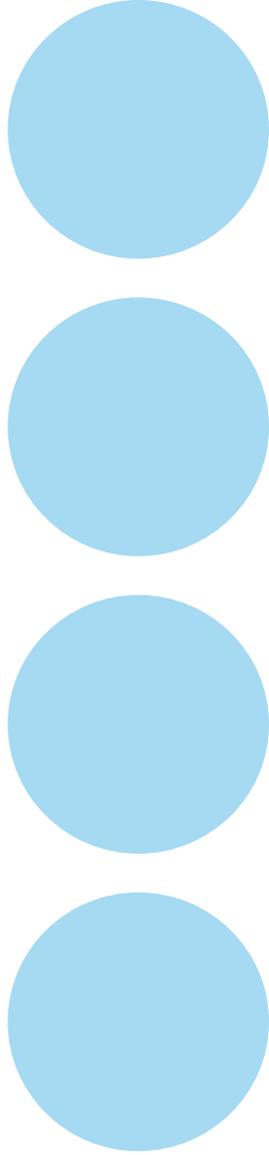


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step
by
step



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step by step

приручник за наставнике



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LESSON PLANS

READY, STEADY, GO!

BACK TO SCHOOL

Aim: Doing an original chant

Motivating the pupils for the beginning of school

Language focus: School starts in September. I can't wait to be there. Going back to school is really fun.

Vocabulary: rule, cool

Suggested teaching time: 15 minutes

1st Lesson

- 1 Start your class by asking your pupils how they feel about being at school again:

When does school start?

Are children looking forward to it?

How are they feeling?

Who are they going to see?

- 2 Introduce the concept of rhyme. Say: book-look, mouse-house, stay-OK, cat-fat, bike-like. What is the matter with these words? They rhyme. Write some rhymes on the board.

- 3 Ask the pupils to think of some other rhymes. Write their rhymes on the board.

- 4 Say they are going to listen to the chant and find out how the children feel about going back to school.

- 5 They listen again and say why going back to school is cool.

- 6 They chant all together.

- 7 The class splits into 2 teams, A and B. As do the odd (1, 3, 5, 7...) and Bs say the even lines (2, 4, 6, 8...). Then they switch.

- 8 In pairs (A and B) the pupils do the chant in the same way.

- 9 In their workbooks pupils try to figure out the hidden message:

HI THERE!
HAVE A LOT OF FUN
WITH ENGLISH THIS YEAR!

LESSON 1

WHO ARE THEY?

Aim: Revising the Present Simple of *to be* and *have got*

Introducing the characters

Describing what someone is like

Language focus: *S/he is...; S/he has got...; I'm.....; I've got.....*

Vocabulary: unusual/clumsy/
polite/nice/funny/rude/clever/helpful/
tidy/sporty/lazy
imaginative/musical/popular/curious/
shy

Materials: word cards

Suggested teaching time: 2 lessons

1st Lesson

STEP I INTRODUCING THE CHARACTERS

1 Start off by asking your pupils to have a look at illustration in their English Pupil's Book. Ask questions like:

How many children can you see?

How many boys/girls can you see?

How old are they?

Where are they?

Are they happy or sad? Can you guess why?

2 Tell your pupils that these are the main characters of their English course book and this year they will find out a lot about them.

Proceed to **task 1** from the Pupil's Book. Your pupils read silently the text, look at the picture and find out the names of the characters from the picture. To make it easier for them, you can read the text while they concentrate on the illustration.

3 Read the text aloud, but make deliberate mistakes (for example, instead of "kids", say "monkeys"). Warn your pupils to listen carefully

and to say STOP when they notice a mistake. Apart from being exposed to a model, they will also have fun if you make "funny" mistakes.

4 Ask volunteers to read aloud.

5 **Task 2** from the Pupil's Book can be done as a pair-work activity. It is vital that your pupils actually talk as much as possible. Therefore, this course book will offer you a lot of such tasks. Don't worry about accuracy too much. However, if you have a smaller or a very weak class, you can always decide otherwise.

6 You can now move to the second part of this lesson which is to be done as a listening task. But first motivate your pupils to listen by asking them to make predictions.

Ask: Who is popular? / a nice girl? / an unusual girl? / an excellent pupil? / sporty?

When asking these questions, make sure all your pupils understand the meaning of the underlined words. Write the underlined words on the blackboard.

7 The pupils listen. To make the listening easier, stop the after every description and ask one of the above questions. They comment if their prediction was right. After having heard the whole text and after having been exposed to the questions, they can do **task 3** from the Pupil's Book. They just match the sentence parts with a line.

8 The pupils listen to the recording again. After every few sentences, stop the recording and ask somebody to read. Explain the words you think need explaining.

9 Do **task 5** from the Pupil's Book.

10 **Task 6** from the Pupil's Book is a pair-work activity. Each pupil asks a few questions of his/her choice; his/her friend mustn't look at the book.

Task 1 from the Workbook can be done as homework.

2nd Lesson

STEP II ADJECTIVES DESCRIBING WHAT PEOPLE ARE LIKE

1 After checking the homework, play the following game: prepare the word cards with the following adjectives: unusual, curious, imaginative, clever, sporty, popular, lazy, musical, nice and shy. Show the cards to your pupils – they read them aloud.

LESSON PLANS

Write the names of our new characters on the blackboard. Shuffle the cards; divide your class into two teams; there are five cards for each team face down on your desk. A representative of each team sticks one card at a time next to the correct name. The others help by giving instructions. The group which gets rid of the cards first wins (provided that the cards are next to the correct names).

- 2 You can now do **Task 3** from the Workbook. First, call out the word in English and ask them to find the corresponding word in their mother tongue, and vice versa. They will have no problem doing this activity now.
- 3 Do **tasks 4 and 5** in the Workbook. To check, ask volunteers to read aloud.
- 4 Ask your pupils to write their name on a piece of paper. Collect the pieces of paper and put them in a plastic bag. Now they pull out a slip with somebody's name on it. You ask: *What is X like?* and they say what this person is like. Allow them to look in the Workbook because that will boost their confidence.
- 5 Do **task 6** in the Workbook.

STEP III SINGING RAP

- 6 Ask your pupils if they know what a rap is. Ask them if they can rap. Ask them to listen to Derek's rap and clap their hands.
- 7 They try to rap with the recording. Of course, they can look at the written version of the rap in their Pupil's book.
- 8 They rap alone.

For homework they can make their own rap by changing the words in red. They can also do **task 2** from the Workbook which practises spelling.

LESSON 2

THE NEW PUPIL

Aim: Revising the Present Simple of *to be* and *have got* (question and negative, short answers)
Describing what someone looks like

Language focus: S/he isn't...; S/he hasn't got....; Is s/he....?; Has s/he got....? re you....? Have you got....?

Vocabulary: words describing appearance (long/short/brown/blond/curly/straight hair, pimples, freckles, short, tall, plump, skinny, pony tail, pigtails, fat, thin)

Materials: flashcards and word cards

Suggested teaching time: 2 lessons

1st Lesson

WARM UP: Ask several pupils to do their rap act.

STEP I INTRODUCING NEW VOCABULARY

- 1 Tell your pupils you want to check if they are good detectives. Say that you will describe one pupil from the class and they have to guess who it is.

Say: This pupil has got long hair.
This pupil has got blue eyes.

While doing this, revise the vocabulary they are familiar with from the previous school year, but also introduce all the new vocabulary related to physical descriptions of people. Do so by sticking flashcards on the blackboard so that your pupils understand what you are saying.

- 2 Point to different flashcards and ask them to repeat after you.
- 3 Point to different flashcards and ask them to say what they can see.
- 4 Read the word cards and ask them to repeat.
- 5 Ask them to read the word cards.
- 6 Remove all the cards from the blackboard. Do **task 2** from the Workbook.

STEP II WHO'S THAT GIRL?

- 1 Let the pupils listen to the children talking, and answer the questions from **task 1** in the Pupil's Book. Naturally, read the questions aloud before listening, and make sure the children understand all the questions.
- 2 They listen once again, but look at the text as well and do **task 2** in the Pupil's Book.
- 3 They listen to the recording again, looking at the text. Stop every now and then to see if they understand everything.
- 4 You read a sentence from the text. They should find out who says that and tell you the name of the child. Tell them to be quick.
- 5 They read aloud in roles. At this level you will be doing a lot of reading, not only to practise pronunciation of longer chunks of language, but also to work on the correct intonation. Therefore, insist on following the model from the recording because this is the age when children can easily acquire the correct intonation.
- 6 Do **task 3** from the Pupil's Book as a chain activity (one child asks somebody else in the class, who answers and then asks another pupil from the class, and so on until they have used all the questions). This chain activity is useful for exposing the whole class to the correct way of giving short answers.

Task 1 from the Workbook can be done for homework.

2nd Lesson

STEP III REINFORCING VOCABULARY

- 1 Check the homework. Ask your pupils to tell you all the sentences from their homework without looking at it. By doing this type of activity, you encourage your pupils to utter whole sentences, not just single words. That's how you will prepare them for the more elaborate production stage – guided retelling.
- 2 Tell your pupils to study the characters from **task 4** of the Pupil's Book. You describe the children. Some of your sentences are true and some false. Tell your pupils to listen carefully and clap their hands whenever you say a true sentence about the children. For example, you say: *Pippa has got short hair. Brad is tall.*

LESSON PLANS

- 3 Do **tasks 4** and **5** from the Pupil's Book as suggested.
- 4 Do **tasks 6** and **7** from the Pupil's Book as a pair work activity or a team game.

Tasks 3 and **4** from the Workbook can be done for homework.

STEP IV PRACTISING QUESTIONS

- 1 Ask your pupils if they can remember the 3 questions the boys asked Courtney. If they can't, let them look back in their books.
- 2 Explain that Courtney has a lot of questions for her new friends, too. Do **task 8** in the Pupil's Book.
- 3 Do **task 9** in the Pupil's Book as a pair-work activity.
- 4 Pupils do **task 6** in the Workbook individually. Check by asking volunteers to read aloud.
- 5 Round off the lesson by telling your pupils that you will answer all their questions truthfully. After the previous tasks, they will have no problem with questions. This type of activity is very motivating for children because they like to know more about their teacher. If you show your enthusiasm when answering their questions, you will establish a friendlier atmosphere in your class.

Task 5 from the Workbook is optional. It can be done as a **mini project**.

LESSON 3

OUR CLASSROOM

Aim: Describing the classroom; asking and answering questions about the classroom
Plural of nouns

Language focus: There is.../There are ... There isn't
...../ There aren't..../
Is there... ?/Are there....?
book/books, sandwich/sandwiches

Vocabulary: Objects in the classroom
Things we have in our schoolbag

Suggested teaching time: 2 lessons

1st Lesson

STEP I WORKING ON THE DIALOGUE

- 1 As a warm up ask your pupils to name all the things they can find in a classroom (**Task 1**). You touch the named object . (It is vital that you do that because you shouldn't take it for granted that all the pupils understand the words that their classmates are calling out.)
- 2 To set the mood for the following activity, start by talking about the classroom in the picture. Ask questions like:
Do you like this classroom?
Is anything missing?
Whose classroom is it?
- 3 Let the pupils listen to the dialogue and number the "classroom words" they can hear. (There are only two: computers and microscope.)
- 4 Let them listen to the recording once again and do **task 2** from the Pupil's Book. Before listening read the questions aloud and check that everybody understands them. Check after listening.
- 5 Ask volunteers to read after the recording in roles. Stop to explain whatever you think needs explaining.

6 The pupils read in roles.

7 Do **task 3**.

Task 4 from the Workbook can be done for homework.

STEP II EXPANDING VOCABULARY

- 1 Now that you have mentioned some classroom vocabulary, your pupils can do **task 4** in their Pupil's Book. They circle the words they recognise and read them aloud.
- 2 Introduce the other words from the list, either by pointing to these objects in your classroom or simply by miming.
- 3 If you think there is a need to practise the words from task 4, ask volunteers to mime some activities in which they use these objects.
- 4 Do **task 5** from the Pupil's Book. Turn it into a competition.
- 5 Do **task 1** from the Workbook.

2nd Lesson

STEP III DESCRIBING THE CLASSROOM

- 1 Play word tennis. The topic is the classroom. Divide your class into two teams. A player from one team "serves" the ball (says a word related to the topic). A pupil from the other team "returns" it (says a different word). The game goes on until one team runs out of ideas or makes a mistake.
- 2 Check the homework.
- 3 Do **tasks 6 and 7** from the Pupil's Book. Check what they have done by asking someone to read it aloud.
- 4 Invite your pupils to make more sentences about Will's classroom. You can even turn it into a competition between two teams. (The team that lost in the word tennis game will probably want revenge!)
- 5 Do **tasks 2 and 3** from the Workbook.

Task 8 from the Pupil's Book is optional. You can turn it into a **mini project**.

STEP IV PLURAL OF NOUNS

- 1 Write HOW MANY? on the blackboard. Tell your pupils to look around the classroom and

LESSON PLANS

tell you how many they can see. On the blackboard write: BOYS, GIRLS, BAGS, LAMPS, PICTURES, DESKS, WATCHES, BOXES (Separate the last two from the others).

You can organise it as a team or a pair-work activity. They copy the words into their notebooks, move around the classroom and count. There will be a lot of commotion in the class, but such tasks are motivating because they involve movement. The winning team/pair comes to the blackboard to write the numbers. Don't expect them to tell you the number because they have learnt only the numbers to 20. They can write them and you will say them.

Now you can draw their attention to the ending of the first group of words. Ask what the last letter is? (S) Why? (Because there are more than one.) Also point to the second group with the ending -ES.

Don't provide any rules. Just say that sometimes it is almost impossible to say the word with only the ending S. (Encourage them to try.) Adding ES makes it easier to say the words.

2 Do **tasks 9 and 10** from the Pupil's Book.

Task 10 from the Workbook can be done for homework

Tasks 5 - 9 from the Workbook are **optional**. They reinforce the use of *There is/ There are*. They also revise the vocabulary related to things children have in their schoolbags. Since your pupils are already familiar with this vocabulary from previous school years, when doing these tasks just follow the instructions in the Workbook.

You can also come back to this set of tasks later, for instance when you do revision.

GAME CORNER 1

TAKE A BREAK 1

Aim: Revising the vocabulary and structures in Lessons 1-3
 Playing a board game
 Writing about a friend

Materials: a die and counters

Suggested teaching time: 30 minutes

Snakes And Ladders is a well known board game. The rules are simple: you throw a die and answer the question in the field you land on. If you don't know the correct answer, you return to the previous position. When you step on the snake's head, you can jump to its tail. However, if you step at the bottom of the ladder, you must climb all the way up the ladder. The winner is the pupil who reaches finish first.

In advance prepare your pupils for playing a game. They need to bring a die and find an object to be a counter for them (eraser, pencil sharpener, coin, hairpin etc.).

- 1 To prepare your pupils for the game, tell the pupils to shut their books and elicit as many sentences as they can remember from Lessons 1-3. You can even ask volunteers to write them down on the blackboard.
- 2 Explain clearly the rules of this board game. They play in pairs or teams. Circulate and monitor their activity.

Aim: Revising the vocabulary and structures in Lessons 1-3
 Categorizing words
 Writing about a friend

Suggested teaching time: 15 minutes

- 1 Say that you are going to revise the words. In pairs or individually the pupils categorize vocabulary in **task 1**.
- 2 **Task 2** is a guided writing task. Ask several questions and elicit the descriptions before the pupils do it in writing. If you are short of time, assign it for homework.
- 3 Draw your pupils' attention to the **Can do statements** in the workbook. Read them aloud and then let the children assess themselves. Allow their frank comments and perhaps a discussion about what they did well, what they found very demanding or difficult, what was enjoyable etc.

