yes / no



3 It's sunny! yes / no



4 It's cold! yes / no

4 I'm, He's or She's?



Showtime!



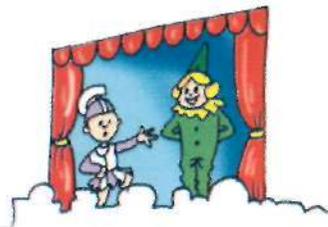
eat



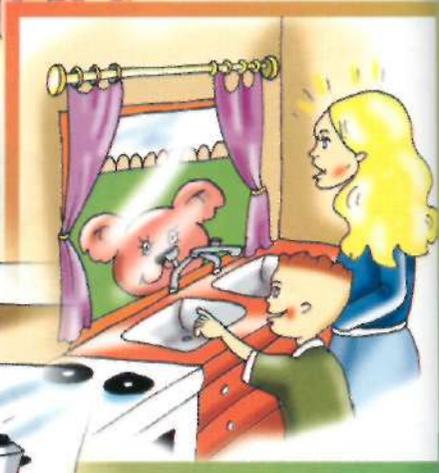
drink



costume



show



Listen and write.

Chuckles is wearing my teddy bear c _____ !



Showtime! (Theme 6)

LESSON 1

Aim: Consolidation

Pupil language: eat – drink – costume – show – words from previous themes – what's that? It's a ...

Teacher language: Where are they? – What is Larry eating?

▶▶ Beginning the lesson

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

(An activity to review language taught in My Holidays!)

- 2 Ask children to take the picture word cards that show clothes out of the envelope and put them on their desk (picture side up). Tell them to choose the ones that show what they are wearing today. Demonstrate this yourself first.
- 3 **Song:** Play the song *Set Sail with us...* from *My Holidays!* Lesson 5. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 1 - 4 (eat, drink, costume, show)

(An activity to present the vocabulary of the lesson.)

- 4 Pin up flashcards Nos 1-4, one at a time, and say the appropriate words. Children repeat, chorally and individually.

Page 46

- 5 Draw a large 46 on the board. Point to it, mime and say: "Open your book at page forty-six!"

(An activity to explore the theme.)

- 6 Read the title of the theme: *Showtime!* Use flashcard No 4 to illustrate the meaning of the word *showtime*. Go through the theme with the children and comment on the pictures illustrating the dialogues.



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 7 Play the cassette. Children listen and repeat, chorally and individually.



Listen and look.

(A listening activity to familiarise children with spoken English.)

- 8 Set the scene by asking the children what they can see in the pictures illustrating the dialogue.
e.g. (picture 1) *Where are they? In the kitchen.
What's Larry eating? Eggs, etc*
- 9 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Nanny: *Larry, eat your eggs! Lulu, drink your orange juice.*

Lulu: *Is it showtime yet, Nanny?*

Nanny: *Not yet. Tonight, Lulu!*

Larry: *Hooray, hooray. Showtime today!*

Lulu: *I like showtime. It's my favourite day! I'm happy today!*

Nanny: *Agh! What's that?*

Larry: *It's a big bear!*

Lulu: *That's not a bear! It's Chuckles!*

Larry: *Ha, ha! Chuckles is wearing my teddy bear costume!*

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



Listen and write

(A listening comprehension activity.)

- 11 Explain the listening task. Read the incomplete sentence and tell children they are going to listen to the dialogue again and complete the missing word. Play the cassette. Children listen and do the task. Check children's answers. (*costume*).



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

e.g. *Larry, eat your ...*
Lulu, drink your ...!, etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

Page 47



Chit Chat

(An activity for children to ask and answer in English.)

- 12 Read the example. Children repeat after you. Elicit the animal costumes. Children, in pairs, ask and answer.

Flashcards 5 - 9

- 13 Children close their books. Pin up the flashcards. Children ask and answer using the flashcards as prompts.

▶▶ Go to Activity Book pages 46 and 47.



Song

(An activity for children's language development.)

- 14 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

▶▶ Ending the lesson

(An activity to review language taught in the lesson.)

- 15 Ask children to stand up. Play *Simon says*. Explain that they should mime the actions you tell them only if they are preceded by *Simon says*. Demonstrate this yourself first. (Prompts: *Eat your eggs, drink your juice, take off/put on your hat/shoes/socks, etc dance, sing*)



What's that?



It's a big bear!



Eat your eggs
And drink your juice,
Today it's showtime, folks!
Put on your hat
And socks and shoes,
Today it's showtime, folks!



It's showtime,
Boys and girls
It's time to dance and sing!
It's showtime,
Boys and girls
My very favourite thing!



Get your costume
Hurry, let's go!
Today it's showtime, folks!
Please, don't forget
To watch our show!
Today it's showtime, folks!



Showtime!



scared



children



Oh dear, what's the matter?
Don't worry! Don't worry!
Oh dear, what's the matter?
It's showtime, so hurry!



Showtime! (Theme 6)

LESSON 2

Aim: Consolidation

Pupil language: scared – children – I'm ... – words from previous themes – I've got ... – It's ...

Teacher language: What's this? – Is Larry scared?

▶▶ Beginning the lesson

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

(An activity to review vocabulary from Lesson 1)

- 2 Hold up flashcards Nos 1-4, one at a time, partly hidden. Ask individual children to tell you what they are.

e.g. Teacher: *(holding up the eat flashcard partly hidden)*
what's this?

Child: 1: *eat!*

Teacher: *Well done!*

- 3 **Song:** Play the song *Eat your eggs ...* from Lesson 2. Invite children to sing along.

▶▶ Presentation & Practice

Flashcard 10 (scared/children)

(An activity to present the vocabulary of the lesson)

- 4 Pin up flashcard No 10 and say the appropriate words. Children repeat, chorally and individually.

Page 48

- 6 Draw a large 48 on the board. Point to it, mime and say: "Open your books at page forty-eight."



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.



Chant

(An activity to present and practise the new vocabulary and patterns of the lesson.)

- 7 Play the chant on the cassette. Children listen and look. Then play the cassette and encourage children to join in. Play the chant as many times as you feel is necessary.
- 8 Repeat the chant without the cassette this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before some words and invite children to complete the phrase/sentence for you.

e.g. *Oh dear, what's the ...?*
Don't worry! Don't ...! etc





Listen and look

(A listening activity to familiarise children with spoken English.)

- 9 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (Picture 1) Is Larry scared? No, he is happy.
(Picture 2) Is Lulu happy? No, she is scared, etc.
- 10 Next, mime and say: "Listen and look." Play the cassette. Children listen and look at the pictures illustrating the dialogue.

TAPESCRIPT

Nanny: Are you ready, children?
Larry: I'm ready, Nanny. Look at me! I can dance!
Nanny: Oh, yes! Well done, Larry!

Nanny: Oh, dear! Lulu, what's the matter?
Lulu: Oh, Nanny! I can't sing. I can't dance! I'm scared!

Nanny: Don't worry, Lulu. Drink this!
Lulu: Oh - it's red and yellow and blue!

Nanny: Are you ready **now**, Lulu?
Lulu: Oh, yes! Come on, let's go! It's Showtime!

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



Listen and circle

(A listening comprehension activity.)

- 12 Explain the listening task. Read the sentence. Tell children to listen to the dialogue again and circle the correct word. Play the cassette. Children listen and do the task. Check children's answer (**blue**).

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

e.g. Are you ready, ...?
I'm ready Nanny. Look at me! I can ...!, etc.

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

▶▶ Go to Activity Book pages 48 and 49.



Song

(An activity for children's language development.)

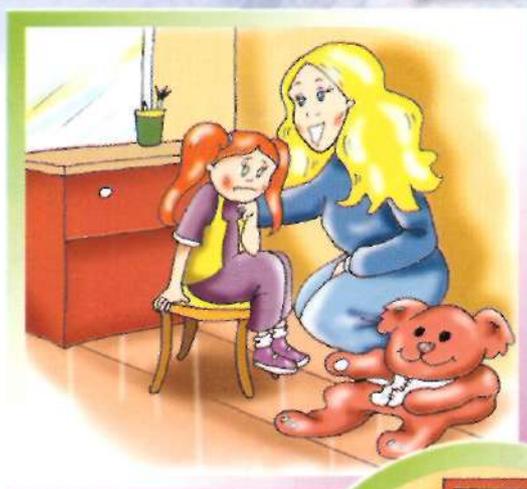
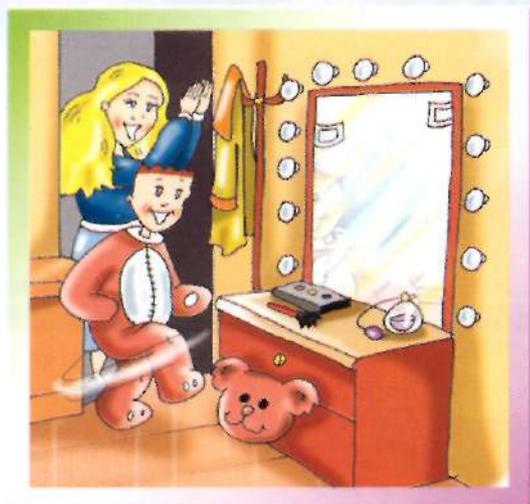
- 13 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 14 Children draw their own magic drink and report back to class.



Listen and **circle**.



It's red and yellow and green/blue!

Oh dear, what can the matter be?
Dear, dear, what can the matter be?
Oh dear, what can the matter be?
Lulu is feeling so scared!

Nanny has got a magic new drink!
Nanny has got a magic new drink!
Nanny has got a magic new drink!
To make Lulu happy again!



Showtime!



turn around



touch the ground



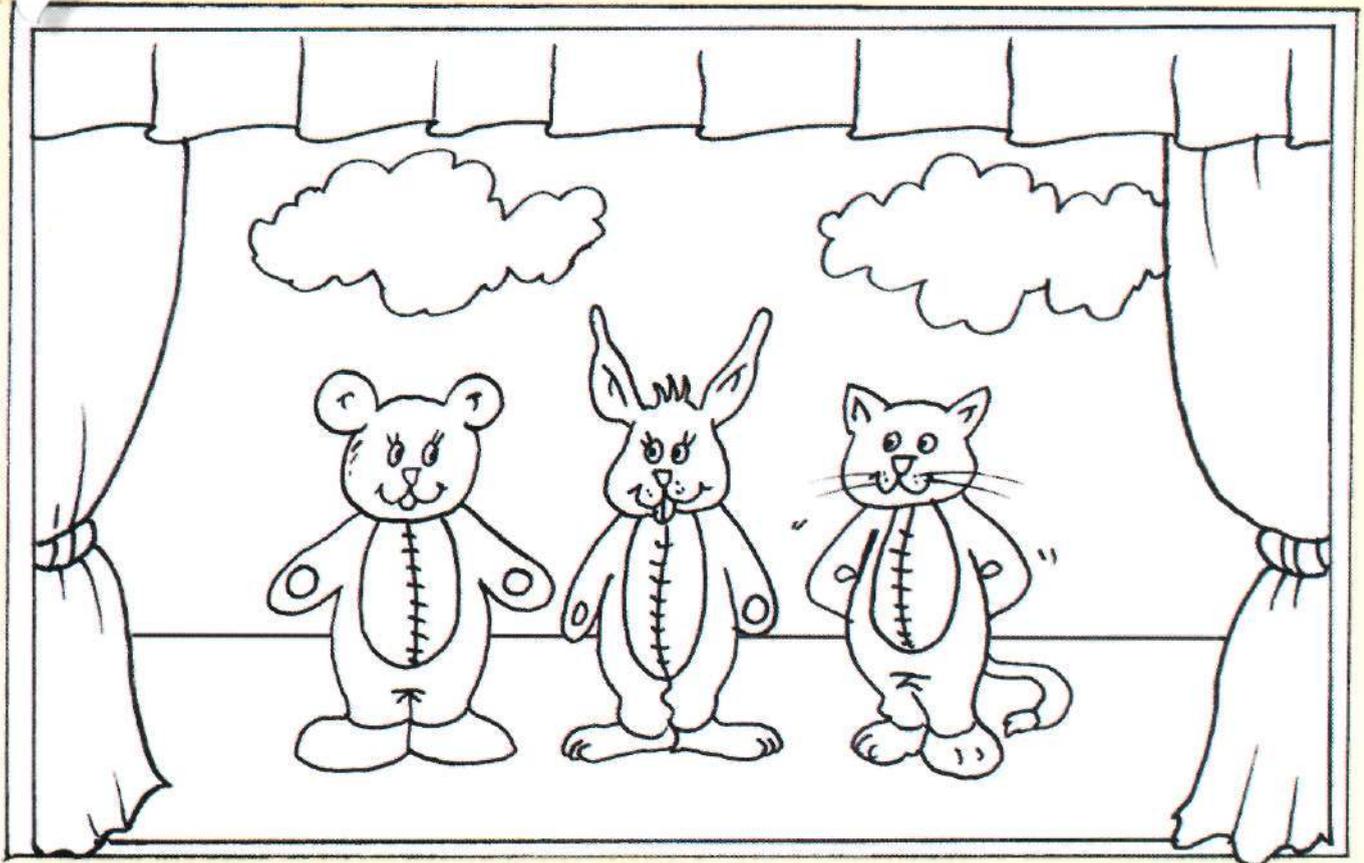
turn off the light



say goodnight



Listen and colour.



