

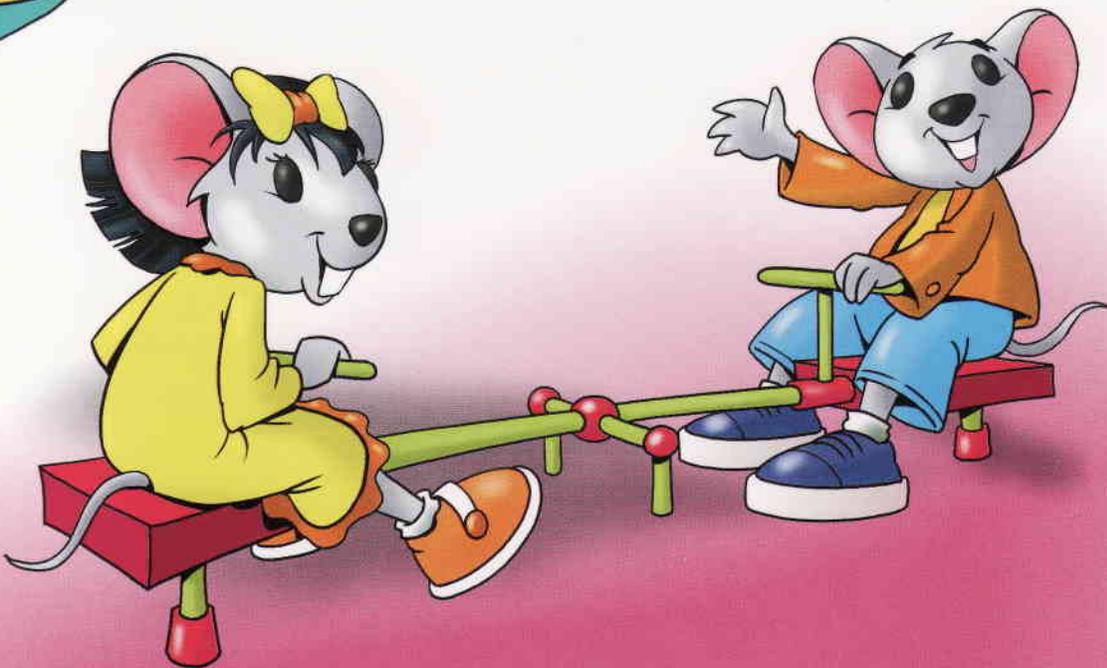
# WELCOME

## Starter a



### Teacher's Book

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Express Publishing

# Programme (Contents & Syllabus)

## Module 1: Units 1 & 2 (pp. 2-17)

### In this module pupils will ...

#### talk about ...

- greetings
- numbers
- colours
- commands

#### listen to ...

- a song about friendship
- a song practising colours
- a chant consolidating commands
- Cecil Mouse and Ellie May playing a game in the garden
- Cecil Mouse's day in the park

#### COMPETENCIES

##### learn how to ...

- introduce themselves and greet others
- count from 1 to 10
- identify colours
- give and follow commands

#### DESCRIPTORS

##### practise ...

- the verb 'to be'
- my, your
- me, you
- I've got
- imperative

#### Language Focus

- Hello, my name's ...
- What's your name?
- My hand, your hand!
- Me and you!
- One and two and three little children!
- Hello, my friend!
- I've got a pencil. What colour is it?
- Yellow in the sun!
- Go in the circle.

#### Craftwork

##### Pupils will ...

- make a friendship collage

#### My Letters!

##### Pupils will ...

- identify letters *c, a, t, d, o, g, m, e, l, k*
- identify the words *cat, dog, koala, camel*

#### Welcome to Britain!

##### Pupils will talk about ...

- popular children's games in the UK
- colours used for public amenities in the UK

#### Project Time! (About me!)

##### Pupils will ...

- stick or draw a picture of themselves and their friends
- stick or draw pictures of their possession, one for each colour they know

## Module 2: Units 3 & 4 (pp. 20-35)

### In this module pupils will ...

#### talk about ...

- shapes
- furniture
- animals
- colours
- size

#### listen to ...

- a song practising shapes
- a song practising animals
- a chant presenting and practising adjectives and colours
- Cecil Mouse talking to Ellie May about his room
- Cecil Mouse getting help from his friends

#### COMPETENCIES

##### learn how to ...

- identify shapes
- describe furniture
- talk about animals

#### DESCRIPTORS

##### practise ...

- the verb 'to be'
- indefinite article
- This is ...
- its
- I've got
- can

#### Language Focus

- What's this? A square!
- Sally square, that's my name!
- This is my bed. It's green.
- What's its name?
- I've got a parrot and it can speak.
- Is it Maria?
- My black cat is very funny!
- He's got small ears and a big fat tummy!

#### Craftwork

##### Pupils will ...

- make a funny figure

#### My Letters!

##### Pupils will ...

- identify letters *z, b, r, p, n, y, j, u, s, q, u, i*
- identify the words *zebra, pony, jaguar, squirrel*

#### Welcome to Britain!

##### Pupils will talk about ...

- the London Eye
- Dog Shows

#### Project Time! (About me!)

##### Pupils will ...

- stick or draw a picture of their room
- stick or draw pictures of their favourite animals

# Programme (Contents & Syllabus)

## Module 3: Units 5 & 6 (pp. 38-53)

### In this module pupils will ...

#### talk about ...

- parts of the body
- means of transport
- the senses

#### listen to ...

- a chant practising parts of the body
- a song consolidating parts of the body with commands
- a song practising means of transport
- a song presenting and practising the senses
- Cecil Mouse and Ellie May painting their faces
- Cecil Mouse and Ellie May's day in the countryside

#### COMPETENCIES

##### learn how to ...

- identify parts of the body
- talk about means of transport
- talk about the senses

#### DESCRIPTORS

##### practise ...

- the verb 'to be'
- indefinite article
- imperative
- my, your

#### Language Focus

- Is it the nose?
- Touch my face, touch my hair!
- If you're happy and you know it, clap your hands!
- What am I? A train?
- Let's go on a plane.
- Look at the birds, listen to the bees!

#### Craftwork

##### Pupils will ...

- make a flower photo frame

#### My Letters!

##### Pupils will ...

- identify letters *v, f, x, w, h, y*
- identify the words *raven, fox, wasp, husky*

#### Welcome to Britain!

##### Pupils will talk about ...

- Winnie the Pooh
- Hyde Park

#### Project Time! (About me!)

##### Pupils will ...

- stick or draw a picture of their favourite cartoon character
- stick or draw a picture of themselves and their friends/family in the park

## MERRY CHRISTMAS! (pp. 56-57)

### In this unit pupils will ...

- listen to a Christmas song
- complete a Santa's Little Helper award
- make a reindeer

## EASTER FUN! (pp. 58-59)

### In this unit pupils will ...

- listen to an Easter song
- play a game
- make an Easter chick

## THE LITTLE RED HEN (pp. 60-86)

### Pupils will ...

- listen to a traditional story in rhyme

## Introduction to the Teacher

- **Welcome Starter a** is a course especially designed for pupils studying English at primary level. Its syllabus is based on graded structures and vocabulary. Welcome Starter a enables pupils to use English effectively and ensures that they have fun while learning. The course mainly focuses on the receptive skills (listening and speaking) through a variety of communicative tasks and everyday dialogues. It also offers pre-writing and pre-reading activities as well as a subtle introduction of the alphabet.
- **Welcome Starter a** comprises three modules. Each module consists of two units. It is aimed at pupils under the category of A1, Basic User.

### A1 Basic User

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

### Components at each level

- **The Pupil's Book** presents new words in a clear and effective way. The language is presented and activated in context through realistic patterns and appealing dialogues. A variety of functional exercises, songs, chants, games and craftwork help pupils practise the new language in an enjoyable way. In each unit, the pupils are gradually introduced to the English alphabet phonetically through the presentation of some animals (*My Letters!*). In addition, they have the chance to experience the culture and way of living in Great Britain through the *Welcome to Britain!* sections. They also have the opportunity to work on a project, *About me!*, where they can use the language in a personalised way and speak about their own world. There are also two optional units (*Merry Christmas!* and *Easter Fun!*). They are designed to be covered as a lead-up to the corresponding celebrations. There is also a traditional story, *The Little Red Hen*, told in rhyme. The purpose of the story is to acquaint the pupils with stories in English. Dialogues, songs, chants and other listening activities are on the CD/cassette. The Pupil's Book ends with a *Certificate of Achievement*, the aim of which is to reward the pupils and give them a sense of achievement.

**Welcome Starter a** is divided into modules. In each module, the pupils are exposed to the new language thoroughly and achieve competency in the target language at a faster pace. Each module has its aims and objectives, and upon finishing each one, the

pupils can record their progress in language learning with the help of their teacher. The teacher has the chance to recycle and further consolidate any language items upon completion of the Module Check section in the Pupil's Book.

**Welcome Starter a** contains the following modules and objectives:

- Module 1:** *Talking about friendship, introducing oneself and greeting others, numbers 1-10, colours, commands*
- Module 2:** *Talking about shapes, furniture, animals, size*
- Module 3:** *Talking about parts of the body, means of transport, the senses*

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

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

In practice, Language Portfolios may include project or other examples of written work, computer diskettes (*with some work or drawings completed inside or outside the class*), video cassettes (*with the pupils' favourite story or with performances of songs, school plays, etc*), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of what the learners want to keep as evidence of what they are learning through the medium of the English language. The main emphasis is on the process of learning. As a result, while compiling their Language Portfolios, learners develop the skill to work independently.

#### How to make a Language Portfolio

During the first lesson, explain to the pupils that they should bring in a dossier, which they will have with them at all times, in which they will keep their *Language Portfolio*. For the next lesson, bring in self-adhesive labels, write *My Language Portfolio* on them and help your pupils stick them onto their dossiers. Demonstrate how to store their material into their Language Portfolio and make sure they update them regularly. (*For further information see page 154T.*)

- **The Activity Book** is in full colour and aims to consolidate the language that appears in the Pupil's Book through various exercises which are designed to reflect the pupils' sense of achievement and confidence. In the Activity Book there are some

traditional *Nursery Songs*, one per unit. Their aim is to consolidate the language of each unit in a fun way. At the end of each Module the pupils, with the help of their teacher, have the chance to further consolidate the new language in the *Funtime!* section. Here they are given the opportunity to explore the world around them by participating in a fun experiment, and *The Lollipop Game* provides an enjoyable way of revising the language learned in each module.

**The Activity Book** can be used either in class or for homework upon completion of each corresponding unit in the Pupil's Book.

- **The Teacher's Book** gives step-by-step lesson plans, reinforcement and extension activities, together with the answers to the exercises for both the Pupil's Book and the Activity Book. It also contains extra ideas on how to present new words and language patterns, as well as the tapescripts of the listening activities. At the beginning of the Teacher's book, the teacher can find the *Programme*, an analytical chart of the targets and the objectives of the modules.

The **Teacher's Book** also provides notes on how to teach the story *The Little Red Hen*, as well as suggestions for those teachers who wish to put on an *end-of-year* performance.

In the **Teacher's Book**, the teacher will also find some extra photocopiable material. This includes:

- Letter Worksheets*: They are to be used to consolidate the English letters.
  - Photocopiable material*: These are templates for the Craftwork, where necessary. The Teacher's Book provides detailed explanations as to where and when to use them.
  - Reinforcement activities*: These are activities that can be done upon completion of the corresponding *Module Check* sections. They can also serve as means of checking pupils' progress. On completion, award a sticker to each pupil, regardless of their performance.
  - Photocopiable instruments for evaluation*: For formative evaluation and summative evaluation.
- **The Picture Flashcards** illustrate new vocabulary items, thus supporting the spoken words. Through the continuous use of flashcards, the teacher does not have to resort to translation or lengthy explanations. Thus, a great deal of time is saved and the pupils learn quickly, effectively and pleasantly.  
The flashcards can be used for presentation, revision, additional practice and memory games.
  - The **three** double-sided **posters** include thematic presentation of the key vocabulary from each module. They can be used to present or consolidate the new language.
  - **The Class CD/Cassette** includes all the recordings for the listening activities in the Pupil's Book and the Activity Book.

- **The Pupil's CD/Cassette** includes all the vocabulary exercises as well as the stories, the songs/chants and the story. Thus, the pupils are able to listen to the recordings as many times as they want in order to improve their pronunciation and intonation.
- The **videocassette/DVD** enables pupils to watch the characters come to life and have fun while learning.
- The **Puppet** is provided to add to the pupils' enjoyment of the coursebook and to help lower inhibitions. Pupils feel less threatened responding to a puppet and are more willing to participate in activities. The puppet can be used in a variety of ways:
  - To present new vocabulary (e.g. holding up flashcards/realia, pointing to words, etc).
  - To demonstrate actions for TPR songs and chants.
  - To conduct short exchanges.

## Typical layout of a Unit

Each unit consists of eight pages. Each page is a suggested lesson, but the division is left to the teacher's discretion and depends on the pupils' individual needs.

### Vocabulary

New vocabulary is always presented through flashcards, posters or realia, before the pupils open their books. This helps them understand the new language faster and more efficiently.

#### Presentation with books closed.

- Pin up the relevant poster/flashcards.
- Point to each picture and model the word/phrase.
- The pupils repeat after you.
- Point to the flashcards/items on the poster in random order and elicit the new vocabulary from the pupils.

#### Presentation with books open.

- Play the CD/cassette.
- Pupils repeat, chorally and individually.

### Pattern Practice

The new vocabulary is always practised in context through meaningful tasks such as drawing, guessing etc.

#### Pattern Practice with books closed.

- Present the new language orally.
- Pupils repeat after you.
- Provide prompts and elicit the relevant language from the pupils.
- Point to the prompts in random order and elicit the correct answers from the pupils.

#### Pattern Practice with books open.

- Play the CD/cassette.
- Pupils listen and repeat, chorally and individually.

- Pupils practise the new language in pairs.
- Ask some pairs to report back to the class.

### Chants & Songs

The pupils practise the new language in chants and songs. Their rich language enables the pupils to remember the newly acquired language. Songs are also essential as they are a good example of the way words and phrases should be pronounced along with the correct intonation.

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

Here are some ways to 'animate' the songs:

- Total Physical Response (TPR) Activities:** Have the pupils stand up, in a circle preferably. Play the song once. Sing and demonstrate the actions, while they imitate you. Play the song again and encourage them to do the actions while listening and repeating after you. Play the song a third time and lead the singing while the pupils join in.
- Using props:** Bring in visuals or realia. Distribute the above-mentioned props to the pupils and ask them to hold up the prop when they hear the respective word in the song.
- Song dramatisations:** All songs have a plot and characters, and teachers are encouraged to dramatised the songs into short sketches, creating a pleasant environment in the classroom. Assign roles and have the pupils sing their lines. You and the pupils can prepare some simple costumes and props to make the performance more 'realistic'!

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

### Craftwork

The pupils' need for a hands-on approach to language learning has been catered for in *Welcome Starter a*. Craft activities, both free and guided, develop the pupils' eye-hand coordination and fine motor skills. At the same time, they are given the opportunity to spend some essential time absorbing the new language while creating things with their own hands. The teacher should always demonstrate what he/she wants the pupils to do. It is advisable to make a model beforehand to use in class. In the *Craftwork* sections in the Pupil's Book the teacher and the pupils can find an illustration of the material needed as well as an illustration of the final product of the craft activity.

### Games

Games help the pupils learn the target language more efficiently and pleasantly as they use the patterns and the words as a means to have fun. Most of the activities are Circle-Time activities giving the pupils the opportunity to

work as a group and thus develop their social as well as their linguistic skills.

### Cecil Mouse

In every unit there is a *Cecil Mouse* story, told in rhyme.

#### STORY PRESENTATION AND PRACTICE

- Go through the pictures and elicit relevant vocabulary as well as setting the scene.
- Play the cassette/CD.
- The pupils listen and point to the pictures.
- Ask the pupils relevant questions using the language from the dialogue.
- Play the cassette/CD with pauses.
- The pupils listen and repeat chorally and/or individually.

**Note:** You can find some suggested questions in the Teacher's Book.

### Welcome to Britain!

*Welcome to Britain!* introduces the pupils to the culture and way of life in Britain. The pupils look at some pictures while you give them, in L1 if necessary, some information. As an extension, the pupils can discuss similarities and differences between the way of life in Britain and in their own country.

### Project Time & About Me!

*Project Time* enables the pupils to use the new language in a personalised way, by drawing and/or sticking pictures. The pupils do the exercise orally, then complete the project (*About Me*) in class or at home.

#### HOW TO DEAL WITH THE PROJECT

- Read the title of the model and give and elicit examples.
- The pupils, individually or in groups, gather information and pictures.
- They produce their project in their Pupil's Book or on a piece of paper.

If you want your pupils to do their project on a piece of paper, make sure the pupils file it in their *Language Portfolio*.

### Module Check

Upon completion of each module, the pupils can consolidate the new language through the *Module Checks*.

Each Module Check comprises three types of activities:

- Look and say:** The pupils look at the pictures and name the items. This can be done in teams/groups or individually.
- Listening activity:** The pupils listen and complete a task. Elicit the target language beforehand. Pause the cassette/CD after each item and check comprehension. Give the pupils some time to complete each section before moving on to the next one.

III. **Word Recognition:** The pupils match the words they have seen in the *My Letters!* section to the corresponding pictures. Elicit the words from the pictures. Allow the pupils some time to match the words to the pictures before you check their answers.

Upon completion of the Module Check, the pupils tick the box (*My Score!*) according to how well they did.

### Extra Units (Merry Christmas!, Easter Fun!)

There are two extra units at the end of the book containing activities pertinent to Christmas and to Easter.

### The Little Red Hen

*The Little Red Hen* is a story told in rhyme and is accompanied by lively songs to provide maximum enjoyment. The story consists of very basic vocabulary with a lot of repetition to help the pupils understand and reproduce it. The text appears for teachers and parents to read out the story to the pupils. At this stage, pupils are not expected to read word by word, but they can be encouraged to follow the lines with their fingers. There is also a *Picture Dictionary* to be used as a point of reference. The story and the songs are recorded on the CD/cassette. On the CD/cassette the teacher will also find the instrumental music of the songs in case he/she decides to put on an end-of-year performance.

In the **Teacher's Book**, the teacher will find useful information if he/she wants to stage the story.

## Basic Principles of Welcome Starter a

Welcome's modularised approach caters for the holistic development of the pupils. The activities are specially designed to meet the needs of all kinds of learners and aim at developing the pupils' linguistic, learning-to-learn and social skills.

### – Linguistic Skills

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

- i) associate pictures with new vocabulary with the help of the illustrations in their books as well as through the use of the picture flashcards and/or posters.
- ii) produce the sounds, pronunciation and intonation of the target language.
- iii) communicate with their peers in English, exchanging basic information about everyday matters such as introducing themselves, identifying colours and shapes, talking about animals, etc.
- iv) comprehend dialogues, short exchanges, etc on tape and use the set patterns in multi-sensory tasks.
- v) achieve oral competency through the reproduction of short exchanges and songs.

### – Learning-to-learn Skills

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

- i) concentrate better and longer as they are trained to listen to dialogues in order to perform a task.
- ii) familiarise themselves with British culture.
- iii) record and assess their progress through the Module Checks.

### – Social skills

Upon completion of each module the pupils will:

- i) want to listen to more English stories, encouraged by the enjoyable adventures of Cecil Mouse.
- ii) experience being part of a group and obeying rules through the games.
- iii) become more responsible by keeping and updating their *Language Portfolio*.
- iv) have a better understanding of British culture.
- v) have some understanding of the British way of life.

### – Classroom Management

Establish a pleasant environment in your classroom from the start. Always arrive a few minutes early to welcome your pupils and have something interesting to do for the early comers. For example, they can listen to the song you taught them the previous time, they can view the video again, or they can play with the picture flashcards, identifying the vocabulary items you have already taught them.

Establish your policies from day one. Remind your pupils to:

- come to class on time,
- bring their Pupil's Book, Language Portfolio, etc
- raise their hands when they want to ask a question or answer one,
- wait for their classmates to answer your question(s), before they raise their hand to give their answer.

Empower your learners by:

- teaching **classroom language**, that is, the Teacher's instructions, such as *open your books, close your books, work in pairs*, etc, the Pupil's instructions, that is, the rubrics, and the pupils' questions and answers to the teacher. Classroom language is the language of communication between teacher and pupils in the classroom and needs to be taught from day one.
- Give brief and clear oral instructions. Always provide examples and elicit examples from the pupils so that they are sure of what they have to do.

## Lesson 1

**Aims:** To identify the characters, to introduce oneself and greet others.

**Language focus:** Hello, my name's Cecil Mouse! Hello, I'm Ellie May! We're friends! What's your name? This is ...

**Target vocabulary:** Hello, I'm ..., What's your name?, friend.

**Extra materials:** Slips of paper with the names of the pupils in a hat/bag. Flashcards of *Cecil Mouse* and *Ellie May*.

**Note:** Below is a suggested division of the unit into six lessons. However, you should adapt the division according to the needs of your learners.

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to introduce yourself and break the ice.)
- Write your name on the board and introduce yourself to the class. Point to your name on the board and to yourself and say: *Hello, I'm (Miss Houston)*. Say *Hello* again. The pupils repeat, chorally and individually.

#### Before going into class

Prepare slips of paper with the first names of the pupils written in English. Put the slips in a hat/bag, etc.

- Take out the first slip and read the name. Ask the pupil to come to the front. Say *Hello* to him/her and invite a response. Follow the same procedure with the rest of the pupils.  
(An activity to introduce the characters of the book.)
- Hold up your book, point to and present the characters. Say: *This is Masid*. The pupils repeat after you. Do the same for *Cecil Mouse* and *Ellie May*. Point to the characters in random order. Ask: *Who's this?* Invite pupils to say the names of the characters. Explain to the pupils, in L1 if necessary, that Masid is a genie. He will help them learn English. Ask them if they know what a genie is.

### B. PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

- (Ex. 1) Listen. Stick. Repeat. (Tapescript 01)

#### FLASHCARDS

**Pupil's books closed.** Show the pupils the flashcards of *Cecil Mouse* and *Ellie May*. Ask them to identify the characters. Put the flashcard of *Cecil Mouse* in front of your face, pretend you are Cecil and say: *Hello, My name's Cecil Mouse*. The pupils repeat

after you. Put the flashcard of *Ellie May* in front of your face, pretend you are Ellie and say: *Hello, I'm Ellie May*. Hold up both flashcards and say: *We're friends!* Explain what *friends* mean. Pin them up on the board.

#### PUPPET

Use the puppet of Masid to model the short dialogue *Hello, my name's ... . Hello, I'm ... . We're friends!* Hold up the puppet and say, in the role of Masid, *Hello, my name's Masid*. (Try to change your voice so it's apparent that it's Masid talking.) Then, say: *Hello, I'm (Miss Houston)*. *We're friends!* Holding the puppet, address a pupil and encourage him/her to have the same dialogue with Masid. Do the same with the rest of the class.

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

**Pupil's books open.** Read the instructions and explain the task. Play the cassette/CD with pauses. The pupils listen, find the corresponding stickers from the sticker section, and attach them to the corresponding boxes. Play the cassette/CD again with pauses. The pupils repeat, chorally and individually. Check the pupils' pronunciation and intonation.

#### TAPESCRIPT

Cecil: *Hello, my name's Cecil Mouse!*  
Ellie May: *Hello, I'm Ellie May!*  
Both: *We're friends!*

- (Ex. 2) Listen. Repeat. Talk with your friend. (Tapescript 02)

(Activities to practise introductions and greetings.)

Play the cassette/CD. The pupils listen and look at the illustration. Play the cassette/CD again pausing after each utterance. The pupils repeat, chorally and individually. Check their pronunciation and intonation.

#### TAPESCRIPT

Jane: *Hello, I'm Jane. What's your name?*  
Ben: *My name's Ben.*

Ask the pupils, in pairs, to act out similar exchanges. Check round the class, providing any necessary help. Ask some pairs to report back to the class.

### C. FOLLOW-UP (MEETING CLASSMATES)

- Ask the pupils to go around the class and introduce themselves to five of their classmates. Upon completion of the activity, the pupils say the names of the classmates they introduced themselves to.  
e.g. Pupil: *This is Harry. This is ... etc.*

## Lesson 2

**Aims:** To consolidate introductions and greetings. To develop listening comprehension skills through a song. To sing a song and do the actions. To promote the theme of friendship through a craftwork activity.

**Language focus:** Hello, I'm ... . My hand, your hand, put them together. Friends forever.

**Target vocabulary:** My hand, your hand.

**Extra materials:** A drawing of a tree on cardboard paper (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(*An activity to review the language taught in Lesson 1.*)
- Ask pupils to stand up and present themselves. The rest of the class greets them.  
e.g. Pupil: *Hello, my name's Jane.*  
Class: *Hello, Jane!* etc

### B. PRESENTATION & PRACTICE

- (Ex. 3) Sing and do. (Tapescript 03)

(*Activities to consolidate colours.*)

#### Preparation for listening

**Pupil's books closed.** Show your hand and say: *My hand*. The pupils repeat after you. Go near a pupil and point to his/her hand and say: *Your hand*. The pupils repeat after you. Hold the pupil's hands and say: *Put them together*. Say while swinging the hands: *Me and you, friends forever!* Repeat the actions and the words with the pupils repeating the words after you. Repeat the activity as many times as you think is necessary for the pupils to learn the words.

Have the pupils in pairs. Say the words. The pupils listen and do the actions.

Draw a large 3 on the board. Point to it, mime and say: *Open your books at page three.*

**Pupil's books open.** Play the cassette/CD. The pupils listen and look at the illustrations. On the second listening, hold up your book and point to the illustrations every time the corresponding actions are mentioned.

Play the cassette/CD again and encourage the pupils to sing along. Play the song again. The pupils sing and do the actions, in pairs A & B.

### TAPESCRIPT

My hand, your hand, (*A & B join their left hands*)  
Put them together. (*A & B join their right hands*)  
Me and you,  
Friends forever! (*A & B swing their joined hands*)

Friends, friends, (*pupils hold hands to form a circle and move around*)

Friends together.

Friends, friends,

Friends forever!

### Extension

Repeat the song without the cassette/CD. Repeat the song and pause before certain words. Invite the pupils to complete the phrases. Keep the rhythm by clapping your hands or snapping your fingers.  
e.g. Teacher: *My hand, your ...*

Class: *hand* etc.

### Craftwork

Tell pupils they are going to work in pairs to make a friendship collage. Show them your model and guide them through the cutting and gluing of the collage. Go around the class as the pupils do the craftwork and ask questions about the colour they have used. Help them write their first name in English.

Upon completion of the craftwork, the pupils point to their collage and say: *My hand, (Jimmy)'s hand*. They then hand in their craftwork to be displayed.

### C. FOLLOW-UP

#### (OUR CLASSROOM COLLAGE)

#### *Before going into class*

Ask the pupils to bring their photos. Prepare a tree on cardboard paper with spaces enough for the pupils to glue their photos on. Write their names in the spaces.

- Pin up the cardboard paper within the pupils' reach. Ask the pupils to glue their photos onto the spaces where their names are. Help them if necessary.

### Lesson 3

**Aims:** To present numbers 1-10. To develop listening comprehension skills through a song. To sing a song and do actions. To promote social skills.

**Language focus:** One and two and three little children. Hello, my friend!

**Target vocabulary:** Numbers 1-10.

**Extra materials:** *My Numbers* poster. Slips of paper with numbers 1-10 (Ex. 4, Extension).

#### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in the previous lesson.)
- Play the song from Lesson 2 (Tapescript 03) and encourage the pupils to sing along. If you wish, ask some pairs to the front and do the actions while the rest of the pupils sing the song.

#### B. PRESENTATION & PRACTICE

(Activities to present numbers 1-10.)

- (Ex. 4) **Sing and count.** (Tapescript 04)

**Pupil's books closed.** Write the numbers 1-10, on the board, one at a time. Point to and say the number. The pupils repeat after you. Point to the numbers again and say them faster this time. The pupils repeat chorally. Point to the numbers in random order and ask the pupils to say the appropriate words. Then, ask individual pupils to count first from one to ten and then backwards.

#### POSTER

Pin up the *My Numbers* poster on the board. Ask a pupil to come to the board. Say a number. The pupil points to the number on the poster and repeats the word. Repeat the activity with as many numbers and pupils as you think is necessary.

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

**Pupil's books open.** Point to and elicit the numbers. Say: *How many little happy children? Let's count!* Hold up your book and point to each individual child. Say the corresponding number. The pupils repeat after you.

Play the cassette/CD. The pupils listen and point to the children in their books. Play the song again. The pupils listen and sing along.

#### TAPESCRIPT

*One and two and three little children,  
Four and five and six little children,  
Seven and eight and nine little children,  
Ten little happy children*

#### Extension

#### Before going into class

Prepare slips of paper with numbers 1-10.

Ask ten pupils to come to the board. Give them the slips of paper you have prepared and ask them to sit down in order. Explain the activity. Each pupil will stand up when he/she hears the corresponding number. Ask from the last pupil to smile and wave at the rest of the class. Demonstrate the activity yourself first. Repeat the activity with as many groups of ten pupils as you think is necessary.

- (Ex. 5) **Let's play!**

(A circle-time activity to consolidate numbers 1-10.)

Refer the pupils to the illustration. Explain the activity. Have one pupil sit in the middle of a circle on a chair. Ask him/her to cover his/her eyes. Then, pick one pupil to go to the child in the middle and say: *Hello, my friend!* The pupils in the circle count to ten. The child in the middle then tries to guess who it is. The pupil who spoke sits in the middle and the activity is resumed. The pupils can use their normal or silly voices.

#### C. FOLLOW-UP (MY FAVOURITE NUMBER)

- Ask the pupils which their favourite number from 1 to 10 is. Ask them to write it on a piece of paper. Then ask them to decorate their paper with items denoting that number. Provide an example on the board. Display their work grouping them by number (i.e. all the 1 together, etc.).  
e.g.



## Lesson 4

**Aims:** To identify the letters *a, c, d, g, o, t*. To identify the words *cat* and *dog*.

**Target vocabulary:** Cat, dog.

**Extra materials:** A cardboard crown (*Warm-up*). *My Letters!* poster. Photocopies of the letter worksheets (*a, c, d, g, o, t*) (*Follow-up*).

### A. WARM-UP

- Stand by the door and greet the pupils as they arrive.  
(*An activity to review the language taught in Lesson 3.*)
- Make a cardboard crown (big enough to fit your pupils' heads). Ask a pupil to come to the front of the class and wear it. Blue tack a number from 1-10 on the front of it, keeping it hidden from the hat wearer. The rest of the class looks at the number and works out what they need to add to it to make 10. They show the answer on their fingers. The hat wearer works out the hidden hat number.  
e.g. Teacher: (*blue tacks number 5*)  
Class: (*showing five fingers*) *five*  
Pupil: *five* etc.
- Repeat the activity with as many pupils as you wish.  
**Note:** You can use an ordinary hat or pin up the slips of paper on the pupils' back.
- Play the song from Lesson 3 (Tapescript 04) and encourage the pupils to sing along.

### B. PRESENTATION & PRACTICE

- (Ex. 6) Listen. Point. Colour. (Tapescript 05)



#### POSTER

**Pupil's books closed.** Pin up the *My Letters!* poster on the board. Point to the letter **a** and say: *a /æ/*. The pupils repeat after you. Write the letter **a** on the board to demonstrate its formation. Repeat the procedure with the letters *c, d, g, o* and *t*. Point to the letters in random order. Individual pupils say the letters.

#### Extension

Write the letters on the board. Go to a pupil and whisper a letter. The pupil goes to the board, points to and says the letter. Repeat with as many pupils as you think is necessary.

Turn the *My Letters!* poster to the *Animals* side. Point to the cat and say: *cat*. The children repeat, chorally and individually. Point to and say the word. The pupils repeat after you.

Do the same for the word **dog**.

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

**Pupil's books open.** Play the cassette/CD and ask the pupils to listen, point to the words and repeat. Ask individual pupils to read out the words.

Allow the pupils some time to colour in the cat and the dog. Go around as the pupils are doing the activity asking them to name the animals, what colour they are, etc.

- (Ex. 7) Match. Circle. Trace.

Read the instructions and explain the task. The pupils match the picture on the right to the one that is the same on the left. Check the pupils' answers. Then, the pupils trace the words. Provide any necessary help.