LESSON PLANS

LESSON 4

WE ARE A TEAM

Aim: Revising the Present Continuous with *I/you* for actions happening at the moment of speaking
Introducing the English alphabet

Language focus: I'm (not) ing / Are youing?
Yes, I am. / No, I'm not.

Vocabulary: police officer, spell, noise, burglar, brave, bush, team, break into, hiding, are stopped

Suggested teaching time: 2 lessons

1st Lesson

STEP I INTRODUCING NEW VOCABULARY

- 1 Prepare a flashcard of a *police officer*. Tell your pupils that you will show the card to them only for a second – they have to look carefully and guess what there is on the flashcard.

Flash the card. Help with the questions:

Is it an object?

Is it an animal?

Is it a girl?

Flash the card again if necessary. They will probably come up with the word policeman. Introduce: *police officer*.

Explain that this police officer is very busy today and they will now see why.

- 2 Before moving to the text, do **task 1** from the Pupil's Book as a competition. This task introduces new vocabulary. First, read aloud the English words and ask your pupils if they understand at least one of the words you have read (which they certainly will). Now ask them to follow the lines which will take them to their mother tongue "friends". Ask them to circle the matching pairs with the same colour. Tell them that you will check how quick they are. Use a stopwatch. Children always like to compete, even when they do not have a real opponent.

STEP II WE ARE A TEAM

- 1 Introduce the text by telling your pupils that our busy police officer will meet a special team today. Tell them to listen to the tape and find out who the members of this team are and why the police officer is busy today. (Pupils always need to have a clear task before listening.)
- 2 The pupils listen to the tape again, but this time they can do **task 3** in the Pupil's Book while listening.
- 3 Pick a sentence from the text (preferably one with a "difficult" phrase you want to check the understanding of, or which you want to emphasise) and translate it into your mother tongue. Your pupils must quickly find the matching English sentence in the text. (This type of activity is useful because it raises awareness of the fact that English and mother tongue sentences often have a different structure.)
- 4 The pupils are now ready to read the text aloud in roles.
- 5 Do **task 4** from the Pupil's Book. You can do it orally first as a game. Divide your class into 2-3 teams. Read the sentences and they have to guess who says them. After playing the game, they can do the same task individually using their books.
- 6 You can round up this lesson by letting your pupils act out the story. They work in groups. Assign roles (the better pupils will naturally want more demanding roles). Give them several minutes to prepare. Let them act out the story. By now, your pupils will have repeated certain lines several times in an amusing and entertaining way.

Tasks 1 and 2 from the Workbook can be done for homework.

2nd Lesson

STEP III PRACTISING I'M (NOT)...ING

- 1 Start off by checking the homework.
- 2 Ask your class if they have ever seen any silent movies. Tell them you will make one now. Prepare pieces of paper with commands: Walk! Sleep! Dance! Eat! etc. Ask a volunteer to come to the blackboard. Above his/her head draw a

speech balloon with a question mark in it. Tell this pupil to choose a piece of paper and to do what it says. Point to the speech balloon and invite the class to say what should be written in this speech balloon (e.g. I'm sleeping).

- 3 Do **task 5** from the Pupil's Book. First, you read the sentences aloud. Check by asking: *What is X saying?*
- 4 Write **Yes, I am** and **No, I'm not** on the blackboard. Go around the class and ask questions from **task 6** in the Pupil's Book. Add as many other questions as you think appropriate or necessary. If your pupils hesitate when answering, either check if they understand the question or point to the blackboard to remind them what they can use to answer.
- 5 If you have enough time, you can round off this step as follows: on different slips of paper write as many sentences as there are pupils in your class (I'm (not)ing). Distribute the slips of paper. Then say: You are at school
You are in the car
You are in the park, etc.

Depending on the place you have just mentioned, they either make a positive or a negative version of the sentence they have drawn out (e.g. I'm sitting. I'm not riding my bike.) They have to imagine they are in the particular place you have just mentioned.

Task 3 from the Workbook can be done for homework.

STEP IV INTRODUCING AND PRACTISING THE ALPHABET

This whole step is optional. You can decide to do only some parts. Even if you do decide to do all the tasks, do not expect your pupils to be able to spell words. Recognising letters at this stage is perfectly acceptable. But also do not limit your pupils either.

- 1 Tell your pupils that you will tell them something in English. Invite them to guess what you are saying. Quickly say the English alphabet.
- 2 Do **tasks 7 and 8** from the Pupil's Book.
- 3 **Task 9** invites your pupils to make a comparison between their mother tongue and the English alphabet and to spot the differences. At this point they will have difficulties saying some letters, so help whenever they stumble.
- 4 Your pupils can now try to see how much they

have remembered by doing **task 4** from the Workbook.

- 5 Do **tasks 10 and 11** as listening activities. These tasks prepare your pupils for spelling.
- 6 Turn **tasks 5** from the Workbook into a spelling competition game and do it as a follow up.
- 7 Let your pupils listen to the Alphabet song and join in singing.

Suggestion for the **mini project**: make your own alphabet poster. They can find cut-outs or they can draw pictures that begin with different letters (for every letter of the alphabet). They can then stick them on a larger piece of paper and write the word next to the right letter.

LESSON PLANS

LESSON 5

FARM LIFE

Aim: Revision of the Present Continuous with *he / she / they* for actions happening at the moment of speaking
Understanding a story and answering questions about it
Singing a song
Recognising some irregular plural nouns

Language focus: S/he is....ing; They areing
mouse – mice, goose – geese,
sheep – sheep

Vocabulary: farm animals

Materials: flashcards and word cards

Suggested teaching time: 2 lessons

1st Lesson

STEP I INTRODUCING FARM ANIMALS

- 1 Ask a volunteer to mime a farm animal. The class guesses. Ask the class if they can name more farm animals.
- 2 Do **Task 1** from the Pupil's Book. Your pupils certainly already know most of these words. However, follow this procedure: pupils look at the illustrations of farm animals. You read the words in random order and they point to the pictures. Read the words again, but this time, ask them to point to the written words. They can now connect the picture with the corresponding word with a line.
- 3 Pupils read the words.
- 4 Do **task 1** from the Workbook. Limit the time. While they are doing the task, put on the blackboard flashcards of farm animals. When they finish doing their task, ask them to shut their books. Play *What's missing?* They shut their eyes and in the meantime you remove 1-3 pictures. Ask: *What is missing?*

STEP II SINGING A SONG

- 1 Introduce the song with a little story: *Farmer McDonald is old, but not very old. He has got a farm. He has got a big house and a tractor. On his farm there are a lot of animals. Listen and say what animals there are.*
- 2 Most children are familiar with the tune, so let them listen to the song several times (they can look at the text) and ask them to join in and sing the song.
- 3 To introduce plural form of nouns, start by asking:
Has Old McDonald got only one cow?
No, he has got a lot of cows.

Do the same with a few more regular plural nouns and then switch to irregular plural nouns. As you introduce them, write them on the blackboard.

Now read both the singular and plural nouns and ask your pupils to repeat after you. Explain if you feel additional explanation is needed.

- 4 Do **task 4** from the Pupil's Book.
- 5 Do **task 4** from the Workbook.
- 6 Ask your pupils to look at the picture of the farm in **task 2** from the Workbook and ask them what they can see. Do **task 2**. They must say which sentences are true and which are false.
- 7 Do **task 3** from the Workbook orally. They can write it for homework.

2nd Lesson

STEP III LEAD INTO THE STORY

- 1 Start off by playing a game. Tell your pupils that you have a password for today's class and that they have to guess it. You will paraphrase some words and when they guess which word it is, they have to write only the first letter of that word in their notebooks. The letters in their notebooks will spell your password for today's class.

You say:

- 1 You open it. Every house has got it. **D(OOR)**
- 2 It is raining. You need it. It can be red, yellow, green... **U(MBRELLA)**
- 3 You eat it for your birthday. There are candles on it. **C(AKE)**

4 I cook there. K(ITCHEN)

- 2 The password is DUCK. Write it on the blackboard and draw a duck. (It's simple – write the number 2 and there it is!) Say that this is a mother duck. Ask: *What colour are her feathers?* (Explain this word.) *Where is its home?* (On a farm.)

Draw a smaller duck and say: *This is a baby duck – a DUCKLING.*

- 3 Introduce the story by asking if they know the story about the ugly duckling. Let them tell the story in their mother tongue if they volunteer to do so. Do not avoid your mother tongue in the class. There are always some weaker students for whom it is a safe haven.

STEP IV THE UGLY DUCKLING

- 1 Do **task 7** from the Pupil's Book before listening. Pupils make guesses. Explain the word *clumsy* because it is the only new word.
- 2 Pupils just relax and listen to the story. Their task is to see if their predictions were right. Check the correct answers with the class after listening.
- 3 Do **task 8** from the Pupil's Book. Let your pupils listen at least twice to make sure they can do it. Check with the class.
- 4 Listen to the story again. Stop every now and then and ask someone to read. Also, explain whatever you think they have difficulty in understanding. Do not insist on every single word. This is a story, and stories are read for pleasure. It is important that you make sure they actually understand the story as a whole and not every single detail.
- 5 Pupils read without the recording.
- 6 To do **task 9**, organise your class so that there are groups of three pupils. Each pupil chooses which group of questions s/he wants to answer. (The three groups of questions actually represent three levels of difficulty. In such a way even weaker students stand a chance of giving correct answers, which motivates them for their future work.)

Give them a minute or two to find the answers. Then they work in their groups. Two members of a group ask the third his or her questions. The third member is not allowed to look at the book. They change roles until all the questions have been asked and answered.

STEP V REVISING THE STORY

- 1 To check how well they remember the story, start off by doing **task 5** from the Workbook. Limit the time. Check what they have done by asking pupils to read aloud.
- 2 Tell your pupils that you are going to test their memory. Ask them to tell you all the sentences they have just written. But they mustn't look at them. Insist that the order of their sentences should be as it is in the story. If they do it, your class has just retold you a story in English. Well done!

Task 11 from the Pupil's Book is optional. It encourages discussion, which can be done in the mother tongue.

LESSON PLANS

LESSON 6

BUSY

Aim: Revision of the Present Continuous with *he/she/they* (questions and short answers)
Learning vocabulary related to the home

Language focus: Ising? / Areing?
Yes, is. / No, isn't. /
Yes, are. / No, aren't.

Vocabulary: house, skyscraper, block of flats
rooms in a house / flat
items of furniture

Materials: flashcards / word cards

Suggested teaching time: 2 lessons

1st Lesson

STEP I WARM UP

- 1 Start off by spelling the names of rooms in the house. Your pupils are probably already familiar with these words from the previous year. As you spell the words (k-i-t-c-h-e-n, etc.) your pupils write the letters in their notebooks. Ask a volunteer to do the same on the blackboard so that any possible misunderstanding with the spelling is immediately cleared up. As soon as somebody realises what the word you are spelling is, s/he may say the word (e.g. K-I, pupil: king; say no and continue spelling until you get the target word).

By doing this activity, you will revise all the rooms in a house, as well as practise spelling.

STEP II LISTENING AND READING

- 1 Set the atmosphere for listening by telling your pupils they will learn something about Brad's family. They are all very busy today.

Tell your pupils to listen carefully and tell you why they are all so busy.

There is no need to introduce more vocabulary in

advance because, even if one of the verbs describing what the characters are doing is not a phrase they are familiar with, the cross section of the house with all the characters doing something will make the meaning quite clear.

- 2 After the first listening, your pupils may open their books to read the story and try to find 4 differences between the text and the picture.
- 3 Let them listen to the recording again. Stop the recording after every few sentences and ask somebody to read aloud. Check if they understand everything.
- 4 Do **task 3** from the Pupil's Book as a pair-work activity.
- 5 Now you can work on vocabulary. To reinforce some typical collocations used in this text, do **task 6** from the Pupil's Book. First, play *Match or Mismatch*. Write all the words from task 6 on separate cards. Put them face down on the blackboard. Each team turns two cards at a time to find the matching pairs – words that go together.

When they have found all the pairs, they can do the task individually in their books.

After they have matched the pairs, ask them to shut their books and tell you all the pairs they can remember.

STEP III ASKING AND ANSWERING QUESTIONS

- 1 The pupils do **task 4** in the Pupil's Book on their own. Check what they have done by asking your pupils to read what they have chosen.
- 2 Now that your pupils have been exposed to questions, they can try to make a few more questions on their own (**task 5**). Do it as a chain activity: one pupil asks a question, the second answers and asks a new question; the third answers, then asks a new question, and so on.

As they have produced together a lot of questions, ask them to write a few in their notebooks.

- 3 Personalisation stage. You can do **task 3** from the Workbook. Help with any words that you think might be a problem because, in order to be able to do this task, they should understand all the items. They unjumble the questions and answer them individually.

Tasks 1 and 2 from the Workbook can be done for homework.

2nd Lesson

STEP IV REVISING THE STORY

- 1 Start off by checking the homework.
- 2 Check how much they remember about that Saturday morning at Brad's house.
- 3 Tell your pupils that *Brad lives in a house*. (Write this sentence on the blackboard.)

Ask: *What about the other children?* (Pippa, Courtney...) and do **task 7** from the Pupil's Book. First, tell your pupils to point to the pictures as you read the words at random. Ask your pupils to repeat after you. Now tell the children to follow the lines to find out where the other children live. They complete the sentences in the book. Check by asking them to read.

- 4 Personalisation stage. Say where you live (*I live...*) and ask them: *What about you?* At this point avoid full questions in the Present Simple). They follow your model and talk about themselves.

STEP V EXPANDING VOCABULARY

- 1 Prepare the flashcards of all the pieces of furniture you can see in **task 8** in the Pupil's Book. Prepare the word cards as well. They already know many of these words. Therefore, this will only be an expansion of vocabulary. Anyway, follow the following procedure:
 - show the flashcard, say the word and they repeat in chorus and individually
 - ask somebody to point to the correct flashcards as you say the words
 - number the flashcards and ask: *What number is X?, What is number X?*
 - read the word cards and ask them to repeat
 - they match the word cards and the flashcards on the blackboard
 - play *What's Missing?* with the picture cards, or play the *Duel Game* with the word cards (you say a word in your mother tongue and two pupils compete to be first to find the English word card). Both games should be organised as team games. Give all the pupils an opportunity to represent their team. Give weaker students "easier" words so that they too can contribute to the final score. That will motivate even less motivated pupils to

participate joyfully in your classes.

- 2 Do **tasks 9 and 10** from the Pupil's Book. Do both tasks with the whole class. Let them read the cues aloud and volunteer to give the solutions.
- 3 **Task 11** is a productive type of exercise and needn't be done with weaker classes.
- 4 Do **task 6** from the Workbook. After doing the task silently, they can explain to the class why they have chosen each word as the odd one.
- 5 **Task 12** is optional. It revises the use of *there is/there are*, as well as the vocabulary connected with the home. It can be done as a **mini project**: they draw the layout of their home (or take a picture of their favourite room in their home) and write a description. You can display their work.

Tasks 4 and 5 from the Workbook can be done for homework.

LESSON PLANS

LESSON 7

THE CASE OF A MISSING CAKE

Aim: Learning vocabulary related to the family
Revising the possessive case

Using appropriate greetings

Language focus: Rick's / Julie's

Vocabulary: family words
birthday words
Good morning! / Good afternoon! /
Good evening! / Hi! / Goodbye!
How many ...?