Showtime! (Theme 6)

LESSON 3

Aim: Consolidation

Pupil language: turn around – touch the ground – turn off the light – say goodnight – words from previous lesson

Teacher language: What colour is the teddy bear? – Who's this?

▶▶ Beginning the lesson

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

(An activity to review vocabulary taught in Lesson 2.)

- 2 **Song:** Play the song *Oh, dear what can the matter be?*... Divide the class into two groups. One group pretends to be Lulu, who is scared and the other pretends to be Nanny giving Lulu the magic new drink! Demonstrate this yourself first. Play the song. Children listen and do the activity. Play the song again, encouraging children to sing along.

▶▶ Presentation & Practice

Flashcard 11 - 14 (turn around, touch the ground, turn off the light, say goodnight)

(An activity to present the vocabulary of the lesson.)

- 3 Pin up flashcards Nos 11-14, one at a time, and say the appropriate phrases. Children repeat, chorally and individually.

Page 50

- 4 Draw a large 50 on the board. Point to it, mime and say: "Open your books at page fifty."



Listen and repeat.

(An activity to practise the vocabulary of the lesson.)

- 5 Play the cassette. Children listen and repeat, chorally and individually.



Listen and colour.

(An activity to consolidate language taught so far.)

- 6 Explain the listening task. Tell children they are going to listen and colour each costume. Ask children to have their coloured pencils on their desks. Play the cassette. Children listen and do the task. Check children's answers. (*teddy bear: red, rabbit: yellow, cat: blue*)

TAPESCRIPT

Nanny: *Can you see the teddy bear?*

Lulu: *The teddy bear? Yes!*

Nanny: *Colour the teddy bear red.*

Lulu: *Red? A red teddy bear! Oh, that's nice!*

Nanny: *Now, look at the rabbit.*

Lulu: *What colour is the rabbit?*

Nanny: *The rabbit is yellow. Colour the rabbit yellow.*

Lulu: *OK.*

Nanny: *Now, colour the cat blue.*

Lulu: *A blue cat. OK. That's easy!*

Extension: Ask children questions about the costumes.

e.g. Teacher: *What colour is the teddy bear?*

Child 1: *Red!* etc.





Listen and look.

(A listening activity to familiarise children with spoken English.)

- 7 Set the scene by asking children what they can see in the pictures illustrating the dialogue.
e.g. (Picture 1) *Who's this? Mummy/Daddy/Larry/etc.*
- 8 Next, mime and say: "Listen and look." Play the cassette, holding your book up for the class to watch as you indicate each picture throughout the dialogue.

TAPESCRIPT

Larry: *There's Mummy! There's Daddy! But where's Chuckles?*

Lulu: *Nanny, we want Chuckles!*

Lulu: *Oh, Chuckles! You're here!*

Nanny: *Now, Chuckles, sit here and be good!*

Larry & Lulu: *Teddy bear, teddy bear, turn around...
...Teddy bear, teddy bear, say goodnight!*

Nanny, Mummy

& Daddy: *We want Chuckles! We want Chuckles!*

Larry: *Here's Chuckles! Goodnight!*

Lulu: *Chuckles says goodbye, everyone!*

Nanny, Mummy

& Daddy: *Bravo! Bravo!*

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



Listen and underline.

(A listening comprehension activity.)

- 10 Explain the task. Read the sentence and invite the children to guess the correct verb. Play the cassette. Children listen and do the task (sif).

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

e.g. Teacher: *There's ... There's ...* etc

Then, select a short exchange from the dialogue for the children to act out in pairs. Encourage them to come to the front of the class to perform their exchanges.

▶▶ *Go to Activity Book 50 and 51*



Song

(An activity for children's language development.)

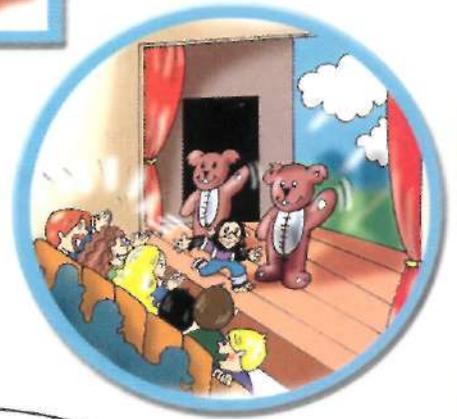
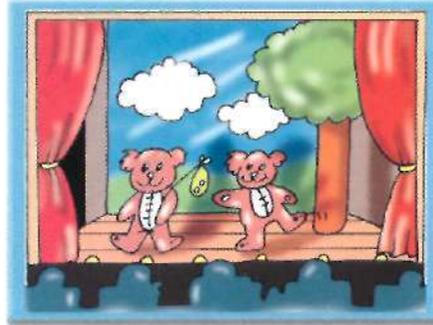
- 11 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

▶▶ **Ending the lesson**

(An activity to review language taught so far.)

- 12 Hand out flashcards Nos 11-14 to children. They come to the front, one at a time, and do the action illustrated in the flashcard. The rest of the children name the action.



Listen and underline.

Now, Chuckles,
stand/sit here and
be good!



Teddy bear, teddy bear,
Turn around!
Teddy bear, teddy bear,
Touch the ground!

Teddy bear, teddy bear,
Climb the stairs!
Teddy bear, teddy bear,
Say your prayers!

Teddy bear, teddy bear,
Turn off the lights!
Teddy bear, teddy bear,
Say goodnight!



GOODNIGHT AND GOODBYE!!!

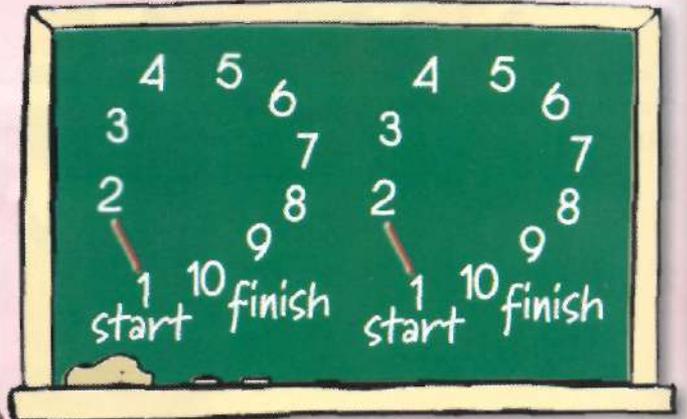
Showtime!



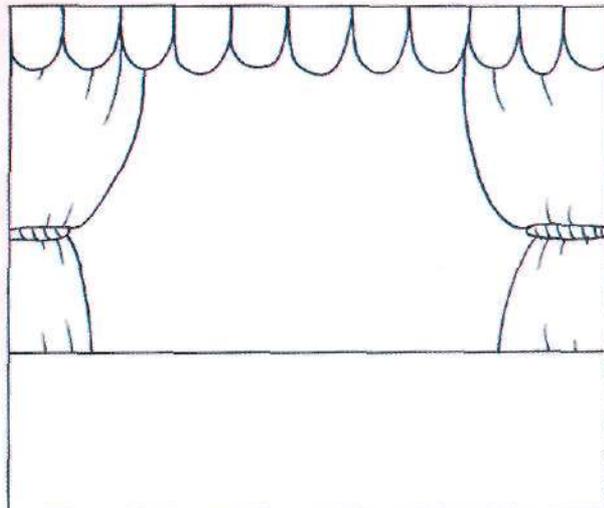
Who is Larry's sister?



Lulu!



She saw a show by the sea!



Showtime! (Theme 6)

LESSON 4

Aim: Consolidation

Pupil language: Consolidation

Revision: colours, clothes, sea (FC 15), snake (FC 16), ship (FC 17), star (FC 18)

▶▶ Beginning the lesson

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

(An activity to review language taught in Lesson 3.)

- 2 Pin up flashcards Nos 11-14. Name an action. Invite a child to come to the board and point to the flashcard that illustrates the action. Repeat the procedure with the rest of the flashcards.
- 3 **Song:** Play the song *Teddy bear, teddy bear...* from Lesson 3. Invite the children to sing along.

▶▶ Go to Activity Book page 52.

Page 52



Let's play.

(An activity to review language taught so far.)

- 4 Prepare the board as shown on p. 52 of the Pupil's Book. Divide the class into two teams. Explain the game. You will ask a child from each team a question. The aim is to join the dots and get from the start to the finish.

- | | |
|--|--|
| 1 Who's Larry's sister? | 1 Who is Lulu's brother? |
| 2 (FC radio) What's this? | 2 (FC chair) What's this? |
| 3 (FC Larry) How old is he? | 3 (FC Lulu) How old is she? |
| 4 What's your favourite food? | 4 What's your favourite food? |
| 5 Can a horse jump? | 5 Can a fish fly? |
| 6 (FC teddy bear) Point to teddy's ears. | 6 (FC teddy bear) Point to teddy's nose. |
| 7 Where's my pen? (under the table) | 7 Where's my pen? (on the table) |
| 8 (FC It's cold) It's sunny! (Yes/No). | 8 (FC It's raining!) It's windy! (Yes/No). |

- | | |
|--|---|
| 9 What's he wearing? (pointing to the man in the game of Lesson 4 My Holidays! – a brown jacket) | 9 What's she wearing? (pointing to the girl in the game of Lesson 4 My Holidays! – a green hat) |
| 10 Touch the ground! (Child does the action.) | 10 Turn around! (Child does the action.) |



Listen and repeat.

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

- 5 Play the cassette. Focus children's attention on how **s** and **sh** are pronounced: **s** is pronounced /s/ as in *sea*, while **sh** is pronounced /ʃ/ as in *she*. Children listen and repeat, chorally and individually. Check children's pronunciation and intonation.



Craftwork

(An activity to review language taught so far, while children practise fine motor skills.)

- 6 Explain that they are going to cut out and colour the stage and the two puppets. Show them your model and guide them through the cutting and colouring. Go around, providing any necessary help.
- 7 While the children are doing the craftwork feel free to play any song from the theme.

▶▶ Ending the lesson

(An activity to review language taught so far.)

- 8 Upon completion of the craftwork, children can "put on" a short play, introducing themselves, etc.

Note: Cut out the Awards from the pupil's book and prepare them for the award ceremony. (See page 171 for further information.)



Showtime! (Theme 6)

LESSON 5

Aim: Consolidation

▶▶ Beginning the lesson

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

(An Activity to review language taught so far.)