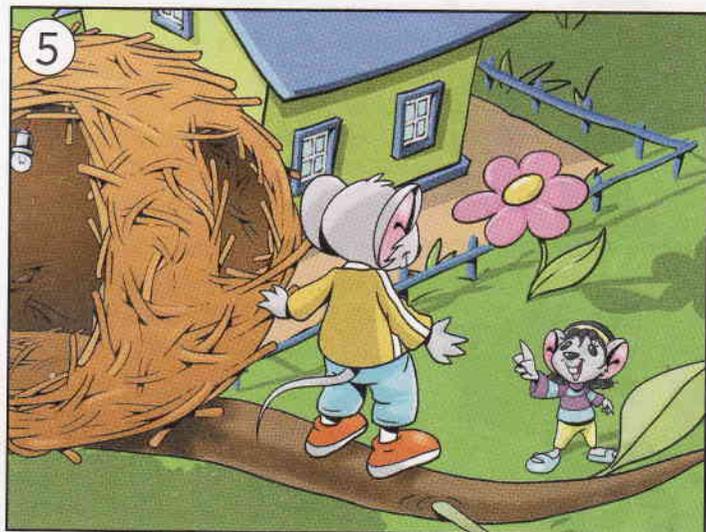
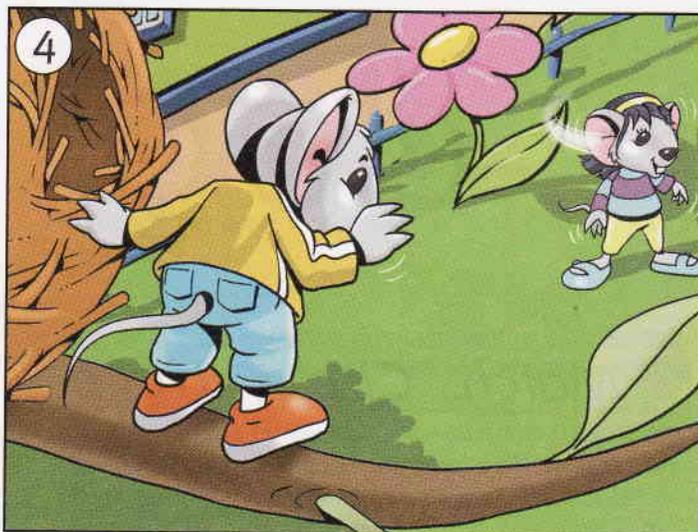
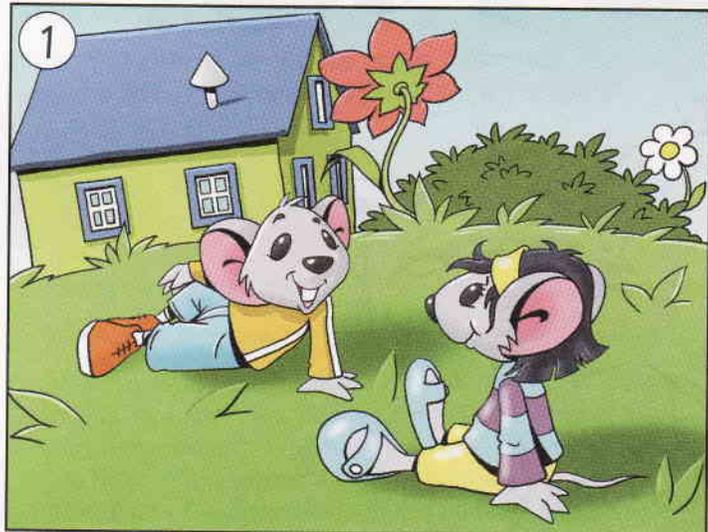
### C. FOLLOW-UP (MY LETTERS)

#### Before going into class

Photocopy the letter worksheets (*a, c, d, g, o, t*), one per pupil.

- Hand out the letter worksheets to the pupils. Ask them to trace the letter on each worksheet. Read the word(s) as the pupils point to it/them. You can ask them to do the remaining letters at home. Help them write their names and the date. Make sure you display their work somewhere in the class. Then, the pupils file the worksheets in their *Language Portfolios*. In this way, by the end of the year the pupils will have all the letters.

8  Let's listen!



## Lesson 5

**Aims:** To listen to a Cecil Mouse story. To develop listening comprehension skills through a dialogue. To consolidate the language of the unit.

**Language focus:** This is Cecil and Ellie May. They want to play a game today. Close your eyes and count to ten! Come on up to my tree house! This is my tree house. This is (my friend) Liam and me!

**Target vocabulary:** Numbers. Close your eyes. Tree house.

**Extra materials:** Flashcards of the *cat* and *dog*.

### A. WARM-UP

- Stand by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 4.)

### FLASHCARDS

- Pin up the *cat* and *dog* flashcards on the board. Elicit and write their names on the board. Point to the letters *c, a, t, d, o, g* in random order. Individual pupils say the letters. Ask the rest of the class for verification.  
Draw a large 6 on the board. Point to it, mime and say: *Open your books at page six.*

### B. PRESENTATION & PRACTICE

- (Ex. 8) Let's listen! (Tapescript 06)

**Pupil's books open.** Go through the pictures and set the scene.

e.g. Teacher: (*pointing to picture 1*) *Who are these? Do you remember?*

Class: *Cecil Mouse and Ellie May!*

Teacher: (*pointing to picture 2*) *Look! They're playing a game.*

Follow the same procedure to present the words/phrases *count to ten* and *tree house*.

Play the cassette/CD and ask the pupils to listen and follow in their books.

### TAPESCRIPT

Narrator: *This is Cecil and Ellie May.*

*They want to play a game today.*

Cecil: *Close your eyes and count to ten!*

Cecil: *Can you see me, little friend?*

Ellie: *I can see you, Cecil Mouse!*

Cecil: *Come on up to my tree house!*

Mime and say the following words/phrases. Ask the pupils to point to the pictures that illustrate the words/phrases. Check their answers.

e.g. *Close your eyes and count to ten!* (picture 3),  
*Come on up to my tree house!* (picture 6)

Play the dialogue again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation.

### Extension

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

e.g. Teacher: *This is Cecil and Ellie ...*  
Class: *May. etc*

- (Ex. 9) Look. Find. Then, colour.

Read the instructions and explain the task. Explain that there are ten mice in the picture. Point to one of them and draw an imaginary circle around it. Allow the pupils some time to find all the mice. Check their answers. Then, ask the pupils to colour in the picture using any colours they like. Go around the class as the pupils are colouring in, commenting on the colours and praising the pupils.

#### D. FOLLOW-UP (MY TREE HOUSE)

- Ask the pupils to draw their own tree house on a piece of paper. They can then draw their own face and the face of their friend in or around it. If you wish they can write the names as well. Ask pupils to present their drawing to the class. Demonstrate this yourself first.

e.g. Pupil: *This is my tree house. This is (my friend) Liam and me!*

## Lesson 6

**Aims:** To consolidate the language of the unit. To familiarise pupils with British culture: to learn about popular children's games in the UK. To produce a project about themselves and their friends.

**Language focus:** Me and my friend.

**Target vocabulary:** Hide and seek. Blind Man's Buff.

**Extra materials:** None

### A. WARM-UP

*(An activity to review the language taught in Lesson 5.)*

- Play the *Cecil Mouse* episode (Tapescript 06). The pupils listen and look in their books.

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

### B. WELCOME TO BRITAIN!

*(Activities to familiarise pupils with British culture and explore their own.)*

- **Pupil's books open.** Hold up your book, point to and read the title, *Welcome to Britain!* Explain to the pupils that they will talk about things that people in Britain do. If you have a map of Britain, show it to the class to get an idea of where Britain is.
- Point to and read the names of the games. Explain to the pupils, in L1 if necessary, that these are two of the most popular games children play in the UK. Ask them if they play these games in their own country, too. If not, explain the rules.

#### Optional Activity

Ask the pupils, in groups, to demonstrate a game that children usually play in their country. Ask the rest of the class to guess which game it is. If you wish, you can tell them the name of that game in English (provided that it exists in English, of course).

### C. PROJECT TIME!

*(A personalisation activity)*

- Refer the pupils to the project on page eight and comment on the picture. Read the title and explain what it means. Ask the pupils to tell you the name of their friend(s).
- Explain to the pupils that they have to do the same on page 9. Alternatively, you can ask the pupils to produce their project on a piece of paper. They can use pictures or drawings. Go round the class as the pupils work on their project and provide any necessary help.

**Note:** You can assign this as homework so that the pupils have the time to look for pictures that illustrate themselves and their friend. If you decide to do it in class, we suggest you tell the pupils to bring the relevant pictures in the previous lesson.

#### D. FOLLOW-UP (MY FRIENDS)

- The pupils, in groups, make a collage of their own portraits. They can use real pictures or drawings. Explain to them that they can use their favourite colour and shape to decorate their portraits. Make sure you display their work somewhere in the classroom.

#### Activity Book (Optional)

Now, you can do the exercises (Module 1, Unit 1) from the Activity Book. (See p. 144T for further explanation.)

If you wish, you can do the Nursery Song 1 activities on pp. 26-27.

(See p. 146T for further explanation.)

## Lesson 1

**Aims:** To identify colours.

**Language focus:** Show me your red pencil. I've got a pencil. What colour is it? Blue. No. Red. Yes!

**Target vocabulary:** Red, blue, green, yellow, balloons, pencil, yes, no.

**Extra materials:** The *My Colours* poster. Water-based paint (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Unit 1.)
- Write numbers 1-10 on slips of paper. Duplicate the numbers so that each pupil has got a slip. Explain the activity. The pupils move around the class, trying to find their classmates with the same number. They ask and answer without showing their slip of paper. Demonstrate the following exchange:  
e.g. Pupil 1: *What's your number?*  
Pupil 2: *(Ten). What's your number?*  
Pupil 1: *(Four).* etc
- The pupils get into groups according to the number of their slip of paper. When all the groups have been formed, check that the pupils are in the correct group.

### B. PRESENTATION & PRACTICE

(Activities to present and activate colours.)

- (Ex. 1) **Stick. Listen. Say.** (Tapescript 07)

#### POSTER

**Pupil's books closed.** Pin up the *My Colours* poster on the board. Point to and say: *blue*. The pupils repeat, chorally and individually. Follow the same procedure with *red*, *green* and *yellow*.

Ask the pupils to take out their *red*, *blue*, *green* and *yellow* coloured pencils. Say: *Show me your (red) pencil*. The pupils raise their (red) coloured pencil. Repeat with the rest of the colours. Ask the pupils, in pairs, to do the same. Go around the class, providing any necessary help. Ask some pairs to report back to the class.

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

**Pupil's books open.** Read the instructions and explain the task. Ask the pupils to go to the sticker section and put the stickers on their fingers. Read the first colour. Ask the pupils to point to the corresponding sticker on their finger. Verify their choice. Then, the pupils stick the corresponding sticker. Repeat the procedure with the rest of the stickers. Point to the first balloon and say: *a red balloon*. The pupils repeat after you. Repeat the

procedure with the rest of the balloons. Play the cassette/CD. The pupils listen and repeat, chorally and individually. Check the pupils' pronunciation and intonation.

#### TAPESCRIPT

*One - a red balloon, two - a blue balloon, three - a yellow balloon, four - a green balloon.*

- (Ex. 2) **Listen. Repeat. Talk with your friend.** (Tapescript 08)

(Activities to practise colours.)

**Pupil's books closed.** Put a coloured pencil behind your back and ask: *I've got a pencil. What colour is it?* Invite guesses. Answer **yes** or **no** nodding or shaking your head at the same time. Repeat a couple more times.

**Pupil's books open.** Play the cassette/CD. The pupils listen and look at the illustration. Play the cassette/CD again making pauses. The pupils repeat, chorally and individually. Check their pronunciation and intonation.

#### TAPESCRIPT

Girl: *I've got a pencil. What colour is it?*

Boy: *Blue.*

Girl: *No.*

Boy: *Red.*

Girl: *Yes!*

Ask the pupils, in pairs, to act out similar exchanges. Check round the class, providing any necessary help. Ask some pairs to report back to the class.

### C. FOLLOW-UP (ABSTRACT PAINTING)

#### Before going into class

For this activity you need water-based paint (water colour, tempera, etc), scissors and glue.

- Demonstrate how you can make an 'abstract' painting. Crease an A4 size piece of paper so that later you can fold it easily. Use one of the colours (*red*, *blue*, *green*, *yellow*) and sprinkle a few drops onto one side of the crease. Fold the paper and press down with your hands. Open the paper and show the pupils the strange image. Ask them to do the same. Then the pupils can get into groups based on the colour they have chosen and make a collage with their paintings. The groups can make a display of their collages.

## Lesson 2

**Aims:** To consolidate colours. To develop listening comprehension skills through a song. To sing a song and do the actions. To promote social skills through a circle-time activity.

**Language focus:** Yellow in the sun. Blue in the sea. Red in the apples. A red apple, a green apple and a yellow apple. All for you!

**Target vocabulary:** Colours, sun, sea, apple, tree.

**Extra materials:** The *My Colours* poster. Flashcards of *sun*, *sea*, *apple* and *tree*. Four balloons (*red*, *blue*, *green* and *yellow*). Tempera paint, paintbrushes (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 1.)
- Pin up the *My Colours* poster on the board. Play a game. Point to a colour on the poster and have the pupils point to something close to them (e.g. clothes, pencils, etc) of the same colour, while shouting out the name of the colour.

### B. PRESENTATION & PRACTICE

- (Ex. 3) Listen and point. Then, sing along! (Tapescript 09)  
(Activities to consolidate colours.)

#### FLASHCARDS

##### Preparation for listening

**Pupil's books closed.** Show the *sun* flashcard and say: *sun*. The pupils repeat after you. Follow the same procedure and present the words *sea*, *apple* and *tree*. Point to the *sun* flashcard again and ask: *What colour is the sun?* Elicit: *Yellow*. Say: *Yellow in the sun*. The pupils repeat after you. Follow the same procedure and present the phrases: *Blue in the sea*, *Red in the apples*, *green in the tree*.

Draw a large 11 on the board. Point to it, mime and say: *Open your books at page eleven*.

**Pupil's books open.** Ask the pupils to look at the illustration. Say the words *sun*, *sea*, *apples* and *tree*. Ask the pupils to point to the corresponding items in the picture. Play the cassette/CD. The pupils listen and point to the *sun*, *sea*, *apples* and *tree*. On the second listening, hold up your book and point to the above items every time they are mentioned.

Play the cassette/CD again and encourage the pupils to sing along.

### TAPESCRIPT

*Colours all around,  
Colours you can see:  
Yellow in the sun,  
Blue in the sea!  
Red in the apples  
And green in the tree!*

### Extension

Hand out the flashcards of *sun*, *sea*, *apple* and *tree*. Repeat the song. The pupils raise the flashcards, every time the words are mentioned.

- (Ex. 4) Let's play!

#### Before going into class

Blow up four balloons (*red*, *blue*, *green* and *yellow*). Attach strings.

Give out the four balloons. Explain the activity. Play the song from Ex. 3. The pupils pass the balloons around. Pause the music. Ask some of the pupils holding a balloon to do something for you.

**Suggested cues:** Count to five/ten/etc, What's your name?, (pointing to an object in the class) What colour is it?, What's your friend's name?, etc

### C. FOLLOW-UP (APPLES FOR THE TEACHER)

#### Before going into class

Bring or ask the pupils to bring tempera paint (*red*, *green* and *yellow*) and paintbrushes.

- Tell the pupils that you want a 'gift' from them. Ask them to paint a red, a green and a yellow apple. Pupils paint their palms using a different colour each time and press them on paper. Alternatively, ask the pupils to draw and colour the apples without using their palms. Then, they offer them to you. Express thanks.  
e.g. Pupil: *A red apple, a green apple and a yellow apple. All for you!*  
Teacher: *Thank you!*

### Lesson 3

**Aims:** To understand and follow commands. To develop listening comprehension skills through a song. To sing a song and perform actions.

**Language focus:** Give me your pen. Show me your book. Go in the circle, Cecil please. Sit down, stand up, and bend your knees!

**Target vocabulary:** Numbers. Commands.

**Extra materials:** None

#### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in the previous lesson.)
- Play the song from Lesson 2 (Tapescript 09) and encourage the pupils to sing along.

#### B. PRESENTATION & PRACTICE

(Activities to present and activate commands.)

- (Ex. 5) Listen and number. Then, do. (Tapescript 10)

**Pupil's books closed.** Go in front of a pupil, mime and say: *Give me your pencil!* Encourage the pupil to do so. Repeat one more time with another pupil. Follow the same procedure and present the commands: *Show me your book, Come here* and *Come to the board*. Repeat these commands in random order. Ask individual pupils to carry out the commands.

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

**Pupil's books open.** Point to Masid. Say: *Who is this?* Elicit the actions being shown in each scene. Explain the task. Play the cassette/CD with pauses after each utterance. The pupils listen and write the correct number in the circle. Check the pupils' answers. Say the commands. The pupils listen and follow the commands.

#### TAPESCRIPT

One – Give me your pencil!  
Two – Come here!  
Three – Show me your book!  
Four – Come to the board!

#### Extension

Play 'Masid Says'. The pupils follow your commands, only if they are preceded by the phrase *Masid says*.

e.g. Teacher: *Masid says, give me your pencil!*

Class: (Pupils mime giving their pencils to the teacher.)

Teacher: *Come to the board!*

Class: (Pupils remain still.)

If you wish, you can use the puppet.

- (Ex. 6) Sing and do. (Tapescript 11)

**Pupil's books closed.** Mime and say: *Stand up*. The pupils repeat after you. Mime the action again. The pupils perform the action. Follow the same procedure and present the following actions: *sit down, bend your knees, clap your hands, jump up high, turn around, wave goodbye*. Repeat the commands and the actions with the pupils repeating the words after you. Repeat the activity as many times as you think is necessary for the pupils to learn the words.

Put the pupils into pairs. Say the words. The pupils listen and perform the actions.

**Pupil's books open.** Refer the pupils to the illustrations and elicit the actions. Play the cassette/CD. The pupils listen and point to the actions every time they are heard. Play the cassette/CD again. The pupils listen and sing along. Play the song again and the pupils listen and do the actions.

#### TAPESCRIPT

Go in the circle,  
Cecil please.  
Sit down, stand up,  
Bend your knees!  
Clap your hands,  
Jump up high,  
Turn around,  
Now, wave goodbye!

#### C. FOLLOW-UP (BE MY ROBOT!)

- Explain the game. Two pupils come to the front of the class. One is the robot and the other gives him/her the commands. Demonstrate this yourself first with a pupil. Provide any necessary help with the actions. Repeat with as many pairs as you think is necessary.

## Lesson 4

**Aims:** To identify the letters *e, k, l, m*. To revise *a, c* and *o*. To identify the words *koala* and *camel*. To revise colours.

**Target vocabulary:** Koala, camel.

**Extra materials:** *My Letters!* poster. Photocopies of the letter worksheets (*e, k, l, m*) (*Follow-up*).

### A. WARM-UP

- Stand by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 3.)
- Mime a command and at the same time say what it is, sometimes correctly and sometimes not. Ask the pupils to say *yes* or *no*.  
e.g. Teacher: (*mimes sitting down*) *Stand up!*  
Class: *No!*  
Pupil: (*mimes clapping his/her hands*) *Clap your hands!*  
Class: *Yes!* etc.

### B. PRESENTATION & PRACTICE

- (Ex. 7) Listen. Point. Colour. (Tapescript 12)

#### POSTER

**Pupil's books closed.** Pin up the *My Letters!* poster on the board. Point to the letter **e** and say: *e /e/*. The pupils repeat after you. Write the letter **e** on the board to show its formation. Repeat the procedure with the letters *k, l* and *m*. Point to the letters in random order. Individual pupils say the letters. Write the letters *a, c* and *o* on the board. Elicit their sounds.

#### Extension

Write the letters on the board. Go to a pupil and whisper a letter. The pupil goes to the board, points to and says the letter. Repeat with as many pupils as you think is necessary.

Turn the *My Letters!* poster to the *Animals* side. Point to the *koala* and say: *koala*. The children repeat, chorally and individually. Point to and read the word. The pupils repeat after you.

e.g. *ko* /kʊ/ – *a* /ɑ/ – *la* /lə/ – *koala* /kʊɑ:lə/

Do the same for the word **camel**.

Draw a large 13 on the board. Point to it, mime and say: *Open your books at page thirteen*.

**Pupil's books open.** Play the cassette/CD and ask the pupils to listen, point to the words and repeat. Ask individual pupils to read out the words.

Allow the pupils some time to colour in the koala and the camel. Go round as the pupils are doing the activity asking them to name the animals, what colour they are, etc.

- (Ex. 8) Draw lines.

Read the instructions and explain the task. The pupils match the pieces of the same picture.

### C. FOLLOW-UP (MY LETTERS)

#### Before going into class

Photocopy the letter worksheets (*e, k, l, m*), one per pupil.

- Hand out the letter worksheets to the pupils. Ask them to trace the letter on each worksheet. Read the word(s) as the pupils point to it/them. They can do the remaining at home. Help them write their names and the date. Make sure you display their work somewhere in the class. Then, the pupils file the worksheets in their *Language Portfolio*. In this way, by the end of the year the pupils will have all the letters.

## Lesson 5

**Aims:** To listen to a Cecil Mouse story. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

**Language focus:** Cecil's in the park with Mummy. Look! Balloons! They're very funny! Mummy, can I have one, please?

**Target vocabulary:** balloons, jump up high, help me, favourite, Can I have one, please?

**Extra materials:** Flashcards of the *koala* and *camel*.

### A. WARM-UP

- Stand by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 4.)

### FLASHCARDS

- Pin up the *koala* and *camel* flashcards on the board. Elicit and write their names on the board. Point to the letters in random order. Individual pupils say the letters. Ask the rest of the class for verification.

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

### B. PRESENTATION & PRACTICE

- (Ex. 9) Let's listen! (Tapescript 13)

**Pupil's books open.** Go through the pictures and set the scene.

e.g. Teacher: *Where are they?*

Class: *(In the) park.*

Teacher: *(pointing to the balloons in frame 2)*

*Look! Balloons! How many? etc*

Play the cassette/CD and ask the pupils to listen and follow in their books.

### TAPESCRIPT

Narrator: *Cecil's in the park with Mummy.*

Cecil: *Look! Balloons! They're very funny.*

Cecil: *Mummy, can I have one, please?*

Cecil: *Red's my favourite one of these!*

Cecil: *Help me, Mummy! Jump up high!*

Mummy: *Let's go, Cecil! Wave goodbye!*

Mime and say the following words/phrases. Ask the pupils to point to the pictures that illustrate the words/phrases. Check their answers.

e.g. *Look! Balloons! They're very funny. (picture 2),  
Help me, Mummy! Jump up high! (picture 5)*

Play the story again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation.

### Extension

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

e.g. Teacher: *Cecil's in the park with ...*

Class: *Mummy. etc*

- (Ex. 10) Match. Listen. Colour. (Tapescript 14)

Read the instructions and explain the task. Ask the pupils to identify the characters. Ask the pupils to have their *red*, *blue* and *green* coloured pencils on their desks. Play the cassette/CD with pauses. The pupils listen, follow the lines to match the balloons to the characters and colour in the balloons. Play the cassette/CD twice if necessary.

Check the pupils' answers. Ask: *What colour is Cecil's balloon?* Elicit: *Red*. Follow the same procedure with the rest of the balloons.

**TAPESCRIPT**

*Cecil's balloon is red.*

*Ellie May's balloon is blue.*

*Mummy's balloon is green.*

**D. FOLLOW-UP (MY BALLOON)**

- Ask the pupils to draw a balloon. Explain to them that they can draw anything they want to be on their balloon. As an extension, you can give them balloons to blow up and attach their drawing to them. They can leave the classroom holding their favourite balloons.

## Lesson 6

**Aims:** To consolidate the language of the unit. To familiarise pupils with British culture: to talk about things that are red in the UK.

**Language focus:** Colours all around, My Things.

**Target vocabulary:** Red, yellow, blue, green.

**Extra materials:** None.

### A. WARM-UP

- Stand by the door and greet the pupils as they arrive.

*(An activity to review the language taught in Lesson 5.)*

- Play the Cecil Mouse episode. The pupils listen and look in their books.

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

### B. WELCOME TO BRITAIN!

*(Activities to familiarise pupils with British culture and explore their own.)*

- **Pupil's books open.** Hold up your book, point to and read the title, *Colours All Around*. Explain to the pupils, in L1 if necessary, that these are some things in the UK which are of the same colour. Point to the items and elicit the colour (*red*). Explain that in the UK the telephone booths, the buses (in London) and the letter boxes are red. Ask them what colour they are in their country.

#### Optional Activity

Ask the pupils to find pictures of things in public places that are the same colour and bring them to the class. Have a class discussion.

### C. PROJECT TIME!

*(A personalisation activity)*

- Refer pupils to the project on page sixteen and comment on the picture. Read the title and explain what it means. Ask the pupils to identify the colours. Ask the pupils to think of their own things and tell you one of each given colour. Allow some use of L1 if necessary.
- Explain to the pupils that they have to do the same on page 17. Alternatively, you can ask the pupils to produce their project on a piece of paper. They can use pictures or drawings. Go around the class as the pupils work on their project and provide any necessary help.

**Note:** You can assign this as homework so that the pupils have the opportunity to select from home the things they want to include in their project.

## D. FOLLOW-UP (OUR FAVOURITE COLOUR)

- Do a survey. Write the names of the colours (red, blue, green and yellow) on the board. Ask the pupils, one at a time, to come and write his/her name next to his/her favourite colour. Then, count the names and see which colour is the most favourite one of the four. Say: *(Yellow) is our favourite colour.*

### Activity Book (Optional)

Now, you can do the exercises (Module 1, Unit 2) from the Activity Book. (See p. 144T for further explanation.)

If you wish, you can do the Nursery Song 2 activities on pp. 28-29.

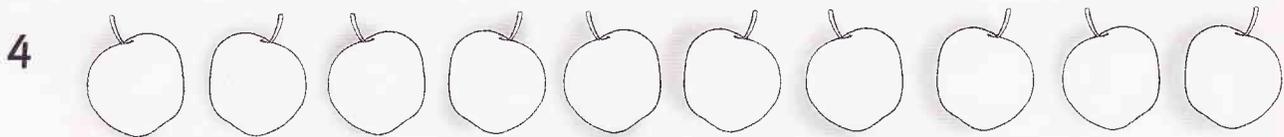
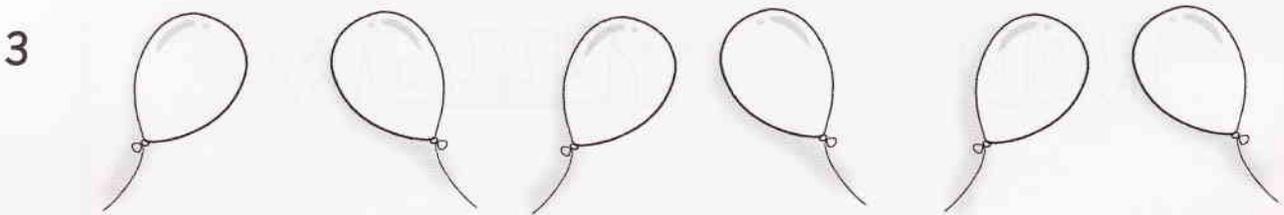
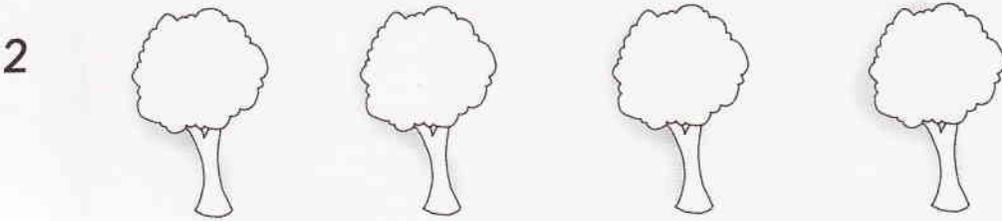
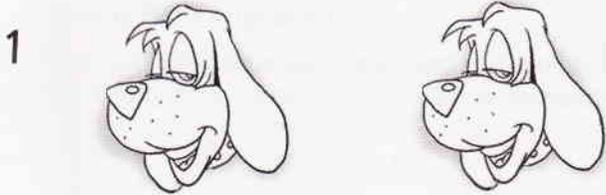
(See p. 147T for further explanation.)

### My Language Portfolio

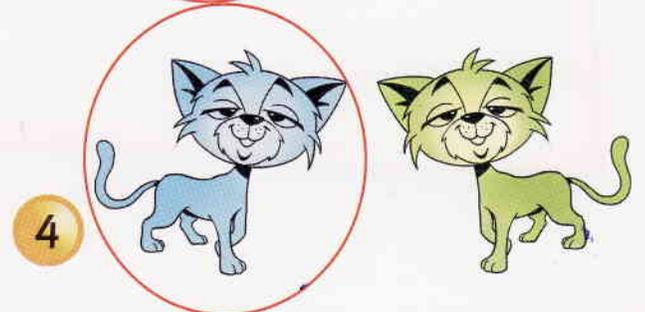
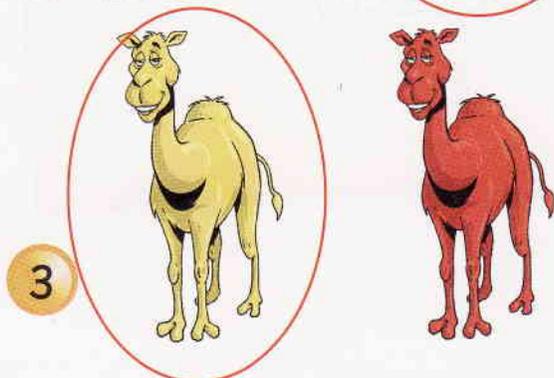
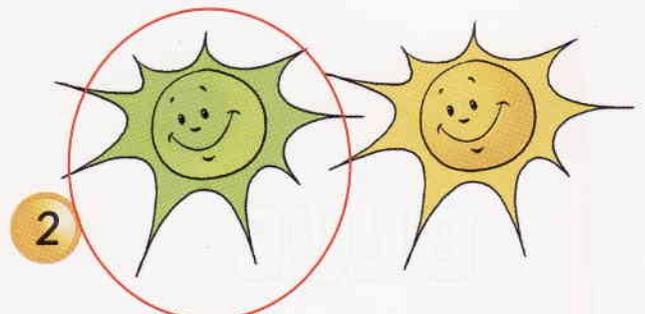
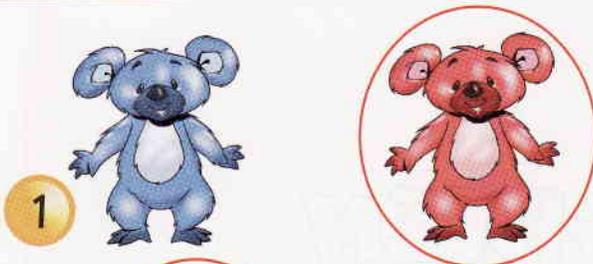
The pupils can do some of the activities for Module 1. (See p. 154T for further explanation.)

1 How many? Count and say. Then colour.

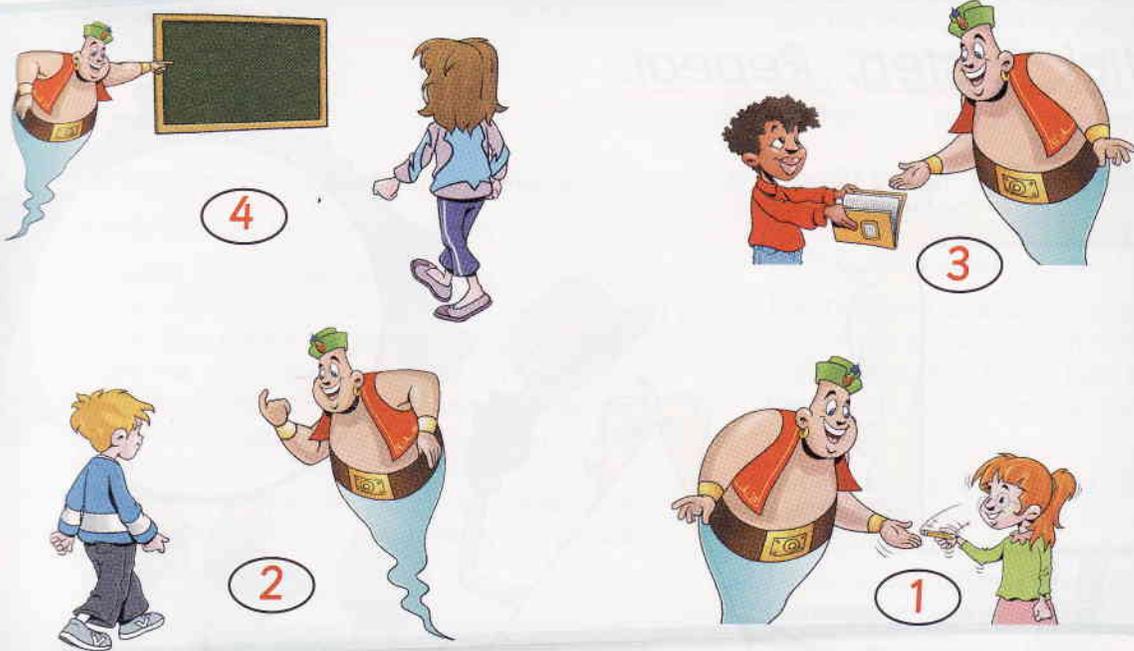
(Pupils count and say the number. Then, they colour in.)