Suggested teaching time: 3 lessons

1st Lesson

STEP I PREPARING FOR LISTENING

- 1 Start off by drawing a typical "birthday setting". Ask your pupils to say what you are drawing. Some typical birthday words will pop up (a cake, candles, balloons....).
- 2 Discuss birthdays with your pupils. You can start by exploiting the questions from **task 5** in the Pupil's Book, but add some more. Pupils at this age love birthday parties. They may want to say more than they can in English, so let them use their mother tongue at this point.
- 3 Do **task 1** from the Pupil's Book. Ask your pupils to read all the words and then discuss which of them are birthday words. You may also ask some pupils to label your picture on the blackboard with the words.

STEP II TOM'S FAMILY

- 1 Say that finally Pat and Mat (Brad's twin brothers) are happy because it is time for their birthday party. Let your pupils listen to the recording and circle all the birthday words (from **task 1** in the Pupil's Book) that they can hear.
- 2 Tell your pupils to read silently the sentences from **task 3** in the Pupil's Book. Not all of them are correct, so tell them to listen again and tick the true sentences. In this type of activity you must always make sure that your pupils read the sentences before listening, otherwise they would need to do two things at the same time (both read the sentences and listen to the dialogue) which is very confusing.
- 3 To practise reading and to check if they understand everything, your pupils should listen to the recording and repeat the lines. You can make a break every few lines and make sure they understand everything. You may want to skip repeating with stronger classes, but do not fear you are wasting time by listening to the recording again and checking their understanding. Also, always try to create an atmosphere of trust – encourage your pupils to ask you if they do not understand something.
- 4 Ask your pupils to look at the questions from **task 4** in the Pupil's Book. You supply the answers to these questions, but in a mixed order. Pretend that somebody (an invisible creature) is whispering in your ear and giving you the answer. Tell your pupils to try to guess what questions the "invisible" creature is asking you. They may look in their books.

After having gone through the questions and answers in this way, tell them to answer the questions on their own or to work with a friend.

- 5 Tell your pupils you want to see how many sentences they can tell you about Pat and Mat's birthday party. This need not be a problem after the previous tasks. The whole class should participate.

Now you can ask a volunteer to come to the front, to sit at your desk and give a report on Pat and Mat's birthday party for the news on TV. To contribute to the "TV atmosphere", you can make a real TV introduction. This element of acting will draw their attention away from actual retelling. They will enjoy "appearing on TV".

Task 1 from the Workbook can be done for homework.

2nd Lesson

STEP III REVISING THE STORY AND PRACTISING GREETINGS

- 1 Start the lesson by playing a game: *Yes/No Chairs*. Put two chairs in front of the blackboard and stick a YES card on one, and a NO card on the other. Divide your class into two teams and get your pupils to stand at the other end of the classroom. You will then read the sentences about Pat and Mat's birthday (some true, some false). Representatives of the teams compete for who will be first to sit on the right chair. With every new sentence, teams have a new representative. To make the game more demanding, instead of calling out sentences, write them on cards. There will probably be a lot of movement and noise, but you should add this element of physical activity every now and then.
- 2 To draw your pupils' attention to some phrases from the dialogues which are very common in verbal communication, do **task 7** from the Pupil's Book. Write the suggested phrases on cards (e.g. Good morning!). Put them on the blackboard, but mismatch them. Ask your pupils: *What's wrong with these sentences?* They should make the correct matches. Ask them to translate these expressions and to copy them in their notebooks.
- 3 Do **task 2** from the Workbook. Check by asking someone to read what they have written.

As an optional activity, you can do the following: tell your pupils to work in pairs; they choose a dialogue they have just done and try to memorise it; they act it out in front of the class.

STEP IV INTRODUCING NEW VOCABULARY

- 1 Bring a picture of your family (or a magazine cut-out of a large family). Describe the picture and introduce all the words related to family relationships (the ones suggested in the book). As you introduce each word, write it on the blackboard and translate it. Stress the words like *uncle*, *aunt*, *cousin* and explain the difference in

use between English and your mother tongue.

- 2 Do the *Reading from the Empty Blackboard* activity. Ask your pupils to read in chorus all the words. Then wipe out two and ask the pupils to read the words again, but "all" the words (including the ones that are not there any more). Repeat the procedure until there are no words on the blackboard. Tell them they must have special power to be able to read invisible words!
- 3 Do **tasks 3 and 5** from the Workbook.

Task 6 from the Workbook can be done for homework.

3rd Lesson

STEP V REVISING FAMILY WORDS

- 1 Start the class by checking their homework. They can read their riddles and the others will say what the solution to the riddle is.
- 2 Proceed to **task 8** from the Pupil's Book. Tell your pupils to have a look at Brad's family tree. They ask and answer questions about it.
- 3 Do **task 9** from the Pupil's Book. First, ask a pupil to read the words from the list. After that they can complete the sentences about Brad's family. Check by asking somebody to read their sentences.
- 4 You ask a few questions about Brad's family, e.g. *Is X Tom's uncle?* Now that they have been exposed to a model, encourage them to write a few questions to test their classmates. **Task 10** from the Pupil's Book gives an example for this writing activity.

Now that they have a few questions in their notebooks, tell them to shut their books. Then, play a team game. The pupils from two different teams take turns to ask questions, and the pupils from the other team answer. (Provide the model for the answers on the blackboard, if necessary.) You monitor if the answers are correct and give points to the teams.

Task 7 from the Workbook can be done as a **mini project**. Your pupils can draw their own family trees. They write the names of their family members and what the family relation is (e.g. Ana – my aunt).

LESSON PLANS

STEP VI PRACTISING THE POSSESSIVE CASE

- 1 Write the following two sentences on the blackboard:

Rick is Brad's uncle.

Rick is Brad uncle.

Ask your pupils which of the two sentences doesn't sound right to them. Talk to them about the reason why, and cross out the incorrect one so that they have the visual input as well. Explain what 's means.

- 2 Walk around the classroom and take different objects belonging to your pupils. (You will naturally use this opportunity to show them a polite way of asking somebody to give you something: May I have....? Thank you.) Put all the objects that you have gathered on your desk and ask: *Whose is this?* Your pupils will give you the answers using the possessive case. (This is Igor's....)
- 3 Do **task 12** from the Pupil's Book. Do it as a chain activity. Your pupils will do all the work – both asking and answering.

You can turn this task into a writing activity. Ask your pupils to write as many sentences about the picture in 2 minutes in their notebooks.

Task 8 from the Workbook can be done for homework.

READING CORNER 1

CINDERELLA

Aim: Understanding the story and answering questions about it
Retelling the story by using sequence markers
Practising possessive adjectives: *his / her / their*
Learning new vocabulary typical of fairy tales

Language focus: He/his, she/her, they/their

Vocabulary: stepmother, ball, castle, prince, fairy godmother, magic wand, loses glass slipper, golden carriage, midnight, servants
mean, evil, handsome, jealous, angry

Suggested teaching time: 2 lessons

1st Lesson

STEP I INTRODUCING FAIRY TALES

- 1 Ask your pupils if they like reading stories, what kind of stories they like, and what their favourite story is.

Write on the blackboard FAIRY TALES and ask the children if they know any fairy tales. They will probably come up with a lot of fairy tales in their mother tongue. Do not translate at this point.

- 2 Prepare cards with the titles of fairy tales in English (the ones from **task 1** in the Pupil's Book). Put the cards on the blackboard, read them aloud and ask your pupils if they can translate any of them (which they probably will be able to do since they have seen some English cartoon versions of these fairy tales).
- 3 Discuss fairy tales by asking the questions from **task 2** in the Pupil's Book. Now insist on English, but help whenever necessary.
- 4 Prepare more cards, but with the words typical for fairy tales. Show the pupils the cards one by one, and read aloud and translate if necessary.

Distribute the cards and ask them to stick the cards under the correct fairy tale title on the blackboard. All the pupils in the class monitor and correct possible mistakes. Ask them if they can think of at least one more word that belongs to each of the fairy tales on the blackboard.

STEP II CINDERELLA

- 1 Set the atmosphere for listening to the story. Explain that you will listen to the Cinderella story because it is Sarah's favourite fairy tale.

But explain that this story hasn't got an ending, so they must choose one. Therefore, let them listen to the story and let them choose the offered endings in the Pupil's Book.

- 2 Listen to the story again. They look at the text as well. After every few sentences, stop and explain the new words. Write these on the blackboard.
- 3 Practise reading the story with your pupils.
- 4 Go back to the words on the blackboard in case there are many new words for your pupils. Call out a word in your mother tongue and ask a volunteer to come to the blackboard and cross out the corresponding English word.
- 5 Do **task 4** from the Pupil's Book. Divide your class into groups of 4 pupils. Set a time limit for them to answer as many questions as possible. Tell them to get organised: one pupil reads the question and the other three supply the answers. When the time is up, ask each group how many questions they have answered.

Suggested homework: Each pupil now chooses only 5 questions and answers them in writing.

2nd Lesson

STEP III REVISING THE STORY

- 1 Check the homework.
- 2 Talk about the characters from the story. Ask them to tell you who the good/bad characters are.
- 3 Do **task 5** from the Pupil's Book. Read the adjectives aloud and explain what they mean if necessary. Let them do this task alone and report: "Cinderella is...."
- 4 The following steps are optional. They introduce and practise retelling the story by using some basic sequence markers.

LESSON PLANS

Write the following sentences on cards:

First, Cinderella's sisters are going to the ball and she is in the kitchen.

Then, there is a fairy in front of Cinderella.

After that, Cinderella is dancing with the prince.

Next, she is running back home.

Finally, the prince finds Cinderella.

Put them on the blackboard in random order.

Ask the pupils to put them in the correct order. Draw your pupil's attention to the words: FIRST, THEN, AFTER THAT, NEXT, FINALLY.

Remove the cards.

- 5 Write the above words on the blackboard. Tell your pupils to shut their books and to tell you the story. Point to the words on the blackboard to help them.

STEP IV REVISING HIS, HER, THEIR

- 1 Do **task 7** from the Pupil's Book with no preparation since, knowing the story well by now, they will make logical conclusions.

Check what they have done by asking a pupil to read what s/he has written. Draw their attention to the words HIS, HER, THEIR, and ask them to translate.

- 2 They do **task 8** on their own.
- 3 Write the following words on the blackboard in random order: he, his, she, her, they, their.

Ask one pupil to connect the pairs with a line.

They copy the words in their notebooks.

TAKE A BREAK 2

Aim: Revising the vocabulary and structures in Lessons 4-7
Categorizing words
Understanding the structure of Present Continuous sentences

Suggested teaching time: 15 minutes

- 1 Say that you are going to revise the words. In pairs or individually the pupils categorize vocabulary in **task 1**.
- 2 **Task 2** should be done orally before the pupils do it in writing. If you are short of time, assign it for homework.
- 3 Draw your pupils' attention to the **Can do statements** in the workbook. Read them aloud and then let the children assess themselves. Allow their frank comments and perhaps a discussion about what they did well, what they found very demanding or difficult, what was enjoyable etc.

LESSON PLANS

LESSON 8

I LIKE PIZZA

Aim: Learning to express likes and dislikes
Learning vocabulary related to food
Singing a song
Making a dialogue at a restaurant

Language focus: I like.... / I don't like.....

Do you like.....? / Yes, I do. / No, I don't.

May I help you?

Vocabulary: meal, perfect world, breakfast, lunch, dinner, supper, snack
different food

Materials: flashcards / word cards

Suggested teaching time: 3 lessons

1st Lesson

STEP I REVISING VOCABULARY

1 Start the class by asking your pupils if they are hungry. If they are, ask:

What would you like to eat?

They will probably recall some vocabulary from the previous year. Write the words on the blackboard or stick up the flashcards. Make sure all your pupils understand the words.

2 Revise *meals* by asking: *Which of these (words from the blackboard) can you eat for BREAKFAST / LUNCH / DINNER / SUPPER / as a SNACK?*

Explain in your mother tongue (or ask them to explain) when each of these meals is (morning, afternoon...).

Write the words on the blackboard as well.

Ask several pupils to come to the blackboard and join with a line the meal and the food that can go together.

3 Do **task 4** from the Pupil's Book orally.

4 Ask: *What is the most important meal of the day?*

The children explain why in their mother tongue. You can expect them to say breakfast which will be a good lead-in to the story: I like pizza

STEP II I LIKE PIZZA

1 Read the questions from **task 1** in the Pupil's Book and let the children listen to the recording and look for the answers.

Check after listening.

2 Let them listen to the tape again. This time they have to concentrate on details. Do **task 2** from the Pupil's Book as a while-listening task. They need to go through the sentences before listening, and circle the correct alternative while listening.

Check by asking them to read aloud their answers.

3 Reading practice. To help the children modulate their voice as closely to the original as possible, you may ask them to repeat after the recording. At the same time, they will be exposed to an entirely new structure you are about to practise.

Stop after every few lines to check if they understand everything.

To practise reading more, put the children in groups of three. They practise reading in groups. It is always motivating to organise a reading competition. They may even try to act out the situation.

4 In order to lead your pupils into saying a few sentences about the story on their own, go back to the sentences from **task 2** in the Pupil's Book. You start the sentence and they finish it (without looking at the book).

E.g. *It is morning. Derek is ...*

After you have gone through all the sentences, you may ask volunteers to tell you a few sentences about the story on their own.

5 As a follow-up, you can do **task 4** from the Pupil's Book as a pair-work activity. They ask each other. That is how they personalise the topic and say a few sentences about their experience.

Task 1 from the Workbook can be done for homework.

2nd Lesson

STEP III INTRODUCING FOOD VOCABULARY

1 Check the homework. First, they read. Next, they shut their notebooks. You say one of the

words from **task 1** in the Workbook and they try to tell you the whole sentence with this word.

- 2 Ask your pupils to circle all the food words in the story I like pizza. Prepare the flashcards and put them on the blackboard.

Slowly add more flashcards and introduce more food vocabulary. Start with the words they learned in the previous year and then add the new ones.

Follow this procedure:

- put the flashcard on the blackboard, point to it and say the word,
- point, say it, they repeat;
- you say it, the pupils point;
- you point, the pupils say it in chorus;
- you point, they say it individually;
- play what's missing (they shut their eyes and in the meantime you remove one card);
- show the word cards, read each one and the pupils repeat;
- pupils read the cards;
- shuffle the cards and distribute them to your pupils. They put the word card next to the matching picture.

- 3 Play a game: Leave only the word cards on the blackboard. Divide your class into 2 teams. Representatives of each team come to the blackboard. You say the word in your mother tongue and they compete to be first to find the English word. You may play the same game with the flashcards on the blackboard, but pupils who are not in front of the blackboard say the English word. The representatives of the two teams must take the matching flashcard in order to win a point. Each time, the teams send a new representative to the blackboard so that all the pupils play an equal part in this game. The other members may help, of course.

- 4 Do **task 5** from the Pupil's Book, but remove all the cards from the blackboard.

Pupils can do **task 2** from the Workbook for homework to practise spelling.

STEP IV I LIKE / I DON'T LIKE

- 1 Draw two big hearts on the blackboard, but cross one out. Stick some word cards in each heart (things you like and don't like). Ask the children if they can explain why you have put the pictures in these two hearts and what they

mean. They'll probably guess and explain in their mother tongue that you like some and don't like the others. At this point, introduce I LIKE and I DON'T LIKE. Say: *Yes, you're right. I like... and I don't like ...*

Write these phrases on the blackboard above each heart. Translate into your mother tongue to make sure all the pupils understand.

Ask the children to tell you one thing they like and one thing they don't like. Go around the classroom. Give everyone a chance to say what they like / don't like.

- 2 Do **task 6** from the Pupil's Book to personalise the topic.