- 2 Play the game from Lesson 4 again.

▶▶ Go to Activity Book page 53.

Page 53



Song

(An activity for children's language development.)

- 3 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Time permitting, play the song again, encouraging children to participate.

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

▶▶ Ending the lesson

- 4 Spend some time at the end of the lesson on the award ceremony.



Kids' Corner

- 1 **Follow the leader:** Have children stand in single file one behind the other. The leader (the first child) mimes an action (e.g. *touch the ground, climb the stairs, etc.*) and the rest follow behind in single file copying the action.
- 2 **Decorations:** Children make decorations for the school's performance of the play.
- 3 **All about me:** Provide each child with a big piece of paper. Cut them into the shape of a balloon. Children decorate them with a drawing of their house, favourite colour/food, their pet, etc.

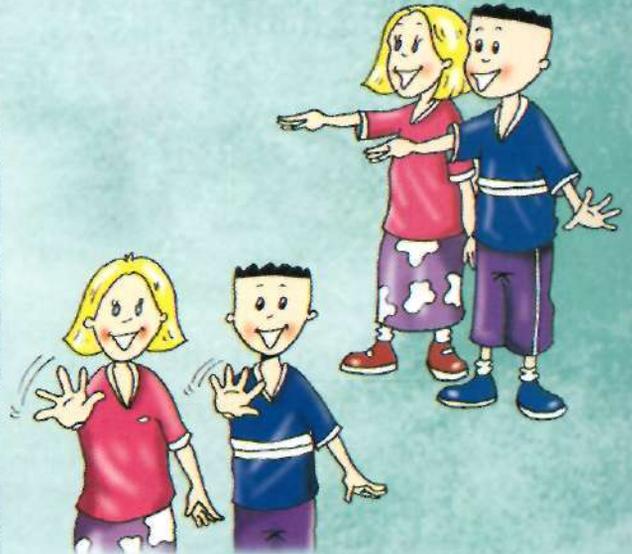
Showtime!



You put your right hand in
Your right hand out,
In, out, in, out
Shake it all about!
You do the Hokey Cokey,
And you turn around
That's what it's all about!

Oh, the Hokey Cokey!
Oh, the Hokey Cokey!
Oh, the Hokey Cokey!

Knees bend, arms stretch
Clap your hands!



- left hand
- right leg
- left leg





Now I know!

1 Read and match.

1



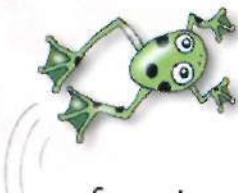
- 1 Turn off the light!
- 2 Drink your juice!
- 3 Eat your eggs!

- 4 Take off your T-shirt!
- 5 Put on your coat!
- 6 Say goodnight!



2 Read and tick (✓).

1



Yes/No

Can a frog jump?

4



Yes/No

Can a hen sing?

2



Yes/No

Can a fish swim?

5



Yes/No

Can a chimp swing?

3



Yes/No

Can a horse climb?

6



Yes/No

Can a bird fly?



Now I know! (k - l)

Aim: Consolidation of *Showtime!* (Theme 6)

1 Read and match.

- 1 Say, at random, one of the commands from the exercise and ask children to point to the correct picture in their books.

e.g. Teacher: *Drink your juice!*

Child 1: (*pointing to corresponding picture*) *This!/Here!*

Teacher: *Good, etc*

- 2 Refer children to item 1. Say and read "*Turn off the light!*" Point to the corresponding picture and draw their attention to the number 1 in the box. Ask a child to read the second sentence and write the number 2 in the box of the corresponding picture. Hold your book up and draw an imaginary 2 for the class to check their answer. Repeat the procedure with the rest of the items. Check children's answers.

- 3 Mime the commands in exercise 1 and ask children to respond.

e.g. Teacher: (*miming turning off the light*)

Class: *Turn off the light!*

2 Read and tick (✓).

- 4 Elicit the names of the animals in the pictures.

- 5 Refer children to item 1. Read and say: "*Can a frog jump?*" Look at the class and ask them "*Can a frog jump?*" Nod your head to encourage a **yes** response. Refer them to the tick in the **Yes** box. Ask a child to read the second question and tick the correct box. Write the answer on the board. Repeat the procedure with the rest of the items. Check children's answers. (2 **Yes**, 3 **No**, 4 **No**, 5 **Yes**, 6 **Yes**)

- 6 Shout out statements about the animals' abilities and ask children to respond chorally.

e.g. Teacher: *Chimps can fly.*

Class: *No! etc*



3 Read and circle.

- 7 Point to individual children in the class and elicit correct statements (use a teddy bear/doll/etc to practise "it's got").
e.g. Teacher: (*Pointing to boy with blue eyes*).
Class: *He's got blue eyes, etc*
- 8 Refer children to item 1. Read and say: "She's got green eyes." Point to the girl in the picture with green eyes and draw their attention to the circle around her. Ask a child to read the second sentence and circle the correct picture. Hold your book up and draw an imaginary circle around the correct picture for the class to check their answers. Repeat the procedure with the rest of the items. Check children's answers.
- 9 Hold up your book. Point to different pictures in exercise 3 and make statements. Ask children to respond with a Yes or No.
e.g. Teacher: (*pointing to boy with big eyes*) *He's got big eyes.*
Class: *Yes, etc*

4 Read and colour.

- 10 Tell the children what you're wearing today (e.g. *I'm wearing a blue T-shirt*.) Encourage individual children to come to the front and tell the class what they're wearing.
- 11 Refer the children to the boy in the picture. Read and say the first sentence in the speech bubble: "*I'm wearing a green T-shirt*". Point to the T-shirt and ask children to hold up the correct colouring pencil. Repeat the procedure for the other items of clothing. Do the same with the picture of the girl. Allow children time to colour in the pictures.
- 12 Ask children to draw and colour a picture of what they're wearing today.

Note: Upon completion of the *Now I know!* section, refer children to the stickers in their Activity Books and ask them to take out a *Now I know!* sticker and attach it to the corresponding box. Encourage children's efforts regardless of their performance and try to instil a sense of achievement for completing this section! As a further reward, children can vote on their favourite song from the theme and you can sing it together.



3 Read and circle.



1 She's got green eyes.

2 She's got dark hair.

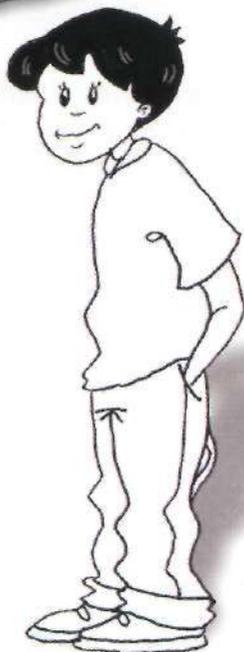


3 He's got small eyes.

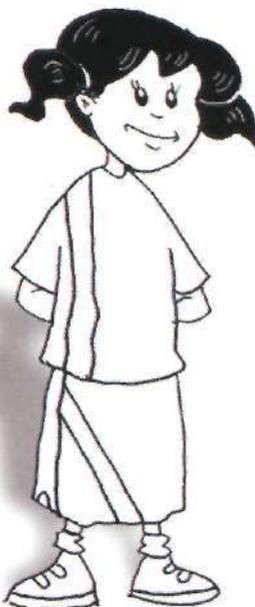
4 It's got big ears.

4 Read and colour.

I'm wearing a green T-shirt.
I'm wearing blue jeans.
I'm wearing yellow shoes.



I'm wearing a red T-shirt.
I'm wearing a green skirt.
I'm wearing pink socks.
I'm wearing black shoes.



School Play

Starlight

Suggestions on how to approach a production of the play

Children should cover Theme 4, *My Toys!*, before they start any work on the play. The fact that the play is mostly songs which children are already familiar with means that it can be staged without a lot of rehearsal time or preparation. Assign roles to pupils. It is a good idea to build up gradually, by rehearsing in class a few lines at a time. This can be done by listening, pausing and repeating. Once you feel that children are confident, you can ask them to listen to the accompanying cassette at home and rehearse on their own.

In the following lesson, pupils, in groups, act out their lines. If there are more children than parts, any "extra" pupils can act as a choir for the songs. On cassette, at the end of the play, there is an instrumental version of the songs. This can be used as musical accompaniment for the production.

Suggested props:

- birthday cake with candles
- balloons
- present (bar of chocolate)
- animal masks

Suggested scenery:

Child's bedroom with bed, table, chair, radio, lamp (see pictures).



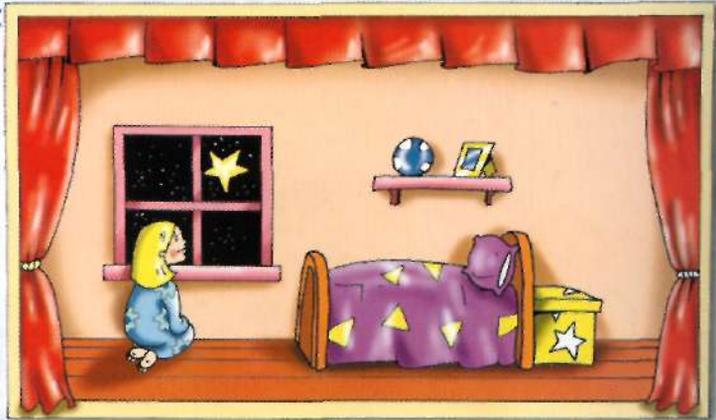
Starlight

act 1



(Curtains open to a small child at bedtime looking out at the stars.)

Child 1: Star light, star bright
First star I see tonight
I wish I may, I wish I might
Have the wish I wish tonight!
Oh! I wish my toys were alive!



(Magic/Dream SFX
Toys appear - teddy bear, ballerina
jack-in-the-box, toy soldier, dolls –
and creep around the room. They
gather in a group, centre stage.)

Teacher: At midnight in the playroom,
When everyone's asleep,
Out come all the toys
And around the room they creep!
The ballerina points her toes
And dances one-two-three!
(Ballerina dances.)

The jack-in-the-box jumps up and
down
And shouts 'Hey, look at me!'
(Jack-in-the-box does action.)

The teddy bears have a picnic,
The dolls pour out the tea,
(Teddies and dolls mime picnic.)

The soldier marches one-two-three
(Soldier mimes action.)

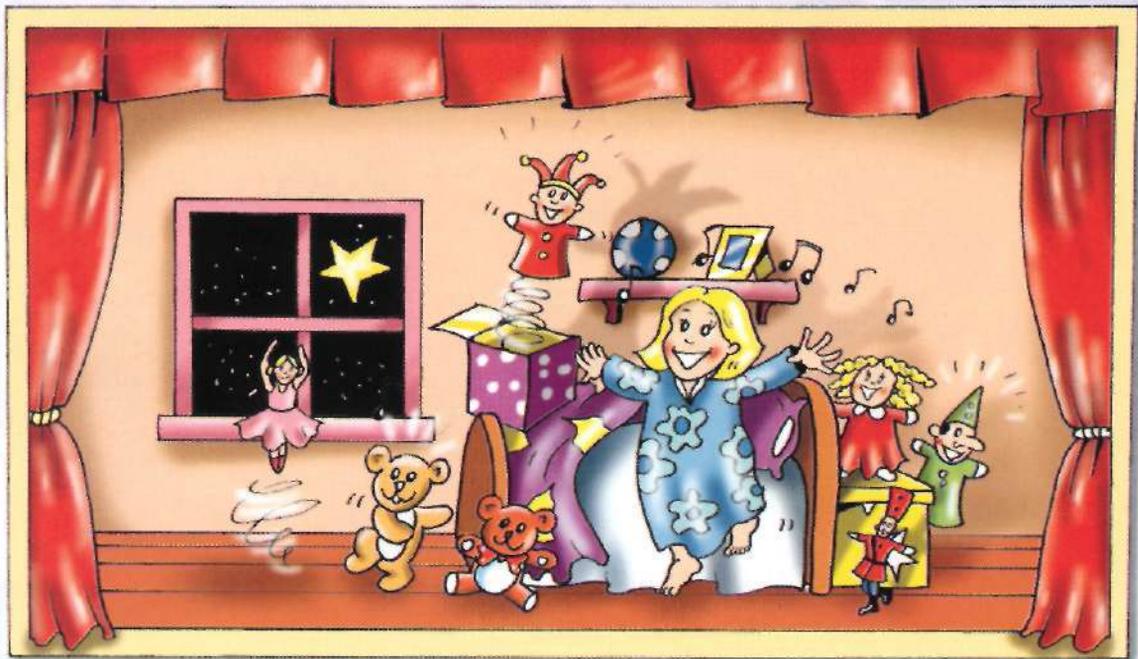
And the puppet shouts 'Yippee!'
(Puppet shouts 'Yippee' – toys join in
with Yippee!)





