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# step by step

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# step by step

приручник за наставнике





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**Activity Book/INSTRUCTIONS TO PUPILS  
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# INTRODUCTION

**STEP BY STEP 2** is intended for children who are in the second year of learning English at lower-primary level. It can be used independently, or as a follow-up to the first book in the series.

**STEP BY STEP 2** is organised around content and activities carefully matched to the interests, needs and abilities of young learners.

**STEP BY STEP 2** is based:

- a communicative approach
- a topic-based approach
- an activity-based approach
- presentation, practice and production methods
- Total Physical Response (TPR)
- language (vocabulary and structures) in context and learning through trial and error; to communicate with others means to get the message across
- language input-language intake→language output and strategies to practise→consolidate→recycle→revise→reinforce
- different class management methods/ warm-up, 'while'-activities and follow up-activities; different learning style activities-visual, auditory and kinesthetic; teacher-guided activities, child-centred activities, pair-work activities, group-work activities; co-operative and competitive activities; mixed-ability activities
- a balance of routine and variety
- communicative skills/reception, interaction and production skills
- integrated skills/language skills/listening, speaking, reading and writing, and cognitive skills
- integrated content and language, language and culture, language and children's literature
- natural, spoken language
- authentic content: chants, rhymes, songs, games and stories
- rhythm and movement
- fun

## 1.1 Aims

**STEP BY STEP 2** aims at:

- developing children's motivation and interest for learning English as a foreign language through a variety of motivating and interesting topics and activities
- developing a positive attitude towards the English culture and children's literature through a selection of original and adapted chants, rhymes, songs and stories
- encouraging children to be co-operative and positive in classroom situations
- creating a lively, positive and creative learning atmosphere
- expanding children's knowledge by learning about new concepts and content
- developing children's own learning styles by applying learning to learn strategies
- encouraging and developing children's cognitive potential by teaching them to compare, contrast, match, differentiate, classify, predict, etc.
- developing children's creativity and imagination through a variety of creative tasks
- developing and integrating language skills; focusing on listening and speaking through communicative tasks
- integrating language skills with cognitive skills
- introducing, practising, consolidating, recycling, reinforcing and revising the language syllabus

## 1.2 Unit & Lesson Framework

Both the Pupil's Book and the Activity Book have the same structure:

- 8 UNITS
- STORY TIME and
- SPECIAL DAYS.

Both books have a five-lesson unit framework. Each unit in both the Pupil's Book and the Activity

# INTRODUCTION

Book covers six teaching hours, STORY TIME eight hours and SPECIAL DAYS six hours of teaching—62 altogether. (Teachers are invited to design activities for eight revision lessons, after each unit, to suit their teaching situation.)

**The Pupil's Book** provides a variety of listening and speaking practice through clear lesson routine activities. The new language syllabus and skills are introduced, practised, consolidated and reinforced gradually and systematically—starting with reception skills, and then focusing on interaction and production skills.

## UNITS 1–8:

- Lesson 1: Vocabulary—introduction/revision and practice  
Tasks include looking, listening, pointing, repeating, acting out, answering the questions and saying *yes* or *no*.
- Lesson 2: Language in context—introduction/revision and practice  
Tasks include looking, listening, speaking and playing with a friend.
- Lesson 3: Vocabulary and language in context—introduction/revision and practice  
Tasks include looking, listening, pointing, repeating, speaking and talking to a friend.
- Lesson 4: Vocabulary and language in context—consolidation and reinforcement  
Tasks include looking, listening, repeating, chanting, saying tongue twisters, playing with friends and doing a project.
- Lesson 5: Rhyme/Song—further reinforcement of the topic  
Tasks include looking, listening, speaking, chanting/saying rhymes, singing songs and playing games with friends.

## STORY TIME

Tasks include looking, listening, pointing, repeating, playing with friends, acting out, singing and chanting.

## SPECIAL DAYS

Tasks include looking, listening, pointing, repeating, chanting, speaking, singing and playing.

**The Activity Book** caters for further practice—consolidation, revision and reinforcement of the language introduced in the Pupil's Book. The tasks include looking, listening, speaking, repeating,

playing games with friends, chanting, counting, tracing, circling, connecting, marking the odd one out, matching, writing names and numbers, colouring, drawing, numbering, cutting out and glueing activities.

**Topics and vocabulary** covered in the Pupil's Book/Activity Book include:

**UNIT 1:** School environment/school assembly; social interaction; **Revision of Year 1:** Classroom environment/school things; furniture, clothes, colours; numbers; descriptions of people

**UNIT 2:** School environment/school garden in autumn; weather; clothes; food/pie ingredients, fruit, vegetables; **Revision of Year 1:** Food, seasons, weather, clothes

**UNIT 3:** Family; feelings and sensations; days of the week; food/lunch, fruit; table manners; **Revision of Year 1:** Seasons, months, telling the time, food

**UNIT 4:** Town/places/shops/occupations; numbers 11–20; winter holidays; **Revision of Year 1:** Numbers 1–10, colours; games

**UNIT 5:** In the street/street safety/street signs/vehicles/directions; **Revision of Year 1:** Shops and places in town

**UNIT 6:** Animals/insects/park/meadow; action verbs; furniture; **Revision of Year 1:** Prepositions of place; furniture

**UNIT 7:** School environment; free time/extracurricular activities; instruments; sports; parts of the day; **Revision of Year 1:** Days of the week, telling the time

**UNIT 8:** Summer holidays; holiday activities/action verbs; sea creatures; **Revision of Year 1:** Colours, clothes

**STORY TIME:** The Little Red Hen, The Wolf and the Seven Kids

**SPECIAL DAYS:** Halloween, Christmas and New Year, Easter

These are presented through a range of listening text formats, such as instructions, short descriptions, situational dialogues, chants, rhymes, songs and stories.

**Language functions** include: asking for and giving information, asking for and giving permission, classroom communication, counting, expressing ability/inability, expressing likes/dislikes, greeting

# INTRODUCTION

and congratulating, identifying, locating and describing people, things and places, introducing oneself and others, social interaction/polite phrases and telling the time.

## 1.3 Language Games

Language games are enjoyable activities intended for language practice in which children communicate “naturally”—there is no “obvious practice” of language for its own sake. They are used to make language learning more enjoyable, to stimulate children to learn, to help children learn by providing fun learning strategies, to provide variety, to cater for young children’s limited concentration span, to boost children’s confidence, and to encourage active participation. Some games are to be played in pairs, some in groups or teams and some by the whole class; some as warmers, some as fillers and some as follow-up practice; some can be used as stirrers and some as settlers; some will require co-operation and some will require competition, etc. Here are some of them:

**Back to back:** The game is excellent for introducing parts of the body. The teacher plays some music and everybody dances. When the music is stopped, the teacher says *back to back* or *knee to knee*, and everybody has to touch somebody else’s body part with the same part of their own body.

**Bingo:** The game can be played with either filled-in or fill-in grids in which children cross out or draw and cross out the pictures the teacher calls out. When they have three pictures in a row (horizontally, vertically or diagonally), they call *Bingo!* The game can be played in pairs and groups.

**Bit by bit:** The teacher takes a flashcard, covers it with a piece of paper and moves it slowly so that the card is revealed bit by bit. The children have to guess what is on the card.

**Board game/Snakes and ladders:** Children start with a counter in the starting square and take turns to move their counter by the number of squares indicated by the dice roll, following a fixed route marked on the board. If they land on a square with a *ladder*, they can move their counter up to the higher-numbered square. If they land on the *snake*, they must move their counter down to the lower-numbered square.

**Categories:** Children are divided into two or more teams; each team is given a number of

different flashcards to be arranged by category, e.g. *family, house, etc.*

**Change of seat:** Children sit in a circle and change seats when the teacher says e.g. *Girls, change places*. Pairs of children can be given the same cards e.g. with the picture of a pencil; when the teacher says e.g. *pencils*, they change.

**Chinese whispers:** Children stand in two lines, facing the board. The teacher whispers a word to the last children in the lines and they pass it on to the front. The first child in the line, next to board, has to take the corresponding flashcard, or draw the word on the board, hurry back and stand last in the line. The game can be played in a circle as well.

**Crouch:** The teacher puts flashcards in different places in the classroom, with a certain number of children standing in front of those flashcards. When the teacher says e.g. *blue*, all the children in front of that card crouch. The teacher continues with the rest of the cards. When the teacher says *blue* again, the children stand up.

**Dominoes:** Children match/sequence cards according to the given instructions.

**Freeze/Musical statues:** There has to be enough room for the children to move around. They walk one behind another and the teacher calls out instructions e.g. *Walk! Hop! Jump! Run! Skip!* When the teacher says *Freeze!* they must stop and stay in the position they found themselves in. Any child who makes a move is out of the game.