STEP V SINGING THE SONG

- 1 Introduce the song by explaining that Derek likes music and that he has got his own food song.

Let the children listen to the song. Their task is to number the things he likes.

Check after listening.

- 2 The pupils listen for the second time, look at the lyrics and fill in the lines.
- 3 They listen and join in singing.

3rd Lesson

STEP V PRACTISING I LIKE / I DON'T LIKE / DO YOU LIKE?

- 1 To warm your pupils up, start this lesson with Derek's food song.
- 2 Write YES, I DO and NO, I DON'T on the blackboard. Ask the children questions starting with DO YOU LIKE ...? Use elements from task 6 in the Pupil's Book. Go around the class and ask the pupils. Point to the two possible answers on the blackboard.
- 3 Write on the blackboard the beginning of the question: DO YOU LIKE...?

Tell your pupils to ask you whatever they want, but they must start with the words on the blackboard.

- 4 Do **task 7** as a class survey activity. Each pupil should interview 5 classmates. Tell them to put + or - in the appropriate box. This task is time consuming and there will be a lot of commotion in the class, but your pupils will be using English all the time. Besides, they love being busy and

LESSON PLANS

going around the class with a demanding task. However, if you think you can't handle it, reduce the number of classmates they have to interview.

Finally, they complete the report in the Pupil's Book.

5 Do **task 3** from the Workbook.

6 Do **task 8** from the Pupil's Book. Tell your pupil's you will tell them something about your eating habits. First, you can make true sentences about yourself. Use the ideas from task 8. Then, let them go through the sentences on their own and report to the class.

Suggestion for the **mini project**.

Do **task 4** from the Workbook as a lead-in to the mini project.

Brainstorm what they like or dislike.

For the mini project, they each need a large piece of paper on which they will draw two large hearts. One will be crossed out. The children need to draw or stick cut-outs representing everything they like / don't like, not just food. Under each heart they can write a sentence beginning: I like.... / I don't like....

Help with the spelling. Tell your pupils to include in their hearts everything they like or dislike, not only food.

STEP VI AT THE PIZZA HUT

- 1 Introduce the atmosphere of a pizza place. Tell your pupils that this evening you are going somewhere. Start draw on the blackboard a pizza place and invite your pupils to tell you where you are going.
- 2 When they guess discuss with your pupils what kind of pizza they like, what they drink with pizza, etc.
- 3 tell your pupils to read the dialogue in **task 10** in the Pupil's Book and tell you what kind of pizza Derek likes.
- 4 Let your pupils listen to the recording of the dialogue and spot the mistakes.
- 5 Do **task 5** in the Workbook. Pupils do this task individually.

Check what they have done and invite them to try and memorise the dialogue in pairs and act it out in front of the class.

LESSON 9

AUNT MATILDA AND UNCLE BOB

Aim: The Present Simple with "I"
 Learning to say how often you do something
 Naming fruits and vegetables
 Making a dialogue at a shop

Language focus: I live ... / I don't eat.... / How often do you brush ...?
 Always, often, sometimes, never

Vocabulary: nature, get up early, jog, gym, skip, keep fit, brush my teeth, travel, top floor, stairs, adore, comics, healthy fruit and vegetables

Materials: flashcards / word cards

Suggested teaching time: 3 lessons

1st Lesson

STEP I INTRODUCING NEW VOCABULARY

- 1 Start the class by telling the children you will tell them something about yourself.

Write on the blackboard:

ALWAYS OFTEN SOMETIMES NEVER
 (one next to the other).

(WWW) (W_W) (V_V_V) ()

While uttering the sentences, do a lot of miming to make sure they understand. Whenever you use one of the words from the blackboard, change your position and stand under it.

Say: *I always brush my teeth in the morning.*
I often watch TV.
I sometimes ride my bike.
I never eat chocolate for supper.

- 2 Translate the words from the blackboard, but ask them if they can do it first.

Draw the marks (as above) under each frequency adverb as a visual aid to the idea of frequency.

They copy the words into their notebooks and write down the translation.

- 3 Say more sentences about yourself in order to introduce some new vocabulary from the text you are going to do later. At the same time, you will expose the children to the new language structure which this lesson focuses on.

Tell the children that they will now check how well they know you. Slowly say 8-10 sentences. Some of the sentences you will be saying must be true and some false. Therefore, ask your pupils to draw a table in their notebooks:

	true	false
1		

They listen to you and put a tick in the column they think is right. While reading, make sure they understand (translate if necessary).

Here are some suggestions: *I love nature. I live on the top floor. I never skip breakfast. I get up early. I often jog. I travel a lot. I read comics. I eat a lot of fruit and vegetables.*

After you have gone through all the sentences, read each sentence again. It would be very good to put the cards with the written form of these sentences on the blackboard as well. Read each sentence and comment on it:

Yes, that's true.

No, it's not true. I don't live....

Ask the children how many things they have guessed correctly. They will probably be proud if they have guessed more than half.

STEP II WORKING ON THE TEXT

- 1 Set the atmosphere for listening by discussing the illustrations of Aunt Matilda and Uncle Bob. Ask a few questions: *How old are they?*
What does ... look like?
Who is lazy? etc.
- 2 Let the children listen to the text and answer the question: *Who lives a healthy life?*
- 3 The children listen again and look at the text. They do **task 2** from the Pupil's Book.
- 4 Reading practice:
 - The children listen to the recording again and look at the text. Stop every now and then if

LESSON PLANS

you think you need to explain some words. Encourage your pupils to raise their hand if they still do not understand something.

- Play the game: *Be the first to find the following sentence.* You read a sentence from the text. They must find the sentence that follows it in the text and read it aloud. This can be organised as a team game as well.
- Organise a reading competition: each team reads one text. Don't let one pupil read the whole text, because this should be a joint venture. You monitor and mark the mistakes. The team with fewer mistakes is the winner.
- 5 Do **task 3** from the Pupil's Book and **task 2** from the Workbook to reinforce the vocabulary from this lesson.

Task 1 from the Workbook can be done for homework.

2nd Lesson

STEP III REINFORCING THE PRESENT SIMPLE WITH "I"

- 1 Check the homework.
- 2 Allot roles to pupils. Say: *You are Aunt Winnie / Uncle Bob. Say something about yourself.*
- 3 To personalise the topic, say: *You know my story, you know Aunt Winnie's story and Uncle Bob's story. What about you?*
- 4 Do **task 5** in the Pupil's Book. Read all the sentences aloud to make sure they understand them all.

First, tell the children to circle any six sentences (mix true and untrue sentences). A volunteer reads sentence by sentence and the other pupils guess if the sentence is true or false for this pupil. You can do it as a pair-work activity as well.

Now they copy all the sentences that are true for them into their notebooks.

- 5 Write the words ALWAYS, OFTEN, SOMETIMES, NEVER on cards and stick them on the four different walls of the classroom. Call four pupils to the blackboard. Read a sentence. Tell them to go to one of the above word cards depending on how often they do what you say. When they reach their word, they must repeat the sentence, but add the frequency adverb as well.

With every new sentence, call out a new group of pupils so that all your pupils have a chance to participate in this activity.

Look for ideas for the sentences in **task 6** from the Pupil's Book and task 5 from the Workbook.

- 6 The children can do **task 5** from the Workbook on their own.

- 7 Do **tasks 6 and 7** from the Pupil's Book.

First, they answer the questions by ticking the correct boxes, and then they write a report.

After that, they can work in pairs to interview their partner just to see how much they have in common. This is optional.

- 8 Do **task 4** from the Workbook.

Invent two imaginary characters: Mr Goodie and Mr Baddie. Write their names on the blackboard. It would be more colourful if you could find illustrations of these two characters.

Also copy the sentences from **task 4** on slips of paper. Put the slips of paper into a bag. Go around the class. One pupil pulls out a slip and reads it. The other pupils say whose sentence it is: Mr Goodie's or Mr Baddie's

By doing this task, you will raise awareness among your pupils about good and bad habits.

Children write out **task 4** from the Workbook for homework. They copy the sentences in two columns into their notebooks.

3rd Lesson

STEP IV FRUIT AND VEGETABLES

- 1 Put the following word cards on the blackboard:

a lot of I vegetables fruit eat and

Ask your pupils to put these words in the correct order.

This sentence may lead into a discussion about why we must eat fruit and vegetables. Ask them what the correct ending of the sentence in **task 8** from the Pupil's Book is. Invite the children to comment on what it means.

- 2 Prepare the flashcards with fruit and vegetables from **task 9** in the Pupil's Book.

Put them all on the blackboard – your pupils tell you if it is a fruit or a vegetable.

Ask them if they can name any in English. Circle the ones they can name. To introduce and practise

new vocabulary, go through the usual procedure for introducing new vocabulary:

- say it, point, they repeat in chorus;
- say it, point, they repeat individually;
- say it, they point
- point, they say it in chorus / individually.

Prepare the word cards for all the fruit and vegetables as well. First, you read the word cards, then your pupils. They match the word cards with the pictures by sticking them next to the matching pictures.

Play *What's missing* – remove 2 items at a time until there is nothing left on the blackboard.

3 Do **tasks 9 and 10** from the Pupil's Book.

Pupils do **tasks 6 and 7** in the Workbook for homework.

- 4 Pupils listen again. Stop every now and then and invite your pupils to repeat after the recording.
- 5 Pupils can act out this dialogue. Invite them to make their own "shopping dialogue" by changing some words.

STEP V WH-QUESTIONS

1 Ask your pupils:

Do you have a school magazine?

Would you like to write for the school magazine?

Who among our characters is a journalist for the school magazine?

- 2 Do **task 4** from the Pupil's Book. First, they only need to match the questions and the answers. Next, they have to supply the missing WH-words. Translate the WH- words before they do this task.
- 3 Suggestion for a pair-work activity: each pupil chooses at least 3 questions and asks his/her partner.
- 4 Do **task 3** from the Workbook. Read the questions aloud and let them answer orally first. Only then should they write down their answers.

STEP VI SHOPPING TIME

- 1 Comment the illustration with your pupils. Ask:
Where is Aunt Matilda?
What is she doing?
- 2 Pupils read the dialogue in **task 11** in the Pupil's Book on their own and try to figure out the scrambled words.
- 3 Pupils listen to the recording and check. After listening they can figure out the answer to the question in **task 12**.

LESSON PLANS

LESSON 10

THANKSGIVING AT THE GREENS'

Aim: The Present Simple with *we/they*
Learning about Thanksgiving
Talking about the difference between life in your country and America
Naming the objects we eat with

Language focus: We/They eat ... / We/they don't speak.... / Do we/they live...? / Yes, we/they do. / No, we/they don't.

Vocabulary: holiday, special, invite, roast turkey, pumpkin pie, delicious, rest, corn, delicious, wash the dishes, spoon, knife, glass, fork, plate, napkin

Materials: flashcards / word cards

Suggested teaching time: 2 lessons

1st Lesson

STEP I LISTENING AND READING

1 Warm up:

To introduce the topic, write on the blackboard:

Christmas Easter New Year birthday

Say that these are special days and ask if they can tell you what they are.

Say a number of sentences. Your pupils listen to you and say which special day you are talking about.

The sentences you can say:

We paint and eat eggs.

We decorate a Christmas tree.

We go to bed after midnight.

We put candles on the cake.

We open presents.

We sing songs, etc.

2 Pre-teach some words by doing **task 1** from the Pupil's Book.

Say that you want to see how many words they can match in a limited time. They work in groups.

Before they start working, read aloud all the words.

They match the words in the book.

Check by asking someone to read what they have written.

Ask the children to shut their books. Say an English word from the list – they will tell you the same word in their mother tongue. After that, repeat the procedure, but this time, say the mother tongue word.

3 To lead the pupils into the story, ask: *Where is Courtney from?*

Explain that it is a special day for her and her family.

The children listen to find out why it is a special day for Courtney and her family.

4 They listen to the recording again and look at the text.

Do **task 3** from the Pupil's Book.

5 Check their understanding. Say a word from the text (flowers, dinner party, corn, games, set the table, delicious, napkin, etc.). They compete to be the first to find the sentence with this word and read it. Choose sentences which contain vocabulary you want to check their understanding of. Check if they understand, and translate if necessary.

6 Reading practice: allot roles to pupils.

7 Do **task 4** from the Pupil's Book. The children complete the sentences with the missing words on their own, but while looking at the text. Check by asking someone to read what they have written.

8 Now you can ask the children to tell you everything they can about Courtney's special day. Advise them to try to remember the sentences from the previous task.

STEP II REINFORCING VOCABULARY

1 Put up the flashcards with the objects from **task 5** in the Pupil's Book (spoon, knife...).

Ask: *When do we need these?*

Follow a shortened procedure for introducing new vocabulary:

- say it and point;
 - point, say it, they repeat;
 - point, they say it.
- 2 Read the words from **task 5** in the Pupil's Book at random order. The children put the number next to the word they hear mentioned. (EG. 1 a fork, 2 a plate....)

Check by asking someone to read what they have written.

- 3 Play *Match or Mismatch* with the words from **task 2** in the Workbook.

Write the words on separate cards. Put them on the blackboard face down in two columns. On the back of each card from the first column, write a number (bigger than 20) and on the back of each card from the second column write a letter (preferably a "difficult" one so they revise the alphabet).

Divide your class into two teams. Pupils from each team say one number and one letter. If these two words go together, they must say "Match" and they win a point.

Task 1 from the Workbook can be done for homework.

2nd Lesson

STEP III REVISING THE STORY / THANKSGIVING

- 1 Start the class with a game to revise some vocabulary. Divide your class into two teams. Mime actions in which you use the objects listed in **task 5** from the Pupil's Book (3 actions per team. For example, you mime eating soup, cutting bread....).

If they guess what it is that you are using, they get a point.

- 2 The children do **task 4** from the Workbook on their own. Check what they have done.
- 3 Check the homework.

Children read the correct sentences from **task 1**.

- 4 Introduce the concept of THANKSGIVING, but don't go into details. This step is optional.

First, ask a few questions about Thanksgiving that they have already learnt from the story, for example:

What is the name of the special day for Courtney?

What do they usually eat?

What do they usually do?

Say a few words about Thanksgiving (but just a few) or prepare a few illustrations.

Do **task 3** from the Workbook.

STEP IV PRACTISING THE PRESENT SIMPLE WITH "WE"/"THEY"

- 1 Ask what the name of your country is in English. Ask where Courtney comes from.

Write the name of your country and THE USA on the blackboard.

Say the following sentences and your pupils will tell you for which country it is true:

It is very big.

Its capital is Washington.

People speak English there.

People don't go to work by underground.

People eat a lot of hamburgers there.

- 2 Do **task 6** from the Pupil's Book.

Do it orally first. Say that they will now see how different the life of children in the USA and their country is. Give an example and write it on the blackboard:

We speak But: They don't speak

You read the sentence endings from **task 6** (they will probably understand them all, but check nevertheless). They have to make full sentences.

E.g. You read: *go to school by school bus*

They say: *They go to school by school bus.*

You may give some additional information about each fact in your mother tongue.

After going through all the sentences, ask them to write at least 6 sentences in their notebooks (3 about each country).

- 3 To introduce the question form with *we* and *they* in the Present Simple, ask a few additional questions about the difference between the USA and your country. Write beforehand the answers on the blackboard:

YES, WE DO.

NO, WE DON'T.

YES, THEY DO.

NO, THEY DON'T.

Here are some ideas:

Do we eat a lot of hamburgers in our country?

LESSON PLANS

Do we play computer games in English?

Do they celebrate Christmas?

Do they learn our language at school?

- 4 Do **task 5** from the Workbook.