Starlight

act 1



All:
Toys for me,
Toys for you,
Toys for everyone!
A pink ballerina,
A blue toy soldier,
We're all having fun!

Toys for me,
Toys for you,
Toys for everyone!
A brown teddy bear,
A yellow doll,
We're all having fun!

End of Act 1 (Curtains
close/Lights fade.)



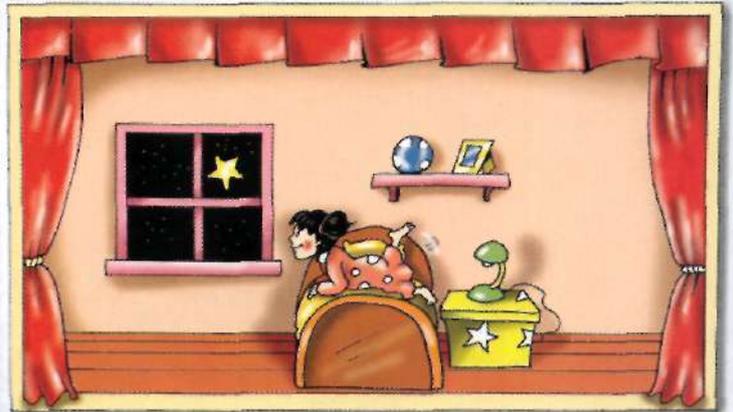
Starlight

act 2



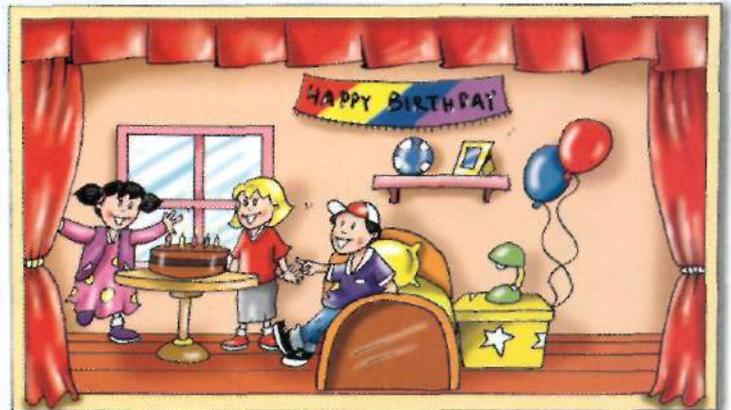
(Curtains open to Child 2 at bedtime.)

Child 2: Star light, star bright
First star I see tonight
I wish I may, I wish I might
Have the wish I wish tonight!
Oh, my wish is for a big birthday party!



(Magic/Dream SFX
Party scene - children, balloons, etc.)

Child 2: Hurry, hurry, come and see
Today there's a party
Just for me!
Child 3: With burgers and biscuits
And bananas too!
Child 4: There's lots to eat
For me and you!
Child 3: Pizza and chips
And sandwiches!
Child 4: And candles on a cake
To make a wish!

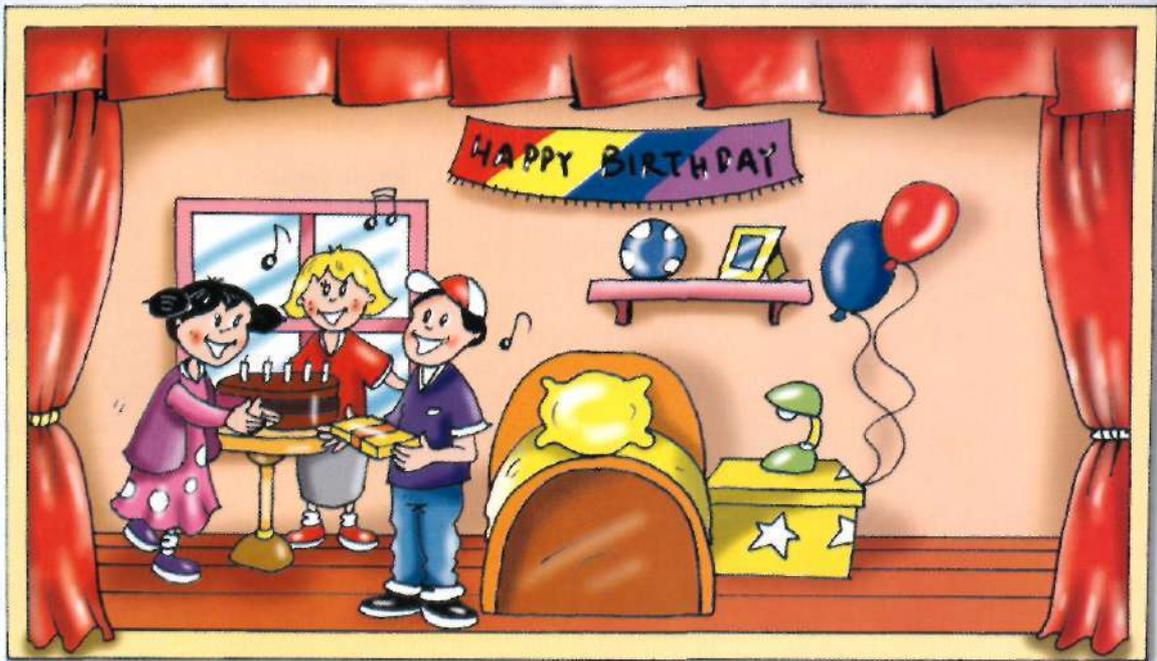


(Children hold cake. Child 2 blows out candles.)



Starlight

act 2



Children: Hooray! Happy Birthday!
Child 3: Look – I've got a present for you.
Child 2: What is it?
Child 3: It's chocolate!

Children: Yummy, yummy, chocolate!

Yummy, yummy, chocolate
That's what I like!
Chocolate on a biscuit,
Chocolate on a cake!
I don't like eggs
And I don't like cheese!
But yummy, yummy, chocolate,
Ooh, yes, please!

(Child 2 throws chocolate sweets
to audience - lots of cheering.)

End of Act II (Curtains close/Lights
fade.)



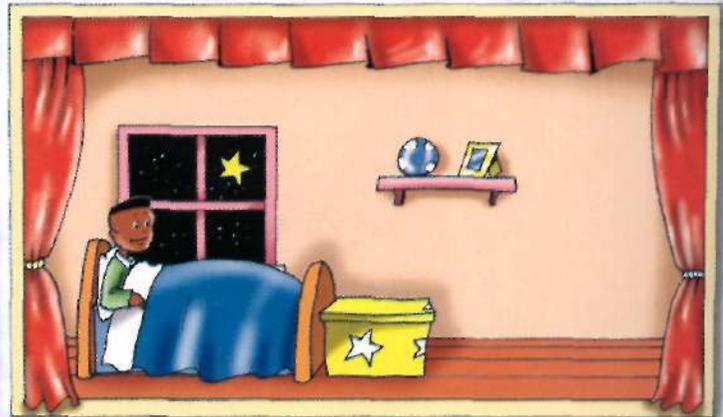
Starlight

act 3



(Curtains open to Child 5 at bedtime.)

Child 5: Star light, star bright
First star I see tonight
I wish I may, I wish I might
Have the wish I wish tonight!
I wish I had a tree house!



(Magic/Dream SFX. Tree house scenery on stage.)

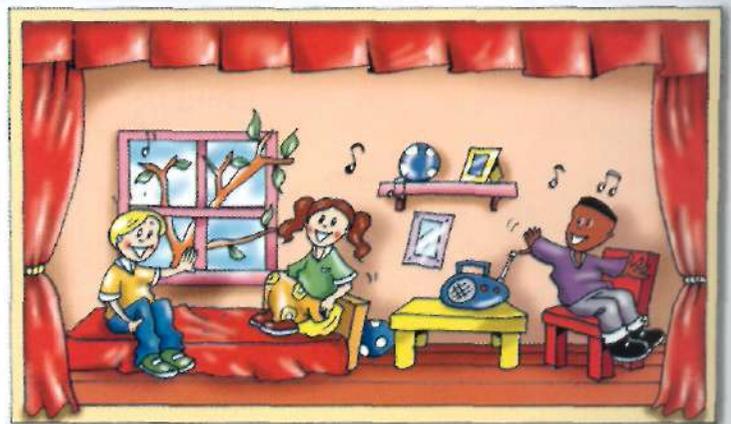
Child 5: In my tree house,
In my tree,
There are lots of colours
For you to see!

(Children skip, joining child 5 to play.)

Child 6: Red and yellow
Green and blue!
Lots of colours
For me and you!

Child 5: In my tree house,
In my tree,
There are lots of things
For you to see!

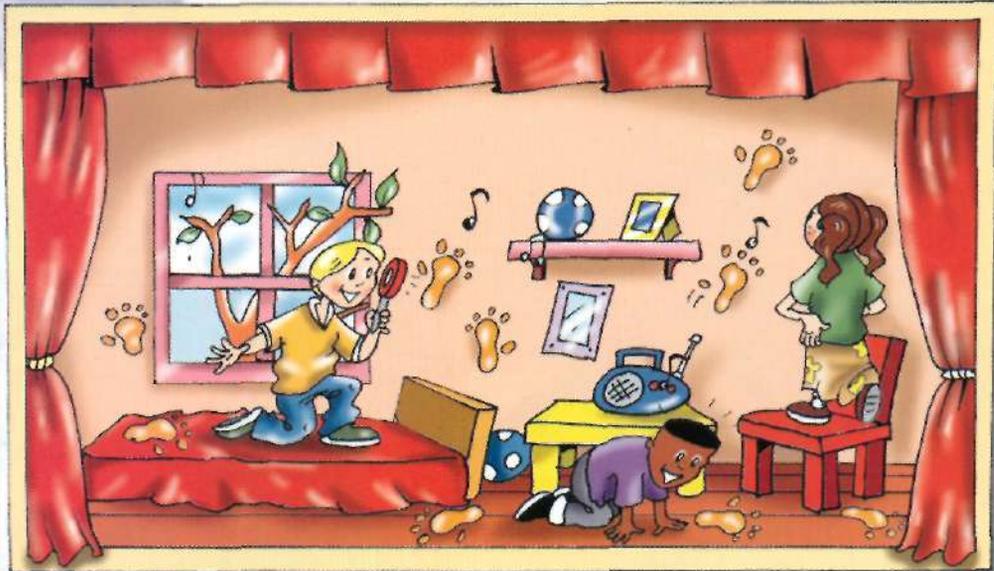
Child 7: A table, chair
And a bed, you see
And a radio
For you and me!





Starlight

act 3



Child 6: Is this your house?
Child 5: Yes, it is!
Child 6: It's great!

All join in: This is my house
This is the door
The windows are clean
And so is the floor!
Outside there's a chimney
As tall as can be,
With smoke that goes up,
Come and see!

Child 7: Look, footprints – footprints
everywhere!