**Hot or cold:** A child is chosen to be the hider, and he informs the seeker how near he is to the object, telling him he is *cold* when he is far from the object (or *freezing* or if he is extremely far off), and *hot* when he is extremely close to the object. If the seeker is moving away from the object, he is told he is getting *colder*. If the seeker is moving closer to the object, he is told he is getting *warmer*.

**I spy:** The teacher puts a lot of picture flashcards on the board/desk/around the classroom and says e.g. *‘I spy with my little eye something blue.’* The children look at the cards and say what it is.

**Kim’s game (What’s missing?):** The teacher puts the cards on the board/desk/around the classroom. The children look at the cards and then close their eyes while the teacher removes one of the cards. When they open their eyes, they say which card/s has/have been removed. This game can be played by changing the position of cards. When the children open their eyes, they say which cards have changed position.



# INTRODUCTION

**Memory:** There are two sets of cards, either identical or corresponding, placed face down. The children try to pair them off by turning two cards over at the same time. If the cards do not match, they put them back in the same place they were taken from. The winner is the child with the most pairs of cards.

**Mime the word:** The teacher whispers a word to a child; he/she mimes it for their team to guess. Set a time limit for the teams to guess the words.

**Mirrors:** The teacher pairs off children to be a *person* and a *mirror*. The *mirror* has to do whatever the *person* does. Then they switch roles.

**Musical cards:** Children sit or stand in a circle while the teacher plays some music. The children are given a few cards, which they pass counter/clockwise. The teacher pauses the music and asks the children with the cards to say what cards they have got.

**Musical circle:** Children stand in a circle. The teacher plays some music while the children pass a ball from hand to hand. When the teacher stops the music, the child with the ball answers a question, does an action, etc.

**Opposites:** Children have to pair opposites, e.g. *size*, *position*, etc.

**Pelmanism:** There are two corresponding sets of cards. The children have to pair off the cards.

**Picture/colouring dictation:** Children draw a vocabulary item. The teacher draws the same picture/s on a piece of paper/the board for the children to check their drawing when they have finished. They can swap their drawing and correct each other's dictation according to the picture/s on the board.

**Race to your card:** The teacher puts flashcards in different places in the classroom. Pairs of children then race to the card the teacher calls out.

**Rhyming words:** Children match rhyming words. Different prompts can be used to help children create rhymes, e.g. flashcards, realia, gestures, etc.

**Sequencing:** The children have to order the cards according to instructions.

**Simon says:** In this game a teacher/child gives commands and the children obey only if the command is preceded by *Simon says*. The children who obey the command without *Simon says* are out. The winner is the last child in the game.

**Slap-slap-slap-clap-clap-clap:** The teacher puts flashcards on the board. Children slap their legs three times and clap hands two times. When they clap their hands the third time, they say a word referring to one of the flashcards. The idea behind the game is to keep the rhythm of saying the target words.

**Snap:** A pack of cards is dealt out among children in face-down stacks as equally as possible. Play proceeds with the children taking it in turns to remove a card from the top of their stack and place it face-up on a central pile. If two cards placed consecutively on the pile are identical, the child says *Snap!* and takes the paired cards.

**The odd one out:** The pictures offered have something in common, but one of them does not fit in the same category. The children have to find the odd one out.

**Touch and guess/Feely bag:** A child with eyes closed touches an item in the bag and tries to guess what it is.

**What's the time, Mr. Wolf?:** One child is chosen to be Mr Wolf and stands facing away from the other children at the opposite end of the classroom. All children except Mr Wolf chant *What's the time, Mr Wolf?* and Mr Wolf calls a time, usually an hour ending in *o'clock*. The other children take that many steps towards Mr Wolf. They then ask the question again. Alternatively Mr Wolf may call *Dinner time!* and turn and chase the other children back to their starting point. If Mr Wolf tags a child, that child becomes Mr. Wolf for the next round.

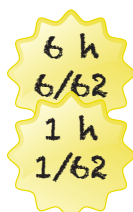
**Word tennis:** Pairs or teams of children say words related to various topics by quickly taking turns, i.e. without hesitation.



# LESSON PLANS

## UNIT 1

### LESSON 1: WELCOME BACK TO SCHOOL



**AIMS:** Creating a positive and friendly learning environment; familiarising the children with the *Pupil's Book* and the *Activity Book*; introducing words for school environment/school assembly; revising and introducing phrases related to social interaction; revising the Year 1 language syllabus; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** School environment: class teacher, head teacher, gym, computer room, music room, cupboard, classroom; social interaction: Hi. Hello. Good morning, Mr/Mrs... How are you? Fine, thank you. What's your name? I'm... What's your surname? This is my friend...; expressing opinion: It's fantastic/great; **Revision of Year 1:** classroom environment, school things, colours, numbers, descriptions of people; prepositions of place

**MATERIALS:** Flashcards with school environment

**TIP:** Design a poster with all the icons, or have individual icons in A4 size, so that you could point to the one/s you need at any time, to make sure that everyone's attention is drawn to the right one/s when needed; icons in both the *Pupils' Book* and the *Activity Book* have been carefully designed so that the children find it simple to follow the instructions, i.e. the right order of activities

**INTRODUCTION:** Familiarising the children with the *Pupil's Book* and the *Activity Book*

Tell the children about the Contents and about the unit and lesson framework and structure; refer them to the icons and introduce the main activities;

say a few words about the topics and the main characters; explain how you plan to manage class activities related to the *Pupil's Book/Activity Book*—what they are supposed to do and how you suggest they organise their work, etc.

#### ACTIVITY 1: Vocabulary warm-up

STEP 1: Raise the school environment flashcards one by one and ask the children to repeat after you; raise the flashcards once more and ask the children to say the words

STEP 2: Play *Word tennis*, or any other game you find suitable

**TIP:** Play games with new words in different contexts, through different language and cognitive skills, and by applying different learning style strategies whenever you find the time—to help children memorise words over a period of time, i.e. to store them in their long-term memory, so they are able to activate them when necessary

#### ACTIVITY 2: *Look, listen, point and repeat.* (*Pupil's Book*)

STEP 1: Tell the children to listen and point to the right picture, and to repeat the words

STEP 2: Play the recording again and ask individual children to repeat

**TIP:** In the UNIT 1 Lesson 1 *picture dictionary*, the pictures are put in the same order as in the text/recording script; later on, whenever the already learned item can serve as a visual clue, e.g. colour, number or character, the pictures will not be given in the same order as in the recording, so that the children are encouraged to rely on the previously learned language, thus avoiding the mechanical aspect of the *look, listen, point and repeat* tasks—use every opportunity to provide the children with the

learning to learn strategies—in this case, it is guessing the meaning of the word from the (visual) context

**ACTIVITY 3:** *Look and listen. Listen and repeat. Act out. (Pupil's Book)*

STEP 1: The children look at the pictures and listen; you might ask a question or two about the pictures before you play the recording; tell the children about school assembly in British schools

STEP 2: Play the recording once more for the children to repeat; pause after each sentence; the children repeat chorally and/or individually

STEP 3: Assign roles for the children to act out the school assembly situation

STEP 4: Sing *The More We Get Together* from Year 1

**ACTIVITY 4:** *Answer the questions. (Pupil's Book)*

STEP 1: The children listen to the questions and answer them, one by one

**ACTIVITY 5:** *Look and listen. Tick or cross out. (Activity Book)*

STEP 1: The children look at the pictures and listen to the teacher, then tick or cross out accordingly; the teacher says *Look at picture 1. This is our head teacher. Look at picture 2. This is our class teacher. Look at picture 3. This is the music room. Look at picture 4. This is a cupboard. Look at picture 5. This is the computer room. Look at picture 6. This is the gym.*

**ACTIVITY 6:** Assigning homework: *Look and number. (Activity Book)*

STEP 1: The children number the pictures; refer them to the *Pupil's Book*

**TIP:** Whenever assigning a new type of homework activity, model it in class before the children do it at home on their own

## UNIT 1

1 h  
2/62

## LESSON 2: WHERE IS EVERYBODY?

**AIMS:** Revising and introducing prepositions of place; asking and answering questions about people and the location of people and things; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Prepositions of place: in, on, under, between, in front of, behind; Where's...? Is it...? No, it's not there. It's... I'm...