Explain that these are questions Courtney's friends asked because they wanted to know more about her life in America.

First, do this task orally with the whole class. Only then should they do it in writing.

Ask your pupils if they can think of any more questions they would like to ask a boy/girl from some other country.

- 5 For further practice, do **tasks 7 and 9** from the Pupil's Book and **task 6** from the Workbook as suggested in the book or assign it for homework.

GAME CORNER 2

Aim: Revising the vocabulary and structures in Lessons 8-10
Playing a game

Suggested teaching time: 30 minutes

Start off by asking your pupils if they would like to be a detective for a while.

Let them do this detective puzzle on their own or in pairs. They need to choose the correct alternative in every sentence. To solve the mystery they must complete the sentence at the bottom by writing the circled letters on the empty lines. Award the first pupil who successfully finishes the task.

The solution is: *Tom is looking for his favourite BLUE BACKPACK.*

TAKE A BREAK 2

Aim: Revising the vocabulary and structures in Lessons 8-10
Categorizing words
Understanding the structure of Present Simple sentences

Suggested teaching time: 15 minutes

- 1 Say that you are going to revise the words. In pairs or individually the pupils categorize vocabulary in **task 1**.
- 2 **Tasks 2 and 3** should be done orally before the pupils do it in writing. If you are short of time, assign them for homework.
- 3 Draw your pupils' attention to the **Can do statements** in the workbook. Read them aloud and then let the children assess themselves. Allow their frank comments and perhaps a discussion about what they did well, what they found very demanding or difficult, what was enjoyable etc.

LESSON PLANS

LESSON 11

A BUSY GIRL

Aim: Introducing Present Simple, 3rd person singular, positive
Talking about the daily routine
Telling the time

Language focus: she protects the environment / helps old people/ reads ...

Vocabulary: protect the environment, go swimming, play computer games, have breakfast/ lunch/ dinner, cook well, make one's bed, practice, take out the rubbish, wash up, half past six, ten to five

Materials: word cards

Suggested teaching time: 2 lessons

STEP I COURTNEY'S DAILY ROUTINE

1 Warm up

Ask your pupils if they like spaghetti. Tell them they are going to draw spaghetti to match together some words and say what these expressions mean. In pairs the pupils do the matching in **task 1** and write the meanings of the expressions. The winner is the pair that finishes first or has most correct guesses. In turns, the pupils write the expressions and their meaning on the board.

Variation: Prepare word cards with these English collocations and their mother tongue equivalents:

protect the environment	штити околиш
help old people	помагати добрим лјудима
go swimming	ићи на пливанје
play computer games	играти компјутерске игрице
have lunch	ручати
collect old paper	скупљати стари папир

First give them English cards only. After doing task 1 successfully the pupils read the collocations and stick them on the board.

After that they find the translations to stick them next to the English collocations.

2 Tell the pupils that Courtney is a very busy girl. Not only does she go to school and do her homework regularly, but she also does a lot of chores. Even at weekends.

Write the word CHORES on the blackboard and ask your pupil to name a few. Help by translating into English.

Ask your pupils which of the chores on the blackboard they do.

3 Tell your pupils they are going to listen to a story about Courtney. The pupils try to find out which chores Courtney does.

4 Pupils listen to the recording again. Invite the pupils to read while listening to the text again. Stop the recording and each time have a different pupil repeat one part of a sentence.

5 They read the story aloud. You can turn it into a reading competition.

STEP II INTRODUCING THE PRESENT SIMPLE 3rd person

1 The pupils do **task 3** in the Pupil's Book. Ask them to read aloud to check.

2 Draw the pupils' attention to the **-s** in the verbs. Ask somebody: Do you make your bed? They say: Yes, I make my bed.

What about Courtney? They answer. She makes her bed.

Draw a table with 2 columns: I and Courtney:

I	Courtney
I make my bed.	Courtney makes her bed.

Write in it: I make my bed. Courtney makes her bed.

Ask a couple of more questions, raising their awareness to the **-s ending**.

3 Ask the pupils to find more examples of **-s** in the text and underline them (wakes up, goes to school, protects the environment....)

Next they fill in the table with more verbs for Courtney. Then they also write the forms for themselves, without **-s**.

I	Courtney
I make my bed.	Courtney makes her bed.
I wake up.	Courtney wakes up.
I protect the environment.	She protects the environment.
I fight bullies.	She fights bullies.

4 Connect the **-s** form of the verb with finger snapping. Every time you hear the form, snap your finger. Invite the pupils to snap their fingers as well. This will establish an auditory (they hear) and kinaesthetic (they do) link with this new grammar item.

The pupils read the story again. One by one the pupils read while everybody in the class snaps their fingers. This can be fun and it will introduce this important grammar thing in an amusing, painless way.

Assign **task 1** from the Workbook for homework.

2nd Lesson

STEP III TELLING THE TIME

- 1 Check the homework. In turns, the pupils read the sentences from **task 1** in the Workbook.
- 2 Elicit how Courtney spends her day. Without looking at the text the pupils say what they remember about Courtney and snap their fingers every time they use an **-s** form.
- 3 Telling the time: explanation

Ask: When does Courtney have lunch? They answer.

Write: Courtney has lunch at a quarter to one.

Ask: When does she meet her friends?

Write: She meets her friends at five.

Ask: When does she read e-mails?

Write on the other side of the board: She reads e-mails at ten to two.

Ask: When does she go to bed?

Write: She has dinner at five to ten.

Write **PAST** on the left and **TO** on the right.

Explain that the time can be expressed digitally and classically.

In the classical way use the words **past** and **to**.

The digital watch gives you hours and minutes.

Give the four equivalents of the word *sat* in English: clock, watch, hour, o'clock.

- 4 Go through **task 4**, check if the pupils know and understand the times offered in the exercise. After that they can do task 8.
- 5 Do **tasks 5 and 6** in the Pupil's Book.

STEP IV REINFORCEMENT

1 Elicit what the kids know about Rudy, Pippa's mouse. Is he a good pet? Is he usual or unusual? Who gives him food and drink? Where does Pippa take him? Is he lazy? What time does he get up? Like Courtney?

Elicit how Rudy spends his day. What does he do? As the pupils say (guess) what he does, Write as many sentences as you can all over the board.

2 Pupils do **task 2** in the Workbook individually. Having done this task they can compare their ideas which are on the blackboard) and the sentences from task 2.

3 The teacher erases the verbs in the sentences on the blackboard. The pupils supply the missing verbs orally. Remind the pupils of the **-s** rule in the Present Simple 3rd person singular positive and let them do **task 3** in the Workbook. As they read it in turns for checking, they snap their fingers.

4 Remind your pupils of Will, a character from the book. Ask for your pupils ideas about his typical. Ask:

Is he lazy?

What does he do in the morning?

When does he learn?

What does he do when he is not at school?, etc.

After this initial conversation move to task 7 in the Pupil's Book. By now your pupils are ready to do the task individually. Circulate and monitor.

Assign **tasks 5 and 6** in the Workbook for homework.

LESSON PLANS

LESSON 12

RONDA WRONGY

Aim: Introducing Present Simple, 3rd person singular, negative

Talking about unusual behaviour

Language focus: she doesn't live a usual life, she doesn't laugh

Vocabulary: rhyme, instead, unusual, bulb, pants, laugh, feet, sunbathe, tear, the dark, tidy one's room

Materials: word cards

Suggested teaching time: 2 classes

1st Lesson

STEP I THE RHYME

- 1 Display an enlarged picture of Ronda Wrongy on the blackboard. Invite your pupils to give the girl a name. Ask:
Is she an ordinary girl? Why?
What does she do every day?
Does she go to school?, etc.
- 2 Let your pupils listen to the rhyme about Ronda Wrongy and answer the questions in **task 1** in the Pupil's Book.
- 3 The pupils read the text and decide whether the sentences in **task 2** are true or false.
- 4 They read the rhyme. Stop after every verse and explain the new vocabulary if necessary.
- 5 Write on the blackboard the following words: STRONG; ROUND, HEAD, TEARS and ask your pupils to find their rhyming pairs in the rhyme.

Do **task 1** in the Workbook.

STEP II INTRODUCING DOESN'T

- 1 Ask: Does she eat ice cream? They answer.
Draw a table.

doesn't	-s
---------	----

Write: She **doesn't** eat ice cream.

Ask: What does she eat? Write: She **eats** bulbs.

Ask: Does she go to school? They answer.

Write: She **doesn't** go to school.

Ask: Where does she go?

Write: She **goes** to the playground.

Ask: How do you say: Ona ne obuva cipele na noge? They answer.

Write: She **doesn't** put shoes on her feet.

Ask: Where does she put them?

Write: She **puts** them on her ears.

Explain that **doesn't** is a very important word.

doesn't	-s
She doesn't eat ice cream.	She eats bulbs.
She doesn't go to school.	She goes to the playground.
She doesn't put shoes on her feet.	She puts them on her ears.

- 2 Split the class in pairs. With a partner each pupil fills in the gaps about what Rhonda does, **task 3** in the Pupil's Book.
- 3 Next, they match what Rhonda doesn't do, **task 4** in the Pupil's Book.
Check with the teacher.
- 4 The pupils shut their books and try to remember as much as they can about Rhonda.
- 5 Memorising the rhyme.

Divide your class into as many groups as there are verses in the rhyme. In groups they memorise their verse.

Invite one member from each group to come to the blackboard and invite them to say the rhyme.

Invite the pupils to learn the rhyme by heart or at least learn to read it well for homework..

2nd Lesson**STEP III CONSOLIDATION**

- 1 The pupils recite the rhyme by heart if they want an A, or just read it if they are not so ambitious.
- 2 Do **tasks 2 and 3** from the Workbook to revise the difference between affirmative and negative form of verbs in the 3rd person singular of Present Simple.

Point out again the difference by writing example sentences on the board and by eliciting from your pupils the explanation.

- 5 Ask if the pupils know another unusual kid. Do **task 5** in the Pupil's Book and discuss the questions with your pupils. Let them use their mother tongue if necessary to express their ideas. You can help by translating.
- 6 Write on the blackboard:

A GOOD TEACHER

and invite your pupils to tell you what a good teacher does or doesn't do.

A lot of new vocabulary will probably pop out. Help by translating if they come up with ideas in their mother tongue. But always insist that they repeat the new phrase in English. This activity will prepare your pupils for **task 3** in the Workbook, which they can do on their own now.

- 7 Ask: What about your teacher? Do **task 4** in the Workbook orally first.
- 8 Task 6 in the Pupil's Book will probably cause a bit of excitement in the class because your pupils will write and talk about each others. First go through all the phrases with your pupils to make sure everybody understands. They can do the task individually. Ask volunteers to read aloud full sentences. The others will tell them if their sentences are true.

Assign **task 5** in the Workbook for homework.

LESSON PLANS

LESSON 13

WHO IS IN LOVE?

Aim: Introducing Present Simple, 3rd person singular, questions

Language focus: Does anybody like Maths?, What does he like?

Vocabulary: school subjects: Maths, science, English, art, music, computer science, religion, weak, pale, What do you mean? , have a crush on, look at somebody

Materials: word cards

Suggested teaching time: 2 classes

1st Lesson

STEP I SCHOOL SUBJECTS

1 Warm up

Prepare a number of pictures which represent different school subjects (globe, tennis shoes, music notes....): Invite your pupils to try and guess what you are going to talk about. When they guess write on the blackboard:

SCHOOL SUBJECTS

Introduce subject by subject. Ask your pupils to repeat after you. Then write the first letter of each subject on the blackboard and tell your pupils to tell you which subject this is. Write the rest of the word on the blackboard.

Say the names of different subjects in your mother tongue. Ask volunteers to say the English word and come to the blackboard and cross the written word.

Do **task 1** in the Pupil's Book with the whole class orally.

2 Pupils individually do **task 1** in the Workbook.

3 Pupils do task 2 in the Workbooks in pairs since this task is a little more demanding.

Pupils can do **task 3** in the Workbook for homework.

STEP II THE DIALOGUE

1 Prepare your pupils for the dialogue by asking them to predict what subjects the main characters like/ don't like. Draw a table on the blackboard. Tell your pupils to copy it and fill it in.

	likes	doesn't like
Pippa		
Will		
Brad		
Sarah		
Derek		
Courtney		

Comment their predictions.

2 Pupils listen to the dialogue and check.

3 Pupils listen and look at the dialogue in their Pupil's Books. Stop after every few sentences to check if they understand everything.

Ask: *Who is in love? Who is he in love with?*

Personalising this topic at this age will probably make your pupils a bit restless, but do not hesitate to ask: Are you in love?

4 Pupils read aloud.

5 Pupils do tasks 4 and 5 in the Workbook.

Check by asking them to read aloud both the questions and the answers.

2nd Lesson

STEP III QUESTIONS

1 Start by checking your pupils' homework. This way you will revise school subjects. You may also organise a quick spelling competition.

2 The following task should draw your pupils' attention to the structure of the present simple question form:

DOES + SUBJECT + VERB

Prepare word cards with the words from **task 3** and ask the pupils to form questions. Take your time and do question by question. Each pupil is given one set of cards and s/he tries to stick them on the blackboard in the right order to get a correct question.

Does Pippa like maths?

Does	Will	look weak and pale?
Does	he	care for science?
Does	look at	Courtney in a special way?
Does	Courtney	read too many romantic stories?

- 3 Prepare 4 more cards that answer the questions. Assign them to 4 pupils.

Yes, he does.	No, he doesn't.
Yes, she does.	No, she doesn't.

Ask a volunteer to read a question aloud. One of the pupils with answers steps forward and speaks up. The other pupils have to agree or disagree.

- 4 Explain to your pupils this structure without giving them any rules. Point out that **does** is something that **does** not exist in their mother tongue but it is crucial in English. You cannot ask a question without it (in the Present Simple 3rd person singular, of course).
- 5 Pupils do **task 3** in the Pupil's Book individually.
- 6 Pupils play a game, **task 4** in the Pupil's Book. In teams they make as many questions as they can. The winner is the team with most correct questions.

Next they ask other teams to answer their questions, **task 5** in the Pupil's Book. The winner is the team with most correct answers. This way you will introduce questions with a question word.

- 7 Explain how you make a question with a question word.
- 8 Do **task 6** in the Pupil's Book orally as suggested.
- 9 **Task 6** in the Workbook naturally follows the previous task because it deals with the same character.

Assign **task 7** in the Workbook for homework.

READING CORNER 2

PIPPA'S STORY

Aim: Contrasting *live/don't live, are/aren't, have got/haven't got* and *can/can't*
 Naming animals and saying some facts about them
 Talking about animals in danger

Vocabulary: wild animals and forest animals
 magazine, article, in danger, worried, cute, fur, bamboo forest, cut down, hole, blow out, plankton, jungle, grassland, sharp, plants, trunk

Suggested teaching time: 1-2 lessons

STEP I PIPPA'S STORY

1 Ask a volunteer to come to the front of the class and mime an animal. The others guess. Repeat as long as they are willing to participate and have ideas.

If your pupils are reluctant to participate, play a team competition game: they name animals in turn. Limit the thinking time.

Write the words that pop up on the blackboard.

If the animals from Pippa's story are not on the blackboard, introduce them.

Play the *Cross Out* game. You call out a word. Two pupils compete to be the first to cross it out. Ask someone to translate the crossed-out word into Croatian.

3 Introduce some new vocabulary which will appear in the text you are about to work on.

For example, ask:

Can you name an animal that has a long nose – a trunk / sharp teeth? (mime)

Can you name an animal that can climb a tree / fly...?