All: Footprints in the kitchen,
Footprints in the hall,
Footprints on the floor,
Footprints on the wall!

Footprints in the living room,
Footprints on the stairs,
Footprints in the bedroom,
Footprints on the chairs!

Footprints in the bathroom,
But where is naughty Chuckles
Footprints in the bath
He's there with all the bubbles!

All: Oh, Chuckles!

(Chuckles comes on stage covered in bath
bubbles. Children gather round, laughing.)
End of Act III (Curtains close/Lights fade.)



Starlight

act 4



(Curtains open to Child 8 at bedtime.)

Child 8: Star light, star bright
First star I see tonight
I wish I may, I wish I might
Have the wish I wish tonight!
I wish I had lots of animals!



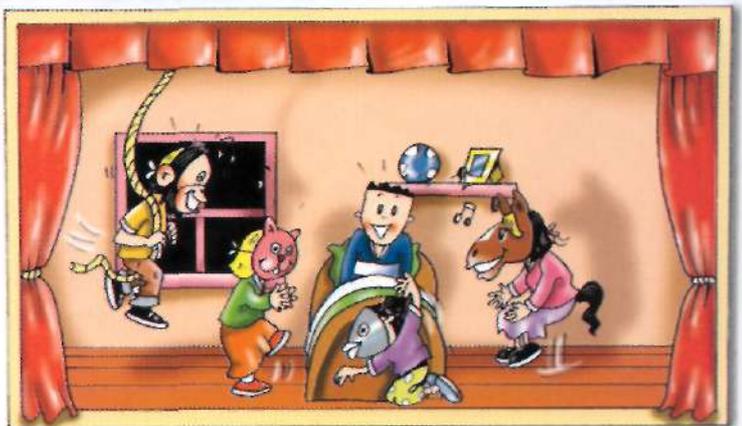
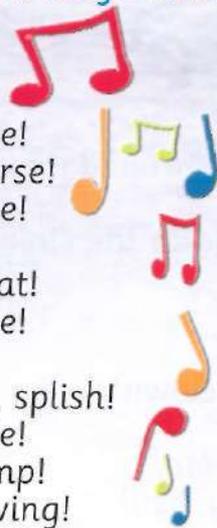
(Magic/Dream SFX - horse, cat, fish and chimp appear on stage and sing.)

Horse: I'm a horse! I'm a horse!
And I can jump, of course!
Look at me! Look at me!

Cat: I'm a cat! I'm a cat!
And I can climb like that!
Look at me! Look at me!

Fish: I'm a fish! I'm a fish
And I can swim, splish, splish!
Look at me! Look at me!

Chimp: I'm a chimp! I'm a chimp!
And I can climb and swing!
Look at me! Look at me!





Starlight

act 4



(Children follow child 8 around the stage.)

Child 8: Hey, come on! Let's go to the circus.

All: At the circus
In the town
There's a very funny clown!
The clown can run,
And the clown can jump,
Run and jump all day, hey!

At the circus
In the town,
There's a very funny chimp!
The chimp can climb,
And the chimp can swing
Climb and swing all day, hey!

(Clown appears, running, jumping, etc and dancing with the chimp. Children all join in.)
End of Act IV (Curtains close/Lights fade.)



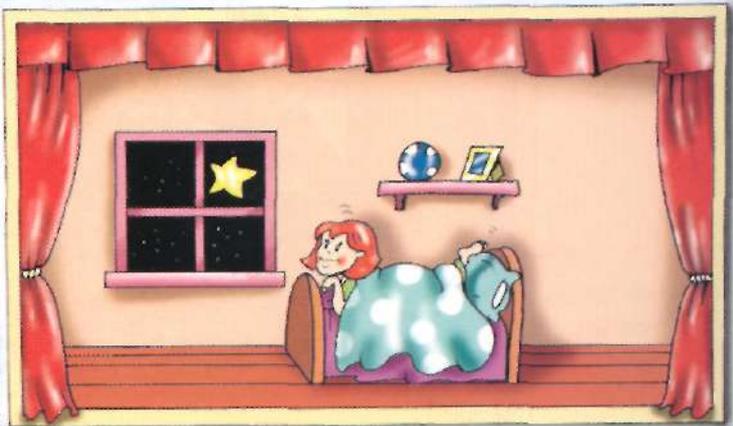
Starlight

act 5



(Curtains open to Child 9 at bedtime.)

Child 9: Star light, star bright
First star I see tonight
I wish I may, I wish I might
Have the wish I wish tonight!
I wish I had a sailing boat!



(Magic/Dream SFX. Boat scene.
Children gathered on stage.)

Child 10: I'm wearing my jeans
And my favourite T-shirt!

Child 11: I'm wearing my hat
And my favourite skirt!

Child 12: I'm wearing my jacket.

All: We're sailing away
In our sailing boat!
Take off your socks,
Take off your shoes,
We're sailing away
On a magic cruise!

Child 9: Come on, everybody. Let's set sail!

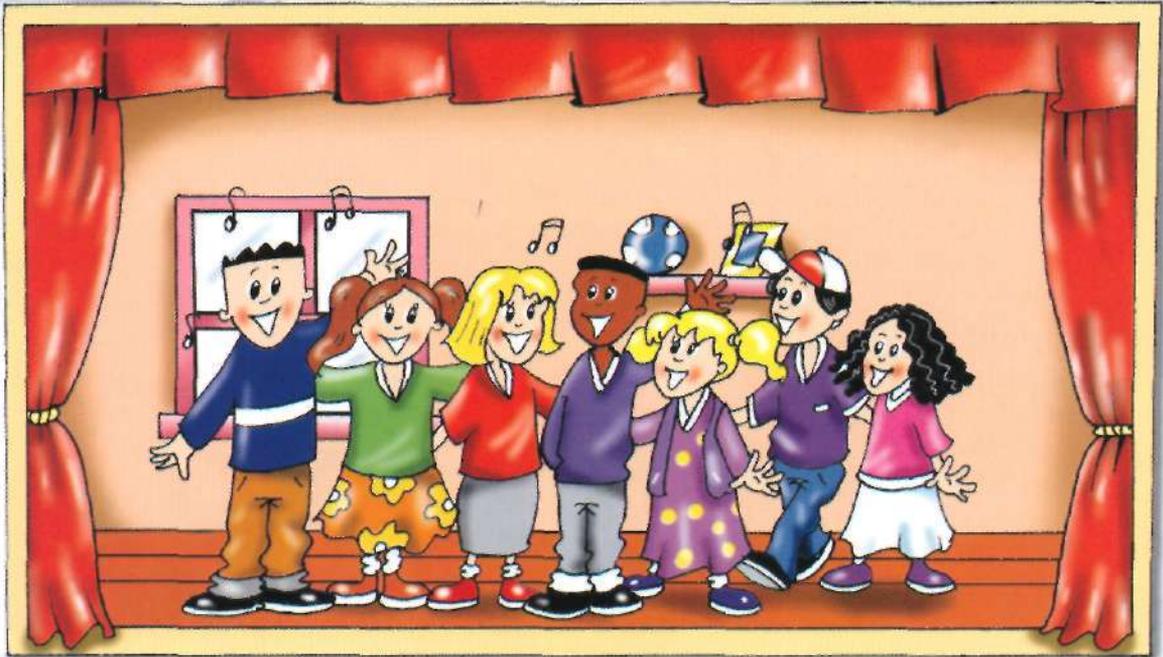
(The whole cast appears on stage
and joins in with the Set Sail
theme song.)





Starlight

act 5



All: Set sail with us
Join us, please!
Set sail with us
For English!
Set sail with us
Upon the sea
And swim with all the starfish!

We love to sing,
We love to play,
We love to talk together!
Set sail with us,
Set sail today
And be our friend forever!

We've got some rhymes
And stories too,
We've got lots of things to do!
So get on board,
Set sail today!
We're waiting here for you!

(Cast take a bow and wave
goodbye to the audience. Curtains
close/Lights fade.)



The End



The Town Mouse and the Country Mouse

LESSON 1

Aim: Consolidation of language taught in Themes 1-3.

▶▶ Beginning the lesson

(Activities to explore the theme of the story.)

- 1 Prior to the story lesson, make sure children bring in the mouse masks they made in *My Animals!* (Lesson 4). Ask two children to come to the front, with their masks on, point to one of them and say: "This is Country Mouse." Encourage children to greet the Country Mouse like this: "Hello, Country Mouse." Repeat the procedure with the other child, this time introducing Town Mouse.

e.g. Teacher: *This is Town Mouse.*

Class: *Hello, Town Mouse.*

- 2 Bring to class a picture of a town (*busy streets, a lot of cars, etc*) and a picture of the country (*trees, flowers, etc*). Present the words **town** and **country** using these pictures.

- 3 Ask two children to come to the front. Demonstrate the following exchange with them:

Child 1: *Hello, Country Mouse.*

Child 2: *Hello, Town Mouse. Welcome to my house!*

Child 1: *(Shaking head) Ugh! I don't like it here!*

In pairs, children act out the exchange. Go around, providing any necessary help.

- 4 Repeat the procedure, but with the following exchange:

Child 1: *Hello, Town Mouse.*

Child 2: *Hello, Country Mouse. Welcome to my house!*

Child 1: *(Shaking head) Ugh! I don't like it here!*

▶▶ Presentation and Practice

Page 12

- 5 Draw a large 12 on the board. Point to it, mime and say: "Open your Story Books at page twelve."

(An activity to review and present the vocabulary of the story.)

- 6 Point to each picture and say the appropriate word. Children repeat, chorally and individually.

Page 2

- 7 Ask children to turn to page two. Play the story on cassette. Pause after each picture to give children time to turn their page. *(There is a natural pause accompanied by a tone on the cassette indicating a turn of page.)*
- 8 Play the story again, this time ask children to point to the character who is speaking as they are listening.

▶▶ Ending the lesson

(An activity for children's language development.)

- 9 Divide the class into two groups. One group acts out the part of the Town Mouse and the other group the part of the Country Mouse. Allocate an area for each group. Play the following extracts or narrate them:

*"Town Mouse: Look at my living room!
Look at my chair!
And look at the table over there!"*

*"Country Mouse: My house is small,
And a little bit shabby,
But I like it here,
I'm very happy!"*

Play or narrate the extracts as many times as you feel is necessary, encouraging children to participate using mime, gestures and repetition of as many words as they are able. Demonstrate this yourself first.



The Town Mouse and the Country Mouse

LESSON 2

▶▶ Beginning the lesson

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

- 1 Ask children to turn to the picture dictionary of the story (p. 12). Ask them to look at the pictures and call out Town Mouse or Country Mouse.

e.g. Teacher: *honey*

Class: *Country Mouse*

Teacher: *dog*

Class: *Town Mouse etc.*

▶▶ Practice

(For the text and picture version.)

- 2 Play the story on cassette. This time, pause and ask questions after each picture.

Page 2

- 1 Who's this? (point to Town Mouse)
- 2 Who's this? (point to Country Mouse)
- 3 What's this? (point to Country Mouse's house)
- 4 Is it a big house or a small house?

Page 3

- 1 Is there a table?
- 2 Is there a chair?
- 3 Is there a bedroom, bathroom, etc?
- 4 Is Town Mouse happy?

Page 4

- 1 What are they doing now?
- 2 What food can you see?
- 3 Do you like bread and cheese?

Page 5

- 1 Where are they going?
- 2 Why are they leaving Country Mouse's house?

Page 6

- 1 Where are they now?
- 2 How many chairs are there?
- 3 Is it a big house or a small house?

Page 7

- 1 Now where are they?
- 2 What kind of food can you see?

Page 8

- 1 Who's standing?
- 2 Who's sitting?
- 3 What's Town Mouse eating?

Page 9

- 1 What's that? (point to dog)
- 2 What's Country Mouse doing?
- 3 Is Country Mouse happy?