**MATERIALS:** Real objects/school things or flashcards with school things

**HOMEWORK:** Check the children's homework by asking, e.g., *Are Emma and Jack in the gym in picture 1?* and give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

**REVISION:** Play a language game to revise school things and prepositions of place from Year 1

**ACTIVITY 1:** *Look and listen. (Pupil's Book)*

STEP 1: Play the recording while the children look in their books and listen

STEP 2: Ask a few comprehension questions; say the number of one of the six pictures and invite a child to describe it; do the same with the other five pictures

**ACTIVITY 2:** *Look, listen and repeat. Look and say. (Pupil's Book)*

STEP 1: Play the recording and ask the children to look in their books and listen

STEP 2: Play the recording once more for the children to repeat, pausing after each sentence

STEP 3: Invite two groups of children to look at the pictures and to reproduce the dialogues; encourage them to improvise rather than repeat word for word what they have heard

**ACTIVITY 3:** *Play with your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs; go around the classroom to check what the children are doing; demonstrate the conversation with one

child; encourage the children to do the activity in pairs; walk around the classroom to check what the children are doing; ask a few pairs to demonstrate the conversation

**TIP:** Get into the habit of allowing children to make mistakes while doing a pair-work/child-centred activity, so that you know what further practice is still necessary (what language children have problems with, etc.); pair off a strong and a weak pupil whenever possible—approach a more demanding task as a multi-ability activity rather than as a “difficult” one

## ACTIVITY 4: Ask and write. (Activity Book)

STEP 1: The teacher says *Write your first name in the yellow box. Write your surname in the green box. Then write the first names and surnames of three friends*

STEP 2: The children write their friends’ first names and then ask their classmates about their surnames

STEP 3: The teacher checks what the children have written by asking *What are your friends’ surnames?* or *What’s X’s surname?*

## UNIT 1

### LESSON 3: NICE AND PRETTY

1 h  
3/62

**AIMS:** Revising clothes, furniture and prepositions of place; revising and introducing descriptive adjectives; describing people’s appearance; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Descriptions of people: blond/e, very... pretty, happy, nice, new, long, short; colours; She’s got... He’s got...

**MATERIALS:** Flashcards with descriptive adjectives

## ACTIVITY 1: LESSON 2 Listen and draw. Look and say. (Activity Book)

STEP 1: The teacher says *Draw a chair in front of Lucy. Draw a cupboard behind Sophie. Draw a desk between Jack and Tommy. Draw a bag next to Zoe. Draw a piano in front of William. Draw a computer on Miss Read’s desk.* The children listen and draw

STEP 2: The teacher checks what the children have done by asking *Where’s the desk? Where’s the piano? Where’s the bag? Where’s the computer? Who’s behind the cupboard? Where’s Lucy?*

## ACTIVITY 2: Look, listen and point. Look and say. (Pupil’s Book)

STEP 1: Ask the children to point to the characters in the pictures before you play the recording

STEP 2: The children look at the pictures, listen to the recording and point to the right picture

STEP 3: The children look at the pictures and say what characters they see, and what the characters look like

## ACTIVITY 3: Look and listen. Talk to your friend. (Pupil’s Book)

STEP 1: The children look at the picture and listen to the example

STEP 2: The children do the activity in pairs; go around the classroom to check what they are doing; ask a pair or two to demonstrate the conversation

## ACTIVITY 4: Look, colour and say. (Activity Book)

STEP 1: The children colour the picture of Miss Read



STEP 2: Invite the children to describe Miss Read—ask questions, e.g. *What colour is Miss Read's hair? What colour are Miss Read's shoes?*

**ACTIVITY 5:** *Listen and circle.* (Activity Book) STEP 1: The children listen to the teacher and circle the right picture; the teacher says *1 She's got short brown hair. 2 She's got long blonde hair. 3 She's got a new pink bag. 4 He's got a new blue shirt.*

STEP 2: Check what they have done by asking them to describe picture 1, 2, 3 or 4

## UNIT 1

### LESSON 4: HAPPY TOGETHER

2 h  
4/62

Hour 1

**AIMS:** Practising pronunciation—doing tongue twisters; consolidating and reinforcing the UNIT 1 language syllabus—doing a chant; having fun while revising—playing with friends

**LANGUAGE FOCUS:** Pronunciation of long and short vowels /i:/, u:/, ɪ, æ, ʌ, ə, ʊ and consonants /r, h, dʒ/

**MATERIALS:** Flashcards with months

**ACTIVITY 1:** *Look, listen and repeat.* (Pupil's Book)

STEP 1: The children listen to the recording, look at the pictures and repeat; pause the recording after each sentence and ask the children to repeat chorally and individually

STEP 2: The children look at the pictures and say the sentences/tongue twisters, first slowly and then quickly; have fun while practising pronunciation, use gesture and movement to signal long and short vowels

**ACTIVITY 2:** *Look, listen and chant.* (Pupil's Book)

STEP 1: The children look and listen, then chant in teams or pairs

**TIP:** Rhyme, rhythm and repetition reinforce speaking skills, language structures, etc. Use chants to help the children learn and memorise the language; use them to introduce or revise the language syllabus

**ACTIVITY 3:** *Play with your friends.* (Pupil's Book)

STEP 1: Explain to the children how to play this guessing game by inviting two children to join you, then demonstrate it; go around the classroom while the children play in groups of three

**ACTIVITY 4:** *Trace, colour and say.* (Activity Book)

STEP 1: The children trace and colour the characters; ask who they can see

**ACTIVITY 5:** Playing vocabulary games

STEP 1: Revise the months of the year by playing flashcard games

**TIP:** Tell the children to bring scissors and glue for their first project; provide paper for the poster

## UNIT 1

1 h  
6/62

### LESSON 5: IT'S TIME FOR SCHOOL, LET'S HAVE FUN

**AIMS:** Consolidating and reinforcing the UNIT 1 language syllabus; revising the Year 1 language syllabus—months of the year, numbers, school things, clothes and parts of body; doing a project; developing speaking production

**LANGUAGE FOCUS:** Year 1 language syllabus: months of the year, school things, clothes and parts of body

**MATERIALS:** Scissors, glue, crayons, paper

**ACTIVITY 1:** *Look, cut out and say. (Activity Book)*

STEP 1: The children cut out the eight cards; individual children say three things about their chosen character card and the rest try to guess who it is, e.g. *He's got short brown hair and blue eyes. He's got a new white jacket. Who is it?*

**ACTIVITY 2:** *Look, count and write. (Activity Book)*

STEP 1: The children look, count and write the number of items; the teacher checks by asking *How many...?*

**ACTIVITY 3:** *Play with your friend. Draw and guess. (Activity Book)*

STEP 1: The children play the game in pairs by drawing a butterfly on a particular part of the head and then trying to guess where it is by asking questions, e.g. *Is it/the butterfly on the nose?* etc.

**ACTIVITY 4:** *Project Birthdays (Pupil's Book)*

STEP 1: The children make a class poster; they glue the photos, write their names, and design the poster; put the poster on the wall and ask *When are your classmates' birthdays?*; remember to use the poster as a reminder to sing *Happy Birthday*/celebrate the children's birthdays

**TIP:** Prepare 6 flashcards with signs you will need for the rhyme in Lesson 5 (clap, jump, turn around, walk around, hold hands, smile)

**AIMS:** Having fun; doing an adapted version of the traditional counting rhyme; developing cognitive skills—understanding patterns of mathematical logic; developing language creativity—rhyming words

**LANGUAGE FOCUS:** UNIT 1/Year 1 language syllabus (numbers 1-10); school environment

**MATERIALS:** Flashcards with signs

**TIP:** Nursery rhymes/traditional children's songs are authentic language content; they are a fantastic cultural resource; rhymes provide variety and break the routine; they are motivating—rhyme, rhythm, repetition, melody and movement facilitate language learning; through rhymes and songs children acquire the language on a global level; use rhymes and songs as language in context—there is no need to explain each and every word or to avoid using certain grammar structures; rhymes and songs work on our short-term and long-term memory; they energise/stir and relax/settle mentally, emotionally, and physically; use rhymes and songs whenever you find the time—as warm-ups, fillers or follow-up activities

**REVISION:** Chanting *September Is Here*

**ACTIVITY 1:** Rhyme warm-up; *Look and say. What are the missing numbers? (Pupil's Book)*

STEP 1: The children look, think about the pattern of the missing numbers and say the numbers; guide them in doing the task

**ACTIVITY 2:** *Listen and say. Sing and play. (Pupil's Book)*

STEP 1: Tell the children to look at the picture, ask who they can see and what time it is; draw their attention to the signs on the left and right side; show them the flashcards with signs

STEP 2: Play the TPR game with the flashcards, e.g. you show them the *two hands clapping* sign and they have to clap hands, etc.