Where else do animals live? (Welcome their ideas in their mother tongue and translate into English.) – jungle, grassland, sea, ocean, farm, nest....

What else do animals eat? (meat, fruit, insects, plankton...)

Write all the new words on the blackboard.

4 To introduce the topic you are about to work on, ask the children which of the characters from the book loves animals the most. They will probably say Pippa, so ask them if they can remember which animals are her pets (a mouse, frogs, a grasshopper, a cat).

5 Now you can proceed to the article which should be done as a true reading comprehension task. There are two ways you can deal with it:

I If you have a stronger class, they read the whole article and do **task 1** in the Pupil's Book on their own – complete the sentences. Remember that you have already introduced most of the vocabulary in the previous lesson;

II If you have a weaker class, group your pupils in groups of five. Assign each pupil the extract from the text about one animal only. They complete the sentences from **task 1** in the Pupil's Book, but only those that relate to "their" animal. They work in groups. Go through all the sentences – each pupil reads his/her sentences.

Check with the whole class by asking somebody to read.

6 Reading practice.

First, you read the entire article aloud. Stop to explain the new vocabulary.

Then, you read one sentence in your mother tongue and they look for the English equivalent in the text. You can play it as a translation race.

They read aloud.

STEP II REVISING THE ARTICLE

1 Play a game: *Yes/No chairs*. Divide your class into two teams. Put two chairs in front of the blackboard and stick a YES card on one and a NO card on the other. Say true and false sentences about the animals from the article. Use the ideas from **task 2** in the Pupil's Book. You read a sentence aloud and the representatives of the two teams compete to be the first to sit on the correct chair. The pupil who first sits on the correct chair wins a point for his/her team.

If you think that there is too much movement and that it is impractical to do this, instead of the *yes/no chairs* game, tell your pupils to clap their

TAKE A BREAK **3**

hands if your sentence is true and to say STOP if it is not true.

- 2 Do **task 2** from the Pupil's Book. The children make true sentences orally. They can also write one sentence about each animal group in their notebooks.
- 3 Divide your class into four groups. Each group says everything about one animal group without looking at their books.
- 4 Ask them if they can think of ways to help animals in danger. Welcome their ideas in your mother tongue as well. Discuss the questions from task 3 in the Pupil's Book.

STEP III HOW MUCH DO YOU KNOW ABOUT ANIMALS?

- 5 Do **task 4** from the Pupil's Book. The children can do it on their own.
- 6 Do task 5 in the Pupil's Book with the whole class. Your pupils can work in groups and compete who can think of more words.
- 7 **Tasks 6 and 7** from the Pupil's Book practise some Present Tense structures your pupils are already familiar with. Here they are expected to use them actively.

First of all, make sure that your pupils understand all the words.

Give clear instructions to your pupils.

In task 6 they simply choose the correct answers. Since there are four animal groups in task 7, I advise you do two with the whole class as a chain activity, and the other two as a pair-work activity. They ask and answer the questions.

Pupils write a report (**task 8**) about one animal group in their notebook for homework.

Aim: Revising the vocabulary and structures in Lessons 11-13
Understanding the structure of Present Simple sentences

Suggested teaching time: 15 minutes

- 1 Say that you are going to revise the words. In pairs or individually the pupils cross out the word that does not belong with the other three words in **task 1**. They explain why this word does not belong here.
- 2 **Tasks 2 and 3** should be done orally before the pupils do it in writing. If you are short of time, assign them for homework.
- 3 Draw your pupils' attention to the **Can do statements** in the workbook. Read them aloud and then let the children assess themselves. Allow their frank comments and perhaps a discussion about what they did well, what they found very demanding or difficult, what was enjoyable etc.

LESSON PLANS

LESSON 14

WHERE ARE THEY?

Aim: Introducing and practising prepositions of place
Making suggestions to do something
Expressing ability

Language focus: in / on / under / behind / in front of / between

Let's.....

I can.... / I can't.... / Can you.....?

Vocabulary: cute, How disgusting! is missing, talk, swim, fly, jump, use a computer, play...., ski, skateboard, drive a car, ride a bike, name.

Suggested teaching time: 2-3 lessons

1st Lesson

STEP I INTRODUCING PREPOSITIONS

- 1 Put an everyday object (a key or your pencil case) in a box so that your pupils can't see it. Tell them to guess what you have in the box. Help by saying: *HOT – COLD – WARM*. When they guess what the object is, use it to introduce prepositions of place.
- 2 Start with: IN, ON, UNDER. Introduce one preposition at a time.

Follow this procedure:

- Put the object in the box and say: The X is in the box.
 - Ask them to repeat after you.
 - Write it on the blackboard. You may also illustrate it with a simple drawing.
 - Do the same with on/under.
 - Quickly change the position of the object, and each time ask where it is. You can now practise all of the above prepositions.
- 3 Introduce BEHIND / IN FRONT OF / BETWEEN. Follow the procedure above.

Always introduce one preposition at a time.

- 4 Do the following activity to reinforce the prepositions behind/in front of/between them. Invite one pupil to come in front of the class. Call another pupil and give him/her the following instruction: *Stand in front of X!*
Call another pupil and instruct him/her: *Stand between X and Y!*
Call one more pupil and say: *Stand behind X!*
Repeat by giving the instructions to more pupils until you have a long line of pupils. Then ask: *Where is X standing?* Pupils may produce up to 3 possible answers. By now, they will have mastered the use of the "new" prepositions of place.

STEP II WHERE ARE THEY

- 1 Tell your pupils to have a quick look at the illustration and find out where Pippa and Will are.

Listen to the tape and answer the questions from **task 1**. Read out the questions before the pupils listen!

- 2 After they answer the questions, ask them how they would feel in Will's shoes and what they would do. Of course, this conversation should be conducted in your mother tongue. Do not think it's a waste of time. Children like to comment on unusual situations and give their opinion. Do not let the lack of English expressions be a limiting factor for their imagination.
- 3 Listen to the tape again. Repeat in chorus if necessary. Stop to check if they understand everything. That's how you give the weaker pupils the chance to ask if they still don't understand.
- 4 Let them read in roles. Since there are a lot of sentences expressing surprise and emotions, insist on the correct intonation.
- 5 Do **task 2** from the Pupil's Book.
- 6 Give the pupils a few minutes to memorise as many true sentences from the previous task as possible. Ask them to shut their book and tell you about Pippa and Will's little adventure.

STEP III PRACTISING PREPOSITIONS

- 1 Ask your pupils tell you where the frogs are. Do **task 3** from the Pupil's Book.

Tasks 1 and 2 from the Workbook can be done for homework.

2nd Lesson

STEP IV REINFORCING PREPOSITIONS

- 1 Start the lesson by checking the homework.
- 2 Tell your pupils to look at the picture of Will's room from **task 4** in the Pupil's Book. Ask them if they like it.

Ask: *What is there in Will's room?* When they say: "There is a XXX," also ask: *Where?*

Go on asking: *What else is there?* until you mention all the items in Will's room that they will have to deal with in the following task.

After having done this with the whole class, your pupils can do **task 4** in the Pupil's Book on their own.

Check by asking somebody to read. You may even play a quick memory game based on the items listed in this exercise. In that way, you will again revise the prepositions.

Tasks 3 and 4 in the Workbook are optional. It is a written exercise which is time consuming, so do not do it if you have a slow class.

STEP V LET'S.....

- 1 Prepare cards with the sentences from **task 6** in the Pupil's Book. You will have 10 such cards. Make several sets of 10 cards. Divide your class into groups of 4-6 pupils. Give each group a set of cards. They must find the matching pairs. Turn this activity into a competition between groups.
- 2 Ask your pupils to translate the *Let's...* phrases into their mother tongue.
- 3 Do **task 5** from the Workbook. First, ask what people would say in these situations. Then let them write the sentences on their own.

STEP VI REVISING AND PRACTISING EXPRESSING ABILITY

- 1 Play *Simon Says* to revise some verbs: swim, fly, play the guitar/the piano, ride a bike, ski, skateboard, drive a car, play basketball/football, cook, use a computer..... Prepare word cards with these verbs as well. To make the game more demanding, after a round or two, instead

of saying the commands, show the cards.

- 2 Write CAN on one side of the blackboard and CAN'T on the other. Talk about yourself. Put a few cards either under CAN or CAN'T depending on your sentence. Make sure they remember what "can" and "can't" mean.
- 3 Remove the word cards from the blackboard. Ask them how much they remember about you. Offer the beginning on the blackboard: You...
- 4 Prepare the flashcards with the following animals: a parrot, a fish, a bird, a kangaroo, a monkey, an elephant, a bear, a cat. First, they name them. Say true and false sentences with "can"/"can't" about these animals. Use the ideas from **task 7** from the Pupil's Book, but add some more (remember the verbs from *Simon Says!*). If they think your sentence is true, ask them to clap their hands; if they think it is not, tell them to whistle.

Now they can do **task 7** from the Pupil's Book on their own.

- 5 Take the *Simon Says* word cards again. Give one card to one pupil at a time and ask him to go to the blackboard and stand under the right heading (CAN or CAN'T). S/he must hold the card so that the class can see it. The other pupils comment: "Ivan can play the guitar." Proceed until you run out of cards.
- 6 Do **task 8** from the Pupil's Book. Several pupils report by reading aloud.
- 7 As a follow-up, do **task 9** from the Pupil's Book. There will be a lot of commotion in the class, but there will be a lot of interaction in English as well. Your pupils must go around the classroom to find pupils who can do the activities on the list. Tell them to keep on asking the same question until they find somebody who can do it, and then ask them to write that person's name down.

Tasks 6 and 7 from the Workbook can be done for homework.

Suggestion for a **mini project**: tell your pupils to prepare a list of questions for you beginning with *can*. They can interview you. They write a report and draw you doing one of the activities you said you can do.

Instead of an interview with you, they can prepare the same type of interview with a famous person. They can find a picture of this person in a magazine, and present it as an illustration for the "interview". You can collect all the interviews and put them together into your class "magazine". Give it a name!

LESSON PLANS

LESSON 15

EVERYBODY'S LOOKING FOR HIM

Aim: Learning the names of different places in a town/village
repositions
Expressing feelings
Talking about future events

Language focus: opposite, next to
I will watch....

Vocabulary: places in town
hungry, thirsty, worried, tired, angry,
sad, ill, sleepy

Materials: flashcards

Suggested teaching time: 2 lessons

1st Lesson

STEP I EXPRESSING HOW WE FEEL

- 1 Start the lesson by revising expressions of feelings. Ask the whole class to stand up. Give the following order: *SIT DOWN if you are ill* (mime to make sure they understand). Explain that they must follow your command if that is true for them. Continue by giving the same command – just change the words expressing feelings (*scared, worried, tired, sleepy, angry, sad, thirsty, hungry, happy*). Ask the pupils to sit down. Ask some additional questions. For example: *Why are you...? What would you like to eat/drink?*
- 2 Do **task 3** from the Workbook. But first read the sentences aloud.

Task 4 from the Workbook is optional.

STEP II INTRODUCING NEW VOCABULARY

- 1 Ask the following questions. Some useful vocabulary will come out. You will also introduce two new prepositions: opposite and next to.
What is the name of our town/village?
What is the name of the street where our school is?
What is opposite our school? (help by translating)
What is next to our school?
What else is there in this street?

- 2 Introduce the neighbourhood where the characters from our book live by working on the illustration from **task 1** in the Pupil's Book.

Read the words (places) and ask the children to repeat after you. They are familiar with some words, but help by translating.

- 3 Do **task 1** with the whole class as a chain activity. Since you have already introduced *opposite* and *next to*, and they practised *between* in Lesson 14, and since visual input is provided in the book, these prepositions need no further explanation.

STEP III EVERYBODY'S LOOKING FOR HIM

- 1 Set the right atmosphere for listening. Say that today they will meet Oscar, but first they must speculate by answering the questions from **task 2** in the Pupil's Book without actually reading or listening to the story.

They listen and check if their speculations were correct.

- 2 Let them listen again and look at the tape script in their books. Stop to check if they understand everything.
- 3 Do **task 3** from the Pupil's Book.
- 4 Reading practice. Allot roles to several pupils.
- 5 Discuss the questions from **task 4** in the Pupil's Book.
- 6 Encourage them to talk about Oscar's adventure by finishing on their own the sentences from **task 5** in the Pupil's Book.

After that, you may even invite them to do it without the book.

This activity is optional or can be done as a writing activity.

Tasks 1 and 2 from the Workbook can be done for homework.

2nd Lesson**STEP IV** INTRODUCING
MORE VOCABULARY

- 1 Check the homework.
- 2 Bring the flashcards of places in a town/village. Play a guessing game with the ones you mentioned in the previous lesson). One pupil picks a card. The others guess by asking: "Is it a?"
- 3 Introduce the words (more places in town) from **task 6** in the Pupil's Book. Follow the usual procedure for introducing new vocabulary.
 - show the flashcard, say the word and they repeat in chorus and individually
 - ask somebody to point to the correct flashcards as you say the words
 - number the flashcards and ask: *What number is X?, What is number X?*
 - read the word cards and ask them to repeat
 - they match the word cards and the flashcards on the blackboard
 - play *What's Missing?* with the picture cards, or play the *Duel Game* with the word cards (you say a word in your mother tongue and two pupils compete to be first to find the English word card). Both games should be organised as team games. Give all the pupils an opportunity to represent their team. Give weaker students "easier" words so that they too can contribute to the final score. That will motivate even less motivated pupils to participate joyfully in your classes.
- 4 The children do **task 6** in the Pupil's Book on their own.
- 5 To practise spelling, do **task 5** in the Workbook. You can go through the sentences with the whole class to make sure everything is clear.

Task 6 in the Workbook can be assigned for homework.

STEP V THE FUTURE

- 1 Pick the sentences from the story that contain "WILL" and translate them into your mother tongue. Ask your pupils to find the English equivalent in the story and to read it aloud. Write them on the blackboard.

Explain that you use WILL when you want to talk about something in the future. Provide the

explanation in your mother tongue and do not give any rules.

- 2 Do **task 7** in the Pupil's Book with the whole class.
- 3 Personalisation stage. You can now proceed to **task 8** where your pupils read the sentences and make guesses about their friend. They tick the sentences they think are true for their friend. They read them to their friend to check if their guesses are correct. Before doing this task introduce the words TOMORROW / NEXT WEEK.

They write in their notebook at least 2 sentences about themselves.

- 4 Do **task 7** in the Workbook as suggested.

LESSON PLANS

LESSON 16

TURN LEFT AT THE TRAFFIC LIGHTS

Aim: Understanding and giving directions
Learning numbers 1 – 1000
Learning to say how you go somewhere
Giving orders

Language focus: Excuse me, where's the ...?
Go straight ahead! Don't turn left!
By car, by bus, by bike, on foot

Vocabulary: science museum, traffic lights, far, guide, left, right, wrong address
You can't miss it! You're welcome.

Materials: flashcards / word cards

Suggested teaching time: 2 lessons

1st Lesson

STEP I INTRODUCING NEW VOCABULARY

- 1 Start the class by asking your pupils if they come to school alone, with their friends or with their parents.

Ask them, in your mother tongue, how they come to school. Introduce expressions by repeating in English what your pupils say: *You come to school on foot/ by bus / tram / train / bike...*

Show the flashcards as well.

- 2 Do **task 10** from the Pupil's Book. Just read the expressions and let them do this task on their own. Check by asking several pupils to read what they have written.