2  Listen and circle.

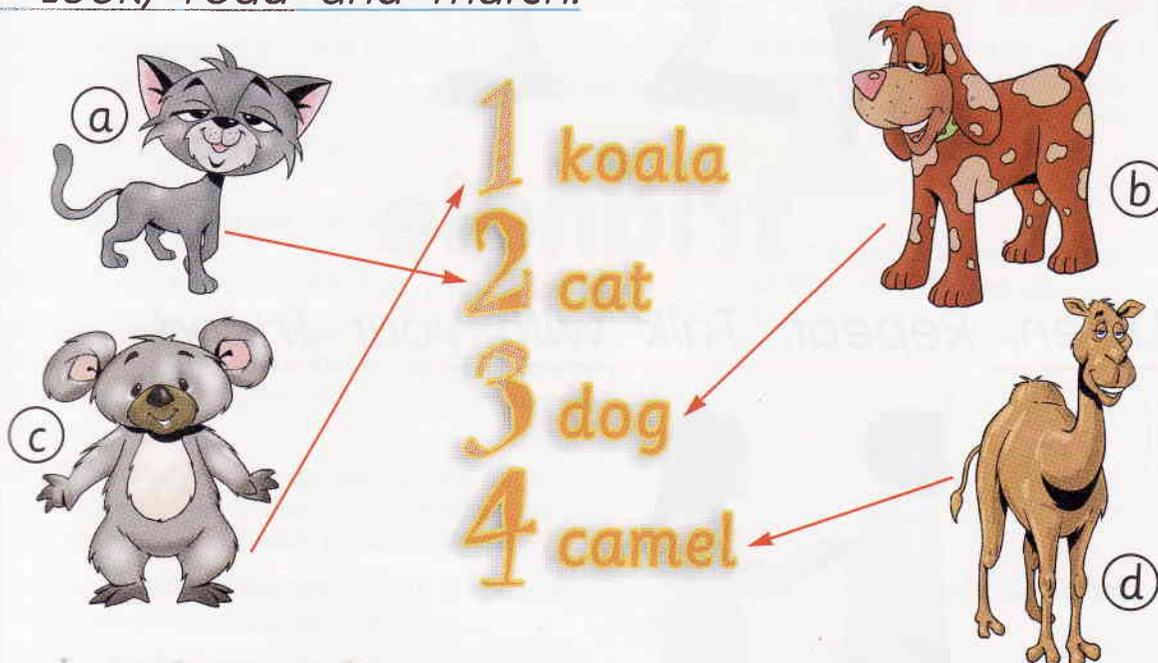


3  Listen and number.



(For Tapescript see p. 96T)

4 Look, read and match.



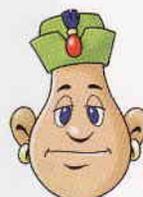
My Score!




Excellent




Very good




Good

## Lesson 1

**Aims:** To identify shapes.

**Language focus:** Give me the red pencil, please. Masid says stand up. What's this? A square! This is the circle.

**Target vocabulary:** Square, triangle, circle.

**Extra materials:** None

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Unit 2.)
- Put coloured pencils (*red, blue, green, yellow*) on your desk. Ask a pupil to come to the front of the class. Say: *Give me the red pencil, please.* The pupil gives you the red coloured pencil and repeats the colour. Do the same with rest of the coloured pencils. Repeat the activity with as many pupils as you think is necessary.
- Play *Masid* says. Ask the pupils to follow your commands only if they are preceded by the phrase *Masid* says.  
e.g. Teacher: *Masid* says stand up.  
Class: (*Pupils stand up.*)  
Teacher: *Sit down.*  
Class: (*Pupils remain still.*) etc

**Suggested cues:** stand up, sit down, clap your hands, bend your knees, jump up high, turn around, etc.

**Note:** You can use the puppet to make it more fun for the pupils.

### B. PRESENTATION & PRACTICE

(Activities to present and activate shapes.)

- (Ex. 1) **Stick. Listen. Repeat.** (Tapescript 17)

**Pupil's books closed.** Draw a square on the board. Point to and say: *square*. The pupils repeat, chorally and individually. Follow the same procedure with *triangle* and *circle*.

Draw the shapes in the air and say the appropriate word for each one. Repeat one more time. Then, say a shape and ask individual pupils to mime it.

Draw a large 20 on the board. Point to it, mime and say: *Open your books at page twenty.*

**Pupil's books open.** Read the instructions and explain the task. Ask the pupils to go to the sticker section and put the stickers on their fingers. Refer the pupils to the first shape. Ask: *What shape is it?* Elicit: *Square*. Ask the pupils to show you the corresponding sticker for verification before they attach it. Follow the same procedure with the other two shapes. Play the cassette/CD. The pupils listen and repeat, chorally and individually. Check the pupils' pronunciation and intonation.

### TAPESCRIPT

*Square, triangle, circle.*

### Extension

Ask the pupils to look around the classroom and spot any items in the form of a circle, triangle or square. Ask them to point to and name the shape. You can turn this into a game by asking the pupils to write down the number of circular, square and triangular items. The winner is the pupil who has spotted the most circular, triangular and square items.

- (Ex. 2) **Listen. Repeat. Talk with your friend.** (Tapescript 18)

(Activities to practise shapes.)

**Pupil's books closed.** Ask a pupil to stand up. Using your index finger make the shape of a square on his/her back. Ask: *What's this?* Elicit: *Square!* Repeat the activity with as many pupils as you think is necessary.

**Pupil's books open.** Play the cassette/CD. The pupils listen and look at the illustration. Play the cassette/CD again pausing after each utterance. The pupils repeat, chorally and individually. Check their pronunciation and intonation.

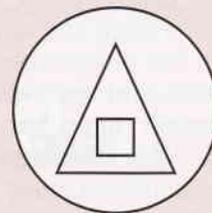
### TAPESCRIPT

Girl: *What's this?*  
Boy: *A square!*

Ask the pupils to take turns doing the activity, in pairs. Check round the class, providing any necessary help. Ask some pairs to perform in front of the class.

### C. FOLLOW-UP (SHAPES WITHIN)

- Ask the pupils to make a picture by putting all the shapes, one within the other.  
e.g.



The pupils present their pictures to the rest of the class.

e.g. Pupil: *This is the circle. This is the triangle. This is the square.*

## Lesson 2

**Aims:** To consolidate shapes. To develop listening comprehension skills through a song. To sing a song and do the actions.

**Language focus:** Sally Square, that's my name. All my sides are the same! I'm Sam the Square!

**Target vocabulary:** Shapes.

**Extra materials:** Photocopies of the tie template (Follow-up).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 1.)
- Play a guessing game. Think of a shape. The pupils, in teams, try to guess the shape. Each correct answer gets one point. The team with the most points wins.  
e.g. Teacher: (thinks of circle) Which shape?  
Team A Pupil 1: Square?  
Teacher: No.  
Team B Pupil 1: Circle?  
Teacher: Yes. One point for Team B. etc

### B. PRESENTATION & PRACTICE

- (Ex. 3) Listen and Point. Then, sing along! (Tapescript 19)

(Activities to consolidate shapes.)

#### Preparation for listening

**Pupil's books closed.** Draw a square on the board. Draw some hair, eyes, nose and lips. Present the figure to the class: *Sally Square*. The pupils repeat after you. Follow the same procedure and present *Tommy Triangle* and *Celia Circle*.

Point to Sally Square's sides and say: *All my sides are the same!* The pupils repeat after you. Point to Tommy Triangle's sides and say: *Count my sides – one, two, three!* The pupils repeat after you. Point to Celia Circle, mime and say: *Round and round I go.* The pupils repeat after you. Finally, say the sentences. The pupils identify the shape figure.  
e.g. Teacher: *Round and round I go.*  
Class: *Celia Circle.* etc

Draw a large 21 on the board. Point to it, mime and say: *Open your books at page twenty-one.*

**Pupil's books open.** Ask the pupils to look at the illustration and identify the figures (*Sally Square*, *Tommy Triangle* and *Celia Circle*). Play the cassette/CD. The pupils listen and point to the figures every time they are mentioned in the song.

Play the cassette/CD again and encourage the pupils to sing along.

### TAPESCRIPT

*Sally Square, that's my name.  
All my sides are the same!*

*Tommy Triangle, yes that's me!  
Count my sides – one two three!*

*Celia Circle is my name.  
Round and round I go again!*

#### Extension (Optional)

#### Before going into class

Prepare simple costumes for Celia Circle, Tommy Triangle and Sally Square: Use cardboard paper to cut out the corresponding shapes, two of each, and attach them together with string (one for the front, the other for the back).

You can put on a short performance. Ask three pupils to come to the front of the class and put on the costumes you have prepared. Play the cassette/CD. The pupils move to the song and present themselves in the role of the figures. Repeat with as many pupils as you think is necessary.

#### Craftwork

Tell the pupils they are going to make a funny figure. Explain that they can use only one shape (circle, triangle or square). Write the names of the shapes on the board. Show them your model and guide them through the cutting and gluing of their funny figure. Go around the class as the pupils do the craftwork and ask questions about the shape they are using, what colour their funny figure is, etc. Help them write their figures' names as well as the names of the shapes on them.

Upon completion of the craftwork, the pupils present their funny figure to the class.

#### Extension

The pupils get into groups according to the shape they have used and make *square*, *circle* and *triangle* families. Allocate areas in the classroom where the 'families' (i.e. the Square family, the Circle Family, the Triangle Family) can be displayed.

### C. FOLLOW-UP (CLOWN TIES)

#### Before going into class

Photocopy the tie template (p. 124T), one per pupil.

- Hand out the photocopies. Explain to the pupils that they will make a tie for a clown. They decorate the tie with the shapes they know. Go around as the pupils do the activity, providing any necessary help. Make a class display with the pupils' work. In the next lesson, guide the pupils on how to file their work in their *Language Portfolios*.

## Lesson 3

**Aims:** To identify pieces of furniture. To recycle colours. To develop eye-hand coordination.

**Language focus:** What's this? A Chair. What colour is the bed? This is my bed. It's green.

**Target vocabulary:** Bed, chair, table, desk.

**Extra materials:** Flashcards of the following items: bed, chair, table, desk.

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in the previous lesson.)
- Play the song from Lesson 2 (Tapescript 19) and encourage the pupils to sing along.

### B. PRESENTATION & PRACTICE

(Activities to present and activate vocabulary related to pieces of furniture.)

- (Ex. 4) Listen and colour. Then, say. (Tapescript 20)

**Pupil's books closed.** Pin up the following flashcards on the board: *bed, chair, bed, table*. Point to the flashcards, one at a time, and say the corresponding words. The pupils repeat after you. Hand out the flashcards to various pupils. Ask the pupils to come to the board, one at a time, show their flashcard and say the corresponding word. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

#### Extension

Take a flashcard, e.g. chair, and partly cover it. Show it to the pupils. Ask: *What's this?* Elicit: (A) chair. Repeat the procedure with the rest of the flashcards.

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

**Pupil's books open.** Revise the colours. Show the pupils your coloured pencils (*red, blue, green, yellow*), one at a time, and elicit the colours. Read the instructions and explain the activity. Elicit the names of the black and white pieces of furniture. Ask the pupils to take out their *red, blue, green* and *yellow* coloured pencils and put them on their desks. Say: *What colour is the bed? What colour is the table? The chair? The desk? Let's listen!* Play the cassette/CD pausing after each utterance. The pupils listen and colour in the items. Check the pupils' answers.

Play the cassette/CD again with pauses after each utterance. The pupils listen and repeat, chorally and individually. Check the pupils' pronunciation and intonation. Individual pupils point to and name the pieces of furniture.

#### TAPESCRIPT

*A yellow bed, a green chair, a red table, a blue desk.*

- (Ex. 5) Listen. Draw. Talk with your friend. (Tapescript 21)

(An activity to consolidate pieces of furniture.)

Play the cassette/CD. The pupils listen and look in their books. Play the cassette/CD again with pauses after each utterance. The pupils repeat, chorally and individually. Check their pronunciation and intonation.

#### TAPESCRIPT

*This is my bed. It's green.*

Refer the pupils to the picture and explain the activity. The pupils draw and colour their bed, chair, table and desk, and present them to their partners. Ask them to use the four colours they know. Check round the class. Ask some pupils to present their drawings to the class.

e.g. Pupil: *This is my bed. It's blue. This is my chair. It's red. This is my desk. It's green. This is my table. It's yellow.*

### C. FOLLOW-UP (CHINESE WHISPERS)

- Hand a flashcard (*bed, chair, table* or *desk*) to the pupil sitting at the front desk without the others seeing it. The pupil whispers the word to the next pupil and so on. The last pupil calls out the word and the first pupil reveals the flashcard for verification. Start with a different pupil each time.

## Lesson 4

**Aims:** To identify the letters *b, n, p, r, y, z*. To recycle letters *a, e* and *o*. To identify the words *zebra* and *pony*.

**Target vocabulary:** Zebra, pony.

**Extra materials:** *My Letters!* poster. Photocopies of the letter worksheets (*b, n, p, r, y, z*) (*Follow-up*).

### A. WARM-UP

- Stand by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 3.)
- Explain the drama game. The pupils stand up, preferably somewhere away from the desks. Name a piece of furniture, e.g. *bed*. The pupils, in pairs, mime moving the piece of furniture to the opposite side of the room. Demonstrate this with a pupil first.

### B. PRESENTATION & PRACTICE

- (Ex. 6) Listen. Point. Colour. (Tapescript 22)



#### POSTER

**Pupil's books closed.** Pin up the *My Letters!* poster on the board. Point to the letter **b** and say: *b /b/*. The pupils repeat after you. Write the letter **b** on the board to demonstrate its formation. Repeat the procedure with the letters *n, p, r, y* and *z*. Point to the letters in random order. Individual pupils say the letters. Write the letters *a, e* and *o* on the board. Elicit their sounds.

#### Extension

Write the letters on the board. Go to a pupil and whisper a letter. The pupil goes to the board, points to and says the letter. Repeat with as many pupils as you think is necessary.

Turn the *My Letters!* poster to the *Animals* side. Point to the zebra and say: *zebra*. The pupils repeat, chorally and individually. Point to and read the word. The pupils repeat after you.

e.g. *ze /ze/ – bra /brə/ – zebra /zebrə/*

Do the same for the word **pony**.

Draw a large 23 on the board. Point to it, mime and say: *Open your books at page twenty-three*.

**Pupil's books open.** Play the cassette/CD and ask the pupils to listen, point to the words and repeat. Ask individual pupils to read out the words.

Allow the pupils some time to colour in the zebra and the pony. Go around as the pupils are doing the activity asking them to name the animals, say what colour they are, etc.

- (Ex. 7) Look. Count.

Read the instructions and explain the task. Revise numbers 1-10. The pupils count and write the correct number of ponies and zebras in the boxes provided. Check the pupils' answers.

**Ponies:** 3

**Zebras:** 4

### C. FOLLOW-UP (MY LETTERS)

#### Before going into class

Photocopy the letter worksheets (*b, n, p, r, y, z*), one per pupil.

- Hand out the letter worksheets to the pupils. Ask them to trace the letter on each worksheet. Read the word(s) as the pupils point to it/them. You can ask them to do the remaining letters at home. Help them write their names and the date. Make sure you display their work somewhere in the class. Then, the pupils file the worksheets in their *Language Portfolios*. In this way, by the end of the year the pupils will have all the letters.

## Lesson 5

**Aims:** To listen to a Cecil Mouse story. To develop listening comprehension skills through a dialogue. To consolidate the language of the unit.

**Language focus:** Ellie May is in Cecil's house. That's my desk and that's my bed.

**Target vocabulary:** House, room, desk, bed, table, chair.

**Extra materials:** Flashcards of *zebra* and *pony*. String (*Follow-up*).

### A. WARM-UP

- Stand by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 4.)

### FLASHCARDS

Pin up the *zebra* and *pony* flashcards on the board. Elicit and write their names on the board. Point to the letters in random order. Individual pupils say the letters. Ask the rest of the class for verification.

### B. PRESENTATION & PRACTICE

- (Ex. 8) Let's listen! (Tapescript 23)

**Pupils' books open.** Go through the pictures and set the scene.

e.g. Teacher: (*pointing to picture 1*) *Where is Ellie May?*

Class: (*In*) *Cecil Mouse's house!*

Teacher: (*pointing to picture 2*) *Look! They're in Cecil Mouse's room!*

Follow the same procedure and elicit the pieces of furniture.

Play the cassette/CD and ask the pupils to listen and follow in their books.

#### TAPESCRIPT

Narrator: *Ellie May is in Cecil's house.*

Ellie May: *I like your room, Cecil Mouse!*

Cecil Mouse: *That's my desk and that's my bed...*

Ellie May: *Your table and your chair are red!*

Cecil Mouse: *No, Ellie May! Don't sit down!*

Ellie May: *Oh dear! How silly! I'm red now!*

Mime and say the following words/phrases. Ask the pupils to point to the pictures that illustrate the words/phrases. Check their answers.

e.g. *I like your room, Cecil Mouse!* (picture 2)

*That's my desk and that's my bed!* (picture 6)

Play the dialogue again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation.

#### Extension

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

e.g. Teacher: *Ellie May is in Cecil's ...*

Class: *house. etc*

• (Ex. 9) Look at Cecil's room. Choose. Colour.

Read the instructions and explain the activity. Elicit the black and white items. Explain that they have to choose the items that are in Cecil's room in Ex. 8. Check the pupils' answers. Then, the pupils colour in the items using the colours in the pictures in Ex. 8.

- |           |                            |
|-----------|----------------------------|
| 1 A (red) | 3 A (red, green and white) |
| 2 B (red) | 4 A (yellow, blue)         |

**D. FOLLOW-UP (MY MOBILE THINGS)**

*Before going into class*

Bring some string.

- Ask the pupils to draw their house on a big piece of paper. Then, ask them to draw on separate smaller pieces of paper their own chair, bed, desk and table. If you wish they can use the drawings from Ex. 2. Provide the pupils with some string and show them how to attach the small pictures to the big picture of the house. Explain that this is a mobile. Then, the pupils present their mobile to the class.  
e.g. Pupil: *This is my house. This is my bed. This is my chair. This is my table. This is my desk.*

## Lesson 6

**Aims:** To consolidate the language of the unit. To familiarise pupils with British culture: to learn about the London Eye. To produce a project about their room.

**Language focus:** My Room.

**Target vocabulary:** Room

**Extra materials:** None

### A. WARM-UP

(An activity to review the language taught in Lesson 5.)

- Play the *Cecil Mouse* episode (Tapescript 23). The pupils listen and look in their books.

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

### B. WELCOME TO BRITAIN!

(Activities to familiarise pupils with the British culture and explore their own.)

- **Pupil's books open.** Hold up your book, point to and read the name of the landmark. Elicit the shape of the landmark (*circle*). Give some information, in L1 if necessary.

*The London Eye was built for the millennium celebrations. It is 135 metres high and you can see up to 25 miles in each direction. The London Eye is like a bicycle wheel with enclosed capsules and it is supported by an A-Frame from one side only.*

Ask them if they would like to have a ride on it and if they have similar rides in their country.

#### Optional Activity

Ask the pupils to bring pictures of landmarks from their country/city. Have a discussion in class about them. Alternatively, bring some pictures and have a class discussion.

### C. PROJECT TIME!

(A personalisation activity)

- Refer the pupils to the project on page twenty-six and comment on the picture. Read the title and explain what it means. Ask the pupils to tell you what there is in their room.
- Explain to the pupils that they have to do the same on page 27. Alternatively, you can ask the pupils to produce their project on a piece of paper. They can use pictures or drawings. Go round the class as the pupils work on their project and provide any necessary help.

**Note:** You can assign this as homework so that the pupils have the time to look for pictures that illustrate their room. If you decide to do it in class, we suggest you tell the pupils in the previous lesson to bring in relevant pictures.

## D. FOLLOW-UP (OUR CLASSROOM)

- Prepare a plan of your classroom. Leave out the names of the pupils. The pupils fill in their names according to where they sit. Provide any necessary help with the spelling of their names. Display the classroom plan somewhere in the room and use it every time you want to take the register, etc.

## Activity Book (Optional)

Now, you can do the exercises (Module 2, Unit 3) from the Activity Book. (See p. 144T for further explanation.)

If you wish, you can do the Nursery Song 3 activities on pp. 30-31.

(See p. 148T for further explanation.)

## Lesson 1

**Aims:** To identify animals. To talk about pets.

**Language focus:** This is my rabbit! What's its name? This is a fish.

**Target vocabulary:** Rabbit, parrot, fish and mouse.

**Extra materials:** Flashcards of the *rabbit, parrot, fish and mouse.*

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Unit 3.)
- Ask a pupil to come to the board. Name a shape or a piece of furniture. The pupil draws it on the board. Ask the rest of the class for verification. Repeat with as many pupils as you think it is necessary.

**Suggested cues:** circle, square, triangle, bed, chair, desk, table.

### B. PRESENTATION & PRACTICE

(Activities to present and activate new language.)

- (Ex. 1) Stick. Listen. Say. (Tapescript 24)

#### FLASHCARDS

**Pupil's books closed.** Show the pupils the *rabbit* flashcard. Pin the flashcard on the board and say *rabbit*. The pupils repeat, chorally and individually. Repeat the process with the rest of the flashcards (*parrot, fish, mouse*).

Draw simple sketches of the animals on the board. Ask the pupils to identify them.

Draw a large 28 on the board. Point to it, mime and say: *Open your books at page twenty-eight.*

**Pupil's books open.** Read the instructions and explain the task. Ask the pupils to go to the sticker section and put the animal stickers on their fingers. Read the words, one at a time. The pupils listen, show you the stickers, and attach them to the corresponding box. Play the cassette/CD with pauses after each utterance. The pupils listen and repeat, chorally and individually. Check the pupils' pronunciation and intonation. Then, individual pupils point to and name the animals.

#### TAPESCRIPT

*Parrot, rabbit, mouse, fish.*

- (Ex. 2) Listen. Draw. Talk to your friend.  
(Tapescript 25)

(Activities to practise talking about pets.)

Read the instructions and explain the task. Play the cassette/CD. The pupils listen and repeat, chorally and individually.

#### TAPESCRIPT

Girl: *This is my rabbit.*

Boy: *What's its name?*

Girl: *Ronnie.*

Ask the pupils to draw their pet. If the pupils haven't got a pet, ask them to think of one and give it a name. Then, the pupils, in pairs, act out similar exchanges. Check round the class, providing any necessary help. Ask some pairs to report back to the class.

### C. FOLLOW-UP (PLASTICINE ANIMALS)

- Ask the pupils to make an animal or their pet using plasticine. Then, they present it to the class. Go around the class, providing any necessary help.  
e.g. Pupil: *(This is) a fish. / (This is) my fish Goldie.*

## Lesson 2

**Aims:** To consolidate animals. To develop listening comprehension skills through a song. To sing a song and perform the actions.

**Language focus:** I've got a parrot and it can speak. I've got a mouse and it can squeak.

**Target vocabulary:** Parrot, mouse, rabbit, fish. Hello, squeak, hop, glop.

**Extra materials:** Flashcards of the *parrot, mouse, rabbit and fish*. Toy bone (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 1.)
- Show the pupils the flashcards of the animals used in the previous lesson (*parrot, mouse, rabbit and fish*) and elicit the vocabulary from the class.

### B. PRESENTATION & PRACTICE

- (Ex. 3) Sing and do. (Tapescript 26)

#### Preparation for listening

**Pupil's books closed.** Place the flashcard of the *parrot* in front of your face and say *hello*. Ask pupils to repeat. Point to the parrot and say: *I've got a parrot and it can speak!* The pupils repeat after you. Repeat this procedure with flashcards of the *mouse, rabbit and fish* along with the accompanying sounds or action. (i.e. *I've got a mouse and it can squeak!, I've got a rabbit and it can hop!, I've got a fish, but it just goes glop!*)

Repeat the actions or the sounds. Ask the pupils to identify the animal. Repeat the activity as many times as you think is necessary for the pupils to become familiar with the animals and their sounds/actions.

Draw a large 29 on the board. Point to it, mime and say: *Open your books at page twenty-nine.*

**Pupil's books open.** Read the instructions and explain the task. Play the cassette/CD. The pupils listen and look at the illustrations. On the second listening, hold up your book and point to the illustrations every time the corresponding animal is mentioned. Play the song again. The pupils listen and do the actions. Play the song again. The pupils sing along while doing the actions.

### TAPESCRIPT

I've got a parrot and it can speak! (*move from side to side and flap arms*)

I've got a mouse

And it can squeak! (*rub nose with 'paws'*)

I've got a rabbit and it can hop! (*hop*)

I've got a fish,

But it just goes GLOP! (*open and close outstretched arms and hands*)

#### Extension (Optional)

Divide the pupils into four groups, one per animal. The pupils move like the allocated animal every time their animal is heard.

- (Ex. 4) Let's play!

#### Before going into class

Bring a toy bone to class. Alternatively, make one by twisting a piece of paper.

Show the class the bone and say *bone*. Ask pupils to repeat, chorally and individually. Then, explain the game. A pupil sits in the centre with the rest of the pupils in a circle around him/her. The pupil in the centre has got the bone behind him/her. The pupil closes his/her eyes. Ask a pupil in the circle to stand up, take the bone and put it behind him/her. The pupil in the centre then opens his/her eyes and asks the pupils who has got the bone. The pupil who has got the bone comes to the centre and the game is continued. Lead the game by repeating the rhyme every time the pupil in the centre changes.

e.g. Teacher: *Doggy, doggy, where's your bone?*

*Someone took it from your home!*

*Doggy, doggy, try and guess, Is it no or is it yes?*

Pupil in the centre: *Julie?*

Julie: *No!*

Pupil in the centre: *Ron?*

Ron: *Yes! etc*

### C. FOLLOW-UP (ANIMAL HOME)

- In groups, the pupils are assigned an animal (e.g. parrot, fish, mouse, rabbit, etc). They draw a home for each of the animals (i.e. a bowl for the fish, etc.).

## Lesson 3

**Aims:** To revise cat and dog. To introduce the colours black and white. To present parts of the body. To talk about size. To develop listening comprehension skills through a song. To promote social skills through a circle-time activity.

**Language focus:** My black cat is very funny. He's got small ears and a big fat tummy.

**Target vocabulary:** Black, cat, funny, small, ears, fat, tummy, white, dog.

**Extra materials:** Flashcards of the *cat* and *dog*.

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 2.)
- Play the song from the previous lesson (Tapescript 26) and encourage the pupils to sing along.

### B. PRESENTATION & PRACTICE

- (Ex. 5) Sing and do. (Tapescript 27)

**Pupil's books closed.** Show the pupils the flashcard of the *cat*. Point to and say *cat*. The pupils repeat after you. Ask: *What colour is it?* Say: *Black*. The pupils repeat after you. Point to the cat's ears and tummy, mime and say: *Small ears, fat tummy*. The pupils repeat after you. Follow the same procedure with the flashcard of the *dog* and present the words *white, big ears, small tummy*.

Say phrases. The pupils say *cat* or *dog*.

e.g. Teacher: *Black!*

Class: *Cat!*

Teacher: *Small white tummy!*

Class: *Dog!* etc

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

**Pupil's books open.** Read the instructions and explain the task. Hold up your book, point to the cat's speech bubble and read out loud: *I'm black*. Then, point to the dog's speech bubble and read out loud, *I'm white*. Ask the pupils to repeat, chorally and individually. Point to their ears and tummy and elicit the words.

Play the cassette/CD. The pupils listen and point to the cat and dog in their books. Play the song again. The pupils listen and sing along. Play the song again. The pupils listen, do the actions and sing along.

### TAPESCRIPT

My black cat  
Is very funny,  
He's got small ears (*put hands by ears and wiggle index fingers*)  
And a big fat tummy! (*make a big semi-circle over tummy*)

My white dog  
Is very funny,  
He's got big ears (*move hands from ears down to the ground*)  
And a small white tummy! (*make a small semi-circle over tummy*)

- (Ex. 6) Let's play!

Tell the pupils that you are going to play a game. Show them the illustration and explain the game. You will say a sentence. If it is true they will keep flapping their arms. If not, they should stop. Demonstrate this yourself first.

e.g. Teacher: (*flapping his/her arms*) *Cats are black!*

Class: (*pupils keep flapping their hands*)

Teacher: (*flapping his/her arms*) *Cats are blue!*

Class: (*pupils stop flapping their arms*)

**Suggested cues:** Cats are black., Cats are blue., Dogs are green., Fish can hop., Parrots can speak., Rabbits can hop., Rabbits are white., Fish are yellow., etc

### C. FOLLOW-UP (FOLLOW MY LEADER)

- Say and mime an action. The pupils follow the action done by you.

e.g. Teacher: (*mimes swimming and says*) *Swim like this!*

Class: (*mimes swimming*) etc

**Suggested cues:** Swim like this!, Jump like this!, Hop like this! Clap like this!, Wave like this! Bend like this!, etc

## Lesson 4

**Aims:** To identify the letters *i, j, q, s, u*. To recycle letters *a, e, g* and *r*. To identify the words *jaguar* and *squirrel*.

**Target vocabulary:** Jaguar, squirrel.

**Extra materials:** *My Letters!* poster. Photocopies of the letter worksheets (*i, j, q, s, u*) (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 3.)
- Play the song from the previous lesson (Tapescript 27). Encourage the pupils to sing along.

### B. PRESENTATION & PRACTICE

- (Ex. 7) Listen. Point. Colour. (Tapescript 28)

**Pupil's books closed.** Pin up the *My Letters!* poster on the board. Point to the letter **i** and say: *i /i/*. The pupils repeat after you. Write the letter **i** on the board to demonstrate its formation. Do the same for the letters **j, q, s** and **u**. Point to the letters in random order. Individual pupils say the letters. Write the letters **a, e, g** and **r**. Elicit their sounds

#### Extension

Write the letters on the board. Go to a pupil and whisper a letter. The pupil goes to the board, points to and says the letter. Repeat with as many pupils as you think is necessary.

Turn the *My Letters!* poster to the *Animal* side. Point to the **jaguar** and say *jaguar*. The children repeat, chorally and individually. Point to and say the word. The pupils repeat after you.

e.g. *ja /dʒæ/ - gu /gju/ - ar /ə/ - jaguar /dʒæɡjuə/*

Do the same for the word **squirrel**.

Draw a large 31 on the board. Point to, mime and say: *Open your books at page thirty-one.*

**Pupil's books open.** Play the cassette/CD and ask the pupils to listen, point to the words and repeat. Ask individual pupils to read out the words.

Allow the pupils some time to colour in the jaguar and the squirrel. Go round as the pupils are doing the activity asking them to name the animals, what colour they are, etc.

- (Ex. 8) Look. Match.

Read the instructions and explain the task. The pupils match the picture to the correct footprint with the jumbled letters which spell the words squirrel and jaguar.

### C. FOLLOW-UP (MY LETTERS)

#### Before going into class

Photocopy the letter worksheets (*i, j, q, s, u*), one per pupil.

- Hand out the letter worksheets to the pupils. Ask them to trace the letter on each worksheet. Read the word(s) as the pupils point to it/them. You can ask them to do the remaining at home. Help them write their names and the date. Their work can be displayed in the classroom. Then, the pupils file the worksheets in their *Language Portfolio*. By the end of the year they will have accumulated all the letters.

## Lesson 5

**Aims:** To listen to a Cecil Mouse story. To develop listening comprehension skills through a dialogue. To consolidate the language in the unit.

**Language focus:** Swim like this! Jump on! Come on, let's go!

**Target vocabulary:** School, pool, swim, jump on, come on.

**Extra materials:** Flashcards of *jaguar* and *squirrel*.

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 4.)

### FLASHCARDS

Pin up the *jaguar* and *squirrel* flashcards on the board. Elicit and write their names on the board. Point to the letters in random order. Individual pupils say the letters. Ask the rest of the class for verification.

### B. PRESENTATION & PRACTICE

- (Ex. 9) Let's listen! (Tapescript 29)

**Pupil's books open.** Go through the pictures and set the scene.

e.g. Teacher: *Who is this? (pointing to picture 1)*  
Class: *Cecil Mouse.*

Teacher: *(pointing to picture 2) Look! Cecil falls into the pool.*

Follow the same procedure to present the words/phrases: *swim like this, jump on, come on* and *let's go*.

Play the cassette/CD and ask the pupils to listen and follow in their books.

#### TAPESCRIPT

Narrator: *Cecil Mouse is going to school.*

Narrator: *He falls into a little pool.*

Freddy Fish: *Oh dear, oh dear.*

Narrator: *Says Freddy Fish.*

Freddy Fish: *Swim, little Cecil. Swim like this.*

Narrator: *Then Robbie Rabbit says hello.*

Rabbit: *Jump on, Cecil. Come on, let's go!*

Mime and say the following words/phrases. Ask the pupils to point to the pictures that illustrate the words/phrases. Check their answers.

e.g. *He falls into a little pool. (picture 2), Swim like this. (picture 4), Jump on, Cecil. (picture 5) etc*

Play the dialogue again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation.

#### Extension

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

e.g. Teacher: *Cecil Mouse is going to ...*  
Class: *school! etc*

- (Ex. 10) Trace the lines.

Read the instructions and explain the task. Point to the fish. Ask the class: *What's this?* Elicit the answer. Point to the arrow and ask the pupils to continue the line until the fish reaches the bowl. Follow the same procedure with the rest of the animals. Go around the classroom checking the pupils' work. Praise their work.

- (Ex. 11) Let's play!

Refer the pupils to the illustration. Explain the activity. Stand at the front of the class. The pupils stand behind you in a line. Mime and name an action (e.g. *Swim like this.*) Ask the pupils to do what you are doing. Repeat with different actions.

**Suggested cues:** Swim like this!, Jump up like this!, Clap your hands like this!, Stand up like this!, Wave like this!, Hop like this!, etc

### D. FOLLOW-UP (FREDDY FISH)

- Have the pupils sit in a circle. Explain the game. A pupil starts by saying *Freddy Fish*. The pupils, in turn in a clockwise direction, continue by saying *Freddy fish*. However, if a pupil chooses to say *Robbie Rabbit*, then the game continues in the opposite direction. Demonstrate this yourself first.

## Lesson 6

**Aims:** To consolidate the language in the unit. To familiarise pupils with British culture: to talk about dog shows. To produce a project about the animals they love.