STEP 3: The children listen to the rhyme, then say it—first line by line, then verse by verse; show them

one of the signs when they say *Take a look at the sign.*, e.g. *walk around* and then they walk around, i.e. they do the activity the sign suggests they do

STEP 4: The children stand in a circle, say the rhyme and play with the signs; choose a different sign each time

**ACTIVITY 3:** *Listen and write the number. What's the rhyming number? (Activity Book)*

STEP 1: Play the song; the children listen and match the rhyming words i.e. the number and the picture; help the children by asking *What number rhymes with door? What number rhymes with late? What number rhymes with sign? What number rhymes with arrive? What number rhymes with fun?*

**ACTIVITY 4:** *Say and match. (Activity Book)*

STEP 1: Continue the *rhyming words* language play; the children have to match number 1 and sun, 2 and shoe, 3 and knee, 4 and floor

STEP 2: Encourage the children to think of words rhyming with numbers 6-10, or 11-20

**TIP:** Think of the *rhyming words* language play as a way of revising any vocabulary

## UNIT 2

### LESSON 1: IN THE SCHOOL GARDEN

6 h  
12/62

1 h  
7/62

**AIMS:** Revising and introducing words for school environment/school garden/autumn; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** School environment/school garden/autumn: garden, apple/tree/pie, leaves, pumpkin, basket

**MATERIALS:** Flashcards with school garden

**ACTIVITY 1:** Vocabulary warm-up

STEP 1: Raise the school garden flashcards one by one and ask the children to repeat after you; raise the flashcards once more and ask the children to say the words

STEP 2: Play any language game you find suitable

**ACTIVITY 2:** *Look, listen, point and repeat. (Pupil's Book)*

STEP 1: Tell the children to listen and point to the right picture, and to repeat the words

STEP 2: Play the recording again and ask individual children to repeat

**ACTIVITY 3:** *Look and listen. Listen and repeat. Act out. (Pupil's Book)*

STEP 1: The children look at the pictures and listen; you might ask a question or two about the pictures before you play the recording; tell the children about school gardens in British schools

STEP 2: Play the recording once more for the children to repeat; pause after each sentence; the children repeat chorally and/or individually

STEP 3: Assign roles for the children to act out the school garden situation

**ACTIVITY 4:** *Say Yes or No. (Pupil's Book)*

STEP 1: The children listen to the statements and say whether they are true or false, i.e. say *yes* or *no*; guide the children in thinking about the statements by asking questions and referring them to the pictures

**ACTIVITY 5:** *Play with your friend. (Activity Book)*

STEP 1: The children play in pairs; they drop an eraser on the game board and say how many things in the garden they can see

**ACTIVITY 6:** *Draw and say. (Activity Book)*

STEP 1: The children look at the pictures in the *Pupil's Book*, then draw the missing characters and things in the pictures in the *Activity Book*; you can assign this activity for homework

## UNIT 2

### LESSON 2: SHE'S GOT SOME SUGAR, HE'S GOT TWELVE APPLES

1 h  
8/62

**AIMS:** Revising and introducing words for food; providing language in context—expressing possession and quantity; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Food: flour, eggs, butter, sugar; She's got some... He's got one... Here's some... Here are... I've got... We've got... We can make... Let's make...

**MATERIALS:** Flashcards with food

**REVISION:** Play a language game to revise food and the *have got* structure from Year 1

**ACTIVITY 1:** *Look and listen. (Pupil's Book)*

STEP 1: Play the recording while the children look in their books and listen

STEP 2: Ask a few comprehension questions; say the number of one of the six pictures and invite a child to describe it, do the same with the other five pictures

**ACTIVITY 2:** *Look, listen and repeat. Look and say. (Pupil's Book)*

STEP 1: Play the recording and ask the children to look in their books and listen

STEP 2: Play the recording once more for the children to repeat, pausing after each sentence

STEP 3: Invite two groups of children to look at the pictures and to reproduce the dialogues; encourage them to improvise rather than repeat word for word what they have heard

**ACTIVITY 3:** *Play with your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs; go around the classroom to check what the children are doing; demonstrate the conversation with one child; encourage the children to do the activity in pairs; walk around the classroom to check what the children are doing; ask a few pairs to demonstrate the conversation



## ACTIVITY 4: Listen and circle. (Activity Book)

STEP 1: The teacher says 1 *Some sugar, please.* 2 *Some butter, please.* 3 *Two apples, please.* 4 *Three eggs, please.* 5 *Some flour, please* and the children circle the right item; tell pairs of children to check what they have done

## ACTIVITY 5: Listen and draw. Look, think and say. (Activity Book)

STEP 1: The teacher says *Tommy's got some milk, some sugar, twelve plums and seven sweets. Emma's got some butter, some flour, three eggs and one pumpkin.* and the children draw the food items as instructed; check what the children have done by asking what Tommy/Emma has got

STEP 2: The children close the *Activity Book* and then say what Tommy/Emma has got

## UNIT 2

### LESSON 3: IT'S AUTUMN

1 h  
9/62

**AIMS:** Revising and introducing words for autumn weather and clothes; describing pictures; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Autumn weather and clothes: cloudy, rainy, boots, umbrella; kite

**MATERIALS:** Flashcards with seasons, weather and clothes

**REVISION:** Play a language game to revise seasons, weather and clothes from Year 1

#### ACTIVITY 1: Look, listen and point. Look and say. (Pupil's Book)

STEP 1: The children look at the pictures, listen to the recording and point to the right picture

STEP 2: The children describe the pictures; encourage the children to rely on their own language

#### ACTIVITY 2: Look and listen. Talk to your friend. (Pupil's Book)

STEP 1: The children look at the picture and listen to the example

STEP 2: The children do the activity in pairs; go around the classroom to check what they are doing; ask a pair or two to demonstrate the conversation

#### ACTIVITY 3: Look, trace and colour. (Activity Book)

STEP 1: The children connect the numbers and get the picture

STEP 2: Ask them what's in the picture

#### ACTIVITY 4: Look and match. (Activity Book)

STEP 1: The children connect the matching weather and activities

STEP 2: Check what they have done by asking questions, e.g. *What can you do in sunny weather?*

# LESSON PLANS

## UNIT 2

### LESSON 4: SEPTEMBER, OCTOBER, NOVEMBER

2 h  
10/62

#### Hour 1

**AIMS:** Practising pronunciation—doing tongue twisters; consolidating and reinforcing the UNIT 2 language syllabus—doing a chant; having fun while revising—playing with friends; developing cognitive skills—understanding the missing item pattern

**LANGUAGE FOCUS:** Pronunciation of diphthongs /aʊ, aɪ, əʊ, ɔɪ, uə/

**MATERIALS:** Flashcards with seasons, weather and months

**ACTIVITY 1:** *Look, listen and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording, look at the pictures and repeat; pause the recording after each sentence and ask the children to repeat chorally and individually

STEP 2: The children look at the pictures and say the sentences/tongue twisters, first slowly and then quickly; have fun while practising pronunciation, use gesture and movement to signal different diphthongs

**ACTIVITY 2:** *Look, listen and chant. In Spring and in Autumn (Pupil's Book)*

STEP 1: The children look and listen, then chant in teams or pairs

**ACTIVITY 3:** *Play with your friends. (Pupil's Book)*

STEP 1: Explain to the children how to play this cumulative game by inviting two children to join you, then demonstrate it; go around the classroom while the children play in groups of three

**ACTIVITY 4:** *Draw and say. (Activity Book)* STEP 1: Guide the children in doing this task; refer them to the pictures for the tongue twisters/pronunciation practice in the *Pupil's Book*; they have to draw the missing item following the *same diphthong* principle; ask the children to say what the missing items are  
STEP 2: The children name all the items, i.e. "read" the pictures

**ACTIVITY 5:** Playing vocabulary games STEP 1: Revise seasons, weather and months by playing (flashcard) language games

#### Hour 2

**AIMS:** Consolidating and reinforcing the UNIT 2 language syllabus; revising and introducing words for autumn fruit and vegetables; doing a project; developing speaking production

**LANGUAGE FOCUS:** Autumn fruit and vegetables

**MATERIALS:** Flashcards with autumn fruit and vegetables; scissors, glue, crayons, paper; coins

**ACTIVITY 1:** *Revising and introducing words for autumn fruit and vegetables*

STEP 1: Invite the children to choose 6 or 7 different words for fruit and vegetables and to draw them i.e. make their own flashcards; remind them of the words from Year 1

STEP 2: Raise the flashcards one by one and ask the children to repeat after you; raise the flashcards once more and ask the children to say the words

STEP 3: They can play *Memory*, or any other game they choose—in pairs or in groups

**TIP:** Bring some autumn fruit and vegetables, and let the children learn through the senses!

**ACTIVITY 2:** *Project My Apple/Pumpkin Book (Pupil's Book)*

STEP 1: The children make a little book; they fold the paper, draw a big pumpkin or apple shape, cut out the shape and draw autumn fruit and vegetables. Ask *What's your favourite autumn fruit or vegetable?* Display the children's projects

**ACTIVITY 3:** *Play with your friend. (Activity Book)*

STEP 1: The children play a board game by tossing a coin; go around the classroom and join a pair or two in playing the game

## UNIT 2

### LESSON 5: I HEAR THUNDER, I SEE BLUE SKY

1 h  
12/62

**AIMS:** Having fun; doing a traditional rhyme; developing cognitive skills—categorising items; developing language creativity

**LANGUAGE FOCUS:** Rainy and sunny weather: wet, dry

**MATERIALS:** Flashcards with signs

**REVISION:** Chanting *In Spring and in Autumn*

**ACTIVITY 1: Song warm-up;** *Look and say. What comes next? (Pupil's Book)*

STEP 1: The children look, think and say what comes next; help the children understand the categorising principle

**ACTIVITY 2:** *Listen and say. Sing and play. (Pupil's Book)*

STEP 1: Tell the children to look at the picture. Ask who they can see and what the weather is like

STEP 2: Use TPR ideas to introduce body gestures for *I hear*—e.g. put your hand next to your ear, *thunder*—e.g. stamp feet, *pitter patter raindrops*—move fingers, etc. Think of gestures and movements for *wet, I see, blue sky, way up high, sunshine, dry*

STEP 3: Play *Mirrors* or *Freeze*, or any game you find suitable

STEP 4: The children listen to the song; then they sing and play using gestures and movements

**ACTIVITY 3:** *Look and write the number. (Activity Book)*

STEP 1: The children count the raindrops and write the number; ask *How many yellow raindrops can you see? How many pink suns?* etc.