STEP II THE WRONG ADDRESS

- 1 Set the atmosphere for listening. Read the introductory sentences. (*Today the children are going to the science museum.*) Tell the children

that they will find out what a science museum is if they do **task 1** from the Pupil's Book. This task actually introduces some other vocabulary as well from the text they are about to listen to. You read the English words aloud and give them time to find the their mother tongue word. After you have gone through all the words, check how many they remember by reading the English words at random – they must tell you what the words mean. Start slowly, but then speed up. Give them an additional explanation of what a science museum is ("tehniki muzej" is the closest translation you can offer, but the concept is much wider, since it includes exhibits that we can find in other museums as well, like "prirpodoslovni", etc.).

- 2 Let your pupils listen to the tape. But, first, write on the blackboard the questions to which they will give you the answers after listening:

What is the address of the science museum?

How are the children going to the science museum?

Check after listening.

- 3 The children listen again, but this time looking at the text. Do **task 3** from the Pupil's Book after listening.

- 4 Reading practice:

- read a sentence (pick more difficult sentences); your pupils must tell you who says that; check if they understand everything;
- repeat the above procedure, but this time let your pupils choose and read the sentences instead of you;
- your pupils read in roles.

- 5 Do **task 4** from the Pupil's Book. I suggest you do it as a pair-work activity: one pupil asks, the other answers. But if you have a talkative class and you feel they need more writing tasks, tell them to write the answers in their notebooks, and only then check by asking them to read.

- 6 Only after they have gone through the previous task will they be able to retell the story. How? Ask them to tell you as many answers from the previous task they can remember. You can ask them to present it as if they were on TV.

- 7 To practise some common phrases that appear in this story, do **task 5** from the Pupil's Book. They can do this task on their own, because they have already been frequently exposed to these phrases.

When they have finished, ask the pupils to tell you the ones they can remember without looking at the books. Ask somebody to translate as well.

Tasks 1 and 2 from the Workbook can be done for homework.

2nd Lesson

STEP III GIVING DIRECTIONS

- 1 Check the homework.
- 2 Play the game: *The Blind Mouse*

Explain to your pupils that you will hide an object (show them the object) somewhere in the classroom. First, you put a blindfold over somebody's eyes. Then, hide the object. Say that you will lead this pupil to the object by giving instructions.

Go through the instructions before you start playing: *Go straight ahead! Stop! Walk! Turn left! Turn right!*

Repeat the procedure, but let the class guide the pupil with the blindfold by giving the instructions. (To make it easier for them, you can write the instructions on the blackboard.)

- 3 Do **task 6** from the Pupil's Book.

Tasks 3 and 5 from the Workbook are optional.

- 4 Explain that giving directions is important when you want to help someone who is lost, which was the case with the children on their way to the Science Museum.

Divide your class into two groups. They all look back at the story.

- one group looks for the sentences which the children use to ask for help
 - the other group looks for the directions the man gives them.
- 5 Do **task 7** in the Pupil's Book. Explain that several people are lost and they are asking for help. Your pupils must read the dialogues, look at the map, and figure out what each of them is looking for.

When they finish, they listen to the dialogues and check.

Now you can turn this task into a pair-work activity. Each pair chooses one dialogue. They must learn it by heart and act it out in front of the class.

- 6 Do **task 4** from the Workbook.

STEP IV NUMBERS 1 - 100

- 1 Start counting. Let the children join you. When you come to number 20, tell your pupils that you will teach them to count to 1000. So, continue counting and let them help you if they can (which they will probably do gladly because there is an easy, logical sequence).
- 2 Do **task 11**. They read the numbers after you.
 - They read the numbers alone.
 - They listen to the recording and tell you which number they didn't hear.
- 3 Do **task 13**. Ask them to read what they have written.

Task 6 from the Workbook can be done for homework.

LESSON PLANS

LESSON 17

YOU MUSTN'T TOUCH THINGS!

Aim: Learning how to express obligation and prohibition by using *must / mustn't*
Learning vocabulary related to a museum
Singing a rap
Expressing future

Language focus: You must... / You mustn't...
I'm going to be....

Vocabulary: telescope, rock, dinosaur, spacesuit,
guide, science museum,
the Moon
Follow me!
jobs

Suggested teaching time: 2 lessons

Materials: flashcards / word cards

1st Lesson

STEP I INTRODUCING THE TOPIC

- 1 Play a spelling game: the word your pupils must guess is **M U S E U M**. Divide the class into 2-3 teams. Each team says any letter from the alphabet at a time. If that letter is in your word, write it on the empty line. If it isn't, draw an element of a stop sign. The winner is the team which has the smallest number of elements on the stop sign once the whole word is on the blackboard.
- 2 Ask your pupils if they have ever been to a museum, what museum it was, how they liked it and what you can see at the museum. Naturally, you can conduct this introductory discussion partly in your mother tongue.

Ask the children if they remember what a science museum is and to speculate what you can see there.

STEP II LISTENING AND READING

- 1 Introduce the story by saying that Pippa, Sarah and the others are visiting the Science Museum today.
Do **task 1** from the Pupil's Book as a pre-reading activity. First, you read the words aloud and explain the ones you think they do not understand.
- 2 Your pupils listen to the recording and circle the words from **task 1** that they can identify.
- 3 The children listen to the recording once again and do **task 2** from the Pupil's Book. Before listening, give them a few minutes to read silently the sentences, or you can read them aloud.
- 4 Let them listen again and look at the text.
- 5 Reading practice:
 - play the *Translation Race* game. You read a sentence from the text in your mother tongue and they find this sentence in the text and say it in English.
 - allot roles to your pupils.
- 6 Do **task 4** from the Pupil's Book. Let the pupils work on their own, which should be no problem for them after having been exposed to the collocations in the previous activities.

Ask your pupils to shut their book and to write down the collocations from task 4 as they remember them.

- 7 Do **task 3** from the Pupil's Book as a pair-work activity. One pupil chooses 3 questions from the list and asks his/her partner, who doesn't look at the text. They exchange roles. If you want your pupils to practise writing, tell them to write down in their notebooks the answers to the 3 questions they have chosen.
- 8 Your pupils should now be ready for guided retelling. Ask them to tell you all the answers they remember from the previous activity. Do not ask questions.

To revise the story, **task 1** from the Workbook can be done for homework.

STEP III MUST / MUSTN'T

- 1 Remind the children that there are some rules to follow when you are at the museum. Tell them that you will tell them some rules. They must listen carefully because sometimes you will say

something wrong. If they think your sentence is not true, tell them to say STOP. Make sentences using the ideas from **task 5** in the Pupil's Book. (For example: *You must touch things!?! / You mustn't bring pets.*)

Write MUST and MUSTN'T on the blackboard and ask them what these two words mean.

The children write at least 4 true sentences using the ideas from **task 5** in the Pupil's Book.

2nd Lesson

STEP IV WARM UP

- 1 Check the homework by asking your pupils to read aloud.

Tell them to shut their books. Read the first half of the sentences from the same task, and they have to supply the second half.

Many of them will now be ready to say a few sentences about a visit to the museum.

STEP V REINFORCEMENT OF MUST/MUSTN'T

The following tasks reinforce the use of *must* and *mustn't*. Children usually easily acquire this concept. Therefore, it is entirely up to you to decide if your class needs more or less practice. Make your own selection of the following tasks.

- 1 Ask the children if there are any rules that children must stick to at school. First, brainstorm what children MUST do at school and then what they MUSTN'T. If they lack words in English, but have a lot to say in their mother tongue, help by translating.

Repeat the procedure, but this time try, to elicit some home rules.

They do **task 4** from the Workbook.

- 2 You can do **task 3** from the Pupil's Book in the following way: Prepare ten slips of cards with sentence parts from task 2. Divide your pupils into groups and give each group one stack of papers. They try to find the correct sentences. After having done this in a group, the writing part in the Workbook won't be a problem at all.

STEP VI JOBS

- 1 To introduce jobs start off with **task 2** from the Workbook.
- 2 Prepare the flashcards with jobs from **task 7** in the Pupil's Book. Revise the names of jobs. Distribute the word cards to your pupils. Ask them to come to the blackboard and stick the word card next to the correct picture.

In advance, write on separate cards the second half of the sentences from **task 7** in the Pupil's Book.

Put the "half sentence" cards on the blackboard (on the right of the job cards). Ask a volunteer to come to the blackboard and join with a line a job with a related half sentence and to make a sentence using *must/mustn't*. There will be a lot of different combinations. (For example: A teacher *mustn't* be strict; A teacher *mustn't* be lazy, etc.)

They do **task 7** from the Pupil's Book on their own.

- 3 To practice spelling pupils do **task 5** in the Workbook.

STEP VII LEARNING A RHYME

- 1 Ask the children what Will would like to be when he grows up. They have the answer in the dialogue.
- 2 Pupils listen to the rhyme and snap their fingers to catch the rhythm of this rap.
- 3 Teach the rap by following a TPR (Total Physical response) procedure:
 - say the rap and mime;
 - you say the rap, you mime, they join in by miming;
 - you say it, they mime;
 - you say it, they repeat;
 - you say it, they join in;
 - they say it in chorus;
 - one pupil says the rap and at the end of the rap points to someone from the class who will say it after him/her.

STEP VIII I'M GOING TO BE....

- 1 Write on the blackboard: I'M GOING TO BE.... And ask your pupils to translate what this means.

LESSON PLANS

Do not give any further explanations. Let your pupils learn GOING TO at lexical level.

- 2 Do **task 9** in the Pupil's Book orally. Give all your pupils a chance to say what they are going to be. As they say what they are going to be, write this job on the blackboard. When you finish this activity tell check if they can remember what their friends are going to be. Ask: *Who is going to be a?*
- 3 Invite your pupils to write down in their notebooks one two sentences (about him/herself and their friend).

Task 6 in the Workbook can be assigned for homework.

READING CORNER 3

COURTNEY'S PRESENTATION

Aim: Learning about the USA

Singing a traditional American song

Vocabulary: world, one of the biggest cities, real name, president, statue, high, Imagine that!, amusement park, studios, flag, stars and stripes, banjo, scary costumes, sound

Suggested teaching time: 1-12 classes

STEP I THE USA

This Reading Corner gives some basic information about the USA, another country where English is spoken. It should be done as a reading comprehension activity. There aren't any new structures and most of the vocabulary has already been presented. It is also likely that your pupils already know some facts, which will make the reading comprehension easier.

- 1 Prepare some bigger pictures (the motives from the pictures in the Pupil's book), put them on the blackboard and ask your pupils if they recognise any. At this point use your mother tongue, but translate into English so that you immediately expose your pupils to vocabulary they will need.
- 2 Introduce the text by saying that they will now read Courtney's presentation for her classmates. Pupils silently read and match the pictures with the text.
- 3 You read bits of text aloud and they tell you which picture it is.
- 4 You read aloud again, but say that you will need their help. Read a part of a sentence and invite them to read the rest. (For example: This is New It is one of the biggest cities in)

Stop whenever you think additional explanation of meaning is needed.

- 5 Say a sentence in your mother tongue – they look for the English one in the text.
- 6 Do **task 2** as a group work activity. Divide your class in pairs or small groups. Each group answers only one group of questions in writing.

Check by asking the questions in random order (one question for each group until you have used up all the questions.)

STEP II SINGING A SONG

- 1 Tell your pupils they will listen to an American song. Do not say anything about the song in advance. Only afterwards ask them if they have ever heard it, which they probably have.
Ask them if they can guess the title of the song.
- 2 Let them open the Pupil's books. They listen to the song several times and join in.
- 3 Finally they can sing it alone.

TAKE A BREAK 4

Aim: Revising the vocabulary and structures in Lessons 14-17
Revising some basic structures

Suggested teaching time: 15 minutes

- 1 Say that you are going to revise the words. In pairs or individually the pupils cross out the word that does not belong with the other three words in **task 1**. They explain why this word does not belong here.
- 2 **Tasks 2 and 3** should be done orally before the pupils do it in writing. If you are short of time, assign them for homework.
- 3 Draw your pupils' attention to the **Can do statements** in the workbook. Read them aloud and then let the children assess themselves. Allow their frank comments and perhaps a discussion about what they did well, what they found very demanding or difficult, what was enjoyable etc.

LESSON 18

THERE WAS A LOUD SCREAM

Aim: Talking about past events
 Reading a story
 Telling a story by using time sequence markers
 Singing a song

Vocabulary: unusual, strange, spooky, dark, horrible, shout, move, prisoner, escape, dream
 Wake up!

Suggested teaching time: 2 classes

1st Lesson

STEP I PREPARING THE ATMOSPHERE FOR THE STORY

- 1 Ask your pupils to shut their eyes and to relax. Tell them to follow your instructions. It will take a few minutes for them to calm down, but don't be discouraged if they do not accept it immediately – it is simply something they are not used to.

While they have their eyes closed, draw the curtains, put (or draw) some pictures of ghosts and light a candle.

Give the instructions in a mysterious voice: *It is night. It is very dark. Nobody is with you. You are all alone. You are in an old castle.* (Make some strange sounds at this point.) *Look around you. What can you see? Are you happy? Are you scared?*

If you fear that your pupils won't be able to follow your instructions, you'd better repeat each in your mother tongue. The point is to prepare the right atmosphere.

At this point ask them to open their eyes. Now the atmosphere in the classroom is ready for storytelling.

- 2 Explain that they are going to listen to Aunt Matilda's ghost story.

They look at the words from **task 1** in the Pupil's book and decide which of the words can be in the ghost story. Naturally, you must read all the words aloud before doing this activity. Meanwhile your pupils can point at them. Make sure your pupils understand all the words. Only then can they single out the ones they think will appear in the Ghost story.

STEP II THE STORY

- 1 The children listen to the story. It is not necessary to give them any task before listening. Just tell them to relax and listen to the story.

So far you have always been advised to give your pupils an easy task before the first listening. However, this is a story and you have already created certain "tension" around it. So just let the children listen to and enjoy the story.

- 2 After this first listening, ask your pupils for their impression. Ask if they liked the story, if they expected such ending. At this point use your mother tongue.

- 3 The children listen for the second time. Now their task is to circle all the words from **task 1** in the Pupil's book they can hear in the story.

- 4 They listen to the story for the third time and look at the text. Stop after every few sentences to check the understanding.

- 5 Do **task 3** from the Pupil's book. Advise them to look back at the story while doing this task. Check by asking somebody to read.

- 6 Practice reading:

- You say one word from the story in your mother tongue, they look for the English word in the text and read the whole sentence.

- They read the whole story without your help.

- 7 Do **task 1** in the Workbook. They should not look at the story.

For homework the children can do **tasks 5 and 6** from the Pupil's Book. When assigning these tasks for homework do not forget to make sure your pupils understand when and how to use the suggested sequence markers.

2nd Lesson

STEP III REVISING THE STORY

- 1 Start the class by reading the homework aloud.
- 2 Invite your pupils to retell the story by using the sentences from task 6 and these sequence markers.
- 3 Do **task 2** from the Workbook to practice more vocabulary from the story. Check by asking volunteers to read the sentences aloud.
- 4 Play MATCH - MISSMATCH with the words in **task 4** in the Pupil's Book. Write the words on cards and put them in two columns face down on the blackboard. Write numbers or letters next to the cards. Teams compete who will find more matching pairs of words with the opposite meaning. When it's their turn they call out two numbers/letters and you turn them face up. They read the words aloud and say if it is a match or a mismatch.

After the game they can copy the opposite pairs in their notebooks.

STEP IV THE PAST

As the whole story is in the past, your pupils have been exposed to the new language structure. They have even used it through different exercises. The acquisition of the Past Tense form of verbs should be done at lexical level at this stage. Therefore do not provide rules.