Page 10

- 1 Where's Country Mouse going?
- 2 Why is he leaving?

Page 11

- 1 Where's Country Mouse?
 - 2 What's that? (point to frog)
 - 3 What are they? (point to ants)
 - 4 Is Country Mouse happy?
- 3 In pairs, children act out the story while listening to the cassette. They can do this either by using mime and gestures and/or joining in with as many words from the dialogue as they can. Alternatively, narrate the story as the children act it out.

▶▶ Ending the lesson

(An activity for children's language development.)

- 4 Teach this simple TPR song to the tune of "The Wheels on the Bus Go Round Round Round". If you do not know the tune, this can be done as a chant or a narration.

The Country Mouse's house is small, small, small, (mime small)
Small, small, small,
Small, small, small.

The Country Mouse's house is small, small, small,
it's very small!



The Town Mouse's house is big, big, big. (*mime big*)

Big, big, big,

Big, big, big.

The Town Mouse's house is big, big, big,

It's very big!

The Country Mouse eats bread and cheese. (*mime eating*)

Bread and cheese.

Bread and cheese.

The Country Mouse eats bread and cheese,

And honey from bees! (*mime bees*)

The Town Mouse eats burgers and chips. (*mime eating*)

Burgers and chips.

Burgers and chips.

The Town Mouse eats burgers and chips

And ice cream! (*mime rubbing tummy*)

- 5 Ask children if they enjoyed the story. Invite them to put a sticker at the bottom of the last page of the story.

Note: If you are doing the picture version of the story, it starts from page 4.



The Toy Soldier

LESSON 1

Aim: Consolidation of language taught in Themes 1-5

▶▶ Beginning the lesson

(Activities to explore the theme of the story.)

- 1 For this lesson you will need the toy flashcards from Theme 4. Hold up the toy soldier flashcard and say: "I'm a toy soldier." Hand out the other flashcards to selected children and invite them to do the same.
- 2 Allocate a space in the room. Divide the group into toy soldiers, ballerinas, puppets, teddy bears and jack-in-the-boxes. Play one of the songs from Theme 4 and shout out commands. Children follow your commands.
e.g. Teacher: *Ballerinas dance! (Only the ballerinas dance) Keep changing the actions.*
- 3 Teach the following lines to the boys: "I'm Sam, the toy soldier. How do you do? It's very nice to meet all of you!" Teach the girls: "My name's Bella. Hello everyone! I like it here. It's lots of fun!" Then, in pairs (boy and girl), have them come to the front and address the class.
- 4 Go through the pictures of the story with the children. Tell them that the boy and girl in the story are called William and Rose. Ask questions about the pictures (*who they can see, about objects they know in English, toys, clothes, etc.*). Ask them if they can tell you what the story is about (*They may know the story in their mother tongue.*)

▶▶ Presentation and Practice

Page 33

- 5 Draw a large 33 on the board. Point to it, mime and say: "Open your Story Books at page thirty-three."

(An activity to review and present the vocabulary of the story.)

- 6 Point to each picture and say the appropriate word. Children repeat, chorally and individually.

Page 18

- 7 Ask children to turn to page eighteen. Play the story on cassette. Pause after each picture to give children time to turn their page. *(There is a natural pause accompanied by a tone on the cassette indicating a turn of page.)*
- 8 Play the story again. This time, ask children to point to the character who is speaking as they are listening.

▶▶ Ending the lesson

(An activity for children's language development.)

- 9 **Follow the leader:** Choose one child to be the leader. He/She moves around the room, doing different actions, gestures, etc. The rest of the class copy the movements in single file, behind the leader. Keep changing the leader. You can play some of the songs to make it more enjoyable.
- 10 Invite children to draw and colour their favourite scene from the story.



The Toy Soldier

LESSON 2

▶▶ Beginning the lesson

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

- 1 Ask children to turn to the picture dictionary of the story (p. 33). Call out an item of vocabulary and ask them to respond with a yes or no.

e.g. Teacher: *window*

Class: *Yes!*

Teacher: *bed*

Class: *No!* etc.

▶▶ Practice

(For the text and pictures version.)

- 2 Play the story on cassette. This time, pause and ask questions after each picture.

Page 18

- 1 Who's this? (point to William)
- 2 Who's this? (point to Daddy)
- 3 What's this? (point to toy soldier)
- 4 Is William happy?

Page 19

- 1 Who's this? (point to Rose)
- 2 What's that? (point to ballerina)
- 3 What colour is Daddy's hair?

Page 20

- 1 How many toys can you see?
- 2 Are the toys happy?
- 3 What is Ted saying?

Page 21

- 1 What is Sam saying?
- 2 What is Bella saying?
- 3 Is it night or day?

Page 22

- 1 What's Sam doing?
- 2 Are the toys happy?

Page 23

- 1 Is it night or day?
- 2 Are the toys playing?

Page 24

- 1 Who's this? (point to Mummy)
- 2 What are William and Rose doing?
- 3 What is Mummy saying?

Page 25

- 1 Is Sam on the shelf?
- 2 Where is he?
- 3 What is he saying? (point to picture in circle)
- 4 Where is he?

Page 26

- 1 What's this? (point to flower)
- 2 Where is Sam now?
- 3 Is he happy?

Page 27

- 1 Do the toys want to play?
- 2 Who are they looking for?
- 3 Are they happy?

Page 28

- 1 Where's Bella?
- 2 Who are they looking for?

Page 29

- 1 What's this? (point to dog)
- 2 Is Sam happy?

Page 30

- 1 Who's this? (point to William)
- 2 Is it a good dog?
- 3 Why is William happy?



Page 31

- 1 How many toys can you see?
- 2 Why are they happy?
- 3 What are they shouting?

Page 32

- 1 What are Sam and Bella doing?
- 2 Who's Bella's favourite toy?
- 3 In pairs, children act out the story while listening to the cassette. They can do this by using mime and gestures and/or joining in with as many words from the dialogue as they can. Alternatively, narrate the story as the children act it out.

▶▶ Ending the lesson

(An activity for children's language development.)

- 4 Teach this simple TPR chant:

I'm a toy soldier.
My name's Sam.
I march all day
To a marching band. *(mime marching)*

I'm a ballerina.
My name's Bella.
I dance all day
To a fiddle and a cello. *(mime dancing)*

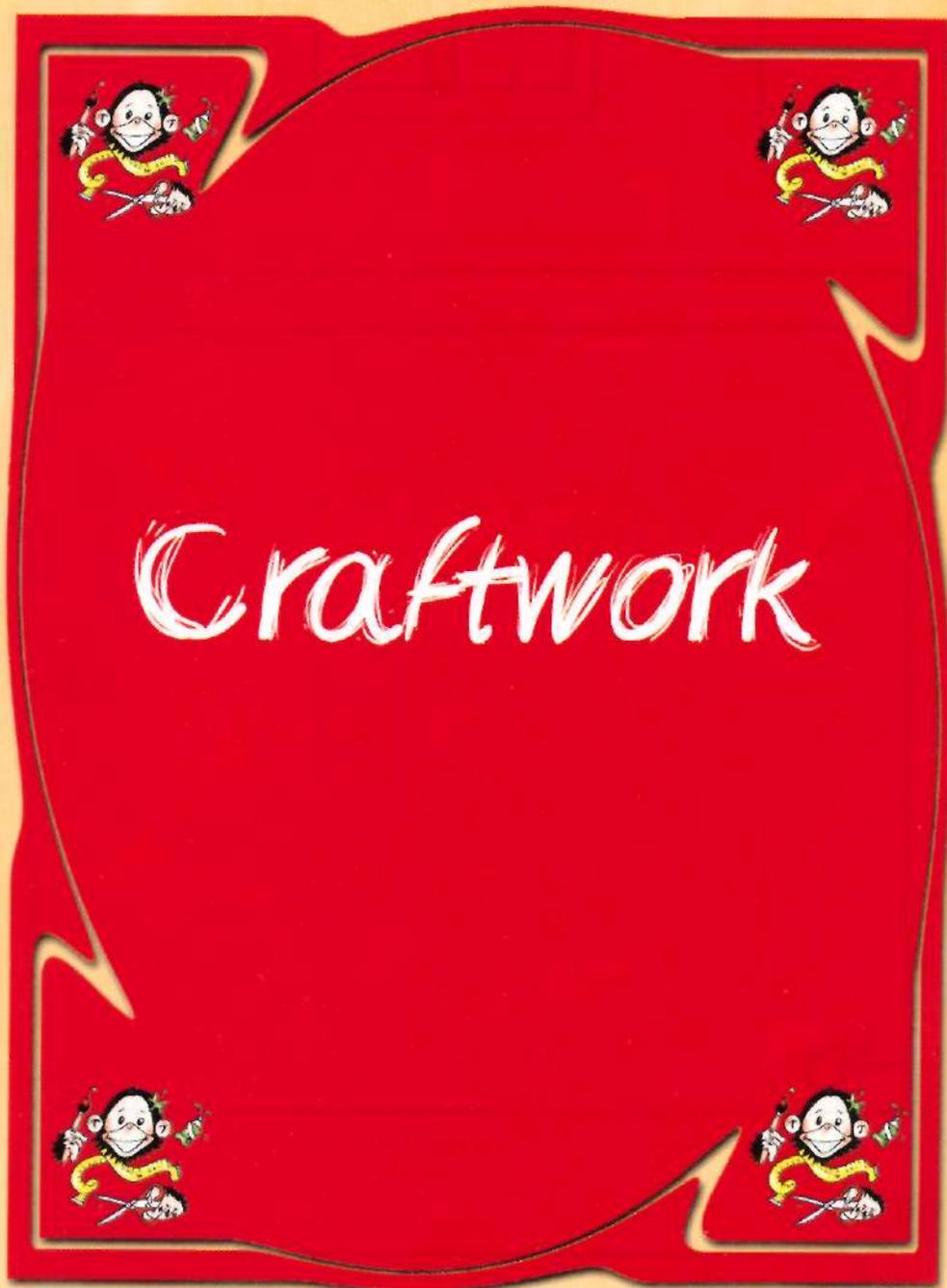
I'm a teddy bear.
My name's Ted.
I'm covered in hair
From my toes to my head. *(bend down, touch toes, then stand up and put hands on head)*

I'm a jack-in-the-box.
My name's Jack.
I jump right up
Then I go back. *(crouch down, jump up, then crouch down again)*

- 5 Ask children if they enjoyed the story. Invite them to put a sticker at the bottom of the last page of the story.