**ACTIVITY 4:** *Listen and say. (Activity Book)*

STEP 1: The teacher says *I hear...* and the children say *It's number 1—thunder*; the teacher says *I see...* and the children say *It's number 2—blue sky*; the teacher says *I'm wet through.* and the children say *It's number 3—raindrops*; the teacher says *I'm dry.* and the children say *It's number 5—sunshine*; the teacher says *Pitter patter.* and the children say *It's number 3—raindrops*; the teacher says *Way up high.* and the children say *It's number 2—blue sky.*

## UNIT 3

### LESSON 1: GRANDMA AND GRANDPA'S VISIT

6 h  
18/62

1 h  
18/62

**AIMS:** Revising and introducing words for family, feelings/sensations; raising awareness of table manners; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Family: grandma, grandpa, baby; feelings/sensations: happy, sleepy, hot, thirsty, tired, hungry; descriptive adjectives: fantastic; Thanks... You're welcome. Help yourselves. Careful, it's hot. Let's start. I'm hungry. I'm thirsty. Can I have some...? Here you are. Here's your...

**MATERIALS:** Flashcards with feelings/sensations, flashcards with family

**ACTIVITY 1:** Vocabulary warm-up

STEP 1: Raise the feelings/sensations and family flashcards one by one and ask the children to repeat after you; raise the flashcards once more and ask the children to say the words

STEP 2: Play any language game you find suitable

**ACTIVITY 2:** *Look, listen, point and repeat. (Pupil's Book)*

STEP 1: Tell the children to listen and point to the right picture, and to repeat the words

STEP 2: Play the recording again and ask individual children to repeat

**ACTIVITY 3:** *Look and listen. Listen and repeat. Act out. (Pupil's Book)*

STEP 1: The children look at the pictures and listen; you might ask a question or two about the pictures before you play the recording; tell the children about family life in Britain

STEP 2: Play the recording once more for the children to repeat; pause after each sentence; the children repeat chorally and/or individually

STEP 3: Assign roles for the children to act out the family lunch situation

**ACTIVITY 4:** *Answer the questions. (Pupil's Book)*

STEP 1: The children listen to the questions and answer them

## ACTIVITY 5: *Listen and tick. (Activity Book)*

STEP 1: The children listen to the teacher and tick the right picture. The teacher says *Grandma is hungry. Grandpa is happy. The baby is thirsty. Katie is tired. Mummy is hot. Daddy is sleepy.*

## ACTIVITY 6: *Draw How are you today? (Activity Book)*

STEP 1: The children draw how they feel; the teacher asks *How are you today?*, then they ask each other

## UNIT 3

### LESSON 2: ON SUNDAY, AT 5 O'CLOCK

1 h  
19/62

**AIMS:** Introducing and revising words for days of the week, seasons and months; providing language in context—talking about habits, facts and time; developing listening comprehension; developing speaking production: asking and answering about time

**LANGUAGE FOCUS:** On Sunday, in winter, in January, at 5 o'clock; we usually have, go to school, school starts, we celebrate; lunch, Christmas; When's...? At what time? It's/I think it's in...

**MATERIALS:** Flashcards with days of the week

**REVISION:** Play a short game to revise seasons, months from Year 1, the time and the prepositions *in* and *at*

#### ACTIVITY 1: *Look and listen. (Pupil's Book)*

STEP 1: Play the recording while the children look in their books and listen

STEP 2: Ask a few comprehension questions; say the number of one of the six pictures and invite a child to describe it. Do the same with the other five pictures; introduce the words *Sunday* and *Monday*, and the preposition *on*

#### ACTIVITY 2: *Look, listen and repeat. Look and say. (Pupil's Book)*

STEP 1: Play the recording and ask the children to look in their books and listen

STEP 2: Play the recording once more for the children to repeat, pausing after each sentence

STEP 3: Invite two groups of children to look at the pictures and to reproduce the dialogues; encourage them to improvise rather than repeat word for word what they have heard

## ACTIVITY 3: *Play with your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs; go around the classroom to check what the children are doing; demonstrate the game with one child; encourage the children to do the activity in pairs; walk around the classroom to check what the children are saying

## ACTIVITY 4: *Listen and number. (Activity Book)*

STEP 1: The children listen to the teacher and number the pictures; the teacher says *1 Stephen's birthday is in January. 2 Stephen has lunch with grandma and grandpa on Sunday. 3 Stephen wakes up at 7 o'clock. 4 Stephen celebrates Christmas in winter. 5 Stephen plays on his bed at 4 o'clock. 6 Stephen goes to sleep at 8 o'clock*; To check what the children have done, ask *When is Stephen's birthday? When does he play? When does he go to sleep?*

## ACTIVITY 5: *Draw and say. (Activity Book)*

STEP 1: Assign this activity for homework; the children draw what they do in winter, on Sunday and 8 o'clock every morning during the week; ask the children to talk about it in the following lesson—ask *What do you do in autumn? What do you do on Sunday? What do you do at 8 o'clock?*, etc.

## UNIT 3

### LESSON 3: AT THE TABLE

1 h  
20/62

**AIMS:** Revising and introducing words for lunch food, table things/cutlery and table manners; giving instructions; expressing wishes; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Lunch food: soup, chicken, potatoes, water, chocolate cake; table things: spoon, fork, knife, glass; There is... on your right/left. You eat/cut... with... Enjoy your lunch! I want some... Take...

**MATERIALS:** Flashcards with lunch food and table things

**ACTIVITY 1:** Play a language game to introduce lunch food and table things/cutlery

**ACTIVITY 2:** *Look, listen and point. Look and say. (Pupil's Book)*

STEP 1: The children look at the pictures, listen to the recording and point to the right picture

STEP 2: The children describe the pictures; encourage the children to rely on their own language

**ACTIVITY 3:** *Look and listen. Talk to your friend. (Pupil's Book)* STEP 1: The children look at the picture and listen to the example

STEP 2: The children do the activity in pairs; go around the classroom to check what they are doing; ask a pair or two to demonstrate the conversation

**ACTIVITY 4:** *Look and say. What's wrong? (Activity Book)* STEP 1: The children look at the picture and say what's wrong; elicit correct answers by asking *Where's the glass? Where's the fork? Where's the spoon?*

**ACTIVITY 5:** *Draw and say. Trace and say. (Activity Book)*

STEP 1: The children have to draw the things in the right places and say where they are

STEP 2: By connecting the dots they find out what's for lunch; you can assign these two tasks for homework, and then check them in the following lesson



## UNIT 3

### LESSON 4: WASH YOUR HANDS BEFORE YOU EAT

2 h  
21/62

Hour 1

**AIMS:** Practising pronunciation—doing tongue twisters; consolidating and reinforcing the UNIT 3 language syllabus—doing a chant; having fun while revising—playing with friends

**LANGUAGE FOCUS:** Pronunciation of consonants /t, θ, ə/; table manners: Wash... Wait... Use... Take... Close... Be very careful.