**Target vocabulary:** Dog, cat, rabbit, animals, love.

**Extra materials:** Cardboard paper (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(*An activity to review the language taught in Lesson 5.*)
- Play the *Cecil Mouse* episode (Tapescript 29). The pupils listen and look in their books.

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

### B. WELCOME TO BRITAIN!

(*Activities to familiarise pupils with British culture and explore their own.*)

- Hold up your book, point to and read the title. Explain that dog shows are very popular in the UK. Give some information, in L1 if necessary.

*A lot of people take their dogs to the shows. The dogs that win the competition get medals. Crufts is the most famous dog show in the UK. The show is held at the Birmingham National Exhibition Centre (N.E.C).*

Ask them if there are animal shows in their country and if they have ever been to one of them.

### C. PROJECT TIME!

(*A personalisation activity*)

- Refer the pupils to the project on page 34 and comment on the pictures. Read the title and explain what it means. Ask the pupils to tell you the names of the animals in the picture.
- Explain to the pupils that they have to do the same on page 35. Alternatively, you can ask the pupils to produce their projects on a piece of paper. They can use pictures or drawings. Go round the class as the pupils work on their project and provide any necessary help.

**Note:** You can assign this as homework so that the pupils have time to look for pictures.

## D. FOLLOW-UP (ANIMAL MASK)

### *Before going into class*

Bring in some cardboard paper.

- Hand out some cardboard paper to the pupils. Ask them to make their own animal masks and colour them. Then, they go around the class introducing themselves.  
e.g. *Pupil: I'm Corky the cat.*

### **Activity Book (Optional)**

Now, you can do the exercises (Module 2, Unit 4) from the Activity Book. (See p. 144T for further explanation.)

If you wish, you can do the Nursery Song 4 activities on pp. 32-33.

(See p. 149T for further explanation.)

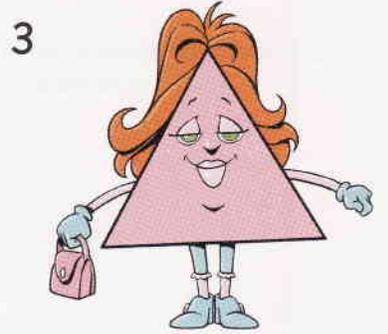
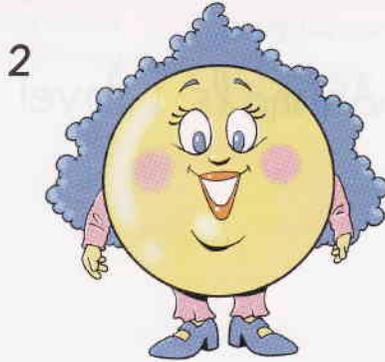
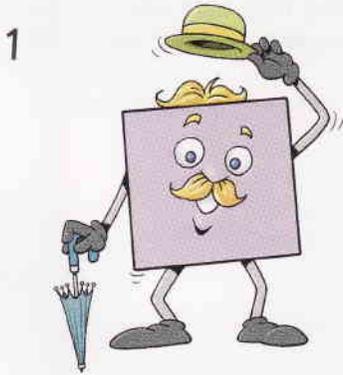
### **My Language Portfolio**

The pupils can do some of the activities for Module 2. (See p. 154T for further explanation.)

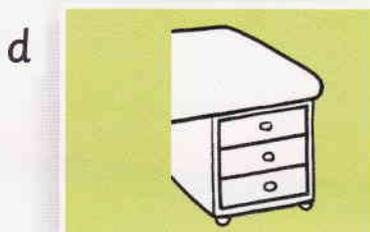
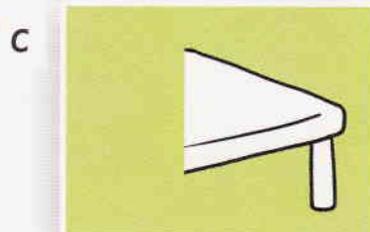
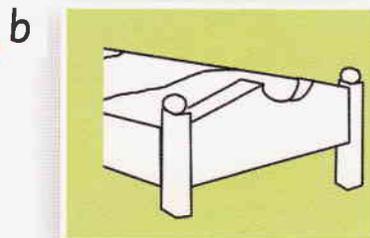
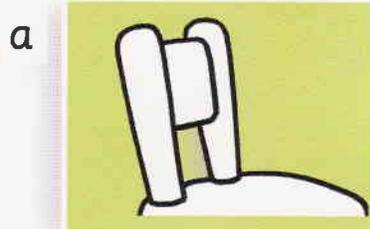
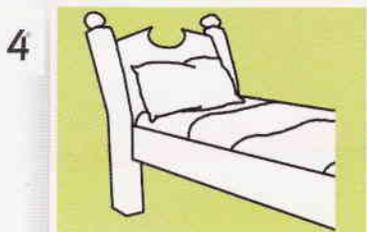
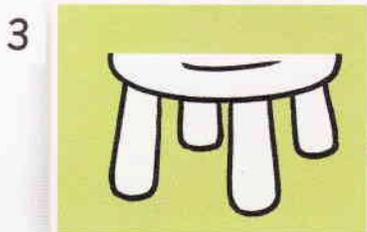
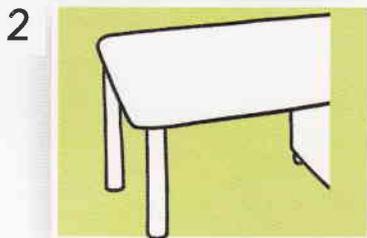
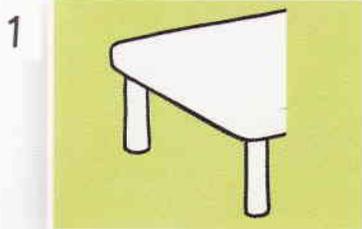
Animals I love

1 Look and say.

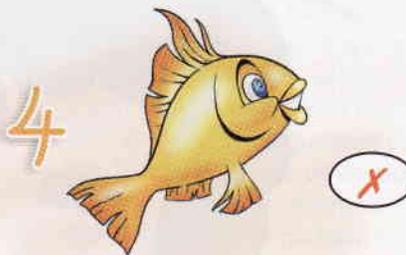
(Pupils point to and name the shapes.)



2 Match and say.

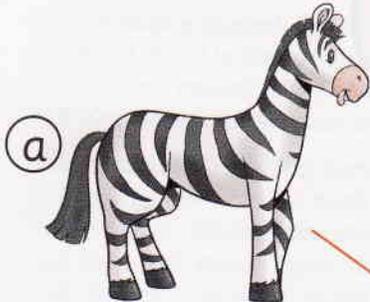


3  Listen and put a tick (✓) or a cross (X).

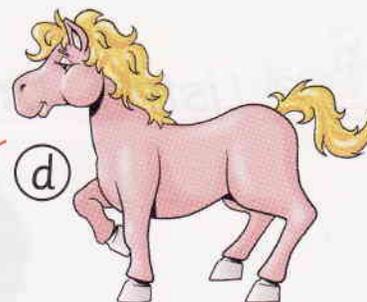
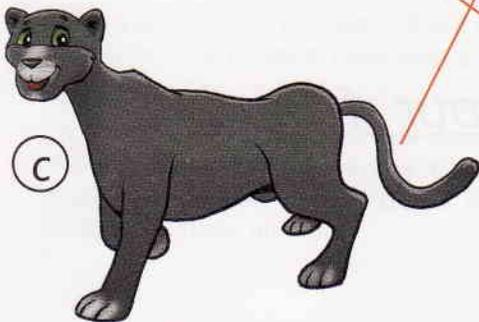
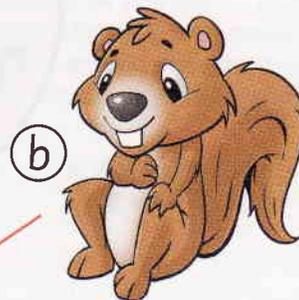


(For Tapescript see p. 96T)

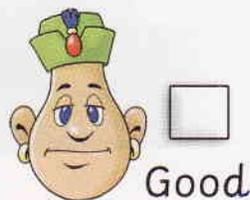
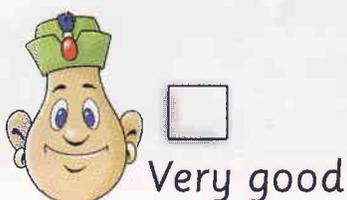
4 Look, read and match.



- 1 jaguar
- 2 squirrel
- 3 zebra
- 4 pony



My Score!



## Lesson 1

**Aims:** To present parts of the face.

**Language focus:** Is it the nose? No! Yes!

**Target vocabulary:** Face, hair, eyes, ears, nose, mouth.

**Extra materials:** The *My face* poster.

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(Activities to review the language taught in Unit 4.)
- Place a chair in front of the class. Ask a pupil to sit with his/her back to the board. Whisper the name of an animal to the sitting pupil and invite the rest of the pupils to guess the animal. Whoever guesses correctly, comes to the board and the activity is resumed.

### B. PRESENTATION & PRACTICE

(Activities to present and activate parts of the face.)

- (Ex. 1) Listen. Repeat. Then, match.  
(Tapescript 31)

#### POSTER

**Pupil's books closed.** Pin up the *My face* poster on the board. Point to it and say: *face*. The pupils repeat, chorally and individually. Follow the same procedure with *hair, nose, mouth, eyes* and *ears*.

Touch the corresponding parts on your face and say the appropriate word for each one. Ask the pupils to do the same. Repeat one more time. Then, point to your face, hair, mouth, eyes, nose and ears in random order and ask individual pupils to name them.

Draw a large 38 on the board. Point to it, mime and say: *Open your books at page thirty-eight*.

**Pupil's books open.** Play the cassette/CD. The pupils listen and repeat. Check their pronunciation and intonation. Read the words, one at a time. The pupils listen, follow in their books and draw lines. Check the pupils' answers.

- (Ex. 2) Listen. Draw. Talk with your friend.  
(Tapescript 32)

(Activities to practise parts of the face.)

Play the cassette/CD. The pupils listen and look in their books. Play the cassette/CD again with pauses after each utterance. The pupils repeat, chorally and individually. Check their pronunciation and intonation.

#### TAPESCRIPT

Girl: *Is it the nose?*

Boy: *No!*

Girl: *Is it the hair?*

Boy: *Yes!*

Refer the pupils to the picture and explain the activity. The pupils draw a face and present the parts of it to their partners. Then, the pupils work in pairs. One pupil closes his/her eyes and places his/her finger on a part of the face he/she has drawn. The pupil keeps asking until he/she guesses the corresponding part of the face. Then, the other pupil closes his/her eyes and the activity is resumed. Check round the class. Ask some pairs to perform in front of the class.

### C. FOLLOW-UP (BE AN ARTIST)

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

**Note:** Ask the pupils to bring their photo to the next lesson.

## Lesson 2

**Aims:** To revise parts of the face. To develop listening comprehension skills through a chant. To sing a chant and do the actions.

**Language focus:** Touch my face, touch my hair!  
This is me, (Mary). This is my photo frame!

**Target vocabulary:** Touch, face, hair, ears, mouth, nose, eyes.

**Extra materials:** None

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 1.)
- Ask a pair of pupils to come to the board. One pupil names a face part and the other touches the corresponding part. Ask the rest of the class for verification. Resume the activity with as many pairs as you think is necessary.

### B. PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

- (Ex. 3) Listen. Stick. Then, sing along!  
(Tapescript 33)

**Pupil's books closed.** Hold up the puppet and say: *Masid, touch my face.* Have the puppet respond. Repeat one more time. Follow the same procedure and present the rest of the actions (*touch my hair, touch my ears, touch my mouth, touch my eyes*). Give the puppet to a pupil and ask him/her to do the same. Prompt the pupil. Repeat the activity with as many pupils as you think is necessary.

Draw a large 39 on the board. Point to it, mime and say: *Open your books at page thirty-nine.*

**Pupil's books open.** Read the instructions and explain the task. Point to and ask the pupils to identify the parts of the face. Ask the pupils to go to the sticker section and place the corresponding stickers on their fingers. Play the cassette/CD with pauses after each utterance. The pupils listen, show you the corresponding stickers, and stick them in the corresponding boxes. Play the chant again and encourage the pupils to sing along. Play the chant again. The pupils sing while doing the actions.

#### TAPESCRIPT

*Touch my face,  
Touch my hair,  
Touch my ears,  
There and there!*

*Touch my mouth,  
Touch my nose,  
Touch my eyes,  
Two of those!*

#### Extension

Repeat the chant without the cassette/CD. Repeat the chant and pause before certain words. Invite the pupils to complete the phrases. Keep the rhythm by clapping your hands or snapping your fingers.

e.g. Teacher: *Touch my face, touch...*

Class: *my hair* etc.

#### Craftwork

Tell pupils they are going to make a flower photo frame. Show them your model and guide them through the cutting and gluing. Ask them to draw their favourite flower on paper and leave the centre of the flower empty so that they can glue the photos they have brought in the space. Guide them on how to use their hands to draw the leaves of the flower. Tell them to cut out the frame, colour it in and glue on their photo. Go around the class as the pupils do the craftwork commenting on how nice their hair/smile/face etc. look(s) in the photos.

Upon completion of their craftwork, the pupils present their photo frames to the class.

e.g. Pupil: *This is me, (Mary)! This is my photo frame!*

**Note:** If you wish, you can photocopy the template on p. 125T.

### C. FOLLOW-UP (OUR FACE)

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

## Lesson 3

**Aims:** To present *arm* and *leg*. To consolidate parts of the body with commands. To develop listening comprehension skills through a song. To sing a song and perform the actions.

**Language focus:** If you're happy and you know it, clap your hands. Doctor, doctor, my leg hurts!

**Target vocabulary:** Body parts. Clap, nod, stamp.

**Extra materials:** Flashcards of *arm* and *leg*. Rolls of toilet paper or kitchen towel (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 2.)
- Play the chant from Lesson 2 (Tapescript 33) and encourage the pupils to sing along. If you wish, ask some pupils to the front to perform the actions while the rest of the pupils sing along.

### B. PRESENTATION & PRACTICE

(Activities to consolidate parts of the body and present the words *arm* and *leg*.)

- (Ex. 4) Let's play!

**Pupil's books closed.** Pin up the *arm* and *leg* flashcards on the board. Point to the flashcards, one at a time, and say the corresponding words. The pupils repeat after you. Hand out the flashcards to the pupils. Ask the pupils to come to the board, one at a time, show their flashcard and say the corresponding word. Ask the rest of the class for verification. Repeat with as many pupils as you think necessary.

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

**Pupil's books open.** Refer the pupils to the illustration. Explain the activity. In the role of Masid, say: *Touch your arm!* The pupils, preferably in a circle round you, follow the command. Repeat with the rest of the commands.

**Suggested cues:** Touch your arm!, Touch your leg!, Touch your nose!, Touch your eyes!, etc

- (Ex. 5) Sing and do. (Tapescript 34)

#### Preparation for listening

**Pupil's books closed.** Mime and say: *Clap your hands.* Ask the pupils to repeat and mime after you. Follow the same procedure with *nod your head* and *stamp your feet.*

Then, repeat the actions in random order and ask the pupils to mime. Draw a happy face on the board and say: *I'm happy, today. Are you happy? Well, if you're happy and you know it, clap your hands!* Repeat with

*If you're happy and you know it, nod your head and if you're happy and you know it, stamp your feet.* The pupils repeat and perform the actions.

**Pupil's books open.** Play the cassette/CD. The pupils listen and look at the illustrations. During the second listening, hold up your book and point to the illustrations every time the corresponding actions are mentioned. Play the cassette/CD again and encourage the pupils to sing along. Play the song again. The pupils sing and perform the actions.

#### TAPESCRIPT

If you're happy and you know it, clap your hands!  
(*clap your hands*)

If you're happy and you know it, clap your hands!  
(*clap your hands*)

If you're happy and you know it and you really want to show it,

If you're happy and you know it, clap your hands!  
(*clap your hands*)

If you're happy and you know it, nod your head!  
(*nod your head*)

If you're happy and you know it, nod your head!  
(*nod your head*)

If you're happy and you know it and you really want to show it,

If you're happy and you know it, nod your head!  
(*nod your head*)

If you're happy and you know it, stamp your feet!  
(*stamp your feet*)

If you're happy and you know it, stamp your feet!  
(*stamp your feet*)

If you're happy and you know it and you really want to show it,

If you're happy and you know it, stamp your feet!  
(*stamp your feet*)

### C. FOLLOW-UP (DOCTOR, DOCTOR)

#### Before going into class

Bring rolls of toilet paper or kitchen towel.

- The pupils, in pairs, take the roles of doctor and patient. Give each doctor a metre or so of toilet paper. Choose and name a body part (e.g. leg). All the pupils shout out together *Doctor, doctor, my (leg) hurts!* Each doctor has to wrap his/her patient's leg. Then, patients and doctors exchange roles and you choose the next body part to be named.

## Lesson 4

**Aims:** To present the letters *f*, *v*, *x*. To recycle the letters *r*, *a*, *e*, *n* and *o*. To identify the words *raven* and *fox*.

**Target vocabulary:** Raven, fox.

**Extra materials:** The *My letters* poster. Photocopies of the letter worksheets (*f*, *v*, *x*) (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(Activities to review the language taught in Lesson 3.)
- Play the song from Lesson 3 (Tapescript 34) and encourage the pupils to sing along. If you wish, ask some pupils to come to the front and perform the actions while the rest of the pupils sing along.
- Draw simple sketches of the parts of the face. Individual pupils come to the board, point to and name them. Ask the rest of the class for verification. Repeat with as many pupils as you think necessary.

### B. PRESENTATION & PRACTICE

- (Ex. 6) Listen. Point. Colour. (Tapescript 35)

#### POSTER

**Pupil's books closed.** Pin up the *My letters* poster on the board. Point to the letter **f** and say: *f /f/*. The pupils repeat after you. Write the letter **f** on the board to demonstrate its formation. Repeat the procedure with the letters **v** and **x**. Point to the letters in random order. Individual pupils say the letters. Write the letters *r*, *a*, *e* and *o* on the board. Elicit their sounds.

#### Extension

Write the letters on the board. Go up to a pupil and whisper a letter. The pupil goes to the board points to and says the letter. Repeat with as many pupils as you think necessary.

Turn the *My letters* poster to the *Animals* side. Point to the **raven** and say: *raven*. The pupils repeat, chorally and individually. Point to and read the word. The pupils repeat after you.

e.g. *ra /reɪ/ - ven /vɛn/ - raven /reɪvɛn/*

Do the same for the word **fox**.

Draw a large 41 on the board. Point to it, mime and say: *Open your books at page forty-one.*

**Pupil's books open.** Play the cassette/CD and ask the pupils to listen, point to the words and repeat. Ask individual pupils to read out the words.

Allow the pupils some time to colour in the raven and the fox. Go around as the pupils are doing the activity asking them to name the animals, say what colour they are, etc.

- (Ex. 7) Colour.

Elicit the black and white animals. Ask the pupils to colour in the picture using any colours they like. Go around the classroom as the pupils are colouring in, commenting on the colours and praising the pupils.

### C. FOLLOW-UP

#### Before going into class

Photocopy the letter worksheets (*f*, *v*, *x*), one per pupil.

- Hand out the letter worksheets to the pupils. Ask them to trace the letter on each worksheet. Read the word(s) as the pupils point to it/them. You can ask them to do the remaining words at home. Help them write their names and the date. Make sure you display their work somewhere in the classroom. Then, the pupils file the worksheets in their *Language Portfolios*. In this way, by the end of the year, the pupils will have all the letters.

## Lesson 5

**Aims:** To listen to a Cecil Mouse story. To develop listening comprehension skills through a dialogue. To consolidate the language of the unit.

**Language focus:** Cecil and Ellie are out today. Look over there...! Let's paint our faces. Paint your ears! We look very funny!

**Target vocabulary:** Today, paint, face, ears, mouth, look, funny.

**Extra materials:** Flashcards of *raven* and *fox*.

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 4.)

### FLASHCARDS

- Pin up the *raven* and *fox* flashcards on the board. Elicit and write their names on the board. Point to the letters in random order. Individual pupils say the letters. Ask the rest of the class for verification.

Draw a large 42 on the board. Point to, mime and say: *Open your books at page forty-two.*

### B. PRESENTATION & PRACTICE

- (Ex. 8) **Let's listen!** (Tapescript 36)

**Pupil's books open.** Go through the pictures and set the scene.

e.g. Teacher: (*pointing to picture 1*) *Are Cecil Mouse and Ellie May at home?*

Class: *No.*

Teacher: (*pointing to picture 2*) *Look! They're at a funfair!*

Follow the same procedure and elicit the body parts.

Play the cassette/CD and ask the pupils to listen and follow in their books.

#### TAPESCRIPT

Narrator: *Cecil and Ellie are out today.*

Cecil Mouse: *Look over there Ellie May!*

Ellie May: *Let's paint our faces, Cecil Mouse!*

Man Mouse: *Paint your ears! Paint your mouth!*

Ellie May: *Cecil, we look very funny!*

Cecil Mouse: *Now, I'm Mickey and you're Minnie!*

Mime and say the following words/phrases. Ask the pupils to point to the pictures that illustrate the words/phrases. Check their answers.

e.g. *Look over there Ellie May! (picture 2)*

*Paint your ears! Paint your mouth! (picture 4)*

Play the dialogue again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation.

#### Extension

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

e.g. Teacher: *Look over there Ellie...*

Class: *May. etc*

• (Ex. 9) Look and match.

**Pupil's books open.** Ask the pupils to identify the cartoon characters. Read the names as they do so. Read the instructions and explain the activity. The pupils match the characters on the right with the ones on the left according to the cartoon they appear in together. Check the pupils' answers.

Mickey and Minnie  
Tweety and Sylvester  
Tom & Jerry

**D. FOLLOW-UP**

**(MY FAVOURITE CHARACTER)**

- Ask the pupils to use plasticine and create a model of one of the cartoon characters shown in Ex. 9. Go around the class as the pupils work and provide any necessary help. The pupils present their models to the rest of the class and get into groups according to the character they have chosen.

## Lesson 6

**Aims:** To consolidate the language of the unit. To familiarise pupils with British culture: to learn about Winnie the Pooh. To produce a project about their favourite cartoon character.

**Language focus:** Winnie the Pooh! This is (Shrek)!

**Extra materials:** None

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 5.)
- Play the *Cecil Mouse episode* (Tapescript 36). The pupils listen and look in their books.

Draw a large 44 on the board. Point to it, mime and say: *Open your books at page forty-four.*

### B. PRESENTATION & PRACTICE

(Activities to familiarise pupils with the British culture and explore their own.)

- **Pupil's books open.** Hold up your book, point to and read the name of the cartoon. Ask the pupils if they have ever watched it and elicit, in L1 if necessary, who Winnie is (bear) and who his friends are. Elicit/Give the names of the other characters: *Rabbit, Kanga & Roo, Eeyore and Tigger.*
- Tell the pupils that the British author of the Pooh-books, A.A. Milne, started to write inspired by his son, Christopher Robin, and his favourite zoo animal, a bear. The other characters, such as Eeyore, Tigger etc, were also based on stuffed animals belonging to Christopher Robin.

#### Optional Activity

Ask the pupils to bring to class any video cassettes, stuffed animals, cups, T-shirts, stationery, etc, that advertise cartoon characters. Have a discussion in class about the characters.

### C. PROJECT TIME!

(A personalisation activity)

- Refer the pupils to the project on page 44 and comment on the picture. Read the title and explain what it means. Ask the pupils to tell you the name of their favourite cartoon character.
- Explain to the pupils that they have to do the same on page 45. Alternatively, you can ask the pupils to produce their project on a piece of paper. They can use pictures or drawings. Go round the class as the pupils work on their project and provide any necessary help.

**Note:** You can assign this as homework so that the pupils have the time to look for pictures that illustrate their favourite cartoon character. If you decide to do it in class, we suggest you tell the pupils to bring in their pictures in the previous lesson.

## D. FOLLOW-UP (PICTURE DICTATION)

- Explain to the pupils that they are going to make a monster. The pupils draw the monster according to your description: *The monster has got two heads/three eyes/five arms*, etc. Describe one feature each time. Go around as the pupils do the activity, providing any necessary help. Make a class display with the pupils' work.
- Upon completion of the activity, the pupils describe the monster.  
e.g. Pupil: *This is a monster. (The monster has got) two heads and five arms. etc*

## Activity Book (Optional)

Now, you can do the exercises (Module 3, Unit 5) from the Activity Book. (See p. 145T for further explanation.)

If you wish, you can do the Nursery Song 5 activities on pp. 34-35.

(See p. 150T for further explanation.)

This is Shrek!



## Lesson 1

**Aims:** To identify means of transport.

**Language focus:** What am I? Stand still. Look out!  
Don't say a word.

**Target vocabulary:** Train, plane, boat, bus.

**Extra materials:** The *Let's go!* poster. Cardboard cut-out of a school bus (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language from the previous unit.)
- Invite a pupil to the front of the classroom. Point at his/her hair and elicit the word *hair* from the class. Repeat this procedure with the words *mouth*, *nose*, *eye* and *ear*.  
e.g. Teacher: (*pointing to the pupil's hair*) What's this?  
Class: *Hair*.  
Teacher: Yes!
- Select a few pairs and ask them to do the same in front of the class.

### B. PRESENTATION & PRACTICE

(Activities to present and activate means of transport.)

- (Ex. 1) **Stick. Listen. Say.** (Tapescript 37)

#### POSTER

**Pupil's books closed.** Pin up the *Let's go!* poster on the board. Point to and say: *train*. Ask the pupils to repeat, chorally and individually. Follow the same procedure with the rest of the words (*boat*, *bus*, *plane*).

Make the sound of a means of transport. Individual pupils name the means of transport. Ask pupils to make the sounds. Ask the rest of the class to name them.

Write a large 46 on the board. Point to it, mime and say: *Open your books at page forty-six*.

**Pupil's books open.** Read the instructions and explain the task. Ask the pupils to go to the sticker section and put the stickers on their fingers. Read the words. The pupils listen, show you the stickers for verification and stick them in the appropriate boxes. Play the cassette/CD with pauses after each utterance. The pupils listen and repeat, chorally and individually. Check the pupils' pronunciation and intonation. Ask individual pupils to point to and name the means of transport.

#### TAPESCRIPT

*Boat, plane, train, bus.*

- (Ex. 2) **Listen. Repeat. Talk to your friend.** (Tapescript 38)

Play the cassette/CD. The pupils listen and look at the picture. Play the cassette/CD again with pauses after each utterance. The pupils repeat, chorally and individually. Check their pronunciation and intonation.

#### TAPESCRIPT

A: *What am I?*

B: *A train?*

A: *Yes!*

Ask the pupils to act out similar exchanges, in pairs. One pupil mimes a means of transport and the other guesses it. Check round the class, providing any necessary help. Ask some pairs to report back to the class.

### C. FOLLOW-UP (SCHOOL BUS!)

#### Before going into class

Prepare a large cardboard cut-out of a school bus.

- Pin up the cardboard cut-out of the school bus on the board. Tell the class that they will draw self-portraits. Each portrait will go in a separate window on the school bus. You could draw your own self-portrait and place it in the driver's seat. Allow the pupils some time to draw and colour in their portrait. Make a class display of the 'school bus'.

## Lesson 2

**Aims:** To consolidate means of transport. To develop listening comprehension skills through a song. To sing a song and perform the actions. To develop social skills through a game.

**Language focus:** Let's go today! Far, far away.

**Target vocabulary:** Boat, plane, boat and train.

**Extra materials:** The *Let's go!* poster.

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 1.)
- Pin up the *Let's go!* poster on the board. Divide the class into two teams. Think of a means of transport. The pupils, in teams, try to guess the means of transport you are thinking of. Each correct guess wins one point. The team with the most points wins.  
e.g. Teacher: (*Thinks of plane*)  
Team A Pupil 1: *Boat?*  
Teacher: *No.*  
Team B Pupil 1: *Plane?*  
Teacher: *Yes! One point for Team B.* etc

### B. PRESENTATION & PRACTICE

- (Ex. 3) Sing and do. (Tapescript 39)

#### Preparation for listening

**Pupil's books closed.** Pin up the *Let's go!* poster on the board. Point to the picture of a plane. Mime and say: *plane*. Ask the pupils to do the same. Follow the same procedure with the *train*, *boat* and *bus*. Beckon to the pupils and say: *Let's go on a plane, far, far away!* The pupils repeat after you. Then, say: *Let's go on a train, let's go today!* The pupils repeat after you. Repeat with *boat* and *bus*.

Draw a large 47 on the board. Point to it, mime and say: *Open your books at page forty-seven.*

**Pupil's books open.** Read the instructions and explain the task. Play the cassette/CD. The pupils listen and look at the illustrations. During the second listening, hold up your book and point to the means of transport mentioned in the song. Next, demonstrate the actions and play the song, encouraging the pupils to participate fully.

#### TAPESCRIPT

Let's go on a plane (*arms stretched out flying*)  
Far, far away!  
Let's go on a train (*arms at side, making wheel movements*)  
Let's go today!

Let's go, let's go  
Far away!  
Let's go, let's go  
Let's go today!

Let's go on a boat (*sway from side to side*)  
Far, far away!  
Let's go on a bus (*mime driving*)  
Let's go today!

#### Extension

Repeat the song without the cassette/CD and pause before the means of transport. Invite the pupils to complete the phrases. Keep the rhythm by clapping your hands or clicking your fingers.

Teacher: *Let's go on a ...*

Pupil: *plane.* etc

- (Ex. 4) *Let's play!*

Refer the pupils to the illustration. Ask one pupil to come to the front of the classroom. Tell the class that he/she is a train driver. Explain the activity. The train driver will go around and show pupils some flashcards (from all the previous units). If the pupils name the flashcards correctly, they 'get on' the train by holding on to the waist of the person in front. Repeat the activity with as many different train drivers as you think is necessary. Demonstrate this yourself first.

### C. FOLLOW-UP (PICTURE FUN!)

- Draw simple sketches of train tracks, clouds, waves and a road on the board. Ask the pupils to copy them onto separate pieces of paper. Then, ask them to draw the corresponding means of transport on each sketch. Make a classroom display of the pupils' work. If you wish, you can ask the pupils to copy the word for each means of transport below their drawings.

## Lesson 3

**Aims:** To develop listening comprehension skills through a song. To sing a song and perform the actions. To present the senses – smell, hearing, sight and touch.

**Language focus:** Look at the birds. Listen to the bees. Smell the flowers. Touch the trees.

**Target vocabulary:** Bird, bee, sun, look, listen, smell and touch.

**Extra materials:** Flashcards of *bird*, *bee* and *flower*.

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 2.)
- Play the song from the previous lesson (Tapescript 39) and encourage pupils to sing along. If you wish, ask some pairs to come to the front of the classroom to perform the actions while the rest of the class sings the song.

### B. PRESENTATION & PRACTICE

- (Ex. 5) Sing and do. (Tapescript 40)

#### FLASHCARDS

**Pupil's books closed.** Pin up the *bird* flashcard on the board. Point to it and say: *bird*. The pupils repeat after you. Follow the same procedure with the *flower* and *tree* flashcards.

Point to the *bird* flashcard, mime and say: *Look at the bird!* The pupils repeat after you. Point to the *flower* flashcard, mime and say: *Smell the flower!* The pupils repeat after you. Follow the same procedure with *Touch the tree!* Repeat the sentences in random order. The pupils listen and mime the actions of looking, smelling and touching.

Draw a large 48 on the board. Point to it, mime and say: *Open your books at forty-eight.*

**Pupil's books open.** Point at the picture and elicit the words *birds*, *bees* and *trees*. Read the instructions and explain the task. Play the cassette/CD. The pupils listen and look at the picture. On the second listening, ask the pupils to mime the actions of looking, smelling and touching every time they are heard. Play the song again. Encourage the pupils to sing along and perform the actions.

### TAPESCRIPT

Look at the birds! (*mime looking through binoculars*)

Listen to the bees! (*cup hand to ear*)

Smell the flowers! (*mime smelling a flower*)

Touch the trees! (*stretch out your arms as though touching a tree*)

Hello summer, (*wave arms in air*)

Hello sun,

Now it's time

To have some fun!

### Extension

Repeat the song without the cassette/CD. Repeat the song and pause before certain words. Invite pupils to complete the phrases. Keep the rhythm by clapping your hands or snapping your fingers.

Teacher: *Look at the...*

Class: *Birds!* etc

- (Ex. 6) Look and circle.

Explain the activity. Elicit the items. Read and mime the senses. Ask the pupils to circle the picture of the item that we can't smell, hear or touch. Check the pupils' answers.

**smell:** square

**hear:** table

**touch:** sun

### C. FOLLOW-UP (GUESS THE OBJECT!)

#### Before going into class

Choose some objects to bring into class that can be guessed by a pupil who has been blindfolded e.g. a toy car.

- Choose a pupil and ask him/her to sit at your desk. Blindfold the pupil and place an object in front of him/her. Ask him/her to guess what the object is. Select other pupils to repeat the activity with different objects.

## Lesson 4

**Aims:** To identify the letters *h*, *w*. To revise letters *a*, *s*, *p*, *k* and *y*. To identify the words *wasp* and *husky*.

**Target vocabulary:** Wasp and husky.

**Extra materials:** *My Letters!* poster. Photocopies of the letter worksheets (*h*, *w*) (*Follow-up*).

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 3.)
- Play the song from Lesson 3 (Tapescript 40) and encourage pupils to sing along. If you wish, choose a pair of pupils to demonstrate the actions in front of the class.