- 1 Write on separate cards all the words in the Past Tense from the story. Display these on the blackboard and ask your pupils to try and remember the whole sentence.
- 2 At this point translate the verbs and point out that you are all now talking about something that happened in the past.
- 3 Introduce verb by verb to make clear what the concept is. Say and write on the blackboard:
*I **am** at school now, but yesterday evening I **was** at the cinema.*

Invite your pupils to tell you where they were yesterday evening.

- 4 Do **task 3** in the Workbook. In this task your pupils will only be exposed to the forms of the verb to be.

- 5 Move on to some other verbs. Say and write on the blackboard:

*I **go** to school by car every day. But yesterday I **went** to school by bus.*

Ask your pupils to translate the two sentences.

- 6 Do **task 7** in the Pupil's Book. Before they start making their own sentences read aloud all the verbs so that they hear again how these are pronounced.

Pupils orally make true sentences about themselves.

- 7 Do **tasks 4, 5 and 6** in the Workbook now or assign them for homework.

STEP V SINGING A SONG

- 1 Say that they are going to listen to a scary song. Invent a little story: A girl/boy is alone at home and s/he is scared. So s/he sings a song to feel better.

Let them listen to the song and snap their fingers in the rhythm of the song.

- 2 They listen and join in when it is chorus.
- 3 Divide the class in 2 groups (since there are 2 verses). Each group joins in with one verse. Everybody sings the chorus.

First they sing with the recording and after that without it.

LESSON PLANS

LESSON 19

WHAT A MORNING!

Aim: Talking about the past

Saying what the weather is like

Naming clothes

Talking about the morning routine

Language focus: Did the alarm clock go off?;

Yesterday I got up...; I didn't play....

Vocabulary: different items of clothing

What's the weather like?

It's sunny / cloudy / raining / hot / cold / foggy / snowing.

Suggested teaching time: 2 lessons

Materials: flashcards / word cards

1st Lesson

STEP I INTRODUCING THE TOPIC

1 Start by revising the days of the week. Play a team game. Spell the days of the week. The team that first realises what day it is that you are spelling gets a point. Ask somebody to write it on the blackboard.

2 Say what your favourite day of the week is and ask them about theirs.

Describe your morning routine on your favourite day of the week:

..... is my favourite day of the week. I get up at.....

While describing your morning routine, introduce and revise typical morning actions: get up, wash, get dressed, make breakfast, brush teeth, comb, make the bed, take the dog for a walk, rush to, etc.

Of course, it is always helpful to mime to make it easier for the children to understand.

STEP II WHAT A MORNING!

1 Introduce the story by telling the children that yesterday was a very unusual day for Sarah. They listen to the tape and answer the following question: *What day was it yesterday and why was it unusual?*

2 They listen for a second time and look at the text.

3 Do **task 2** from the Pupil's Book. Go through the questions with the whole class to make sure they understand. Then let them do the task individually. But they may need to refer back to the text.

4 Reading practice:

• you read a sentence. They find the sentence that follows and read it aloud. Explain or translate what you think might create problems for your pupils.

• they read aloud.

5 You start telling the story, but stop in the middle of the sentence as if you can't remember how it goes on. Invite them to help you. Say: *Oh, yes*, and continue telling the story, but soon do the same trick again.

Tasks 1 and 2 from the Workbook can be done for homework.

STEP III WHAT'S THE WEATHER LIKE?

1 Ask: *Why did Sarah go back and put on a warm sweater and jeans?*

You can expect the answer: *Because it was cold.*

Do **task 5** from the Pupil's Book.

They listen to the recording and point to the pictures. They listen again, but this time repeat after the recording.

2 Show your pupils the flashcards with different types of weather. Always repeat the question: *What's the weather like?* (Write it on the blackboard as well). They say what the weather is like in the picture without looking at their books.

3 Mime an activity and ask the same question: open an invisible umbrella, throw snowballs, pretend you are hot/cold, walk as if the wind is making it difficult to walk, sunbathe.

4 Do **task 6** from the Pupil's Book orally first, and then in writing.

2nd Lesson

STEP IV REINFORCEMENT

- 1 Tell the children to look out of the window. Ask:
What's the weather like?

Revise weather vocabulary by drawing simple drawings on the blackboard and by asking what the weather is like in them.

Ask volunteers to come to the blackboard and stick the sentence cards under each picture or to write (if you have a stronger class) what the weather is like.

- 2 Do **task 4** from the Workbook.

Comment on the illustrations (the weather report).

Ask: *What's the weather like in London?*

They read the postcards silently and guess where the people are sending the postcards from.

Check. They explain to you orally how they have figured out X is sending the postcard from Y.

- 3 Check the homework. Revise the story.

They read their homework aloud (task 1). While one pupil is reading, another pupil mimes Jasmine's morning story.

Give your pupils a few minutes to prepare a short talk about Sarah's morning. To create an amusing atmosphere for retelling, say that they are going to be TV reporters for the school TV, so when they start retelling give them a "microphone" to complete the picture.

You can now move to the second part of their homework in which they wrote about their morning yesterday. Several pupils read aloud.

- 4 Introduce **task 3** from the Pupil's Book by saying that Sarah is a very busy girl. Ask your pupils to look at the table and tell you about her last week. Read the example loudly and clearly. The children do the rest orally.

You may ask them to write down a few sentences into their notebooks.

- 5 Ask your pupils:

Are you as busy as Sarah?

Was your last week similar to Sarah's?

Which of the thing from task 3 did you do last week?

Pupils talk about themselves by using ideas from task 3 in the Pupil's Book.

- 6 Do **task 4** in the Pupil's book. Here your pupils will be exposed to the negative form of the Past Tense. Do not give any rules. Just ask in

your mother tongue. *What do we need in our sentence when we want to say we didn't do something?*

- 7 Pupils do task 3 in the Workbook individually. They ask and answer questions in a chain.

STEP V CLOTHES

- 1 Put the flashcards with the clothes your pupils are familiar with on the blackboard (e.g. jeans, sweater, t-shirt, skirt, sneakers, cap....). Simply ask: *What's this?*

Introduce more words for clothes (look at **task 7** from the Pupil's Book to see which) and put the flashcards on the blackboard as you introduce each.

Follow this procedure: - say it and point;

- say it, point, they repeat in chorus /individually
- say it, they point
- point, they say it.

- 2 Do **task 7** from the Pupil's Book.

- 3 Show the word cards and read them. They read the word cards.

Do the following activity as a game. Divide your class into two teams. Give each team an equal number of word cards. They must match the word cards with the flashcards on the blackboard. Each time, the teams send a different representative to the blackboard so that everybody has a chance to participate, but they may help their representative with advice. The team that gets rid of all the cards first is the winner.

- 4 Play another game so that the team that has lost has a chance for revenge. Play the *Dual Game*. Divide the class into two teams. Each time, representatives of the teams change so that everyone gets a chance to participate. Remove all the flashcards from the blackboard, and leave only the word cards. Two pupils come to the blackboard. You say a word in your mother tongue. They compete to find the English word before their opponent. The winner is the team with more cards.

- 5 Do **tasks 8 and 9** from the Pupil's Book orally.

Tasks 5 and 6 from the Workbook can be done for homework.

LESSON PLANS

LESSON 20

AT THE DOCTOR'S

Aim: Talking about past events
Naming different illnesses
Naming parts of the body
Talking to a doctor
Singing a song

Language focus: How many...?
Did you have a stomach ache? /
Did he have a high temperature?

Vocabulary: parts of the body
stomachache, headache, toothache,
cough, high temperature
get better
What's the matter?

Materials: word cards

Suggested teaching time: 2 lessons

1st Lesson

STEP I PARTS OF THE BODY

- 1 Start the lesson by playing *Simon Says*. Among other instructions, include also touch your..... in order to revise the parts of the body they already know (eyes, ears, nose, hands...).
- 2 Introduce the new vocabulary – more parts of the body (the ones listed in the Pupil's Book, but no more). Follow the usual procedure:
 - point to a part of your body and say the word;
 - point, say it, they point to it;
 - say it, they point (repeat this, but say the words faster and faster);
 - say it, they repeat in chorus / individually;
 - point, they say it;
 - show the word cards and read them;
 - they read the word cards with all the parts of the body listed in the book;
 - invite a volunteer to come to the blackboard. Give other pupils word cards with the parts of

the body. Tell them to label the volunteer's body with the cards. It sounds a bit impractical, but it's a great fun. So don't omit it.

- 3 Do **tasks 1 and 2** from the Pupil's Book.

The children first look at the illustration and answer the questions. Do it as a chain activity.

Now, they can make some more questions of their own with HOW MANY. They do it orally, also as a chain activity.

- 4 Do **task 1** from the Workbook. To help them complete the missing letters, you may leave all the word cards on the blackboard.

STEP II SINGING THE SONG

- 1 Tell the children to listen to the song and tell you all the words for the parts of the body they can hear.
- 2 Prepare cards with words from the song: HEAD, SHOULDERS, KNEES, TOES, EYES, EARS, MOUTH, NOSE.

Distribute the cards to your pupils.

They listen to the song again. While they listen to the song, they have to raise their word card when they hear the word on it.

You may do this activity more than once. Simply ask the children to change cards before you repeat it.

- 3 They listen to the song, join in singing and do the movements (they touch the parts of the body mentioned, they shake their body).

STEP III ILLNESSES

- 1 Introduce the illnesses from **task 3** in the Pupil's Book by miming.

For example, mime that you have a headache. Say: *I have problems with my (they finish).*

You say again: *Yes, I have a headache.* Translate as well.

Repeat the procedure with the other illnesses from task 3.

- 2 The children look at the WORDS from **task 9** in the Pupil's Book. You read and they repeat after you.

- 3 Invite your pupils to do some acting now. You say: *You have a And they pretend and act that they have this problem.*

Tasks 2 and 3 can be done for homework.

2nd Lesson

STEP IV REINFORCING VOCABULARY

- 1 Play *Simon Says* with all the parts of the body you introduced in the previous lesson.
- 2 Point to different parts of the body. They say what you are pointing to.
- 3 Check the homework. First, they will tell you the solution to the riddles from the book. Then, they can read their own riddles. You may organise this as a team game. Each team reads a riddle and the other team must give the correct answer within a set time.
- 4 Revise illnesses.

Ask a volunteer to come to the blackboard. Show him/her a word card with an illness. S/he acts and the others guess. When they say the correct word, put it on the blackboard.

- 5 Do **task 4** from the Workbook. They can do it on their own because they have help on the blackboard.

STEP V DEREK IS ILL

- 1 Introduce the story by reading the introductory sentences.
- 2 Pupils listen and circle the words from task 3 in the Pupil's Book that they can hear.
- 3 They listen to the recording again and look at the text.
- 4 Do **task 4** from the Pupil's Book after listening.
- 5 Reading practice:
 - read a sentence from the dialogue. Your pupils must guess who says that sentence. Choose sentences you think need to be translated, but also sentences which contain DID because you want to expose your pupils to this as much as possible. The aim is for the pupils to be exposed to the question form in the past.
 - pupils can now practise reading in groups of three;
 - organise a reading competition: groups read and you mark and count the mistakes. The group with the fewest mistakes wins.
- 6 Do **task 5** from the Workbook orally first and then give them time to do the writing.

STEP VI AT THE DOCTOR'S

- 1 Start by doing **task 6** in the Pupil's Book.
- 2 To introduce the dialogue At the doctor's, ask: *What do you do if you can't help yourself?*

Your pupils will probably say: You must visit your doctor.

- 3 Pupils listen to the dialogue in **task 7** from the Pupil's Book without looking at the text. They must tell you what the matter is with the patient. So ask: *Why is the patient visiting his doctor?*
- 4 Pupils listen to the dialogue again, but this time they simultaneously look at the dialogue. After listening they put the dialogue in the correct order.
- 5 Do **task 8** in the Pupil's Book as a pair work activity.

Task 6 from the Workbook can be done for homework.

READING CORNER 4

WILL'S STORY

Aim: Reading the story

Practising WH- questions

Singing a song

Vocabulary: god, sky, huge, pot, wisdom, greedy, share, decide, hide, rope, tie, bump against, throw away, a piece of..

Suggested teaching time: 1 lesson

STEP 1 THE STORY

This is a traditional African story by an unknown author.

- 1 Ask your pupils if they know what Africa is. Tell them that they will listen to a story from Africa. Say that the main character in the story is an animal, so invite the children to guess which animal. If they can't guess, say it's a spider – a spider with a name, the spider Anancy.
- 2 The children look at the pictures that illustrate the story in the Pupil's Book. Tell them that the pictures are not in the correct order, so discuss with your pupils what the correct order might be. They give their suggestions. It is all right if they use their mother tongue, because at this point you are just trying to raise their interest in the story. You may write the order of pictures on the blackboard for future reference.
- 3 The children listen to the story and put the pictures in the correct order. They write numbers next to the pictures as they listen.

Compare their predictions (on the blackboard) with the actual order.

- 4 They listen to the story again, but this time look at the text as well.

Ask: *Do you like the story?*

Who are the other characters in the story?

What is Anancy like? Suggest some adjectives to help.

What does this story teach us?

- 5 Do **task 3** from the Pupil's Book. They decide which sentences are true and which are false. They correct the false ones.

- 6 Do **task 4** from the Pupil's Book.

First, the pupils translate the words. Then, they read the story silently again and write the number of times each word appears in the story.

- 7 Reading practice.

First, you read, but make some deliberate mistakes. They compete to be the first to find the English equivalent in the story.

Next, they read aloud the whole story. You may organise a reading competition.

- 8 Do **task 5** from the Pupil's Book. Here, they must put the words in the correct order to get questions about the story.

There are two ways to go through this task:

- 1 You can decide to work with the whole class.

In this case, do it as a chain activity. First, they write down the questions. One pupil reads the question, somebody else answers.

- 2 You can do this task as a pair-work activity. In

this case, all your pupils will be much more involved, but your monitoring will not be as efficient as in the first option. If you decide on this way, ask the children to write the questions. Check the questions with the whole class. Only then should you let your pupils work in pairs and ask and answer the questions in turn.

- 10 As a follow-up, the children look back at the story in pictures and tell the story.

- 11 Introduce the song by saying that they are going to listen to a song about another spider.

Put some adjectives on the blackboard (LAZY, HARD-WORKING, CLEVER, STUPID), let your pupils listen to the story and decide what this spider from the song is like.

- 12 Let your pupils listen to the song and look at the lyrics.

- 13 They can join in singing.

TAKE A BREAK 5

Aim: Revising the vocabulary and structures in Lessons 18-20
Categorizing words
Revising some basic structures

Suggested teaching time: 15 minutes

- 1 Say that you are going to revise the words. In pairs or individually the pupils categorize vocabulary in **task 1**.
- 2 **Tasks 2 and 3** should be done orally before the pupils do it in writing. If you are short of time, assign them for homework.
- 3 Draw your pupils' attention to the **Can do statements** in the workbook. Read them aloud and then let the children assess themselves. Allow their frank comments and perhaps a discussion about what they did well, what they found very demanding or difficult, what was enjoyable etc.

STEP BY STEP 4

приручник за наставнике енглеског језика за четврти разред основне школе

ИЗДАВАЧ

БИГЗ школство д.о.о.

Београд, Булевар војводе Мишића 17/III

ЗА ИЗДАВАЧА

Мирјана Милорадовић

ЛЕКТУРА И КОРЕКТУРА

Валентин Томас

ЛИКОВНО-ГРАФИЧКО ОБЛИКОВАЊЕ

Ликовно-графичка редакција БИГЗ школства

ИЛУСТРАЦИЈЕ

Архива БИГЗ школства

ФОТОГРАФИЈЕ

Архива БИГЗ школства