**ACTIVITY 1:** *Look, listen and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording, look at the pictures and repeat; pause the recording after each sentence and ask the children to repeat chorally and individually

STEP 2: The children look at the pictures and say the sentences/tongue twisters, first slowly and then quickly; have fun while practising pronunciation; draw the children's attention to the right articulation

**ACTIVITY 2:** *Look, listen and chant. Wash Your Hands Before You Eat (Pupil's Book)*

STEP 1: The children look and listen, then chant in teams or pairs

**ACTIVITY 3:** *Play with your friends. (Pupil's Book)*

STEP 1: Explain to the children how to play this cumulative game by inviting two children to join you, then demonstrate it; go around the classroom while the children play in groups of three

**ACTIVITY 4:** *Look and say. (Activity Book)*

STEP 1: The children "read" the pictures as a tongue twister

**ACTIVITY 5:** *Listen and circle. (Activity Book)* STEP 1:

The teacher says 1 *Wash your hands before you eat.* 2 *Take some food, not a lot.* 3 *Be careful if it's hot.* 4 *Close your mouth when you eat.* while the children listen and circle the right picture

Hour 2

**AIMS:** Consolidating and reinforcing the UNIT 3 language syllabus; doing a project; developing speaking production

**LANGUAGE FOCUS:** Table manners

**MATERIALS:** Scissors, glue, crayons, paper

**REVISION:** Chanting *Wash Your Hands Before You Eat*

**ACTIVITY 1:** *Project Table Manners (Pupil's Book)*

STEP 1: The children make a class poster; organise it as group work; display the poster and chant again

**ACTIVITY 2:** *Play with your friends. (Activity Book)*

STEP 1: The children play the game of *snakes and ladders*; explain to the children how to play this board game; say *Throw a die and start the game.* For example: *Green—I'm happy. Yellow—Take a knife. Red—Be careful. It's hot. Blue—Have some soup;* Go around the classroom and join the children in playing the game

## UNIT 3

### LESSON 5: TODAY IS MONDAY

1 h  
23/62

**AIMS:** Having fun; doing an adapted version of a traditional children's song; revising and introducing words for days of the week and food; developing cognitive skills—understanding the odd one-out-principle; developing language creativity

**LANGUAGE FOCUS:** Days of the week; food: spaghetti, pizza, soup, fish and chips, chicken, ice cream

**MATERIALS:** Flashcards with days of the week and food; flashcards with fruit

#### ACTIVITY 1: Vocabulary warm-up

STEP 1: Raise the days of the week and food flashcards one by one and ask the children to repeat after you; raise the flashcards once more and ask the children to say the words

STEP 2: Play any language game you find suitable

#### ACTIVITY 2: Song warm-up; *Look and say. Which is the odd one out?* (Pupil's Book)

STEP 1: The children look, think and identify the odd one out; help the children understand the categorising principle

#### ACTIVITY 3: *Listen and say. Sing and play.* (Pupil's Book)

STEP 1: Tell the children to look at the pictures and ask what they can see

STEP 2: The children listen to the song and look in their books; use the flashcards while listening to the song for the second time

STEP 3: Use the flashcards while listening to the song for the third time

STEP 4: The children sing and play using the flashcards

#### ACTIVITY 4: *Look, match and say.* (Activity Book)

STEP 1: The children match the days of the week with the food; ask *When do we eat fish and chips?* etc.

#### ACTIVITY 5: *Play with your friends.* (Activity Book)

STEP 1: Explain to the children how to play this cumulative game by inviting two children to join you, then demonstrate it; go around the classroom while the children play in groups of three

#### ACTIVITY 6: *Draw and say.* (Activity Book)

STEP 1: Revise and introduce words for fruit by playing a short flashcard game

STEP 2: Assign drawing the weekly fruit menu for homework; check homework the following class; ask *What fruit do you eat on Monday? What fruit do you eat on Tuesday?* etc.

# LESSON PLANS

## UNIT 4

### LESSON 1: ON THE BUS, AT THE CINEMA

6 h  
24/62

1 h  
24/62

**AIMS:** Revising and introducing words connected with the town, occupations and numbers 11-20; describing actions; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Town and occupations: cinema, bus, bus driver, film, actor; funny; the children are ...ing.

**MATERIALS:** Flashcards with town words

#### **ACTIVITY 1:** Vocabulary warm-up

STEP 1: Raise the town flashcards one by one and ask the children to repeat after you; raise the flashcards once more and ask the children to say the words

STEP 2: Play any language game you find suitable

#### **ACTIVITY 2:** *Look, listen, point and repeat. (Pupil's Book)*

STEP 1: Tell the children to listen and point to the right picture, and to repeat the words

STEP 2: Play the recording again and ask individual children to repeat

**ACTIVITY 3:** *Look and listen. Listen and repeat. Act out. (Pupil's Book)* STEP 1: The children look at the pictures and listen; you might ask a question or two about the pictures before you play the recording

STEP 2: Play the recording once more for the children to repeat; pause after each sentence; the children repeat chorally and/or individually

STEP 3: Assign roles for the children to act out the situation on the bus and at the cinema

#### **ACTIVITY 4:** *Say Yes or No. (Pupil's Book)*

STEP 1: The children listen to the statements and say whether they are true or false i.e. say *yes* or *no*; guide the children in thinking about the statements by asking questions and referring them to the pictures

#### **ACTIVITY 5:** *Look and count. (Activity Book)*

STEP 1: The pupils count the children in the picture; ask *How many children are there in picture 1?* etc.

#### **ACTIVITY 6:** *Listen and number. (Activity Book)*

STEP 1: The children listen to the teacher and number the pictures; the teacher says *1 Here are 20 masks for you. 2 It's a fantastic film. 3 Good morning, sir. 4 He can jump like a kangaroo. 5 Miss! Miss! Emma's missing. 6 I like it when we go by bus.*



## UNIT 4

### LESSON 2: THERE IS A TOY SHOP AT NUMBER 13

1 h  
25/62

**AIMS:** Revising and introducing words connected with the town and numbers 11-20; asking and answering questions about quantity; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Town: shop/pet shop, bookshop, shoe shop, hat shop, mask shop; How many toy... are there? There is... There are...; in this street, at number

**MATERIALS:** Flashcards with shops and numbers

**REVISION:** Play a game to introduce shops and numbers

**ACTIVITY 1:** *Look and listen. (Pupil's Book)*

STEP 1: Play the recording while the children look in their books and listen

STEP 2: Ask a few comprehension questions; say the number of one of the six pictures and invite a child to describe it, do the same with the other five pictures

**ACTIVITY 2:** *Look, listen and repeat. Look and say. (Pupil's Book)*

STEP 1: Play the recording and ask the children to look in their books and listen

STEP 2: Play the recording once more for the children to repeat, pausing after each sentence

STEP 3: Invite two groups of children to look at the pictures and to reproduce the dialogues; encourage them to improvise rather than repeat word for word what they have heard

**ACTIVITY 3:** *Play with your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs; go around the classroom to check what the children are doing; demonstrate the game with one child; encourage the children to do the activity in pairs; walk around the classroom to check what the children are saying

**ACTIVITY 4:** *Listen and draw. (Activity Book)*

STEP 1: The children listen to the teacher and draw; the teacher says *1 Draw a car in the purple shop. 2 Draw a cat in the red shop. 3 Draw a book in the brown shop. 4 Draw a shoe in the green shop. 5 Draw a hat in the blue shop. 6 Draw a mask in the orange shop*; Check what they have done by asking *Which shop is orange? What colour is the pet shop?*, etc.

**ACTIVITY 5:** *Listen and number. (Activity Book)*

STEP 1: The children listen to the teacher and draw; the teacher says *The toy shop is at number 13. The shoe shop is at number 19. The pet shop is at number 17. The hat shop is at number 20. The mask shop is at number 18. The bookshop is at number 15*; Check what they have done by asking questions

# LESSON PLANS

## UNIT 4

### LESSON 3: I'M GOOD AT ICE SKATING

1 h  
26/62

**AIMS:** Revising numbers 11-20; introducing words for winter holidays activities; talking about likes; expressing frequency; developing listening comprehension; developing speaking production; asking and answering questions about habits

**LANGUAGE FOCUS:** Winter holidays: go skiing, go sledging together, make snowballs/a snowman, hat and gloves; old; I like... I'm good at... How about you? What do you do in...? I go...