### B. PRESENTATION & PRACTICE

- (Ex. 7) Listen. Point. Colour. (Tapescript 41)

#### POSTER

**Pupil's books closed.** Pin up the *My Letters!* poster on the board. Point to the letter **h** and say it. The pupils repeat after you. Write the letter **h** on the board to demonstrate its formation. Do the same for the letter **w**. Point to the letters in random order. Individual pupils say the letters. Write the letters *a*, *s*, *p*, *k* and *y* on the board. Elicit their sounds.

#### Extension

Write the letters on the board. Go up to a pupil and whisper a letter. The pupil goes to the board, points to and says the letter. Repeat with as many pupils as you think necessary.

Turn the *My Letters!* poster to the *Animals* side. Point to the wasp and say: *wasp*. The pupils repeat, chorally and individually. Point to and say the word. The pupils repeat after you.

e.g. *wasp* /wɒsp/

Do the same thing for the word **husky**.

**Pupil's books open.** Play the cassette/CD. Ask pupils to listen, point to the words and repeat. Ask individual pupils to read out the words.

Allow some time for the pupils to colour in the wasp and the husky. Go around as the pupils are doing the activity, asking them to name the animals, say what colour they are, etc.

- (Ex. 8) Join the dots. What is it?

Read the instructions and explain the task. The pupils join the dots and say which animal it is (*wasp*).

### C. FOLLOW-UP (MY LETTERS)

#### Before going into class

Photocopy the letter worksheets (*h*, *w*), one per pupil.

- Hand out the letter worksheets to the pupils. Ask them to trace the letter on each worksheet. Read the word(s) as the pupils point to it/them. You can ask them to do the remaining at home. Help them write their names and the date. Their work can be displayed in the classroom. Then, the pupils file the worksheets in their *Language Portfolios*.

**Note:** Now that the pupils are familiar with all the letters, you can teach them the alphabetical order of the letters and the way we say the letters A-Z.

## Lesson 5

**Aims:** To listen to a Cecil Mouse story. To develop listening comprehension skills through a dialogue. To consolidate the language in the unit.

**Language focus:** Don't say a word, Look out! Stand still.

**Target vocabulary:** Flowers, bees, birds.

**Extra materials:** Flashcards of *wasp* and *husky*.

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 4.)



### FLASHCARDS

- Pin up the *wasp* and *husky* flashcards on the board. Elicit and write their names. Point to the letters in random order. Individual pupils say the letters. Ask the rest of the class for verification.

Draw a large 50 on the board. Point to mime and say:  
*Open your books at page fifty.*

### B. PRESENTATION & PRACTICE

- (Ex. 9) Let's listen! (Tapescript 42)

**Pupils' books open.** Go through the pictures and set the scene.

Teacher: *Who are they? (pointing at picture 1)*

Class: *Cecil Mouse and Ellie May.*

Teacher: *Look! Cecil has got some flowers for Ellie. What colour are they? (pointing at picture 2)*  
etc

Follow the same procedure for the other scenes.

Play the cassette/CD and ask pupils to listen and follow in their books.

### TAPESCRIPT

Cecil: *Ellie May! Some flowers for you!*

Ellie: *Red and yellow and white and blue!*

Cecil: *Look out Ellie! There's a bee.*

Ellie: *Help me, Cecil! Please help me!*

Cecil: *Stand still, Ellie! Don't say a word!*

Ellie: *Oh Cecil, I can see some birds!*

Mime and say the following words/phrases. Ask the pupils to point to the picture that illustrates the words or phrases. Check their answers.

e.g. *Look out Ellie! There's a bee. (picture 3)*

*Stand still, Ellie! Don't say a word! (picture 5)*

Play the dialogue again with pauses for the pupils to listen and repeat. Check the pupils' pronunciation and intonation.

### Extension

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

e.g. Teacher: *This is Cecil Mouse and Ellie...*

Class: *May.*

- (Ex. 10) Draw and colour.

Read the instructions and explain the task. Ask the pupils to look at the flowers. Count the number of flowers out loud with the class. Explain that there is a petal missing from each one. Show the class how to perform the first one: Hold up your book to the class. Draw a petal on the first flower. Now ask them to complete the task. Then, the pupils colour in the flowers. Go round the classroom checking and praising the pupils' work.

**D. FOLLOW-UP (STAND STILL!)**

- Play the song from Lesson 3. Have the pupils move around the room. Then, pause the music and shout *Bee!* The pupils have to stand absolutely still. Anyone who moves is out.

## Lesson 6

**Aims:** To consolidate the language in the unit. To familiarise pupils with British culture: to talk about Hyde Park. To produce a project about parks.

**Language focus:** In the park.

**Target vocabulary:** Review of language used in the unit: birds, trees, sun, etc.

**Extra materials:** None

### A. WARM-UP

- Wait by the door and greet the pupils as they arrive.  
(An activity to review the language taught in Lesson 5.)
- Play the *Cecil Mouse* episode (Tapescript 42). The pupils listen and look in their books.

Draw a large 52 on the board. Point to it, mime and say: *Open your books at page fifty-two.*

### B. PRESENTATION & PRACTICE

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

- Hold up your book, point to and read the title. Explain to the pupils that there are many parks in London but Hyde Park is the most famous one.
- Provide some information, in L1, if you wish: *Hyde Park covers over 350 acres. You can do many things there, from playing ball games to boating or horse riding.*
- Ask the pupils if there are any famous, big parks in their country and what things you can do there.

#### Optional Activity

Ask the pupils to bring photos of parks in their country and have a class discussion.

### C. PROJECT TIME!

(A personalisation activity)

- Refer the pupils to the project on page 52 and comment on the picture. Read the title and explain what it means. Ask the pupils to tell you what they can see in the picture.
- Explain to the pupils that they have to do the same on page 53. Alternatively, you can ask the pupils to produce their projects on a piece of paper. Go round the classroom as the pupils work on their project and provide any necessary help.

## D. FOLLOW-UP (WE'RE IN THE PARK!)

- Tell the pupils that they are in a new park. Divide them into groups and allocate areas in the park that 'belong to' the groups. Tell the pupils that they will decide on activities they can do in their own areas. When the pupils are ready, they demonstrate the activities that can be done in their designated areas.

### Activity Book (Optional)

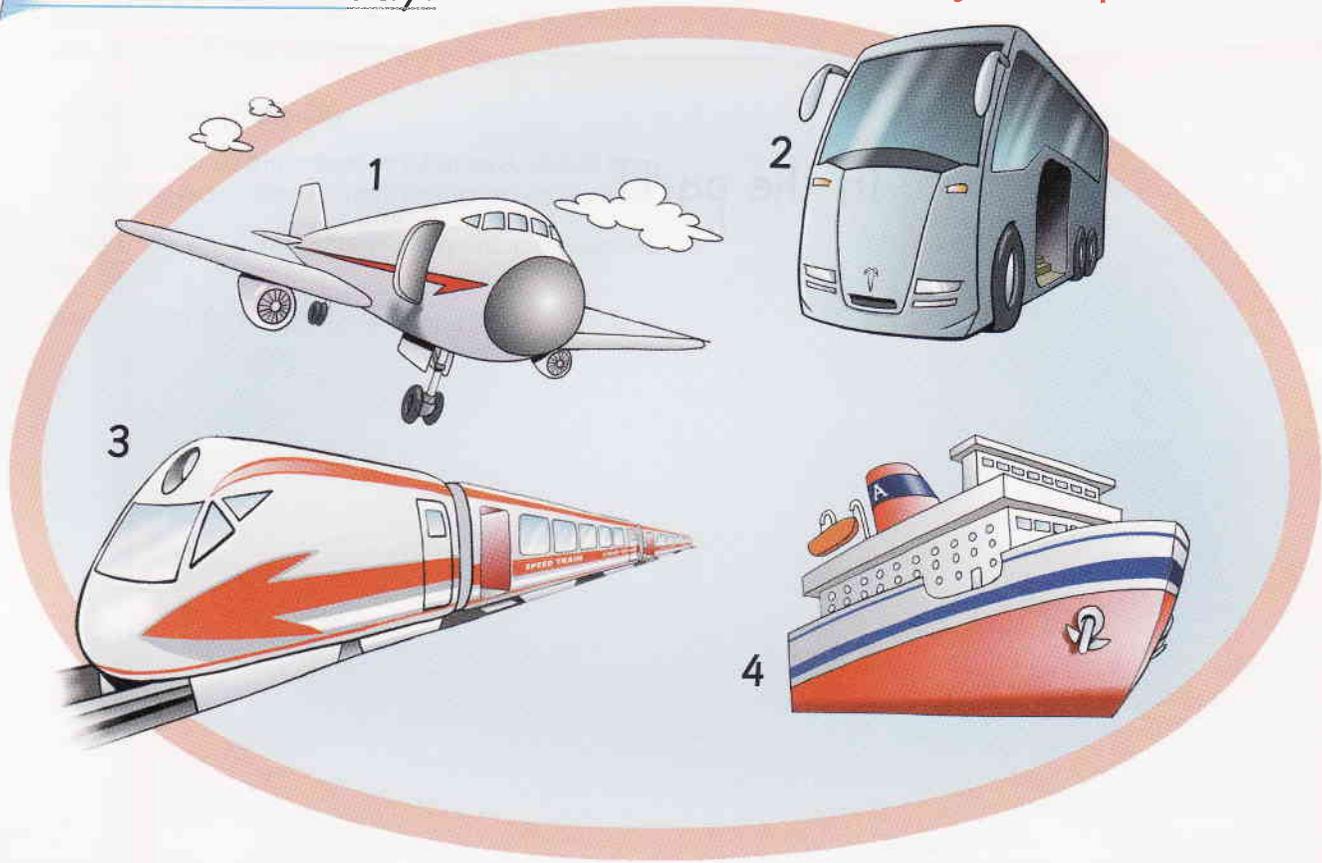
Now, you can do the exercises (Module 3, Unit 6) from the Activity Book. (See p. 145T for further explanation.)

If you wish you can do the Nursery Song 6 activities pp. 36-38.

(See p. 151T for further explanation.)

1 *Look and say.*

(Pupils point to and name the means of transport.)



2

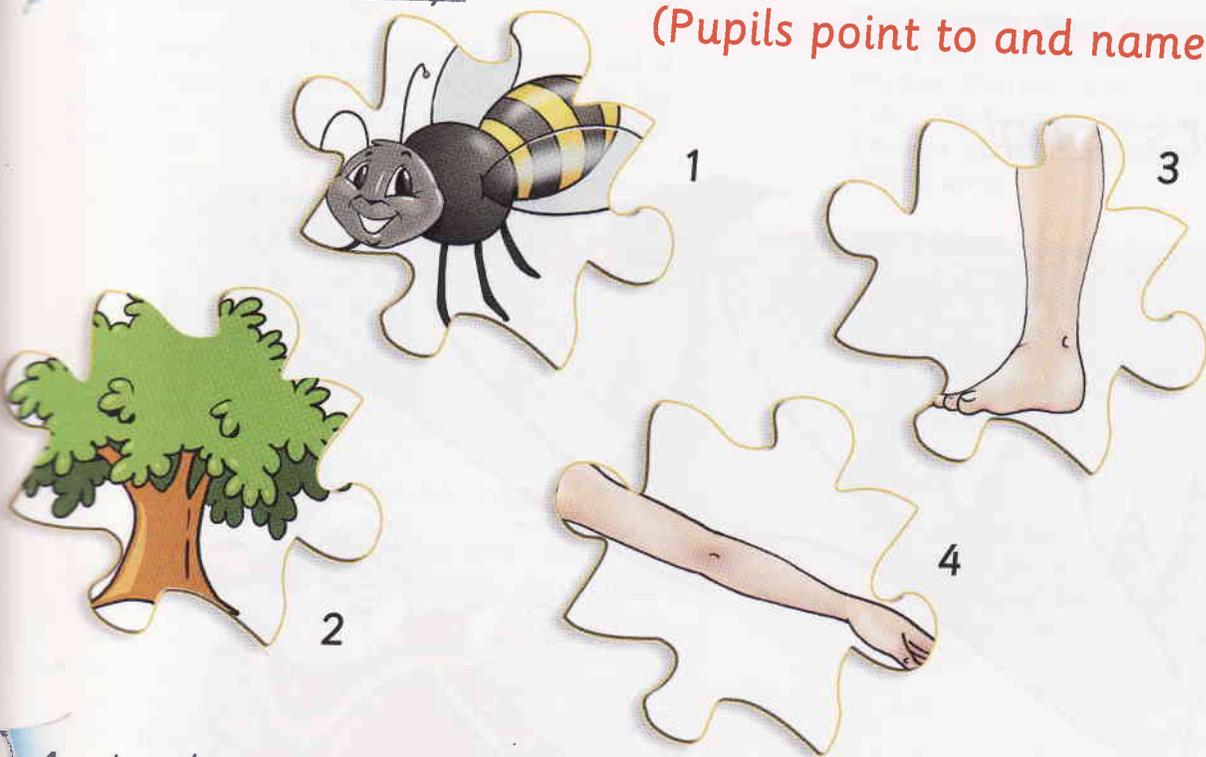


*Listen and colour.*

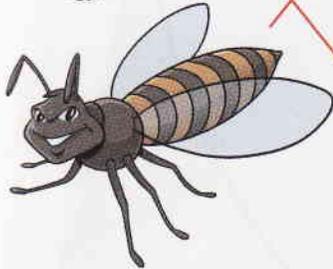


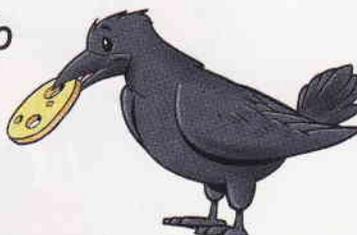
3 Look and say.

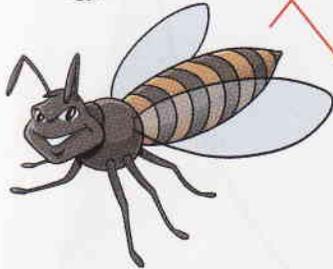
(Pupils point to and name the items.)



4 Look, read and match.

a  

b  

c  

d 

1 wasp  
2 husky  
3 raven  
4 fox

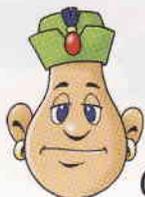
My Score!




Excellent




Very good




Good

## Merry Christmas!

**Aims:** To talk about Christmas. To sing a Christmas song. To make a Santa's Little Helper Award. To make a reindeer.

**Target vocabulary:** Jingle Bells! Santa Claus, reindeer, Merry Christmas!

**Extra materials:** A big Christmas tree made out of green paper for the class, photocopies of the templates (pp. 126T-129T). Construction paper (*Follow-up*).

**Note:** This unit is optional. It is designed to be taught just before Christmas.

### A. BEGINNING THE LESSON

(Activities to present Christmas.)

#### Before going into class

Prepare a Christmas tree out of green paper, a big 'elongated' triangle will do. Photocopy the template of the ornament (p. 126T).

- Pin up the big Christmas tree you have prepared and say: *A Christmas tree*. The pupils repeat chorally. Tell them that you will all be decorating the class Christmas tree. Hand out the template of the ornament and ask the pupils to trace the template onto pieces of paper or construction paper. Tell them to colour their ornaments using any colour they like. Then, the pupils pin the ornaments up on the class Christmas tree. During this time, you can play any English Christmas carols you wish.

### B. PRESENTATION & PRACTICE

(Activities to present and practise a Christmas song.)

- (Ex. 1) **Let's sing!** (Tapescript 44)

**Pupil's books closed.** Point to and say: *Santa Claus*. The pupils repeat after you. Do the same with *reindeer*. Play the cassette/CD. The pupils listen and look in their books. Play the cassette/CD as many times as you think necessary for the pupils to start singing along.

#### TAPESCRIPT

*Jingle Bells,  
Jingle Bells,  
Jingle all the way!  
Oh what fun it is to ride  
On one-horse open sleigh!*

#### Extension

Photocopy and hand out the bell template (p. 127T). Tell the pupils that this is a bell. Ask them to colour it in. Play the song again. The pupils sing and raise their *bells* every time the word *bell* is heard.

- (Ex. 2) Merry Christmas from Santa!

Read the title and explain what it means. Tell the pupils that they will be Santa's little helpers this Christmas and help their parents and their friends. Help the pupils complete the award.

### Craftwork

Tell pupils they are going to make a reindeer. Provide some construction paper. The pupils trace their feet and hands on it and cut them out to be coloured. Alternatively, photocopy the template on page 128T and hand out one to each pupil. Go around the classroom as the pupils do the craftwork and ask questions about the colour(s) the pupils have used.

### C. FOLLOW-UP (CHRISTMAS STOCKING)

#### Before going into class

For this activity you will need to bring to class some wool or ribbon, a single-hole punch, poster board or construction paper.

- Show your model and say: *Stocking*. The pupils repeat after you. Explain that in the UK, people hang stockings over the fireplace and Santa puts presents in them. Ask the pupils if this is done in their country too. Photocopy the template of the stocking on p. 129T, trace it onto construction paper and cut it out. Give the pupils the template and ask them to trace it onto their construction paper and cut it out. Allow the pupils to make holes around their shape and thread the wool or ribbon through the holes. The pupils decorate their stocking with drawings, stickers, etc. As pupils leave the room, have them wish one another a *Merry Christmas*.

## Easter Fun!

**Aims:** To talk about Easter. To sing an Easter song. To play a game. To make an Easter egg.

**Language focus:** This little chicky goes to school. This little chicky stays at home. Where's the sweetie?

**Target vocabulary:** Easter, chicky/chick, egg.

**Extra materials:** Sweets (*Let's play!*), photocopies of the template (*Craftwork*).

**Note:** This lesson is optional. It is designed to be taught just before Easter.

### A. BEGINNING THE LESSON

(Activities to present Easter.)

- Write on the board the date Easter is on and say: *It's Easter! Happy Easter, everyone!* Have the pupils wish one another a *Happy Easter*. Have a discussion, in L1 if necessary, as to what *Easter* means to them and what they usually do at Easter.

### B. PRESENTATION & PRACTICE

(Activities to present and practise an Easter song.)

- (Ex. 1) Sing and do. (Tapescript 45)

**Pupil's books open.** Point to and say: *chicky*. The pupils repeat after you. Ask: *How many chickies?* Count with them and say: *Eight chickies*. Point to the illustrations and focus the pupils' attention on the girl's hands. Present the chant, a line at a time.

Point to your little finger and say: *This little chicky goes to school*. The pupils repeat after you. Repeat one more time. The pupils repeat and point to their little fingers. Follow the same procedure with the rest of the lyrics. Play the cassette/CD as many times as you wish. The pupils listen, mime and sing along.

### TAPESCRIP

This little chicky goes to school. (*point to your little finger*)

This little chicky stays at home. (*point to your ring finger*)

This little chicky's got two eggs. (*point to your middle finger*)

This little chicky's got one (*point to your index finger*)

And this little chicky (*point to your thumb*)

Goes tweet, tweet, tweet (*flap your arms*)

All day long!

- (Ex. 2) Let's play!

*Before going into class*

Bring sweets to class.

Explain the game. The pupils play in groups. Give one sweet to one pupil in each group (the leader). The leader holds the sweet in his/her cupped hands and puts his/her hand through the cupped hands of the rest of the pupils. He/She has to leave the sweet in one of the pupils' hands. This has to be done secretly, so each pupil must close their hands together afterwards. The leader can then say the following rhyme (teach this to the whole class beforehand).

*Where's the sweetie?*

*Where can it be?*

*Someone tell me after three!*

**ONE, TWO, THREE!**

Whoever is holding the sweet, steps forward and takes the next turn.

### Craftwork

Tell pupils they are going to make an Easter chick. Photocopy the template on page 130T and hand out one to each pupil. Show them your model and guide them through the cutting, gluing and colouring of their Easter chick. Go around the class as the pupils do the craftwork and ask questions about the colour(s) the pupils have used.

### C. FOLLOW-UP (HOW MANY SWEETS?)

- Place the sweets you have brought to class in a jar. Ask the pupils to write their names on small pieces of paper and their guesses as to how many sweets are in the jar. The pupil who guesses correctly, or comes closest, takes the jar of sweets and gives them out to the rest of the pupils. Have the pupils wish *Happy Easter* to the pupil who is handing out the sweets.

# The Little Red Hen (Guidelines & Stage Directions)

## Lesson 1

**Aim:** Consolidation of language taught throughout the course.

### A. BEGINNING THE LESSON

*(Activities to explore the theme of the story.)*

- Sit the pupils in a circle and explain to them that in this lesson they are going to listen to the story of The Little Red Hen. Show them Pages 60/61 of the story and invite them to tell you who's who. Point to the farm and ask the pupils to repeat after you. Ask if anyone has heard the story in their mother tongue. Invite guesses as to what they think the story is about.
- Play the song on page 61. Teach the pupils the following actions to accompany the song:

We're down on the farm *(mime tucking the thumbs of each hand into imaginary braces and bend knees to the rhythm)*

Down on the farm  
Down on the farm  
With the animals!

Cluck, cluck, cluck goes the hen *(flap arms by side)*  
Miaow, miaow, miaow, goes the cat *(rub each side of nose with 'paws')*

Down on the farm with the animals!

Squeak, squeak, squeak goes the mouse *(hold 'paws' in front of chest)*

Neigh, neigh, neigh, goes the horse *(shake head up and down)*

Down on the farm with the animals!

We're down on the farm *(mime tucking the thumbs of each hand into imaginary braces and bend knees to the rhythm)*

Down on the farm  
Down on the farm  
With the animals!

- Encourage the pupils to join in with the words and actions of the song. Divide the class into groups of three (each pupil mimes an animal) and have each group perform it to the other.

### B. PRESENTATION & PRACTICE

**(page 84)**

*(An activity to review and present the vocabulary of the story)*

- Refer the pupils to the picture dictionary on page 84. Point to each picture and say the appropriate word. The pupils repeat, chorally and individually.
- Ask the pupils to turn to page 62. Play the story on cassette/CD. Pause after each picture to give the pupils time to turn their page. *(There is a natural pause accompanied by a tone on the cassette indicating a turn of page)*

- Play the story again, this time asking the pupils to point to the character who is speaking as they are listening.

### C. ENDING THE LESSON

*(An activity for children's language development.)*

- Play the song on page 83. Teach the pupils the following actions to accompany the song:

Who can help me, *(hold out one hand then the other, palms upwards)*

Who, who, who? *(put hands on cheeks)*

Who can help me, *(hold out one hand then the other, palms upwards)*

Is it you? *(put one hand on hip and point with the other)*

Lend a hand, lend a hand, *(hold out one hand then the other, palms upwards)*

Lend a helping hand! *(clasp hands together and move them to the rhythm)*

Lend a hand, lend a hand, *(hold out one hand then the other, palms upwards)*

Help me if you can! *(keep hands held out and move them to the rhythm)*

Who can help me, *(hold out one hand then the other, palms upwards)*

Who, who, who? *(put hands on cheeks)*

Who can help me, *(hold out one hand then the other, palms upwards)*

Is it you? *(put one hand on hip and point with the other)*

- Encourage the pupils to join in with the words and actions of the song.

## Lesson 2

### A. BEGINNING THE LESSON

*(An activity to review the vocabulary of the story.)*

- Ask the pupils to turn to the picture dictionary of the story (pp. 84-85). Ask them to point to the corresponding picture as you call out the words.
- Review the first song and actions practised in Lesson 1.

### B. PRACTICE

- Play the story on cassette/CD. This time, pause and ask questions after each picture.

**Pages 62/63**

- 1 Who this? *(point to the hen)*
- 2 Who's this? *(point to each of the other animals in turn)*
- 3 What's this? *(point to the grain of wheat)*

### Pages 64/65

- 1 Will the horse/cat/mouse help? (*point to each animal in turn*)
- 2 Is the Little Red hen happy? (*point to the hen*)

### Pages 66/67

- 1 Where's the Little Red Hen now? (*point to hen*)
- 2 What does she say?

### Pages 68/69

- 1 Will the horse/cat/mouse help? (*point to each animal in turn*)
- 2 What's the Little Red Hen doing?

### Pages 70/71

- 1 Where is the Little Red Hen now? (*point to hen*)
- 2 What's this? (*point to flour*)
- 3 What is the Little Red Hen making?

### Pages 72/73

- 1 Will the horse/cat/mouse help? (*point to each animal in turn*)
- 2 Is the Little Red Hen happy?
- 3 What's the Little Red Hen doing now? (*point to hen baking*)

### Pages 74/75

- 1 What's this? (*point to bread*)
- 2 What is the Little Red Hen saying? (*point to hen*)
- 3 Why is the mouse happy? (*point to mouse*)

### Pages 76/77

- 1 Is the mouse/cat/horse happy? (*point to each animal in turn*)
- 2 What do they want?
- 3 Is the Little Red Hen happy? Why not?

### Pages 78/79

- 1 Who are these? (*point to the chicks*)
- 2 What are the chicks doing?

### Pages 80/81

- 1 Is the horse/cat/mouse sad? Why?
- 2 What is the Little Red Hen saying? (*point to hen on p 81*)

- Review the second song and actions practised in Lesson 1.
- In pairs, the pupils act out the story while listening to the cassette/CD. 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 pupils act it out.

## C. ENDING THE LESSON

(An activity to promote autonomy.)

- Conduct a class survey to find out which song from the story the pupils enjoyed most. Play the song that was the most popular. Alternatively, divide the class in half and have each group sing one of the songs.
- **Game: Two by two!**  
Prepare slips of paper with a picture of an animal (there should be two of each animal). Divide the class into two groups and hand out the slips of paper – a set of animals for each group. Tell the pupils not to let anyone know which animal they are. The groups stand back to back. Point to a pupil and ask them to make the sound of their animal. The pupil with the same animal in the other group joins in when they identify their animal. Continue until all animals are paired up.
- Ask the pupils if they enjoyed the story. Invite them to put a sticker at the bottom of the last page of the story.

## Script and Stage Directions

<b>Characters</b>	<b>Little Red Hen Horse</b>	<b>Chicks Cat</b>	<b>Mouse Narrator (Pupils dressed as farmers)</b>
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### SONG

#### Scene 1 In the Farmyard

##### Part 1

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Lights up – daylight. Curtain opens to show the farmyard. Cat, Horse, Mouse standing near a barn, stage left, chatting away happily. Little Red Hen enters stage right carrying a basket. She finds a grain of wheat on the ground. She picks it up, holds it up and puts it in her basket, looking really pleased.

Little Red Hen approaches Cat, Horse and Mouse and shows them the grain. They all turn to look at her.

Cat waves its index finger in a negative way and takes a few steps downstage left.

Cat takes her tail and waves it playfully with her back turned to Little Red Hen.

Little Red Hen looks at Horse, who shakes its head.

Horse smiles politely and takes a few steps downstage towards Cat.

Little Red Hen looks at Mouse, who waves its index finger from side to side and quickly takes a few steps towards the others.

Mouse mimes 'no way' to Little Red Hen.

Little Red Hen puts the grain into her basket.

Little Red Hen turns her back and goes downstage right. She kneels on the ground and mimes planting the grain. Cat, Horse and Mouse go back near the shed and start chatting again, this time about Little Red Hen – they're smiling, pointing to her etc. Lights out.

**Narrator:** Little Red Hen is on the farm.  
She finds a grain of wheat:

**Little Red Hen:** Who will help me plant it  
For something nice to eat?

**Cat:** Not me!

**Narrator:** ... says the cat ...

**Cat:** Forget about that!

**Horse:** Not me!

**Narrator:** ... says the horse ...

**Horse:** You're joking, of course!

**Mouse:** Not me!

**Narrator:** ... says the mouse ...

**Mouse:** Please, count me out

**Little Red Hen:** OK.

**Narrator:** ... says the hen ...

**Little Red Hen:** I'll do it, then!

## Part 2

---

Lights up – daylight. Same scenery, but there is wheat downstage. Little Red Hen is centre downstage holding a scythe admiring the wheat. Cat, Horse and Mouse are standing stage left behind her, looking on.

Little Red Hen turns to them.

Cat waves index finger and moves upstage left.

Then Cat folds arms across chest and crosses one foot over the other ankle.

Little Red Hen turns to Horse, who also waves its index finger and goes towards Cat.

Horse smiles and puts arms on hips.

Little Red Hen turns to Mouse, who quickly runs to the other two waving its index finger.

Mouse turns nose up to the left and gestures right palm up in the other direction.

Little Red Hen takes a deep breath.

Little Red Hen turns to the wheat and holding the scythe she mimes cutting it. Cat, Horse and Mouse go stage left and start chatting again, pointing to Little Red Hen, shaking their heads etc. Lights out. Little Red Hen exits stage right.

**Narrator:** Little Red Hen is in the field.  
She wants to cut the wheat.

**Little Red Hen:** Who will help me cut it  
For something nice to eat?

**Cat:** Not me!

**Narrator:** ... says the cat ...

**Cat:** Forget about that!

**Horse:** Not me!

**Narrator:** ... says the horse ...

**Horse:** You're joking, of course!

**Mouse:** Not me!

**Narrator:** ... says the mouse ...

**Mouse:** Please, count me out!

**Little Red Hen:** OK.

**Narrator:** ... says the hen ...

**Little Red Hen:** I'll do it, then!

## Part 3

---

Lights up – daylight. No more wheat downstage.

Little Red Hen enters stage right wearing an apron dusted with flour and holding a rolling pin. She goes to Cat, Horse and Mouse.

Cat waves finger again, moving downstage left.

Cat stamps her foot and turns her back to Little Red Hen.

Little Red Hen turns to Horse, who also waves finger and moves slowly towards Cat.

**Narrator:** Little Red Hen is in the house  
With some flour from the wheat.

**Little Red Hen:** Who will help me bake some bread  
For something nice to eat?

**Cat:** Not me!

**Narrator:** ... says the cat ...

**Cat:** Forget about that!

**Horse:** Not me!

*Horse smiles and folds arms across chest.*

*Little Red Hen looks at Mouse, who runs towards the other two, downstage left, waving finger.*

*Mouse turns nose up to the left and gestures right palm up in the other direction again.*

*Little Red Hen sighs frowning.*

*Little Red Hen waves rolling pin at the others and exits stage right.*

*Little Red Hen enters stage right holding a big plate full of bread.*

*She goes centre stage and talks to Cat, Horse and Mouse, who are still standing downstage left, chatting away.*

*Cat takes a step forward, holding index finger up and staring at plate of bread hungrily.*

*Cat licks lips.*

*Horse jumps in, pushing Cat away and holding index finger up.*

*Horse rubs belly.*

*Mouse takes a few short and quick steps in front of Cat and Horse and holds index finger up.*

*Mouse turns to Cat and Horse, frowning eyebrows.*

*Little Red Hen beckons stage right and Chicks enter running towards her.*

*Little Red Hen bends forward, showing the plate of bread to her Chicks.*

*She looks at Cat, Horse and Mouse strictly.*

*Little Red Hen and her Chicks sit down on the floor downstage right and start eating the bread. Cat, Horse and Mouse kneel on the ground and start approaching slowly, with their hands folded to beg for some bread.*

*Little Red Hen holds up her palm in their direction to indicate 'stop' and then waves her index finger at them. Cat, Horse and Mouse drop their heads.*

*Curtain closes and the choir starts singing the final song.*

**Narrator:** ... says the horse ...

**Horse:** You're joking, of course!

**Mouse:** Not me!

**Narrator:** ... says the mouse ...

**Mouse:** Please, count me out!

**Little Red Hen:** OK.

**Narrator:** ... says the hen ...

**Little Red Hen:** I'll do it, then!

**Narrator:** Little Red Hen bakes lots of bread  
And puts it on a plate.

**Little Red Hen:** Who will help me eat it?  
Yum, yum! – It smells just great!

**Cat:** I will!

**Narrator:** ... says the cat ...

**Cat:** I'm sure about that!

**Horse:** I will!

**Narrator:** ... says the horse ...

**Horse:** I'm hungry, of course!

**Mouse:** I will!

**Narrator:** ... says the mouse ...

**Mouse:** Don't leave me out!

**Narrator:** Little Red Hen calls for her  
chicks...

**Little Red Hen:** This bread will be **our** treat!

No one helped me make it,  
So now it's ours to eat!

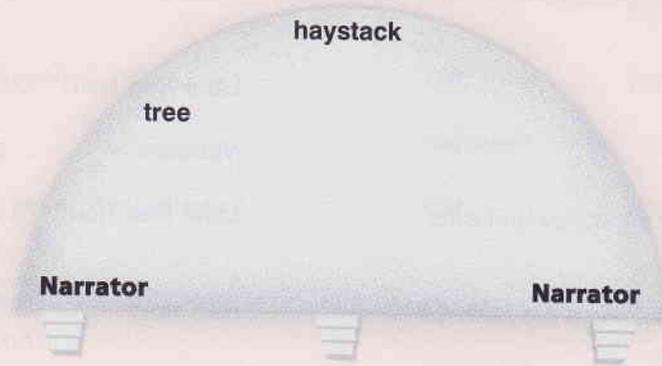
**Narrator:** So the horse, the cat and the  
mouse  
Have no bread to eat.