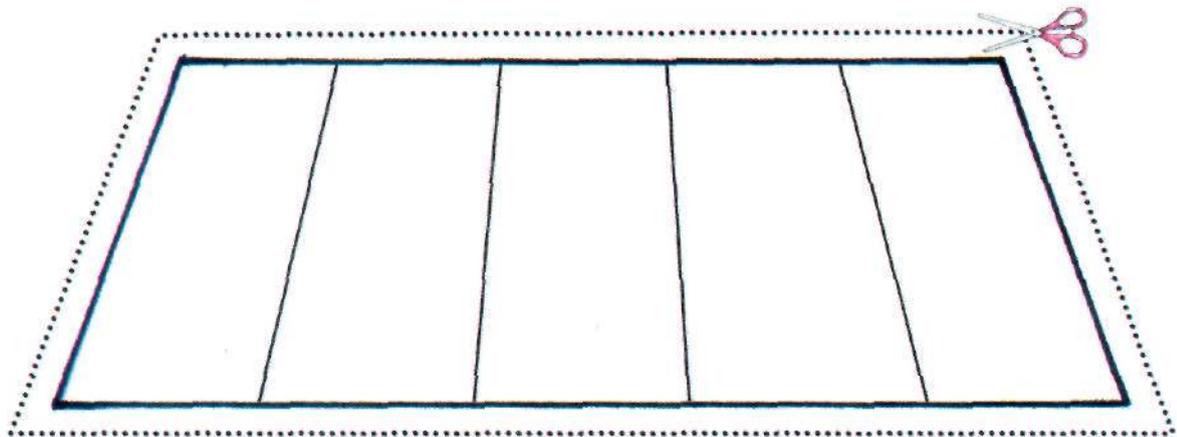
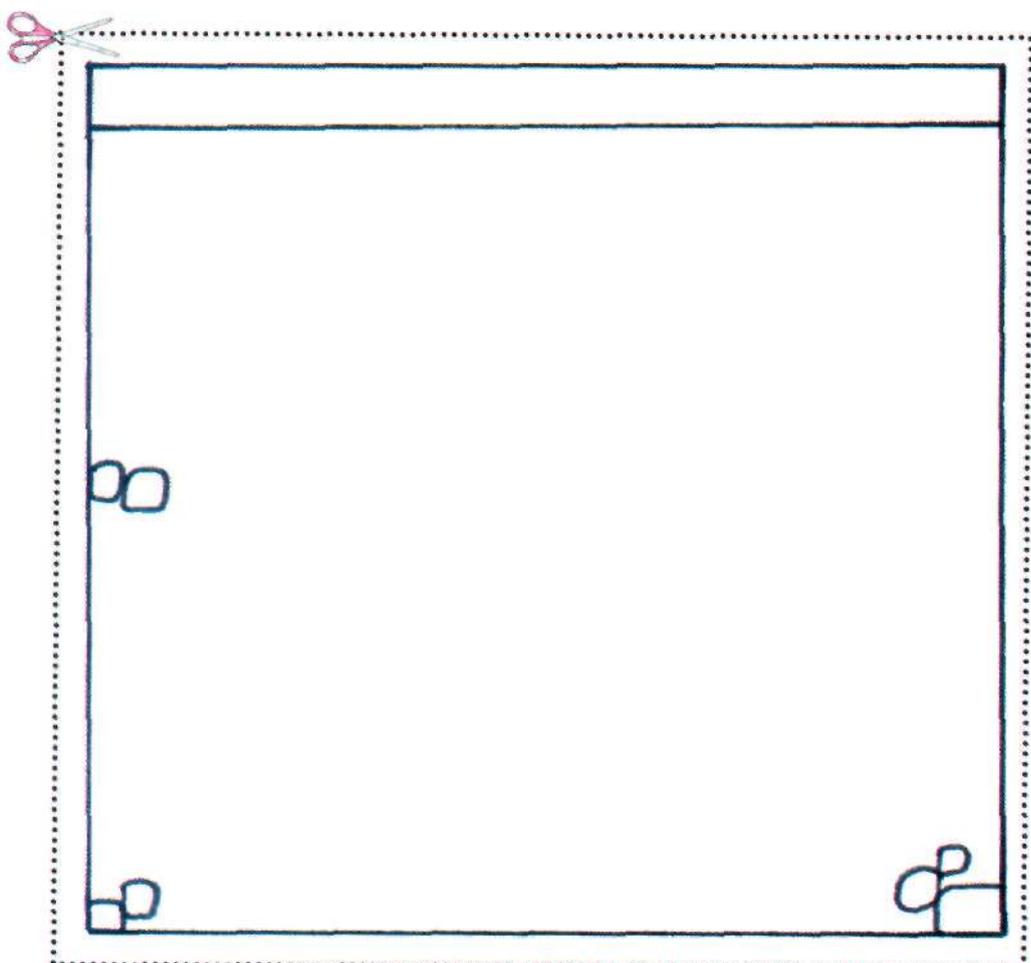
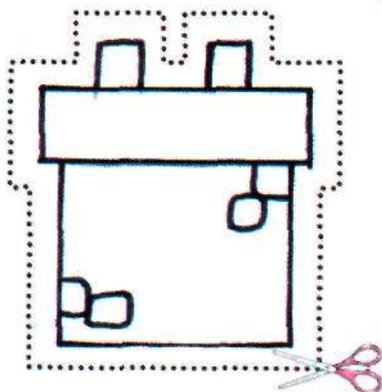
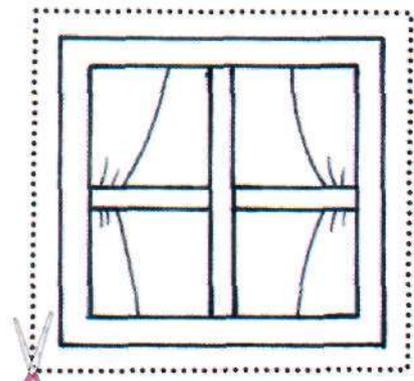
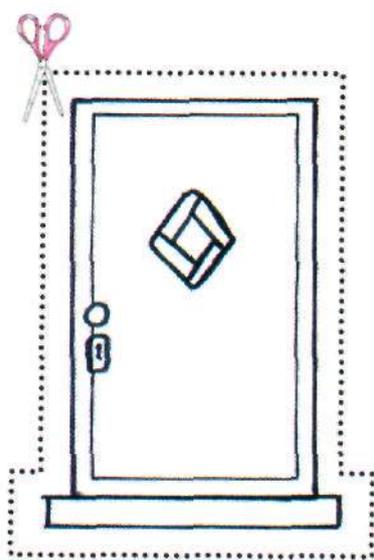
Note: If you are doing the picture version of the story, it starts from page 15.



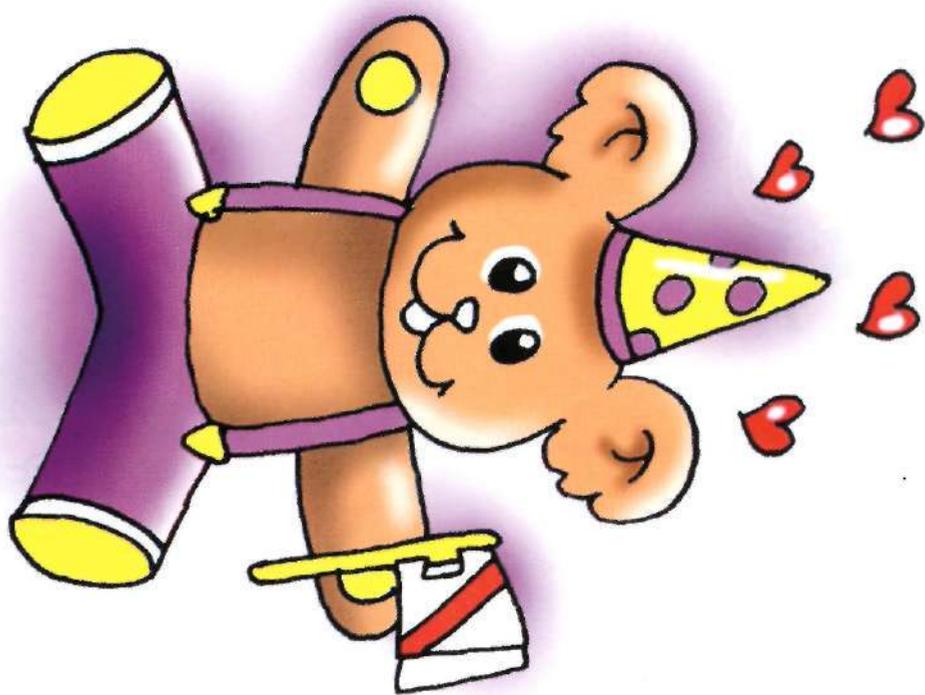


Craftwork

My Home!



My Birthday!

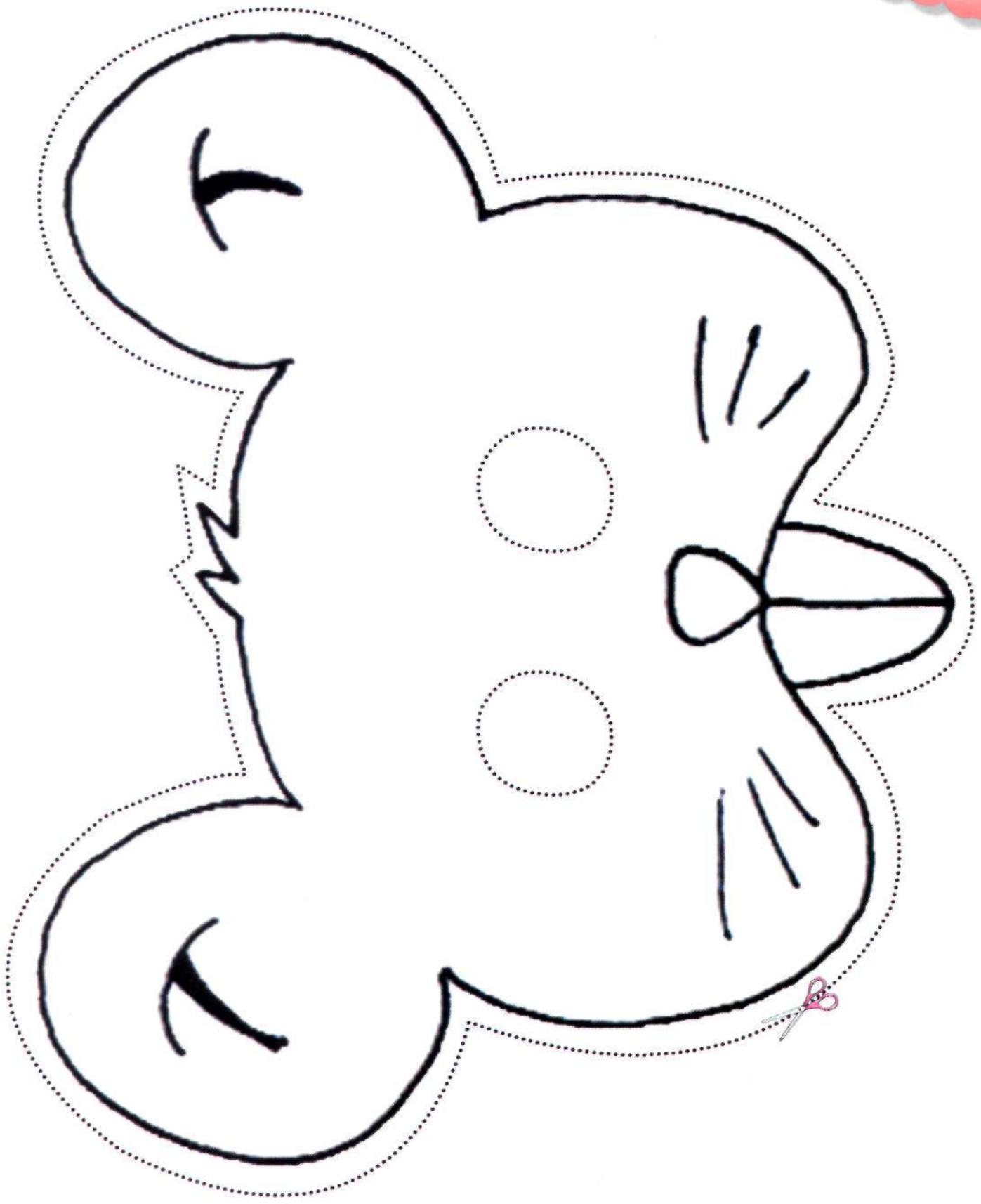




To:

From:

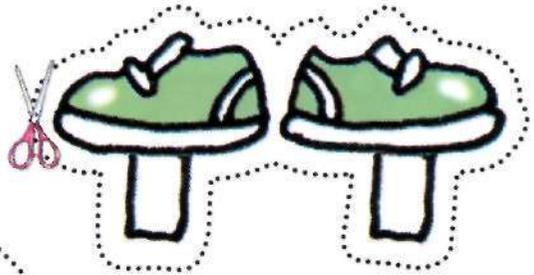
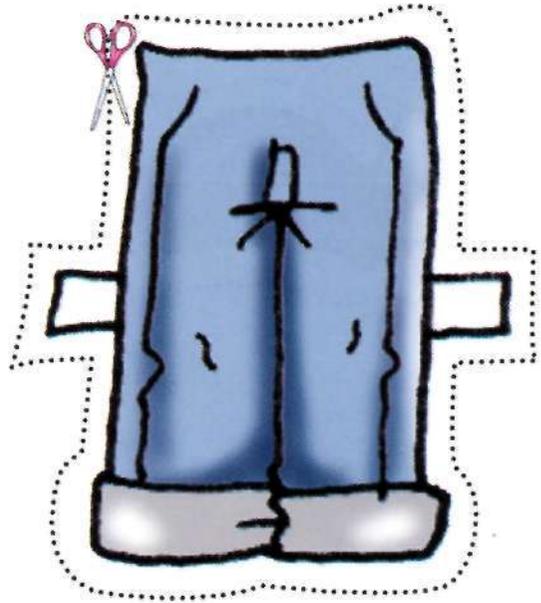
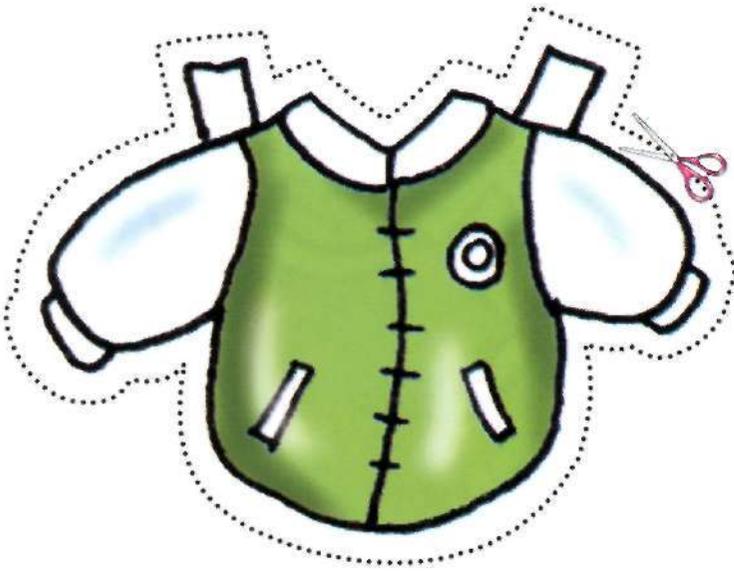




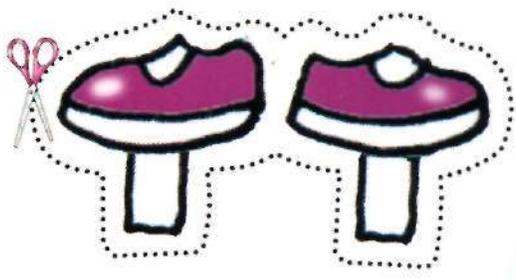
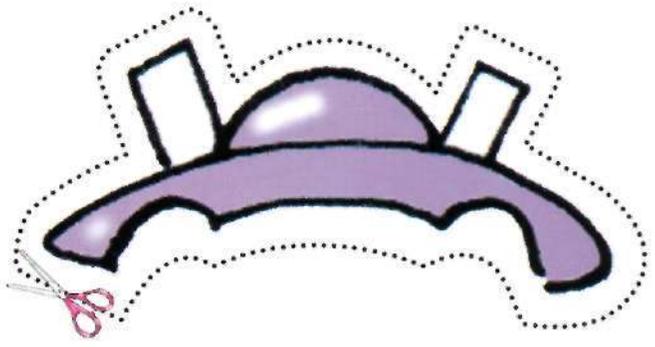
My Toys!



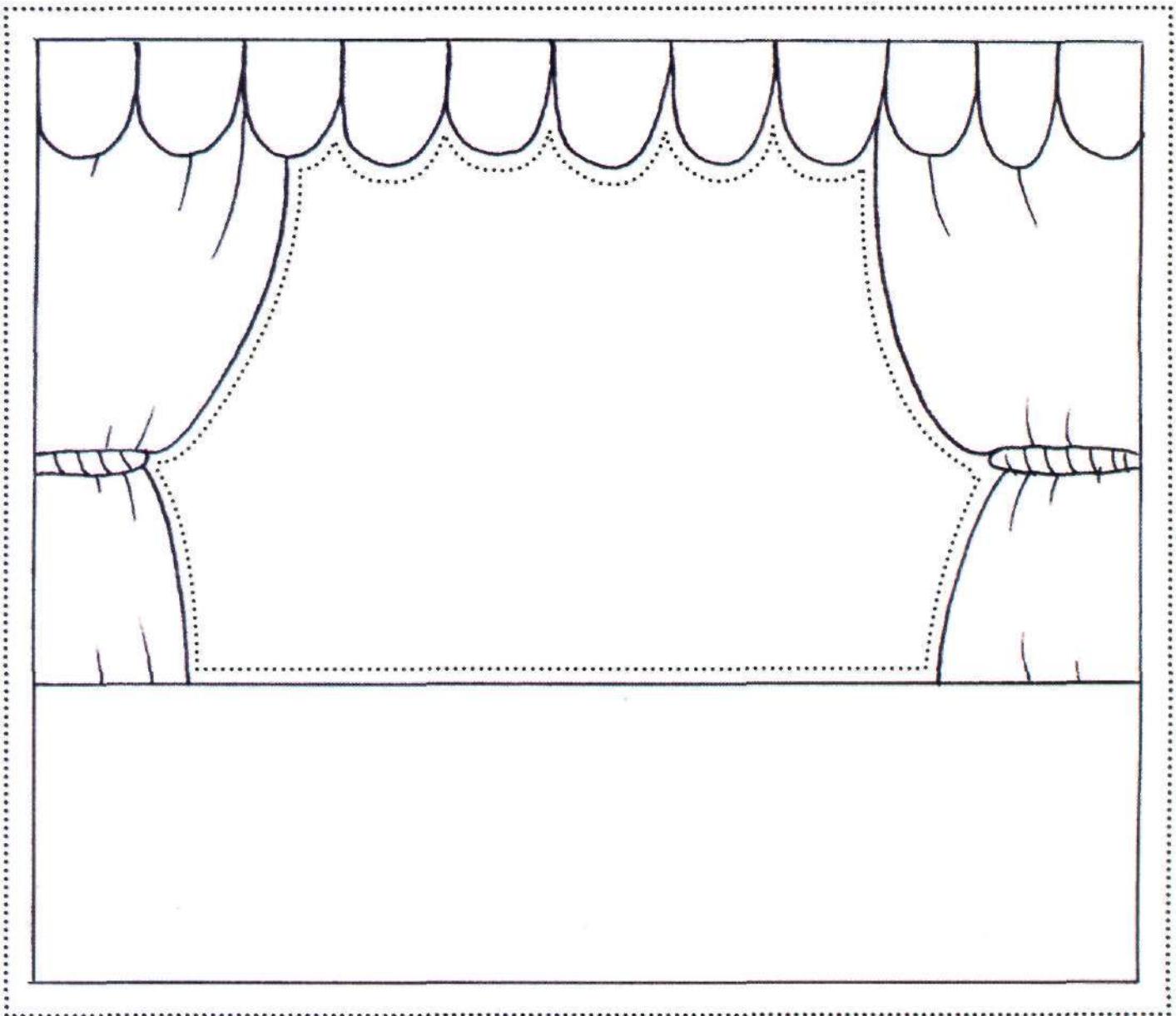
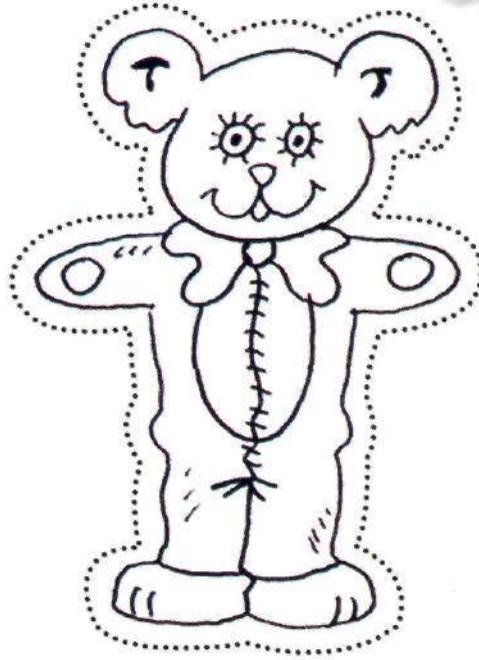
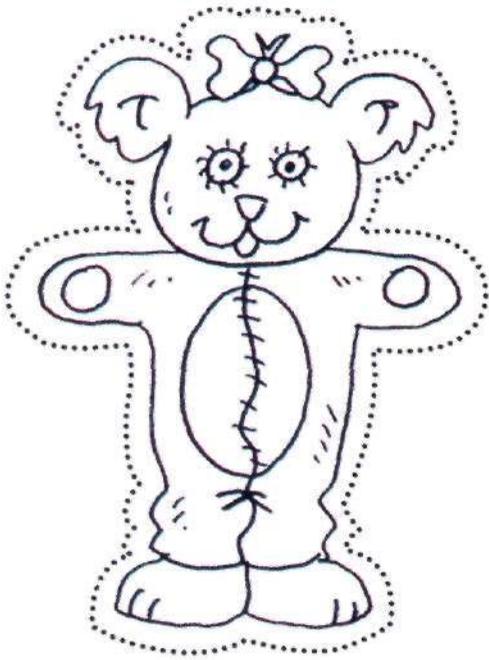
My Holidays!



My Holidays!



Showtime!



Set Sail! 2 Award

Praise and encouragement is an integral part of teaching young learners. The aim of this alphabet award is to give children a sense of achievement in the target language.

- Designate some time during the penultimate lesson to take out the awards from the pupil's books and explain to them that in the following lesson you are going to have an "award ceremony."
- During the last lesson, call each child to the front individually and hand them their awards. Encourage children to decorate their awards with one or more of the remaining stickers from their books.
- As an extension, conduct a survey to choose their favourite song(s). Play the song(s) as an end to your lesson.



Set Sail 2

Award

Name:



Excellent!



Set Sail! 2

Set Sail! is a two-level course for teaching English at early primary levels. Young learners will be captivated by the adventures of Lulu, Larry and their pet chimp, Chuckles.

Set Sail! takes pupils on a journey into the English language leading them gently into the practice of all four-skills, starting with pre-reading and pre-writing activities progressing onto more demanding tasks designed to fully equip young learners with the skills to communicate in the target language.

Set Sail! 2 comprises six themes of eight pages. Each theme recycles the language taught in the previous themes extending the pupils' understanding of the English language.

Set Sail! 2 Components

- **Pupil's Book** contains realistic dialogues, lively songs and chants, craftwork, listening activities, consolidation pages for each theme and a school play to be performed at the end of the year.
- **Activity Book** contains a wide variety of activities for further consolidation of the language taught in the Pupil's book.
- **Teacher's Book** contains step-by-step lesson plans as well as optional activities (Kid's corner). The fact that it is interleaved makes for easier classroom use.
- **Teacher's Activity Book** contains the key to the exercises as well as guidelines.
- **Picture Flashcards** contains the new vocabulary of each lesson as well as the pictures for the communication exercises (Chit Chat) and the game enabling teachers to practise the new language thoroughly and efficiently!
- **Story Book** contains two stories, *The Town Mouse and The Country Mouse* and *The Toy Soldier*. They are in two versions: one with text and one without.
- **Class Cassettes/CDs** contain the vocabulary, dialogues, songs, chants, listening activities and the fully dramatised play.
- **Pupil's Cassette/CD** contains the vocabulary and the dialogues for the pupils to listen to at home.
- **Video Cassette** brings the characters to life and pupils have fun while learning!



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