**MATERIALS:** Flashcards with winter holidays activities

**ACTIVITY 1:** *Play Bingo. (Activity Book)*

STEP 1: The children play a version of *bingo* by choosing six numbers 11-20; the teacher calls e.g. 11, 13, 20; when the children have any three numbers the teacher calls, they say *Bingo!*

**ACTIVITY 2:** *Look, listen and point. Look and say. (Pupil's Book)*

STEP 1: The children look at the pictures, listen to the recording and point to the right picture

STEP 2: The children describe the pictures; encourage the children to rely on their own language

**ACTIVITY 3:** *Look and listen. Talk to your friend. (Pupil's Book)* STEP 1: The children look at the picture and listen to the example

STEP 2: The children do the activity in pairs; go around the classroom to check what they are doing; ask a pair or two to demonstrate the conversation

**ACTIVITY 4:** *Look, trace and colour. (Activity Book)*

STEP 1: The children finish the picture; to check what they have done, ask *Who likes skiing? Who likes making a snowman?*

**ACTIVITY 5:** *Look and say. (Activity Book)* STEP 1: The children have to spot the differences between the two pictures; ask *Has snowman number 1 got his gloves on? Is his nose big? Has he got big eyes? Is snowman number 2 hot? , etc.*

## UNIT 4

### LESSON 4: HOW ABOUT YOU?

2 h  
27/62

Hour 1

**AIMS:** Practising pronunciation—doing tongue twisters; consolidating and reinforcing the UNIT 4 language syllabus—doing a chant; revising words for games from Year 1; having fun while revising—playing with friends

**LANGUAGE FOCUS:** Pronunciation of consonants /v, w/; I'm good at... I can... too. How about you? Just like you.

**MATERIALS:** Flashcards with games

**ACTIVITY 1:** *Look, listen and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording, look at the pictures and repeat; pause the recording after each sentence and ask the children to repeat chorally and individually

STEP 2: The children look at the pictures and say the sentences/tongue twisters, first slowly and then quickly; have fun while practising pronunciation; draw the children's attention to the right articulation

**ACTIVITY 2:** *Look, listen and chant. I'm Good at Skiing (Pupil's Book)*

STEP 1: The children look and listen, then chant in teams or pairs

**ACTIVITY 3:** *Play with your friends. (Pupil's Book)*

STEP 1: Play a game to revise words for games

STEP 2: Explain to the children how to do this task by inviting two children to join you, then demonstrate it; go around the classroom while the children play in groups of three

**ACTIVITY 4:** *Look and say. (Activity Book)*

STEP 1: The teacher "reads" the pictures as a tongue twister, then the children do it

**ACTIVITY 5:** *Look and match. (Activity Book)*

STEP 1: The pupils match the characters with the activities they are good at; the teacher asks *What is William good at? What is Sophie good at?* etc.

Hour 2

## UNIT 4

### LESSON 5: THE WHEELS ON THE BUS

1 h  
29/62

**AIMS:** Consolidating and reinforcing the UNIT 4 language syllabus; doing a project; developing speaking production

**MATERIALS:** Scissors, glue, crayons, paper plates

**REVISION:** Chanting *I'm Good at Skiing*

**ACTIVITY 1:** Project *My Funny Mask* (Pupil's Book)

STEP 1: The children make their funny masks; they take a paper plate, cut out pictures from magazines, glue the pictures on the paper plate, cut out two holes for the eyes; ask *What are your eyes made of? Who's got the funniest mask?*

**ACTIVITY 2:** Play with your friend. Can you make? Can you play? (Activity Book)

STEP 1: The children play the game by throwing their eraser or paper clip and asking their friend *Can you make a mask?/Can you play football?* and answering their friend's question with *Yes, I can./No, I can't.* Go around the classroom and join the children in playing the game

**AIMS:** Having fun; doing an adapted version of the traditional children's action song; revising numbers; developing cognitive skills—understanding the missing item pattern; developing language creativity

**LANGUAGE FOCUS:** Song words: The wheels on the bus go round and round... The horn on the bus goes... The driver/teacher on the bus goes... The children on the bus go... Please sit down; onomatopoeic words

**ACTIVITY 1:** Vocabulary warm-up

STEP 1: Use *TPR* ideas to introduce the song actions

STEP 2: Play the *TPR* game

**ACTIVITY 2:** Song warm-up; Look and say. What are the missing numbers? (Pupil's Book)

STEP 1: The children look, think and identify the missing numbers; guide the children in doing this task

**ACTIVITY 3:** Listen and say. Sing and play. (Pupil's Book)

STEP 1: Tell the children to look at the pictures and ask them what they can see

STEP 2: The children listen to the song and look in their books;

STEP 3: The children sing and play using gesture and movement

**ACTIVITY 4:** Listen and number. (Activity Book)

STEP 1: The children listen to the teacher's instructions and write the numbers; the teacher says *The wheels on the bus—number 19. The wipers on the bus—number 9. The horn on the bus—number 18. The boys on the bus—number 8. The girls on the bus—number 17. The driver on the bus—number 7. The children on the bus—number 16. The teacher on the bus—number 6, etc.*

**ACTIVITY 5:** Cut out, draw, colour and glue. Make a class bus. Sing and play. (Activity Book)

STEP 1: The children make a class bus, then sing and play with it

# LESSON PLANS

## UNIT 6

### LESSON 1: BIKE RIDE

6 h  
30/62  
1 h  
30/62

**AIMS:** Introducing words and expressions for safety in the street, rules in the street, revising polite expressions and greetings; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** In the street: crossing, traffic lights, helmet, bike, go on foot, ride a bike; rules of the road: Put on a helmet. Cross the street at the crossing. Look right/left. Don't go fast. Stop at the crossing. Polite expressions and greetings: 'Morning. A lovely day, isn't it? How about going on foot?

**MATERIALS:** Flashcards with street words and rules

#### **ACTIVITY 1:** Vocabulary warm-up

STEP 1: Raise the flashcards one by one and ask the children to repeat after you; raise the flashcards once more and ask the children to say the words

STEP 2: Play any language game you find suitable

#### **ACTIVITY 2:** *Look, listen, point and repeat. (Pupil's Book)*

STEP 1: Tell the children to listen and point to the right picture, and to repeat the words

STEP 2: Play the recording again and ask individual children to repeat

#### **ACTIVITY 3:** *Look and listen. Listen and repeat. Act out. (Pupil's Book)*

STEP 1: The children look at the pictures and listen; you might ask a question or two about the pictures before you play the recording; tell the children about driving in Britain and what rules should be obeyed in the street

STEP 2: Play the recording once more for the children to repeat; pause after each sentence; the children repeat chorally and/or individually

STEP 3: Assign roles for the children to act out the bike ride situation

#### **ACTIVITY 4:** *Answer the questions. (Pupil's Book)*

STEP 1: The children listen to the questions and answer them

#### **ACTIVITY 5:** *Look, listen and tick. (Activity Book)*

STEP 1: The pupils listen to the teacher and put a tick next to the correct picture

#### **ACTIVITY 6:** *Listen and number. (Activity Book)*

STEP 1: The children listen to the teacher and number the pictures; the teacher says *1 Emma and Zoe's dad are behind them. 2 Zoe has got her helmet on. 3 Emma and Zoe stop at the crossing. 4 Emma and her dad go for a bike ride*

## UNIT 5

### LESSON 2: STOP, THINK, GO

1 h  
31/62

**AIMS:** Revising and introducing words for road safety; asking and answering questions about road safety; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Road safety: Stop. Think. Look right/left. Go. Don't run. Is it safe to go across the street?

**MATERIALS:** Homemade street signs

**REVISION:** Play a game with street signs to introduce and revise vocabulary

#### **ACTIVITY 1:** *Look and listen. (Pupil's Book)*

STEP 1: Play the recording while the children look in their books and listen

STEP 2: Ask a few comprehension questions; say the number of one of the six pictures and invite a child to describe it, do the same with the other five pictures

#### **ACTIVITY 2:** *Look, listen and repeat. Look and say. (Pupil's Book)*

STEP 1: Play the recording and ask the children to look in their books and listen

STEP 2: Play the recording once more for the children to repeat, pausing after each sentence

STEP 3: Invite two groups of children to look at the pictures and to reproduce the dialogues; encourage them to improvise rather than repeat word for word what they have heard

#### **ACTIVITY 3:** *Play with your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs; go around the classroom to check what the children are doing; demonstrate the game with one child; encourage the children to do the activity in pairs; walk around the classroom to check what the children are saying

#### **ACTIVITY 4:** *Listen and colour. (Activity Book)*

STEP 1: The children listen to the teacher and colour the pictures according to the instructions; the teacher says 1 *The little man is red. Stop.* 2 *The little man is green. Go.* 3 *The little man is yellow. Think.* 4 *The little man is black. Look right.* 5 *The little man is white. Look left.* Check what they have done by asking *What's number 3?* etc.

#### **ACTIVITY 5:** *Look and tick. (Activity Book)*

STEP 1: The children look at the pairs of sentences and decide what the correct behaviour in the street is; check what they have done by asking questions *What's safe, number 1 or number 2?*



# LESSON PLANS

## UNIT 5

### LESSON 3: TO THE PARK, PLEASE

1 h  
32/62

**AIMS:** Revising road safety; giving directions in the streets; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Directions: Go to the... Cross the street. Turn left/right into... street. My house is at number 15; pavement

**ACTIVITY 1:** *Look, listen and point. Look and say. (Pupil's Book)*

STEP 1: The children look at the map and listen to the recording

STEP 2: They listen again and follow the route with their fingers

STEP 3: Invite the children to describe the route; encourage the children to rely on their own language

**ACTIVITY 2:** *Look and listen. Talk to your friend. (Pupil's Book)*

STEP 1: The children look at the picture and listen to the example

STEP 2: The children do the activity in pairs—they can choose any of the places on the map; go around the classroom to check what they are doing; ask a pair or two to demonstrate the conversation

**ACTIVITY 3:** *Look, listen and draw. (Activity Book)*

STEP 1: The children follow the route on their maps by drawing a line which leads to William's house; check what they have done by asking them to repeat the route

**ACTIVITY 4:** *Draw and play with your friend. (Activity Book)*

STEP 1: The children have to draw two shops or a place of their choice on their blank maps and then they play the game with their friend; one child says *Go to the toy shop, please.* The other child gives directions

## UNIT 5

### LESSON 4: TRAFFIC LIGHTS, TRAFFIC LIGHTS

2 h  
33/62

Hour 1

**AIMS:** Practising pronunciation—doing tongue twisters; consolidating and reinforcing the UNIT 5 language syllabus—doing a chant; having fun while revising—playing with friends

**LANGUAGE FOCUS:** Pronunciation of consonants /r/; Can I cross the street now? No! Stop right away! Sure! Go right away! Think and you'll know.