**Little Red Hen:** Perhaps next time you'll help  
To plant a grain of wheat!

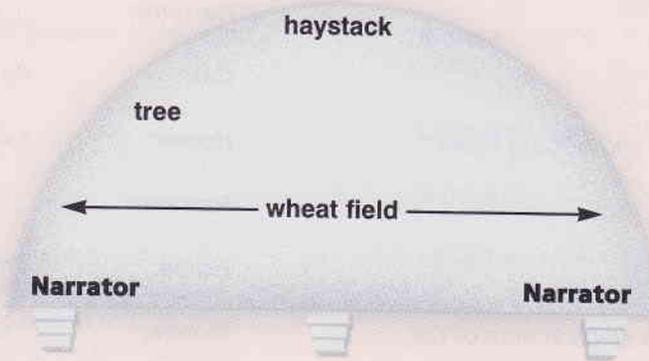
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Set Arrangement

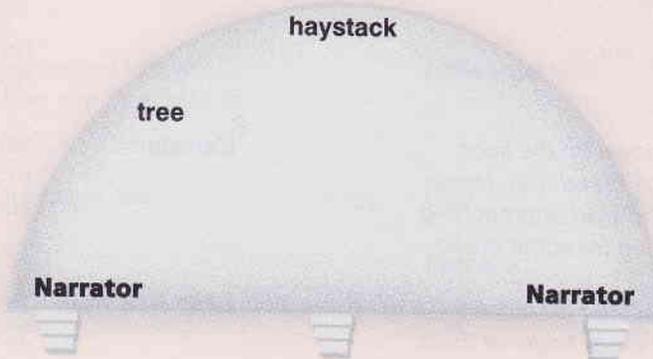
Scene 1, Part 1



Scene 1, Part 2



Scene 1, Part 3



## Props

**Little Red Hen's basket** can be a real basket.

The **grain of wheat** can be a small plastic ball, painted yellow.

The **scythe** can be made of cardboard paper and coloured.

The **rolling pin** can be a real one or made of rolled up paper.

The **plate** can be a real or plastic plate.

The **bread** can either be real or plastic.

Props	Scene 1		
	Part 1	Part 2	Part 3
basket	✓		
grain of wheat	✓		
scythe		✓	
rolling pin			✓
plate of bread			✓
flour		✓	

## Scenery

**Scene 1, Part 1** A backdrop painted to show the farmyard: a farmhouse on the right, grass and a barn full of hay on the left. On stage left is a haystack and on stage right is a freestanding tree made of cardboard or even a pot plant. Pots of fake or real flowers can be put around the stage and plastic farming tools can be scattered upstage near the backdrop.

**Scene 1, Part 2** The same as Part 1. Downstage right to left is a long freestanding piece of cardboard with paper or real wheat glued on its edge for Little Red Hen to cut with the scythe. This indicates the wheat field.

**Scene 1, Part 3** The same as Part 1.

## Costumes

**Narrator(s):** Farmers – a loose overall style shirt, a pair of jeans/long skirt, worn-out walking boots, a straw hat/headscarf.

**Little Red Hen:** Long-sleeved, brown-red top with feathers sewn on the sleeves. Matching colour leggings, thick orange socks and bedroom slippers. Large sleeveless dress, stuffed with pillows or other clothes to make her look big. Hair band of the same colour as hair or elastic cap with red cardboard cut out as a comb stapled on it and a yellow paper beak on the front. Red wobbles drawn with lipstick on the chin. White or any colour apron.

**Cat:** Bright pink, long-sleeved top and a pair of blue overalls. A tail made of felt attached to the back of the overalls. A hood made of the same felt material with two ears attached on the top to make the head. A bright pink hat. Whiskers drawn around the nose using eyeliner. The tip of the nose should be painted pink using lipstick.

**Horse:** Large, long-sleeved, light brown, cotton top and matching trousers with a tail made of shredded thick rope attached to the back. Brown scarf and matching hat with paper ears attached to the sides. The face should also be painted light brown and darker brown around the nose and mouth.

**Mouse:** White, long-sleeved shirt and blue waistcoat. Blue tight-fitting pair of trousers/tights with a thin tail attached to the back. Round blue hat with two blue paper ears stapled on the sides. Red bow-tie. The face should be painted blue with black whiskers around the nose.

**Chicks:** Yellow, long-sleeved top and matching trousers/tights with feathers sewn on. Matching cap with yellow paper beak stapled on the front. Different coloured caps or scarves for each chick. Thick orange socks and bedroom slippers.

## Module Checks Tapescripts

### Module Check 1

#### Ex. 2 p. 18 (Tapescript 15)

- 1 a red koala
- 2 a green sun
- 3 a yellow camel
- 4 a blue cat

#### Ex. 3 p. 19 (Tapescript 16)

- 1 Give me your pencil!
- 2 Come here!
- 3 Show me your book!
- 4 Come to the board!

### Module Check 2

#### Ex. 3 p. 37 (Tapescript 30)

- 1 mouse
- 2 parrot
- 3 zebra
- 4 pony

### Module Check 3

#### Ex. 2 p. 54 (Tapescript 43)

Colour the hair red. The hair is red.

Colour the eyes green. The eyes are green.

Colour the ears blue. The ears are blue.

In this resource bank you will find the following material:

- Instructions for *The Certificate of Achievement Ceremony* at the end of the course. Praise and encouragement are an integral part of teaching young learners: the aim of this ceremony is to give the pupils a sense of achievement in the target language.
- *Letter Worksheets* that can be used to consolidate the English alphabet.
- *Photocopiable material*: Those are for the *Craftwork* activities.
- *Photocopiable Reinforcement activities*.
- *Photocopiable instruments for evaluation*: Evaluation is an integral part of the learning process and it is most successful when done through the systematic observation of pupils during the course.

## The Certificate of Achievement ceremony

- The aim of this certificate is to give the pupils a sense of achievement in the target language. During the penultimate lesson explain to the pupils that in the following lesson you are going to have a 'Certificate of Achievement Ceremony'.
- During the last lesson, call each child to the front individually and hand them their certificates. Encourage the pupils to colour and decorate their awards.
- As an extension, conduct a survey to choose the pupils' favourite song(s). Play the song(s) as an end to your lesson.

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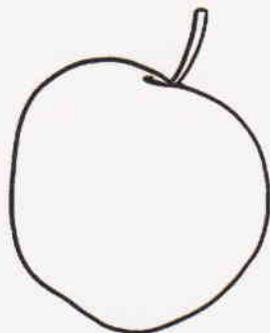
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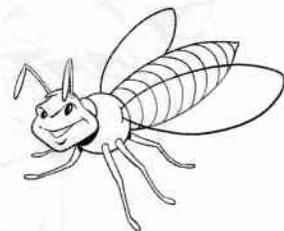
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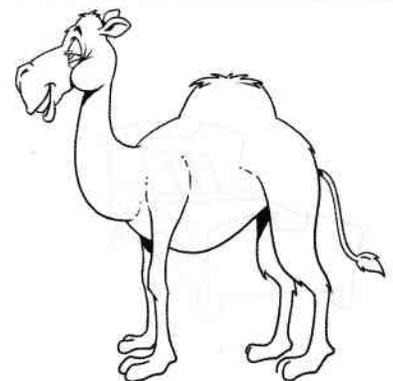
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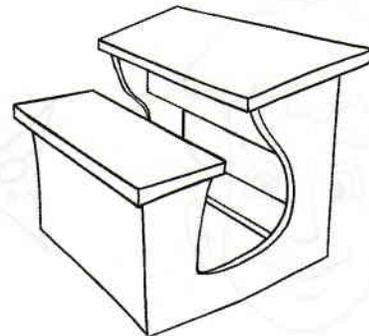
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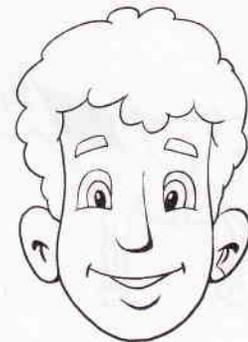
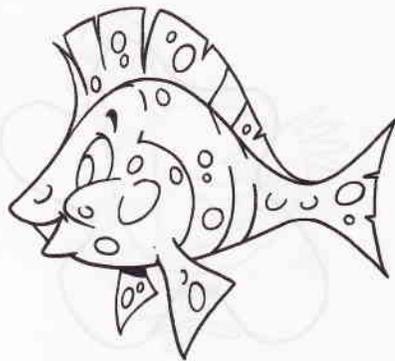
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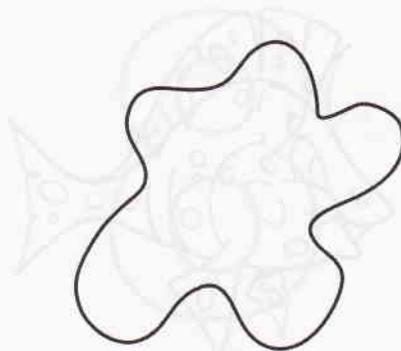
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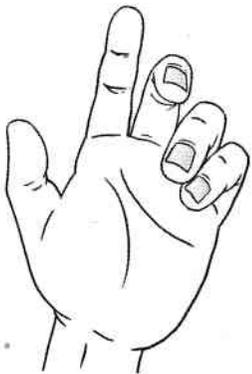
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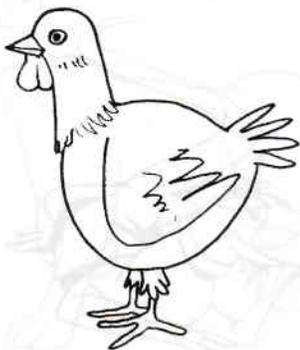
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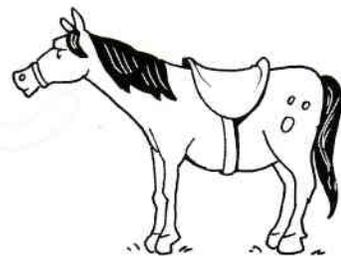
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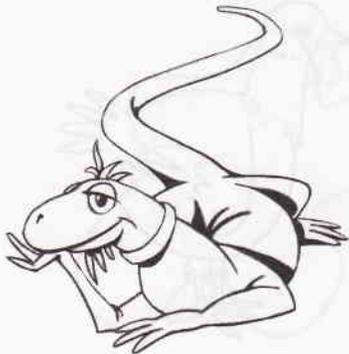
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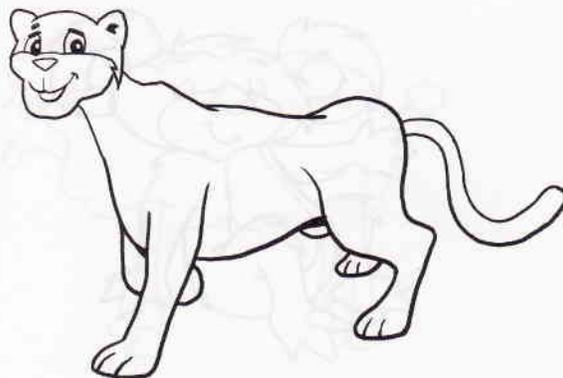
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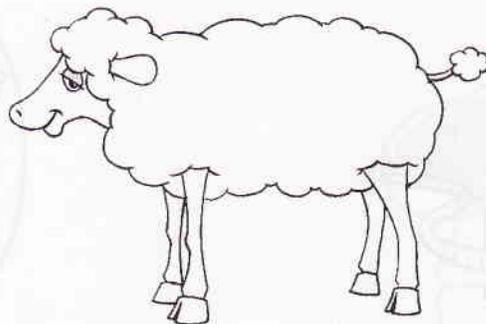


koala

Name: ..... Date: .....

**l**

l



**lamb**

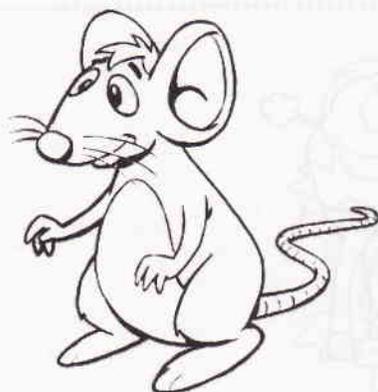
Name: ..... Date: .....

m

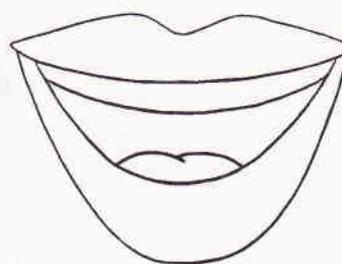
m

m

m



mouse



mouth

Name: ..... Date: .....

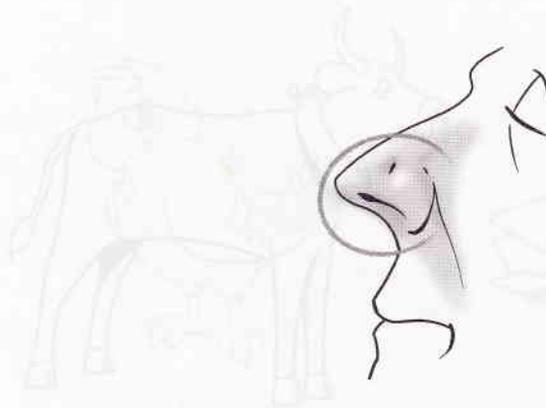
n

n

n

n

9



nine

nose

plane

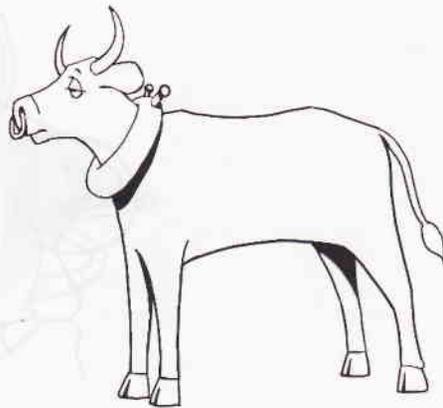
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O

O

O

O



OX

Name: .....

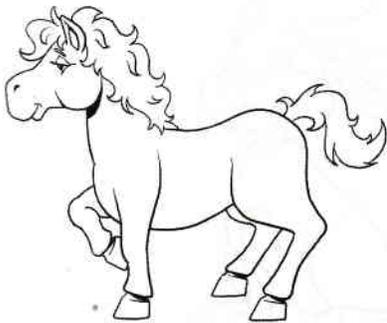
Date: .....

p

p

p

p



pony



parrot



plane

Name: ..... Date: .....

q

q

q

q

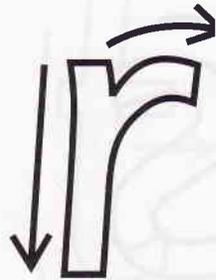
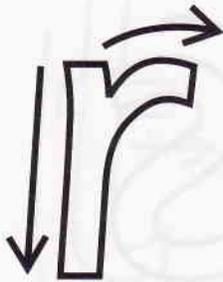


queen

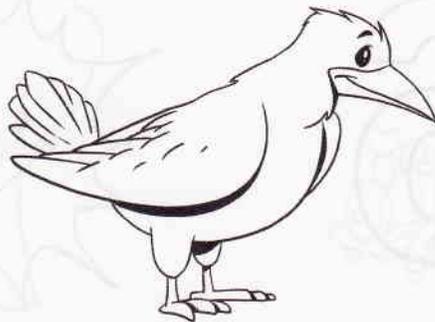
Name: ..... Date: .....

**r**

r



**rabbit**



**raven**

Name: ..... Date: .....

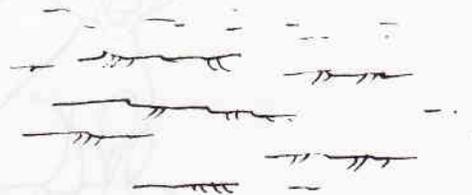
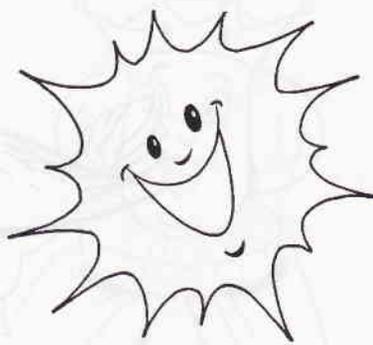
S

S

S

S

6



six

sun

sea

Name: .....

Date: .....

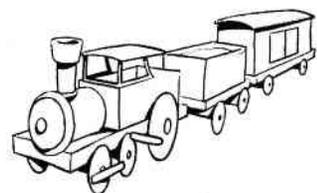
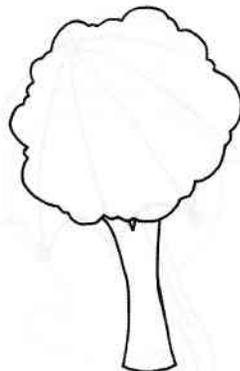
t

t

t

t

10



ten

tree

train

Name: ..... Date: .....

u

u

u

u



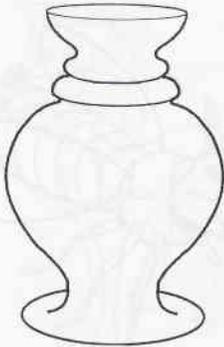
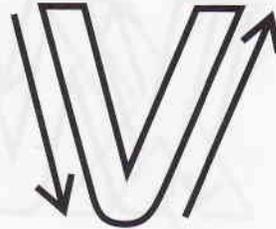
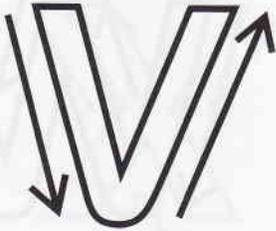
umbrella

Name: .....

Date: .....

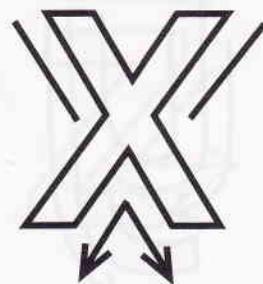
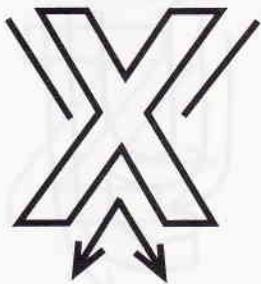
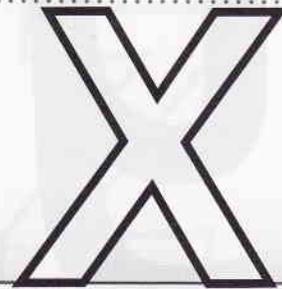
**V**

V



**vase**

Name: ..... Date: .....



fox

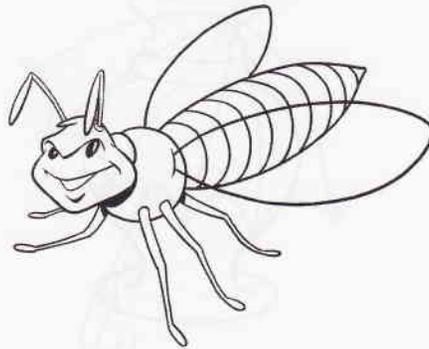
Name: ..... Date: .....

**W**

W

W

W

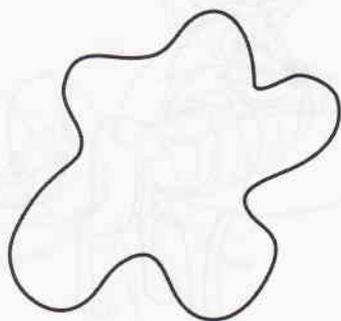
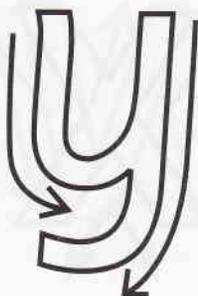


**wasp**

Name: ..... Date: .....

y

y



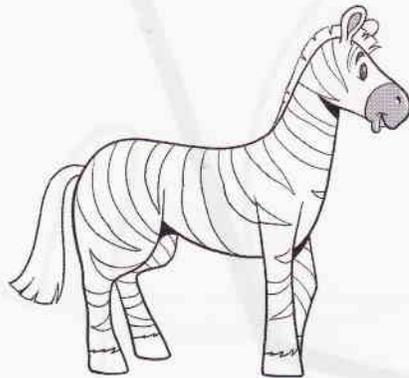
yellow

Name: .....

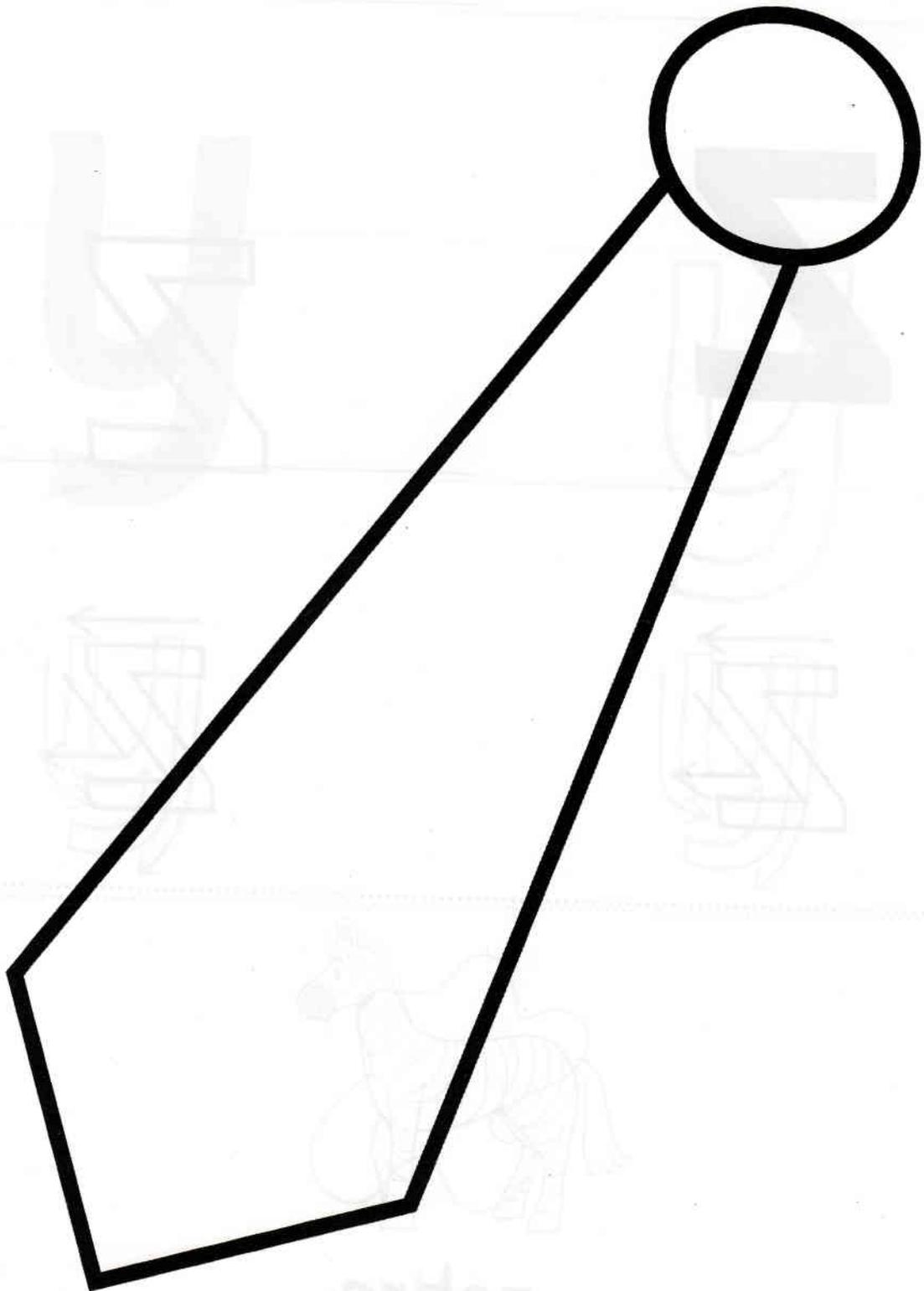
Date: .....

Z

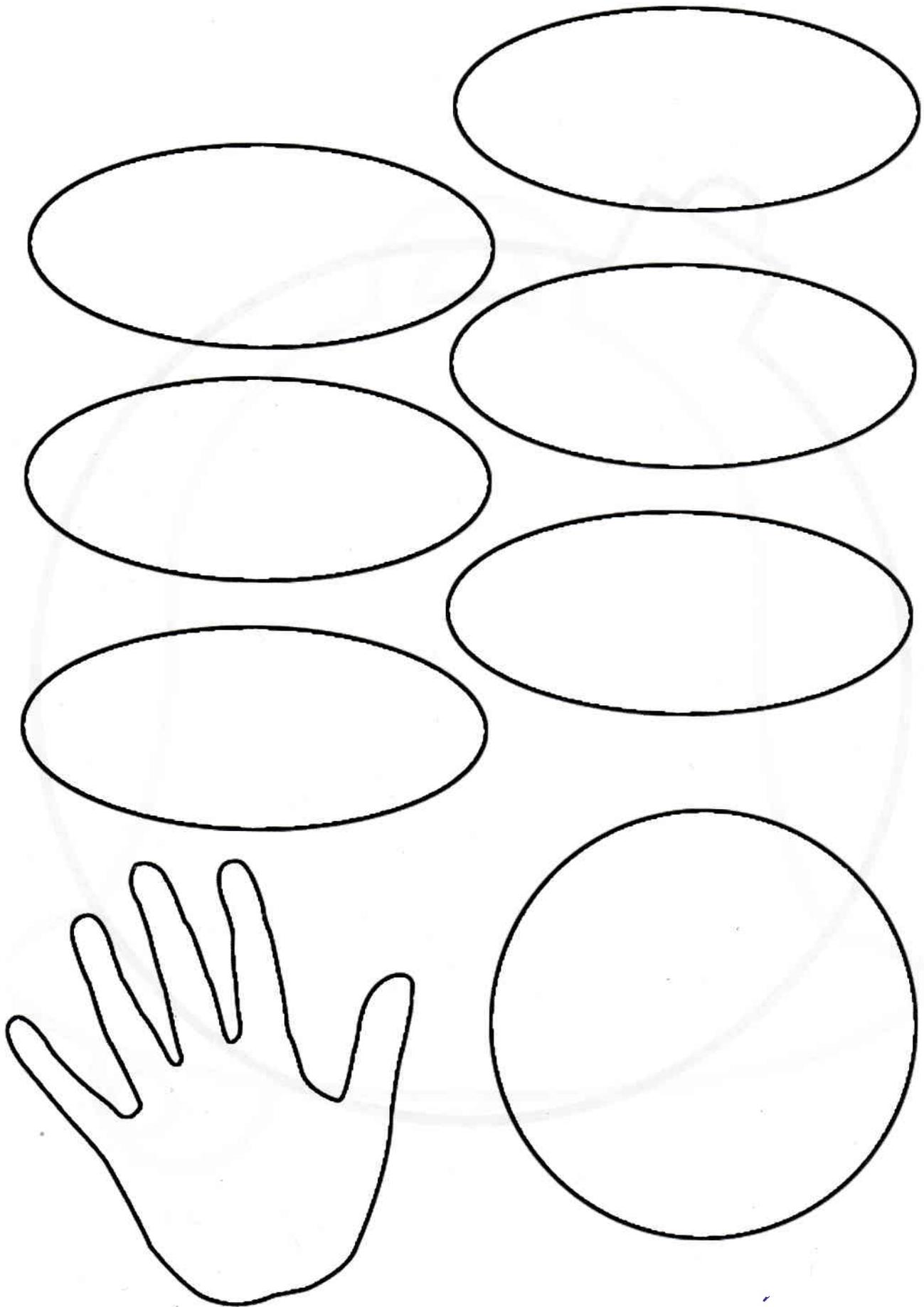
Z



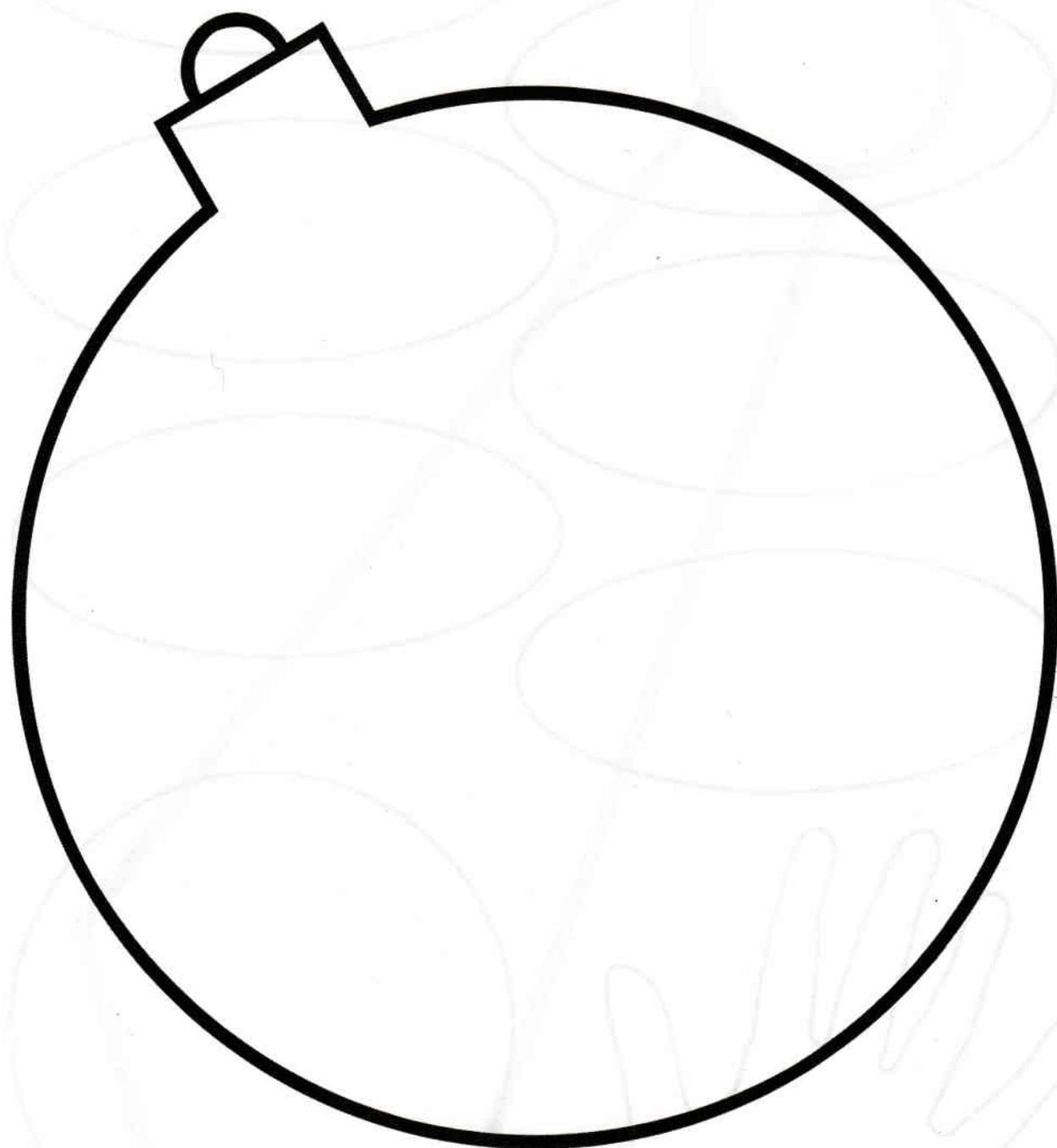
zebra



UNIT 5



**Merry Christmas!**



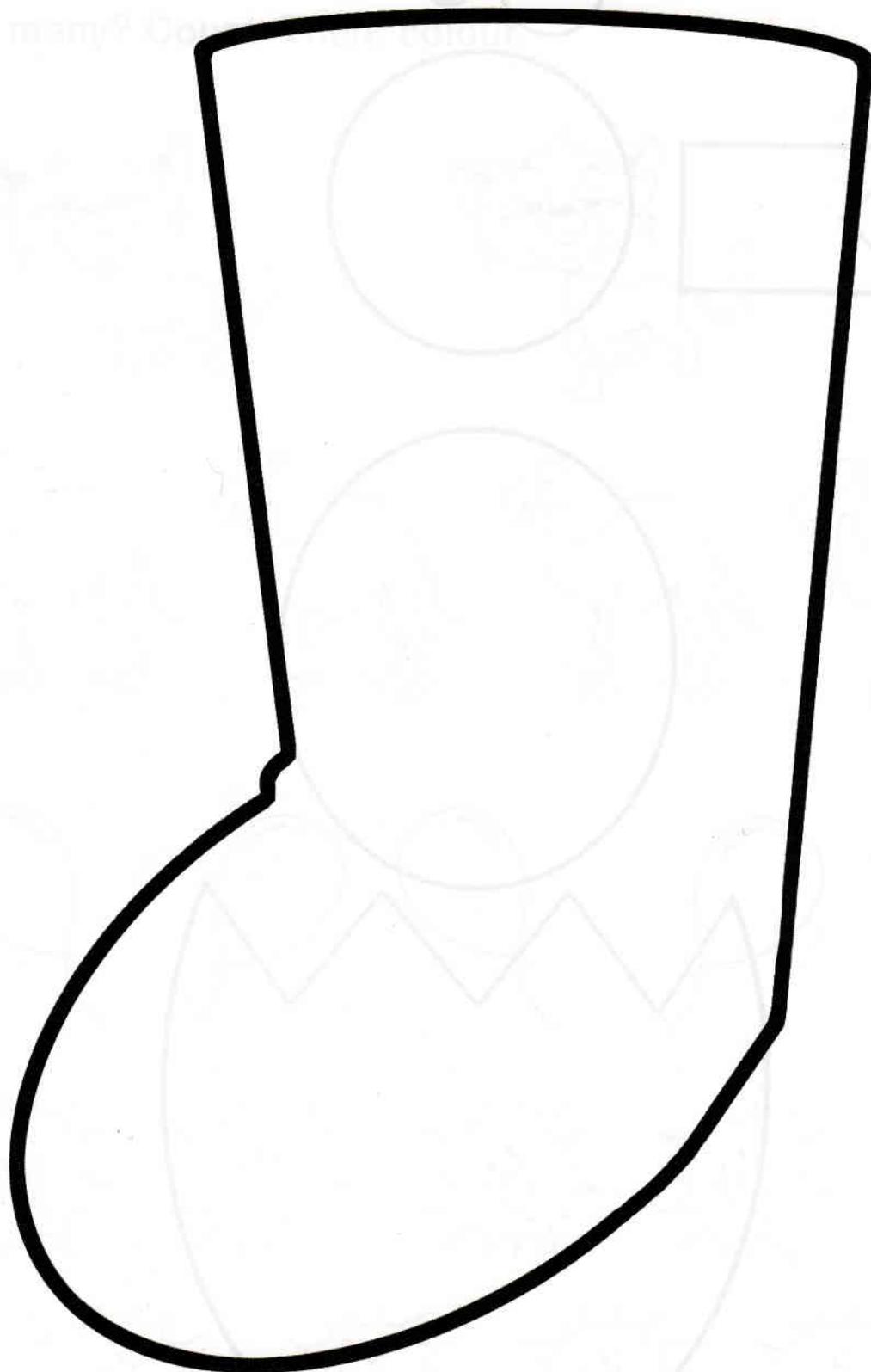
Merry Christmas!



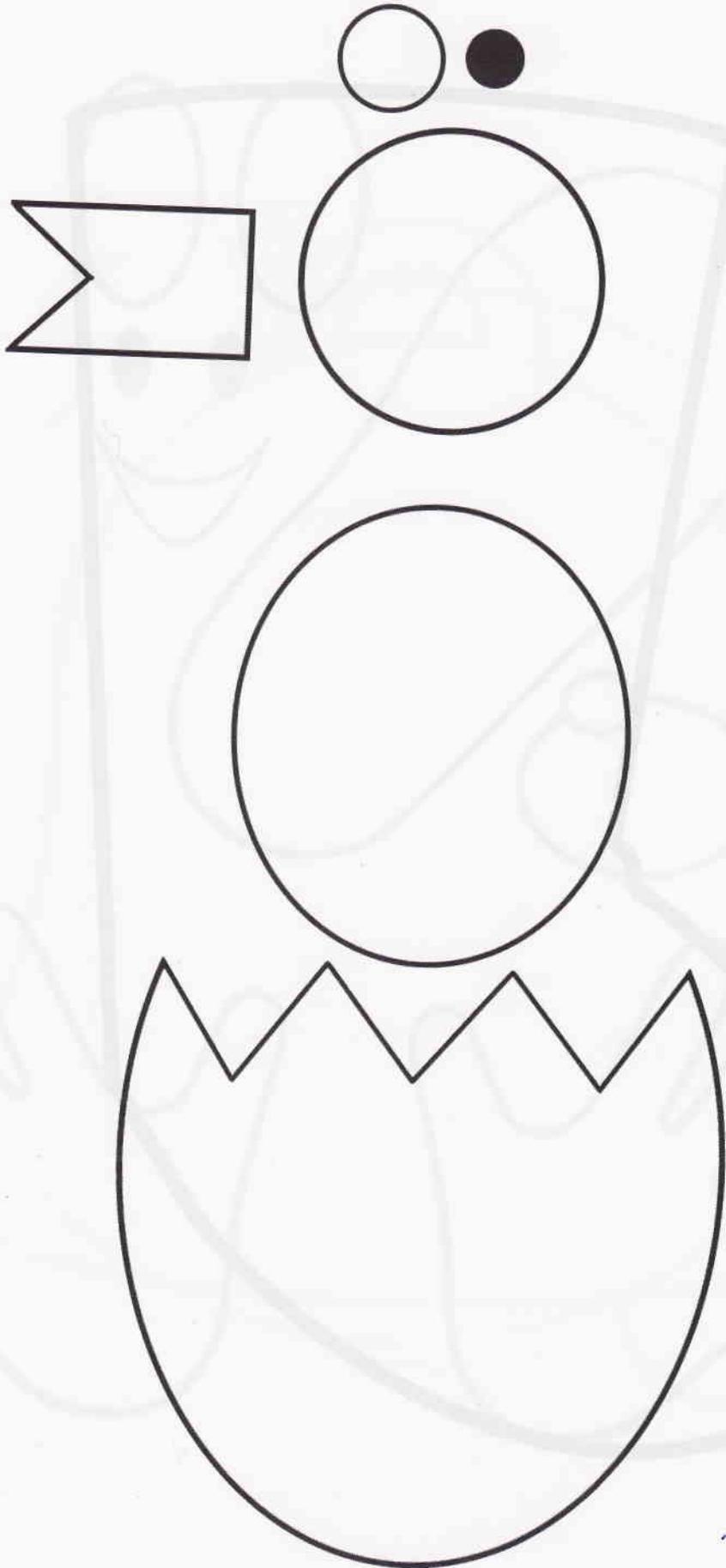
Merry Christmas!



**Merry Christmas!**



Happy Easter!

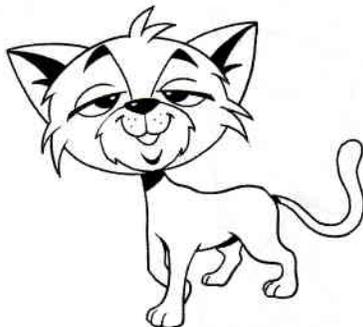
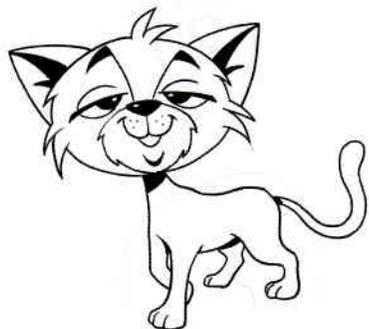


# Reinforcement Activities

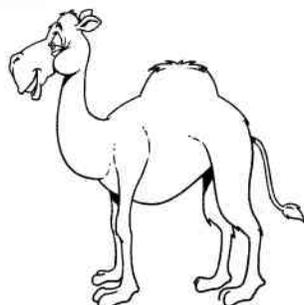
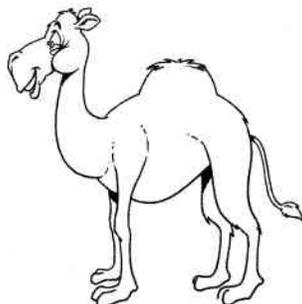
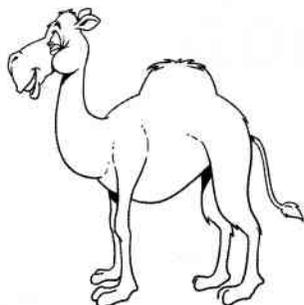
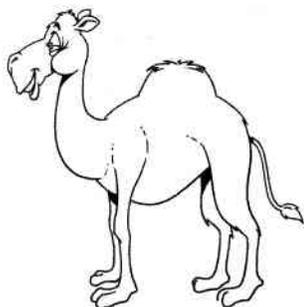
## Module 1 (Units 1-2)

1 How many? Count. Then, colour.

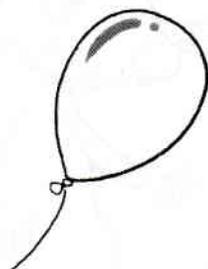
1



2



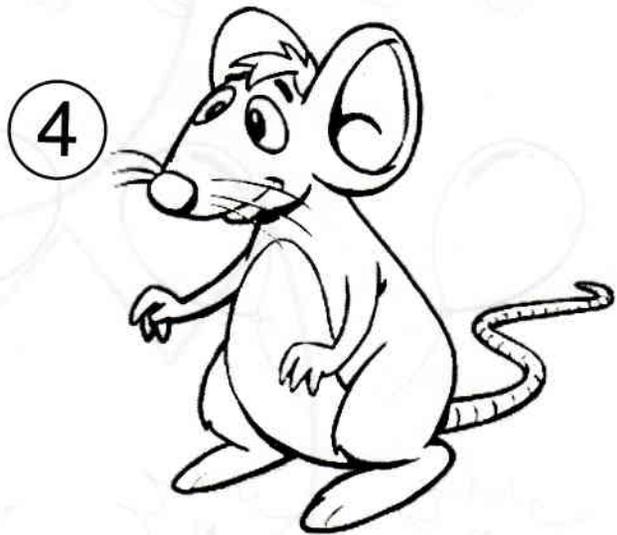
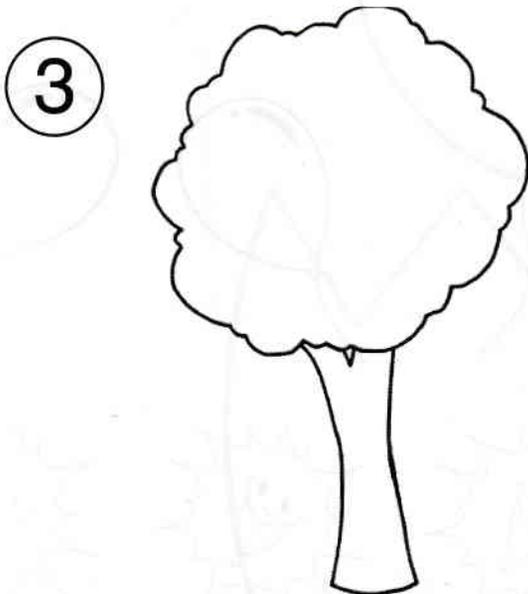
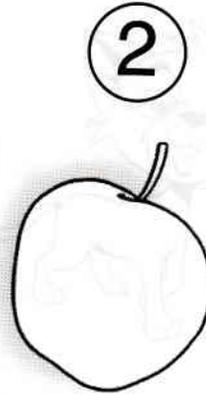
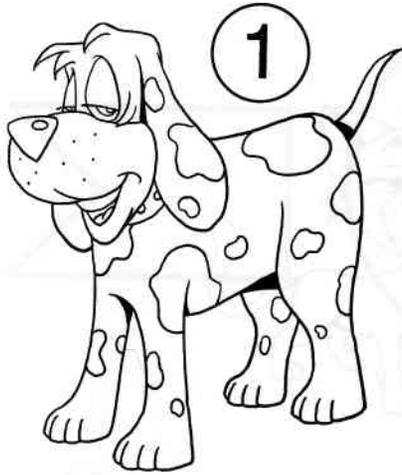
3



4



## 2 Listen and colour.



**Teacher Guided Listening:** Say the following phrases. The pupils listen and colour in the pictures. Check the pupils' answers.

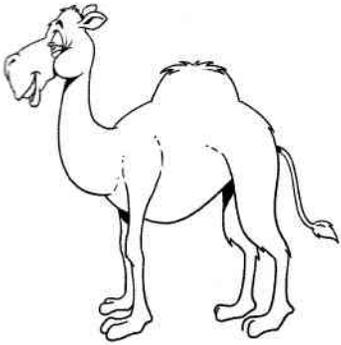
1 a blue dog

3 a red tree

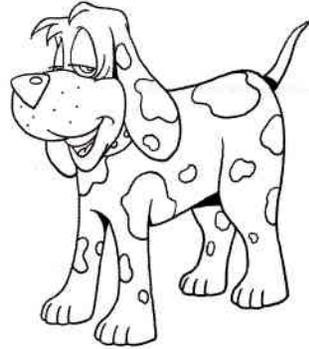
2 a green apple

4 a yellow mouse

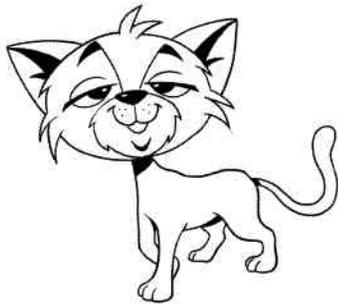
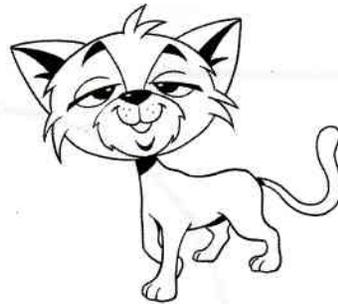
3 Look, read and match.



cat



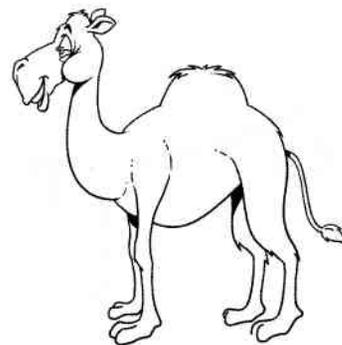
dog



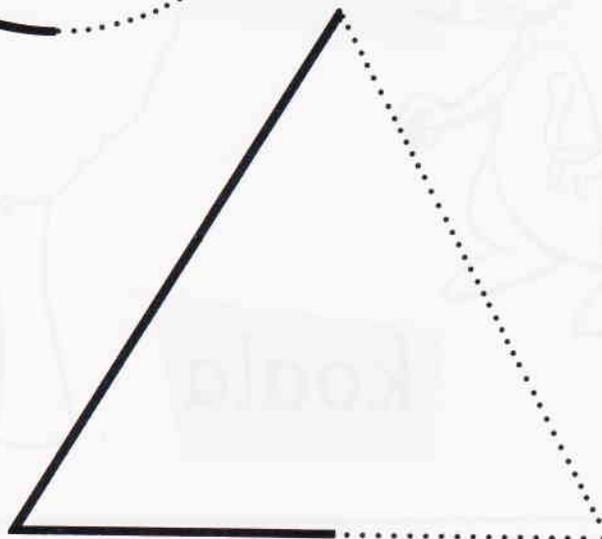
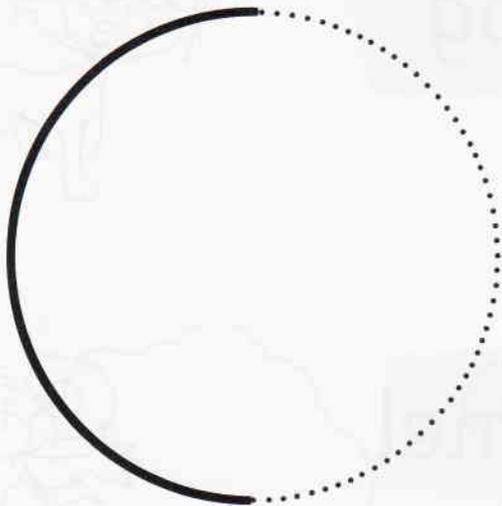
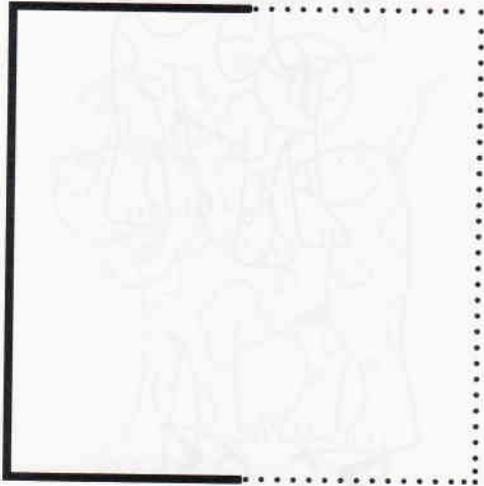
camel



koala

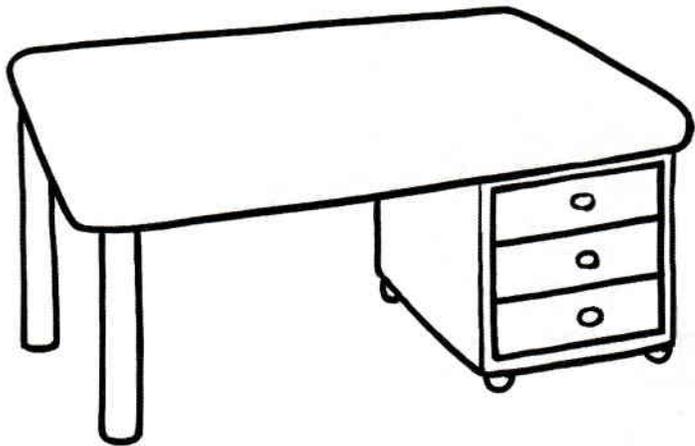


1 Complete. Colour. Say.

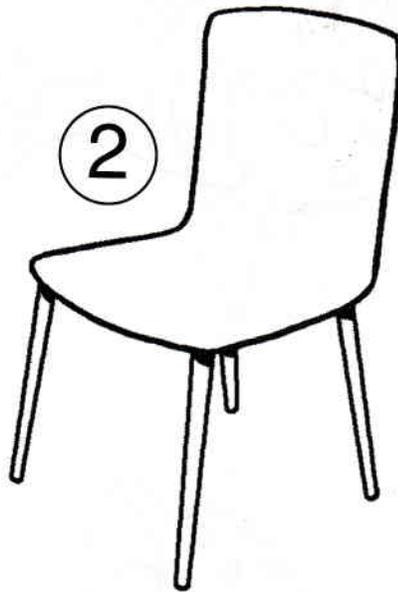


2 Colour. Say.

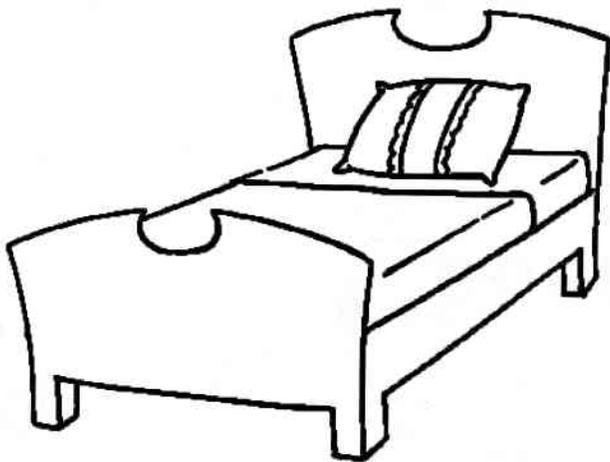
1



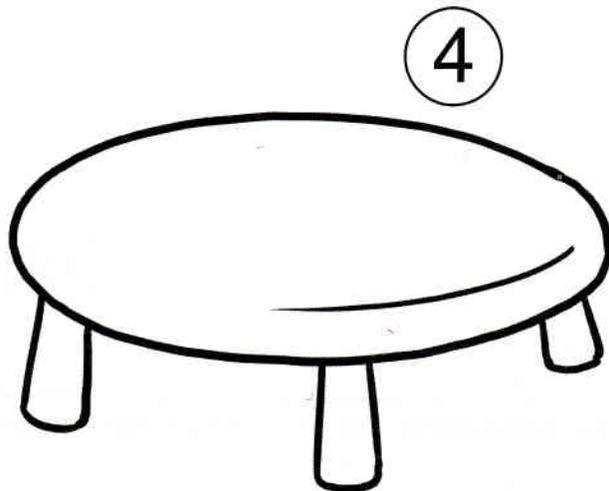
2



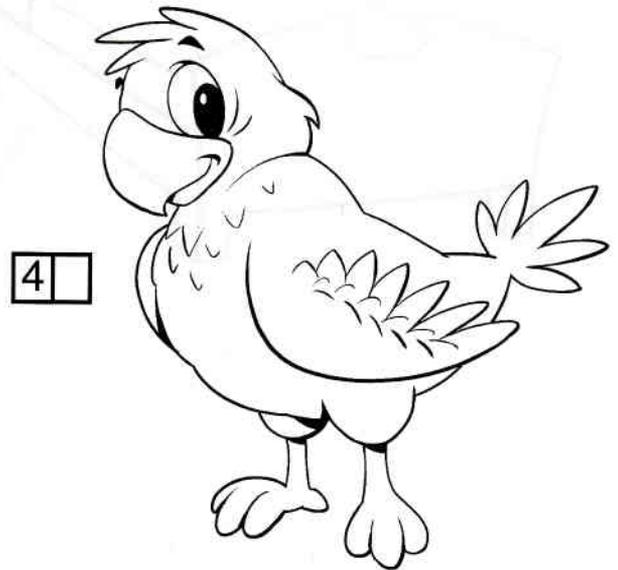
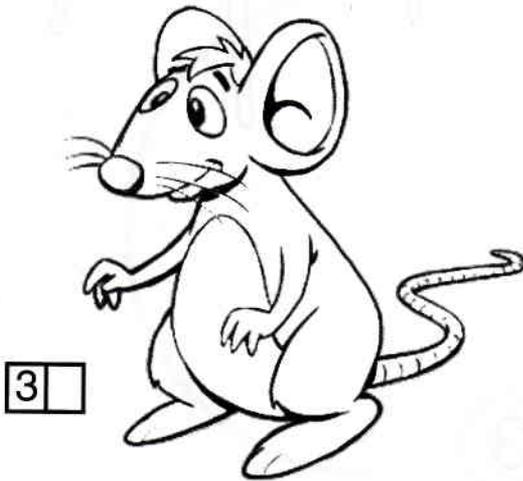
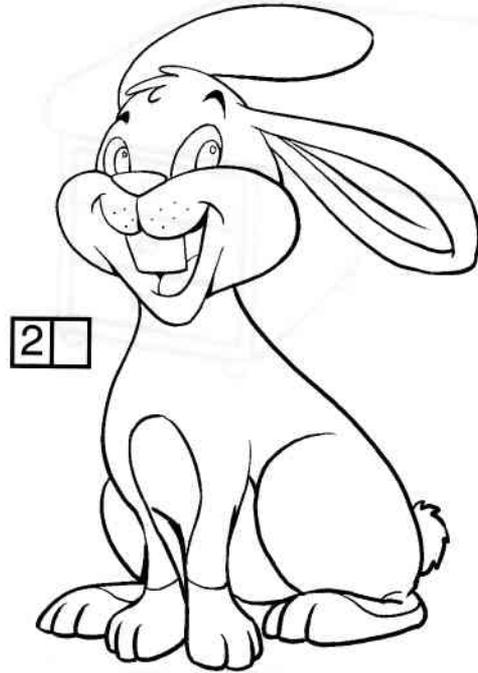
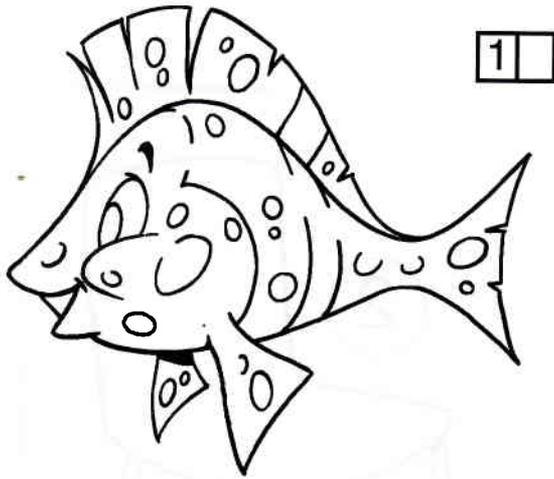
3



4



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



**Teacher Guided Listening:** Say the following words. The pupils listen and put a tick (✓) or a cross (X). Check the pupils' answers.

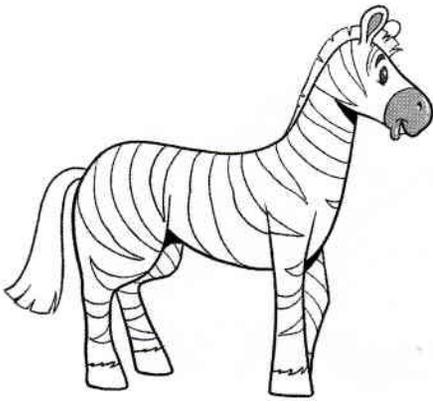
1 a fish

2 a zebra

3 a mouse

4 a squirrel

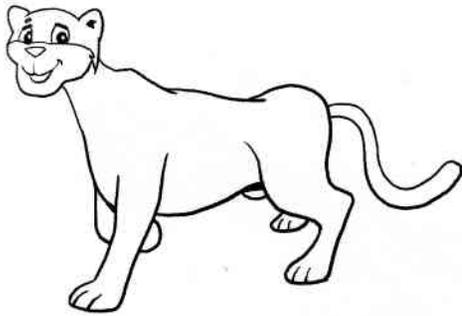
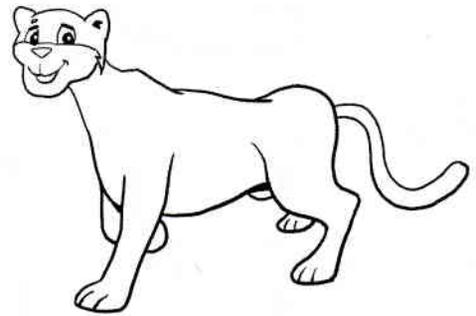
4 Look, read and match.



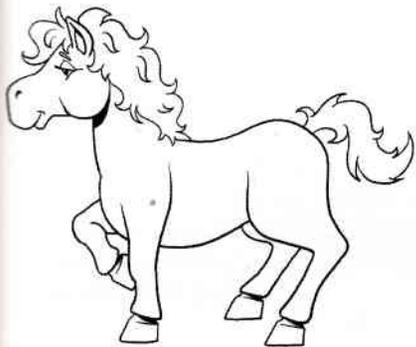
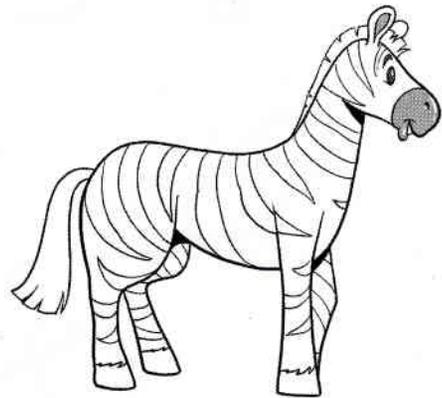
jaguar



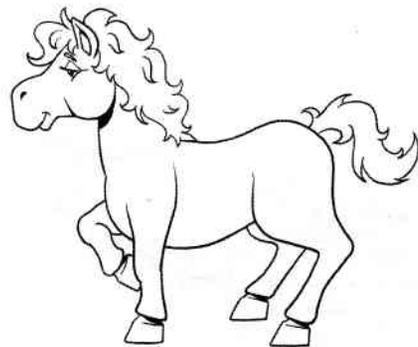
zebra



pony



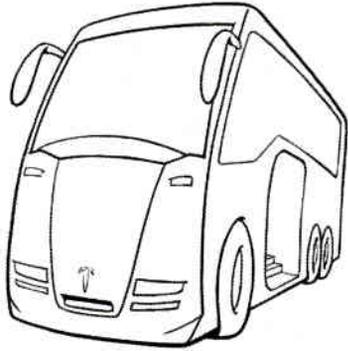
squirrel



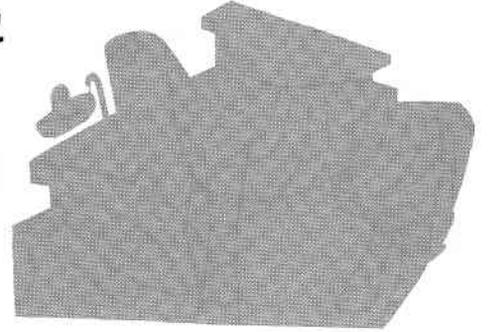
# Module 3

## 1 Match. Say.

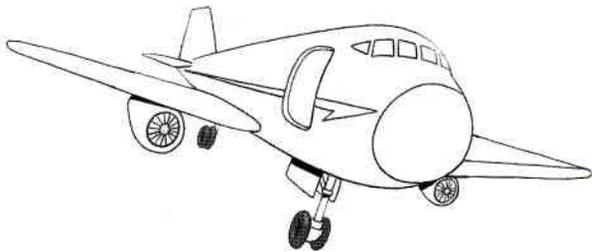
1



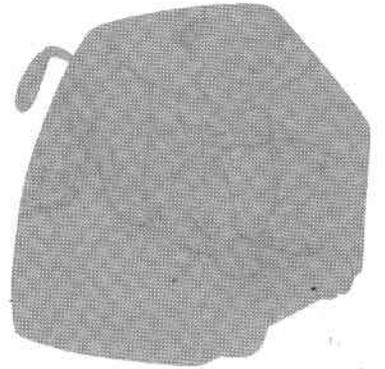
a



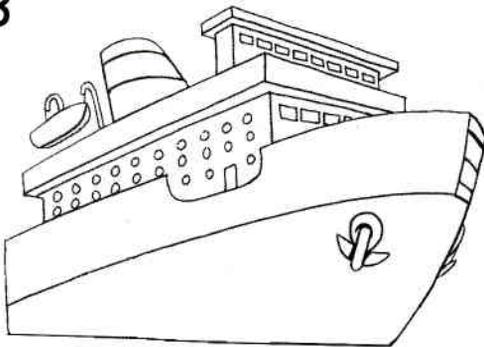
2



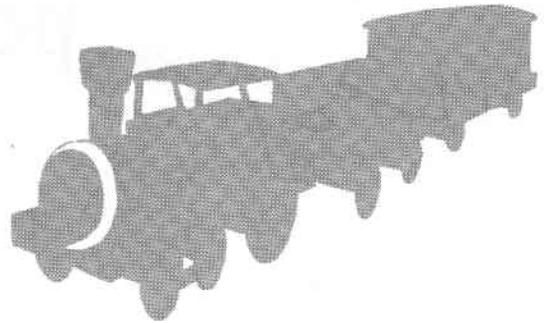
b



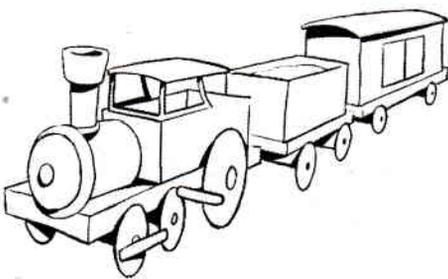
3



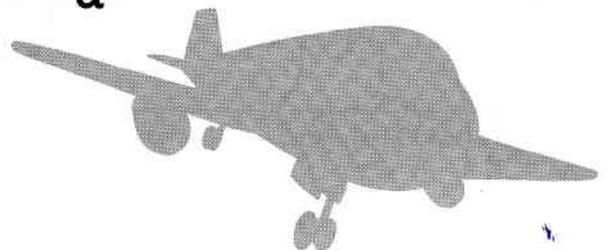
c



4



d



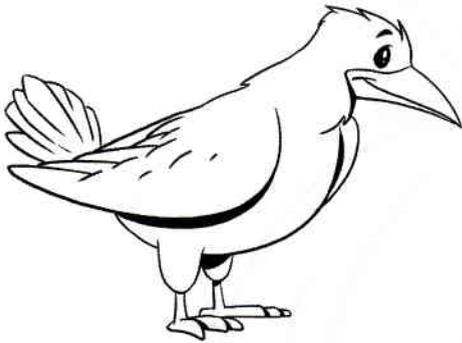
## 2 Listen. Colour.



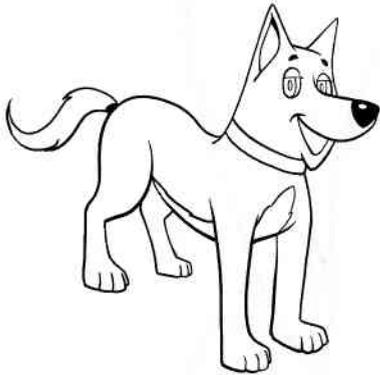
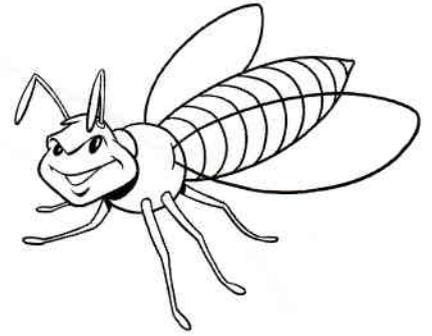
**Teacher Guided Listening:** Say the following sentences. The pupils listen and colour. Repeat the sentences as many times as you think is necessary. Check the pupils' answers.

- 1 Colour the hair yellow. The hair is yellow.
- 2 Colour the eyes blue. The eyes are blue.
- 3 Colour the ears red. The ears are red.

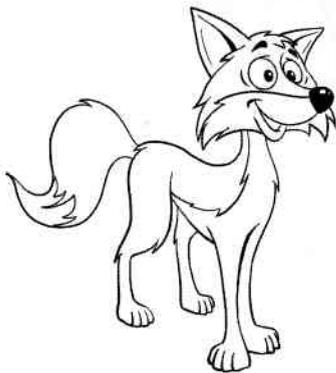
3 Look, read and match.



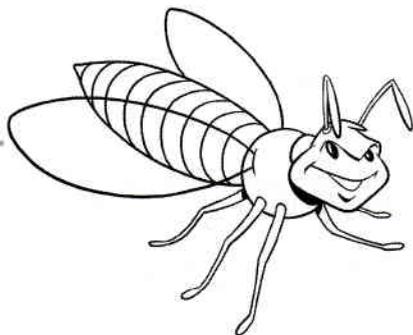
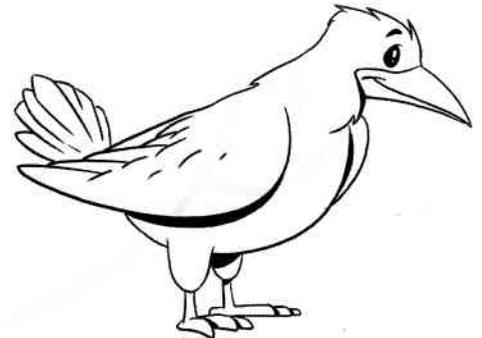
husky



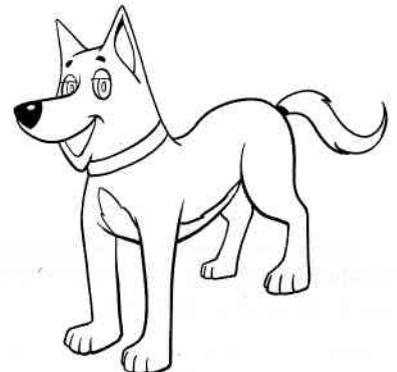
raven



wasp



fox



## Photocopiable instruments for evaluation

- Evaluation plays an integral part in the learning process, and it is more efficient when based on the systematic observation of the pupils throughout the course. It furnishes valuable information that reflects their progress in the acquisition of receptive and productive skills as well as their attitude towards their own learning experience. It also allows teachers to reflect on the validity of their teaching practices and the types of material being used.
- The process is basically divided into three parts: *initial evaluation* at the beginning of the course, *formative evaluation* which is done on a daily basis, and *cumulative evaluation* upon finishing a Module.
- In *Welcome Starter* the evaluation activities are included in the Teacher's Book, the Pupil's Book and the Activity Book.

### Initial Evaluation

This evaluation centres mainly on the pupils' reports from the previous school year.

### Formative evaluation

Any exercise a pupil does can be used for this type of evaluation. The results are then recorded on the pupils' *formative evaluation chart* (page 142T).

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (for example, the dialogues, card games, and so on) and write the marks obtained with the help of the following code (using colours if you wish):

'c' (*competence – green*): the pupil recognises and produces the language

'w' (*working on – yellow*): the pupil recognises but does not produce the language correctly

'n' (*non-competence – red*): the pupil does not recognise the language

### Cumulative evaluation

In the Pupil's Book the last two pages of each Module are used for cumulative evaluation. However, in order to obtain reliable information, the formative evaluation marks, work done throughout the module, participation and attitude should also be taken into account.

In order to complete the chart, write down the pupils' names and record the results using numbers or letters in the column of the corresponding theme. The code for formative evaluation can also be used here.

# Evaluation chart for games and activities (formative evaluation)

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Lesson: ..... Course: .....

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

Evaluation criteria:    c (green)                      w (yellow)                      n (red)

# Evaluation chart for each Module (cumulative evaluation)

Module: .....

Date: .....

Course: .....

Pupils' names

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Aims: The pupil is able to ...																									
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									

Marking criteria: c (green) w (yellow) n (red)

Attitudes:

1																									
2																									
3																									

Marking criteria: ✓ Yes x No I Improving

# Activity Book (Key & Instructions)

## Unit 1

### Ex. 1 (p. 2)

Read the instructions and explain the task. Allow the pupils some time to trace the items. Then, the pupils colour them in using any colours they like. Go around the class, asking questions about the colours they are using.

### Ex. 2 (p. 3)

Go through the picture and elicit the names of the characters. Read the instructions and explain the task. Allow the pupils some time to complete the puzzle by writing the numbers in the correct space. Check the pupils' answers.

### Ex. 3 (p. 4)

Point to and elicit the numbers. Read the instructions and explain the task. Allow the pupils some time to complete the task. Check the pupils' answers.

### Ex. 4 (p. 5)

Point to the letters and elicit their sounds. Focus the pupils' attention on the arrows, and write the letters on the board. Allow the pupils some time to trace the letters along the blue lines. Check round the class.

## Unit 2

### Ex. 1 (p. 6)

Read the instructions and explain the task. Allow the pupils some time to trace the lines. Then, the pupils colour them in using any colours they like. Go around the class, asking questions about the colours they are using.

### Ex. 2 (p. 7)

Elicit the colours of the balloons. Read the instructions and explain the task. The pupils count and write the correct number of the coloured balloons in the boxes provided. Check the pupils' answers.

red: 2            yellow: 1  
blue: 3         green: 3

### Ex. 3 (p. 8)

Focus the pupils' attention on pictures (1-5) and elicit the commands. Read the instructions and explain the task. Allow the pupils some time to complete the task. Check the pupils' answers.

1 c    2 d    3 e    4 b    5 a

### Ex. 4 (p. 9)

Point to the letters and elicit their sounds. Focus the pupils' attention on the arrows and write the letters on the board. Allow the pupils some time to trace the letters along the blue lines. Check the pupils' answers.

### Ex. 5 (p. 9)

Point to the pictures and elicit the animals. Read the instructions and explain the task. Allow the pupils some time to trace the missing letters and complete the words. Check the pupils' answers.

## Unit 3

### Ex. 1 (p. 10)

Read the instructions and explain the task. Allow the pupils some time to trace the items. Then, the pupils colour them in using any colours they like. Go around the class, asking questions about the colours they are using.

### Ex. 2 (p. 11)

Revise shapes by asking the pupils to spot classroom items in the form of a circle, triangle and square. Read the instructions and explain the task. The pupils find and draw the missing shape in each line. Check the pupils' answers.

1 circle    2 square    3 triangle

### Ex. 3 (p. 12)

Read the instructions and explain the task. Focus the pupils' attention on pictures A and B, and elicit the vocabulary. The pupils spot and circle the differences between the two pictures. Check the pupils' answers.

### Ex. 4 (p. 13)

Point to the letters and elicit their sounds. Focus the pupils' attention on the arrows and write the letters on the board. Allow the pupils some time to trace the letters along the blue lines. Check the pupils' answers.

## Unit 4

### Ex. 1 (p. 14)

Read the instructions and explain the task. Allow the pupils some time to trace the items. Then, the pupils colour them in using any colours they like. Go around the class, asking questions about the colours they are using.

### Ex. 2 (p. 15)

Go through the pictures and elicit the animals. Read the instructions and explain the task. Allow the pupils some time to continue the lines and help the animals get home. Check the pupils' answers.

### Ex. 3 (p. 16)

Read the instructions and explain the task. The pupils draw lines to match the animals with their babies. Check the pupils' answers. Then, the pupils point to the pairs and name the animals.

## Ex. 4 (p. 17)

Point to the letters and elicit their sounds. Focus the pupils' attention on the arrows and write the letters on the board. Allow the pupils some time to trace the letters along the blue lines. Check the pupils' answers.

## Ex. 5 (p. 17)

Point to the pictures and elicit the animals. Read the instructions and explain the task. Allow the pupils some time to trace the words. Check the pupils' answers.

## Unit 5

### Ex. 1 (p. 18)

Read the instructions and explain the task. Allow the pupils some time to trace the items. Then, the pupils colour them in using any colours they like. Go around the class, asking questions about the colours they are using.

### Ex. 2 (p. 19)

Go through the pictures and elicit the body parts (1-4). Read the instructions and explain the task. Allow the pupils some time to find the missing pieces that complete the faces and write the letters in the correct spaces. Check the pupils' answers.

### Ex. 3 (p. 20)

Focus the pupils' attention on the picture and elicit the animal drawn on the boy's face. Read the instructions and explain the task. The pupils colour in the faces using the colours given in the key. Check the pupils' answers.

### Ex. 4 (p. 21)

Point to the letters and elicit their sounds. Focus the pupils' attention on the arrows and write the letters on the board. Allow the pupils some time to trace the letters along the blue lines. Check the pupils' answers.

### Ex. 5 (p. 21)

Point to the pictures and elicit the animals. Read the instructions and explain the task. Allow the pupils some time to trace the words and match them with the corresponding pictures. Check the pupils' answers.

## Unit 6

### Ex. 1 (p. 22)

Read the instructions and explain the task. Allow the pupils some time to trace the items. Then, the pupils colour them in using any colours they like. Go around the class, asking questions about the colours they are using.

### Ex. 2 (p. 23)

Read the instructions and explain the task. Go through the pictures and elicit the means of transport. Allow the pupils some time to colour in the pictures. Then, the pupils continue the lines. Check the pupils' answers.

### Ex. 3 (p. 24)

Read the instructions and explain the task. The pupils spot and circle the differences between the two pictures. Check the pupils' answers.

### Ex. 4 (p. 25)

Point to the letters and elicit their sounds. Focus the pupils' attention on the arrows and write the letters on the board. Allow the pupils some time to trace the letters along the blue lines. Check the pupils' answers.

### Ex. 5 (p. 25)

Point to the pictures and elicit the animals. Read the instructions and explain the task. Allow the pupils some time to trace the missing letters and complete the words. Check the pupils' answers.

## Nursery Songs 1

**Aims:** To sing a nursery song about friendship.

**Language focus:** *Make new friends, but keep the old. One is silver ...*

**Target vocabulary:** *Make, friend, keep, silver, gold.*

**Extra materials:** Two sheets of construction paper – one silver, one gold.

**Note:** This spread is a suggested lesson. However, it is up to the teacher to decide how he/she wishes to approach the material depending on the needs of his/her class.

### A. BEGINNING THE LESSON

(An activity to revise greetings.)

- Have a discussion about friendship: e.g. *How many friends have you got? What are their names? Are they old friends? Have you got a/new friend(s)? How do you greet new friends?* etc

### B. PRESENTATION & PRACTICE

(Activities to present and practise a nursery song about friendship.)

- **(Ex. 1) Sing along! (Tapescript 61)**

**Pupil's books open.** Read the lyrics, line by line, asking the pupils to repeat after you. Explain the unknown words using mime and gesture or L1. Play the cassette/CD and ask the pupils to point to the correct picture as they listen. Play the song as many times as you wish and encourage the pupils to sing along.

#### Extension

#### Before going into class

Take two large sheets of construction paper: one gold and the other silver. Cut out circular shapes, about the size of a saucer (eg if you have 12 pupils, you need 6 gold circles and 6 silver circles).

Divide the class into pairs, A and B. A is given a gold circle, B a silver circle. They pin the circles on (using either safety pins or tape). Play the CD/cassette and have them do the following actions:

Make new friends (A and B face each other and shake right hands)  
But keep the old (Now they are holding both hands, right hand in right - left hand in left, and they twirl full circle)  
One is silver (B makes an exaggerated bow)  
And the other is gold (A makes an exaggerated bow)

- **(Ex. 2) Draw the face of a new friend.**

Explain the task. Pupils draw the face of a new friend inside the silver coin. Walk around the class providing any necessary help.

- **(Ex. 3) Draw the face of an old friend.**

Explain the task: pupils draw inside the gold coin the face of an old friend. Walk around the class providing any necessary help.

### C. ENDING THE LESSON

- Have a pupil stand in the front of the classroom with his/her back to the other pupils. You point to pupils in the class randomly and ask: *What's your name?* The pupil indicated must respond *My name is...* with either his/her own name or the name of someone in the class. The pupil in the front cannot see who is speaking. Then, you say to him/her, *Is it ...?* and he/she must say *Yes, it is* or *No, it isn't*. If the pupil in front is correct, he/she stays there, but if he's/she's mistaken, he/she changes place with the pupil who fooled him/her. Encourage the pupils to disguise their voices to make it more fun!

## Nursery Songs! 2

**Aims:** To consolidate colours and numbers. To sing a nursery song about a Daffodil.

**Language focus:** *Duffy-down-dilly has come to town ...*

**Target vocabulary:** *come, town, yellow, petticoat, green, grown.*

**Extra materials:** A flower (*Beginning the lesson*). Coloured balloons (*Ending the lesson*).

### A. BEGINNING THE LESSON

#### Before going into class

Bring your favourite flower.

- Have a discussion about flowers and their colours: *Do you like flowers? Which is your favourite one? What's your favourite colour for a flower? How many different colours of (roses) do you know? Show them your flower, name it and allow them to smell the scent.*

### B. PRESENTATION & PRACTICE

*(Activities to present and practise a nursery song about a Daffodil.)*

- (Ex. 1) Sing along! (Tapescript 62)

**Pupil's books open.** Read the lyrics, line by line, asking the pupils to repeat after you. Explain the unknown words using mime and gesture or L1. Play the cassette/CD and ask the pupils to point to the correct picture as they listen. Play the song as many times as you wish and encourage the pupils to sing along.

#### Extension

Ask the pupils to form a circle. Tell them that they are daffodil bulbs. Ask them to crouch into a ball shape and then to slowly grow into a big tall daffodil. Play the song while you are all doing this together. For added fun, you can ask one of the pupils to pretend to be 'watering' all the daffodils.

- (Ex. 2) Look and colour.

Go through the picture and elicit how many different kinds of flowers there are. The pupils look at the flowers and colour them according to the colour code. Walk around the class providing any necessary help.

### C. ENDING THE LESSON

#### Before going into class

Bring blown-up balloons (one per pupil) of different colours and uneven number (e.g. 4 red, 6 blue, 3 yellow, 7 green, etc.).

- Distribute the coloured balloons in random order. Play some music and have the pupils walk around the classroom holding their balloons. Stop the music suddenly and call out a number (1-10). The pupils must get together in a group of that number. Those who don't make it perform a command, carry out a task or whatever you consider to be a fun activity. Ask the pupils of the groups to count and report how many balloons of each colour they have.

## Nursery Songs! 3

**Aims:** To consolidate shapes. To sing a nursery song about "The man in the moon."

**Language focus:** *The man in the moon, looked out of the moon ....*

**Target vocabulary:** *Man, moon, looked, said, children, Earth, think about, go to bed.*

**Extra materials:** Space photos (*Beginning the lesson*).

### A. BEGINNING THE LESSON

#### Before going into class

Bring space photos picturing planets (with their names) and the moon.

- Hold up the pictures of the planets and have a general discussion about them, e.g. *What shape are they? How many are there? What are their names? etc* Ask them about the moon: *What is a full moon? How often do you see it? Can you see the face of a man when you look at the moon? etc*

### B. PRESENTATION & PRACTICE

(Activities to present and practise a nursery song about 'The man in the moon'.)

- (Ex. 1) **Sing along!** (Tapescript 63)

**Pupil's books open.** Read the lyrics, line by line, asking the pupils to repeat after you. Explain the unknown words, using mime and gesture or L1. Play the song as many times as you wish and encourage the pupils to sing along and mime the actions.

### Extension

#### Before going into class

Cut out large paper circles (use non-slip paper such as sugar paper).

Place the paper circles around the room. Play the song and have the pupils move around. Pause the music: the pupils have to find a circle to stand on. Anyone who hasn't found a circle must pay a forfeit (make this something fun, e.g. *miming an action, singing a song etc*).

- (Ex. 2) **Follow the path!**

Go through the picture and elicit the items. Explain the task: pupils trace the lines to follow the rocket's path around the planets back to Earth.

- **Count.**

Point to the rocket and planets and elicit the shapes. Explain the task: pupils count and write the correct number of circles, triangles and squares in the boxes provided. Walk around the class providing any necessary help.

### C. ENDING THE LESSON

- Ask the pupils to imagine that they are all astronauts in a rocket in space. They have to do everything in slow motion. Demonstrate this all together. Then, call out different activities e.g. eating, dancing, etc and the pupils do them in slow motion.

## Nursery Songs 4

**Aims:** To consolidate animals. To sing a nursery song about a mouse and a clock.

**Language focus:** *Hickory, Dickory, Dock, the mouse ran up the clock ...*

**Target vocabulary:** *mouse, ran up, clock, struck one, ran down.*

**Extra materials:** Mouse flashcard, a small ball, a mouse's tail made of paper, blu tac, something to use as a blindfold.

### A. BEGINNING THE LESSON

#### Before going into class

Bring in the mouse flashcard.

- Hold up the Flashcard of the mouse and have a general discussion: *Have you ever seen/held a mouse? What do they run like? Can you name any famous cartoon mice?* etc.

### B. PRESENTATION & PRACTICE

*(Activities to present and practise a nursery song about a mouse and a clock.)*

- **(Ex. 1) Sing along!** (Tapescript 64)

**Pupil's books open.** Read the lyrics, line by line, asking the pupils to repeat after you. Explain the unknown words using mime and gesture or L1. Play the cassette/CD and ask the pupils to point to the correct picture as they listen. Play the song as many times as you wish and encourage the pupils to sing along and mime the actions.

Hickory Dickory Dock, *(arms stretched above the head, hands together, bring them both down to the sides in a jerking movement, like the hands of a clock)*

The mouse ran up the clock, *(bend to touch toes and run fingers up the body)*

The clock struck one *(bring arms back up above the head and clap hands)*

The mouse ran down *(run fingers down the body and touch toes)*

Hickory Dickory Dock! *(uncurl slowly to standing position)*

### Extension

#### Before going into class

Bring in a small ball.

The pupils sit in a circle. Appoint a pupil to be the 'cat', and have them sit in the middle with their eyes closed and the ball by their side. Point at a pupil from the circle to be a 'mouse'. The mouse must creep up to the cat and take the ball. If the cat can hear the mouse, without opening his/her eyes, he/she must point to where he thinks the mouse is standing. Once the cat has 'caught' the mouse they must change places.

- **(Ex. 2) Number the pictures. Then, colour.**

Go through the pictures that depict the story of the song in wrong order. Explain the task: pupils rearrange the pictures and number them in the correct order. Then they colour them in using any colours they like.

### C. ENDING THE LESSON

#### Before going into class

Colour and cut a strip of paper to look like the tail of a mouse. Bring in some blu-tac or sticky tape and something that can be used as a blindfold.

- Draw a mouse on the board, but without the tail. The pupils take turns to pin the tail on the mouse while blindfolded.

## Nursery Songs! 5

**Aims:** To consolidate parts of the body. To sing a nursery song about the body.

**Language focus:** *You put your right hand in, your right hand out, in, out ...*

**Target vocabulary:** *right, left, hand, leg, knees, arms, in, out, shake, turn around, bend, stretch, clap.*

**Extra materials:** Cut-out handprints.

### A. BEGINNING THE LESSON

- Stand up facing the board so that the pupils are behind you. Ask the pupils to stand up, repeat and follow your movements. Say *right hand* and raise your right hand. Then, say *left hand* and raise your left hand. Do the same to teach the right/left leg. Then, go behind the pupils and ask them to raise the body parts you call out. The pupils follow your instructions. Speed up the process to make it fun for the pupils.

### B. PRESENTATION & PRACTICE

*(Activities to present and practise a nursery song about the body.)*

- (Ex. 1) **Sing along!** (Tapescript 65)

**Pupil's books open.** Read the lyrics, line by line, asking the pupils to repeat after you. Explain the unknown words, using mime and gesture or L1. Read the lyrics again and ask the pupils to point to the correct picture as they listen. Play the cassette/CD and demonstrate the actions. Have the pupils stand up in a circle. Play the song as many times as you wish and encourage them to sing along and mime the actions.

- (Ex. 2) **Mirror me!**

Explain the task: the pupils stand up in pairs. After you say *Action!* the pupils take turns and mirror each other's actions.

### C. ENDING THE LESSON

#### *Before going into class*

Make cut-out hand prints and colour them so that left and right are obvious (There should be enough for one hand per pupil).

- Distribute the handprints at random, one per pupil. All the pupils with a 'right hand' must pair up with a pupil with a 'left hand'. Alternatively, have the pupils make their own handprints. Then, collect them, shuffle them, and redistribute them (pupils will receive two hands that don't match). The pupils must circulate and try to end up with a matching left and right. Then, they guess whose the handprints are!

## Nursery Songs! 6

**Aims:** To sing a nursery song about bees.

**Language focus:** *A lot of bees in May is worth a lot of hay ...*

**Target vocabulary:** *Bees, May, hay, June, spoon, July, fly.*

**Extra materials:** None

### A. BEGINNING THE LESSON

- Hold up the bee flashcard and have a general discussion: e.g. *What colour are they? What sound do they make? What food do they make?* etc

### B. PRESENTATION & PRACTICE

(Activities to present and practise a nursery song about bees.)

- (Ex. 1) Sing along! (Tapescript 66)

**Pupil's books open.** Read the lyrics, line by line, asking the pupils to repeat after you. Explain the unknown words using mime and gesture or L1. Play the cassette/CD and ask the pupils to point to the correct picture as they listen. Play the song as many times as you wish and encourage the pupils to sing along.

#### Extension

Appoint a pupil to be a 'bee'. Have the others stand in a circle, holding hands. Play the song. The bee moves in and out of the circle, under the arms of the other pupils. When the song ends, the bee stands behind the pupil he is nearest to and taps him on the shoulder. Now there are two 'bees'. The music and the actions continue until there is only one pupil left.

- (Ex. 2) Look and match.

Explain the task: pupils look at the pictures and match the animals to what they produce. Walk around the class providing any necessary help.

### C. ENDING THE LESSON

- Divide the class into two teams, A and B. Ask the pupils to line up and if there's an odd number of players, appoint that pupil to be your 'helper'. You (and your helper) whisper one of the animal sounds to the first person of both groups. When you say 'Action!' each player whispers the sound to the next player in his/her group successively until the last player gets the sound. The team that is first to repeat the correct sound receives a point. Start the game over with the second pupil of each group becoming the first one in line.

**Suggested sounds:** Bees: **bzzz**, Cats: **meow**, Dogs: **woof**, Birds: **tweet tweet**, Cows: **moo**, Pigs: **oink oink**, Cuckoos: **cuckoo**, Sheep and Goats: **baah**, Donkeys: **hee-haw**, etc.

## Funtime! (Module 1)

**Aim:** To give the pupils a hands-on experience with experiments. Consolidation of language taught in Module 1.

**Extra materials:** Balloons, some string, straws, sticking tape.

### A. BEGINNING THE LESSON

- Sit the pupils in a circle and explain to them that in this lesson they are going to try a fun experiment. Invite them to tell you if they have seen any 'magic' tricks on TV or at parties, etc. Hand out the balloons and ask the pupils to tell you what colour they are.

### B. PRESENTATION & PRACTICE

#### Before going into class

Bring in coloured balloons, one for each pupil.

- Ask the pupils to turn to page 38. Point to picture 1. Say: *Look! He's blowing up a balloon! Let's all blow up our balloons!* Encourage the pupils to blow up their balloons, giving help where necessary. Give each pupil a piece of string to tie around the top of their balloon.
- Refer the pupils to pictures 2 and 3. Say: *Look! He's rubbing the balloon on his tummy! Let's all rub the balloons on our tummy! Now, let's put the balloons against the wall. What happens?* (Place the 'rubbed' side of the balloon against the wall. The static caused by the rubbing should make the balloons stick to the wall!)
- Once the pupils have observed what happens, you can also try rubbing the balloon on your hair about 15 times and then lift it slowly (your hair stands on end!). Ask if they know what makes this happen, and explain to them that it is caused by static electricity which is produced by the friction of rubbing the balloon. They may have also experienced this before in their everyday lives – getting a small electric shock from other people or objects.

### C. ENDING THE LESSON

(An activity to revise the language taught in Module 1.)

#### The Lollipop Game!

#### Before going into class

Bring in straws, one for each pupil. Make sure you have enough pairs of scissors for each child.

- Refer the pupils to the lollipops on p 39. Explain that you are going to use the lollipops to play a game. Ask the pupils to colour the lollipops – one red, the other green and to cut them out. Then, they stick the lollipop heads onto a straw.
- Play the game: hold up flashcards or realia, mime the word, or point to the items on the posters and say the word (vocabulary from Module 1). If you say the correct word for the item, the pupils hold up the green lollipop. If you say the incorrect word, the pupils hold up the red lollipop.

**Note:** It is probably advisable to ask the pupils to write their names on the back of their lollipops and to collect them at the end of the lesson, as they will need them for the other Funtime activities.

## Funtime! (Module 2)

**Aim:** To give the pupils a hands-on experience with experiments. Consolidation of language taught in Module 2.

**Extra materials:** Sticking tape, lollipops from previous *Funtime!* lesson.

### A. BEGINNING THE LESSON

- Tell the pupils that it's 'experiment time' again! Sit the pupils in a circle and explain to them that in this lesson they are going to try another fun experiment. Ask if any of the pupils have a budgie or parrot at home. Invite them to tell you about it. If not, have a general discussion about pet birds: *Where do we keep them?, Do they ever come out of the cage to fly around?, etc*

### B. PRESENTATION & PRACTICE

#### Before going into class

Make sure you have enough pairs of scissors for each child. Bring in some sticking tape.

- Ask the pupils to turn to page 41. Point to the parrot and elicit the name. Then, point to the cage and say the name. Ask the pupils to repeat after you. Ask the pupils to cut out the parrot and the cage.
- Demonstrate the next steps yourself and have the pupils copy you: Stick the picture of the parrot onto the pencil (about half way down) with the picture facing towards you. Stick the picture of the cage, facing out, on the other side of the pencil so that the pictures are back to back.
- Hold the pencil between your two palms. Spin the pencil quickly between your hands. Encourage the pupils to observe what happens (The parrot looks as though it's inside the cage!).

- Explain why this happens: When we see something, our brain takes a quick “snapshot” of the image and remembers it – even though the picture may appear and disappear very quickly. When you saw a picture of the parrot, your brain remembered that picture for a short time. The same thing happened with the cage.

## C. ENDING THE LESSON

(An activity to revise the language taught in Module 2.)

### The Lollipop Game!

#### Before going into class

Bring in the pupils’ lollipops from the previous Funtime! lesson.

- Play the game: hold up flashcards or realia, mime the word, or point to the items on the posters and say the word (vocabulary from Module 2). If you say the correct word for the item, the pupils hold up the green lollipop. If you say the incorrect word, the pupils hold up the red lollipop.

## Funtime! (Module 3)

**Aim:** To give the pupils a hands-on experience with experiments. Consolidation of language taught in Module 3.

**Extra materials:** Sticking tape, lollipops from previous Funtime! lesson.

## A. BEGINNING THE LESSON

- Tell the pupils that it’s ‘experiment time’ again! Sit the pupils in a circle and explain to them that in this lesson they are going to try another fun experiment. Ask the pupils to trace a circle on their palms (they could do this to one another, in pairs). Then draw a big circle on the board. Ask the pupils if they can see a beginning or an end to the circle. Then invite them to tell you about circles that they see in their everyday lives e.g. bracelets, rings, headbands, etc.

## B. PRESENTATION & PRACTICE

#### Before going into class

Make sure you have enough pairs of scissors for each child. Bring in some sticking tape.

- Ask the pupils to turn to page 43. Demonstrate the next steps yourself and have the pupils copy you: Cut out the blue band and stick the edges together (crosses upon crosses). Then, take your scissors and start cutting along the dotted line. As you are doing so, invite the pupils to predict what will happen. When

completed, you should have two bands. Were the pupils predictions correct?

- Now, cut out the yellow band. This time, before sticking, give the band a twist and stick the edges together, circle upon circle and cross upon cross (you may need to give assistance at this stage). Then, take your scissors and start cutting along the dotted line. As you are doing so, invite the pupils once more to predict what will happen. This time, once completed, you should have a single long band!
- Explain why this happens: The second band is a **Möbius strip**. They are named after their inventor, August Ferdinand Möbius. Möbius strips are based on a science called topology. **Topology** is the study of shapes. The twist creates a surface that has only one side and one edge.

## C. ENDING THE LESSON

(An activity to revise the language taught in Module 3.)

### The Lollipop Game!

#### Before going into class

Bring in the pupils’ lollipops from the previous Funtime! lesson.

- Play the game: hold up flashcards or realia, mime the word, or point to the items on the posters and say the word (vocabulary from Module 3). If you say the correct word for the item, the pupils hold up the green lollipop. If you say the incorrect word, the pupils hold up the red lollipop.

# My Language Portfolio

You can find useful information regarding the *Language Portfolio* in the Introduction (p. VI).

The aim of the Language Portfolio is to develop the learners' autonomy. However, they should be guided on how to organise their work, keep records, access their own information, etc. The learners at this level are quite young and are willing to experiment and try new things, but at the same time, can easily become discouraged if they are not sure what is required of them. Once a routine has been established and the learners are beginning to develop their autonomy, you can start giving them more responsibility and freedom. The learners will still appreciate your feedback and appraisal, though, so it is important that you monitor and facilitate their efforts.

## First Steps

After a couple of months and once the pupils have made some progress in the English language, we suggest that you start working on the Language Portfolio. Before your first session, send a letter home to their parents. Informing them that the pupils will need a folder, plastic envelopes, etc. At the beginning of your first session, ask the pupils to turn to page three of their Language Portfolio. Go through the instructions on how to organise their Language portfolio, making sure that the pupils have a thorough understanding of the concept of the Language Portfolio. Encourage them to ask questions about anything they don't understand. Then, give the pupils some time to arrange their portfolios. Go round, providing any necessary help.

Once the pupils have arranged their Portfolios, go through each page together, commenting on the layout and pictures, and giving a brief explanation of what's on each page. During the next session, spend some time going through the *All About me!* section, providing any necessary help.

The activities have been designed to reinforce the language covered in each module. You can choose to do them upon completion of each module or at a time convenient to you, provided that the pupils have covered the corresponding module. It is suggested that you participate in the activities by bringing in a completed version of an activity you wish to present. The pupils need to be motivated and inspired. Below are some suggestions on how to approach each activity. Every time a pupil presents you with an activity, give them due praise and attention, reward the pupil with stickers, etc. In general, make him/her feel that they have done something special; in this way, all of your pupils will be encouraged to do likewise.

## Be an artist!

Read the instructions and explain the activity. The pupils colour in the picture of the ugly duckling. (If you have a copy of the story, you may wish to read it to them beforehand.)

## My flag!

Read the instructions and explain the activity. The pupils design a flag that represents themselves: favourite activities, hobbies, sports, books, family, friends, etc.

## Shapes in the garden!

Read the instructions and explain the activity. The pupils complete the shapes in the picture and then colour the picture however they wish.

## What's missing!

Read the instructions and explain the activity. The pupils draw in the missing part of each animal, then colour.

## Cecil Puppet!

Read the instructions and explain the activity. The pupils colour in the Cecil Mouse puppet (they may also wish to stick it onto cardboard paper). Then they cut out the parts and join them together using butterfly pins.

## Fly Away!

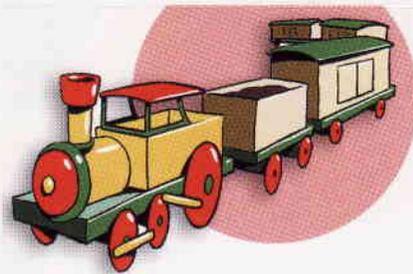
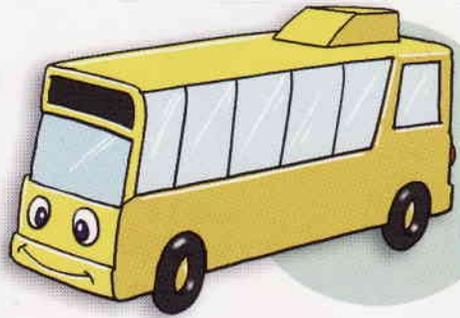
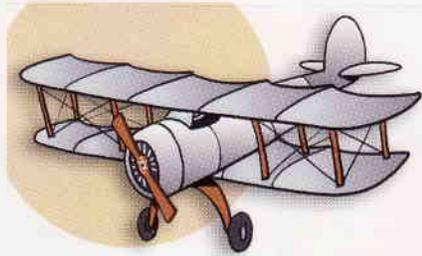
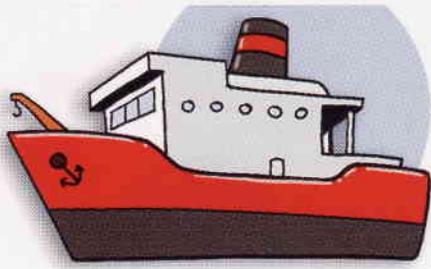
Read the instructions and explain the activity. The pupils draw pictures of themselves and their friends in the aeroplane windows. Then, they colour the picture.

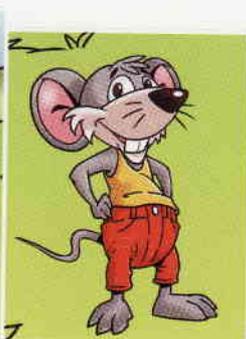
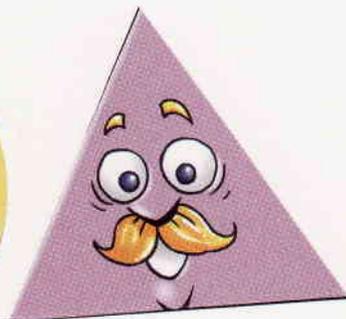
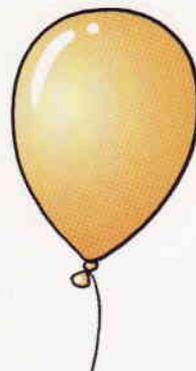
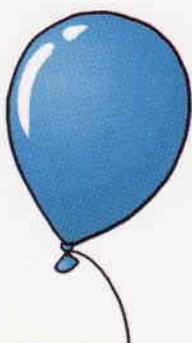
## Christmas Lantern!

Read the instructions and explain the activity. The pupils follow the instructions to make a lantern. Before cutting, ask the pupils to decorate the sheet of paper (you can also take in some glitter for the pupils to sprinkle on their designs).

## Easter Egg!

Read the instructions and explain the activity. The pupils colour in the Easter egg. Then, they can cut it out and write their names on the back (they may need your assistance).







# WELCOME

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