**MATERIALS:** Flashcards with street signs

**ACTIVITY 1:** *Look, listen and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording, look at the pictures and repeat; pause the recording after each sentence and ask the children to repeat chorally and individually

STEP 2: The children look at the pictures and say the sentences/tongue twisters, first slowly and then quickly; have fun while practising pronunciation; draw the children's attention to the right articulation

**ACTIVITY 2:** *Look, listen and chant. Traffic lights, traffic lights (Pupil's Book)*

STEP 1: The children look and listen, then chant in teams or pairs; the first team or pair asks the questions and the second gives the answer

**ACTIVITY 3:** *Play with your friends. (Pupil's Book)*

STEP 1: Play a game with flashcards to revise street signs and rules in the street

STEP 2: Explain to the children how to do this task by inviting two children to join you, then demonstrate it; go around the classroom while the children play in groups of three

**ACTIVITY 4:** *Look and match. (Activity Book)*

STEP 1: The children match the pictures; check by asking them to read out the matching pairs

**ACTIVITY 5:** *Cut out, listen and glue. (Activity Book)*

STEP 1: The pupils cut out the pictures and glue them according to the teacher's instructions; the teacher says *Take your bag. Walk to school. Stop at the crossing. Look right. Look left. Think. Cross the street. You are at school. Say Hello.*

Hour 2

## UNIT 5

1 h  
35/62

**AIMS:** Consolidating and reinforcing the UNIT 5 language syllabus; doing a project; developing speaking production

**LANGUAGE FOCUS:** Road safety and directions

**MATERIALS:** Scissors, glue, crayons, cardboard, string; flashcards of shops and places in the city

**REVISION:** Chanting *Traffic lights, traffic lights*

**ACTIVITY 1:** Project *Traffic signs* (Pupils Book)

STEP 1: The children make their traffic signs; they take cardboard, cut it, draw traffic signs of their choice, take some string, fasten it on their traffic signs, put them around their necks and play with them; you can put flashcards of different shops and places in the city around the classroom while the children lead each other around the classroom to come to the correct shop or place in the city; they need to look at the traffic signs on their way

**ACTIVITY 2:** Draw (Activity Book)

STEP 1: The children find the way to Tommy's house; they compete to see who can come first to his house

## LESSON 5: RIDE, RIDE, RIDE YOUR BIKE

**AIMS:** Having fun; doing an adapted version of the traditional children's action song *Row, row, row your boat*; revising words for vehicles; developing cognitive skills—grouping words and deciding which word doesn't fit; developing language creativity

**LANGUAGE FOCUS:** Song words: Ride your bike... but never in the street. Rollerblade...but never in the street. Look all around... when you cross the street. Be careful, I repeat.

**ACTIVITY 1:** Vocabulary warm-up

STEP 1: Use *TPR* ideas to introduce the song actions

STEP 2: Play the *TPR* game and revise other road safety phrases, too

**ACTIVITY 2:** Song warm-up; *Look and say. Which is the odd one out?* (Pupil's Book)

STEP 1: The children look, think and identify the odd word; guide the children in doing this task

**ACTIVITY 3:** *Listen and say. Sing and play.* (Pupil's Book)

STEP 1: Tell the children to look at the pictures and ask them what they can see

STEP 2: The children listen to the song and look in their books;

STEP 3: The children sing and play using gestures and movement

**ACTIVITY 4:** *Say. Which is the odd one out?* (Activity Book)

STEP 1: The children look at the pictures and say which the odd word is and why

**ACTIVITY 5:** *Colour and match.* (Activity Book)

STEP 1: The children colour the rollerblades according to the given numbers and then match them to the right child on the left; ask *What colour are Zoe's rollerblades?* etc.

# LESSON PLANS

## UNIT 6

### LESSON 1: IN THE PARK

6 h  
36/62

1 h  
36/62

**AIMS:** Introducing words for insects and animals in the meadow and forest; describing on-going actions; revising prepositions of place; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Insects and animals: ladybird, butterfly, spider, squirrel; prepositions of place: in, on, under; The ladybird is ...ing.

**MATERIALS:** Flashcards with insects and animals

#### ACTIVITY 1: Vocabulary warm-up

STEP 1: Raise the flashcards one by one and ask the children to repeat after you; raise the flashcards once more and ask the children to say the words

STEP 2: Play any language game you find suitable

#### ACTIVITY 2: *Look, listen, point and repeat. (Pupil's Book)*

STEP 1: Tell the children to listen and point to the right picture, and to repeat the words

STEP 2: Play the recording again and ask individual children to repeat

#### ACTIVITY 3: *Look and listen. Listen and repeat. Act out. (Pupil's Book)*

STEP 1: The children look at the pictures and listen; you might ask a question or two about the pictures before you play the recording; ask the children about other animals and insects they can see in parks and meadows

STEP 2: Play the recording once more for the children to repeat; pause after each sentence; the children repeat chorally and/or individually

STEP 3: Assign roles for the children to act out the situation

#### ACTIVITY 4: *Say Yes or No. (Pupil's Book)*

STEP 1: The children listen to the statements and say whether they are true or false, i.e. say *yes* or *no*; guide the children in thinking about the statements by asking questions and referring them to the pictures

#### ACTIVITY 5: *Look listen and match. (Activity Book)*

STEP 1: The pupils match the pictures according to the teacher's instructions and answer the questions *There are three ladybirds on Biggie's head. There is a butterfly on Stephen's hand. There are two spiders on the flower. Biggie is chasing the squirrel. There are two flowers under the tree. Where are the ladybirds? Where is the butterfly? Where are the spiders? What is Biggie doing? Where are the flowers?*

#### ACTIVITY 6: *Look and colour. (Activity Book)*

STEP 1: The children look at the assigned colours and colour the pictures; the teacher asks *What colour is the squirrel? What colour is the ladybird?* etc.



## UNIT 6

### LESSON 2: A BIRD IS SINGING IN THE TREE

1 h  
37/62

**AIMS:** Revising insects and animals; asking and answering questions about what the animals are doing; introducing more action verbs: hopping, climbing, singing; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** It's singing in the tree, It's hopping around the tree, etc.; pond; I can hear..., I can see...

**MATERIALS:** Flashcards with activities

**REVISION:** Play a game to revise and introduce activities

**ACTIVITY 1:** *Look and listen. (Pupil's Book)*

STEP 1: Play the recording while the children look in their books and listen

STEP 2: Ask a few comprehension questions; say the number of one of the six pictures and invite a child to describe it, do the same with the other five pictures

**ACTIVITY 2:** *Look, listen and repeat. Look and say. (Pupil's Book)*

STEP 1: Play the recording and ask the children to look in their books and listen

STEP 2: Play the recording once more for the children to repeat, pausing after each sentence

STEP 3: Invite two groups of children to look at the pictures and to reproduce the dialogues; encourage them to improvise rather than repeat word for word what they have heard

**ACTIVITY 3:** *Play with your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs; go around the classroom to check what the children are doing; demonstrate the game with one child; encourage the children to do the activity in pairs; walk around the classroom to check what the children are saying

**ACTIVITY 4:** *Look, listen and tick. (Activity Book)*

STEP 1: The children listen to the teacher and tick the correct activity; the teacher says 1 *A duck is singing in the tree.* 2 *A duck is hopping in the grass.* 3 *A duck is flying around the tree.*

**ACTIVITY 5:** *Connect and say. (Activity Book)*

STEP 1: The children connect the numbers and say what the squirrel is doing in each picture; the teacher asks *What animal is it? What is it doing?*

# LESSON PLANS

## UNIT 6

### LESSON 3: LUCY'S NEW BEDROOM

1 h  
38/62

**AIMS:** Revising and introducing words for furniture and things in one's room; revising prepositions of place; developing listening comprehension; developing speaking production; asking and answering questions about quantity and position

**LANGUAGE FOCUS:** Furniture and things: cupboard, carpet, picture, lamp, blanket; Where are the spiders? They are ...

**MATERIALS:** Flashcards with furniture and things

**ACTIVITY 1:** *Play Bingo. (Activity Book)*

STEP 1: The children play *Bingo* by drawing different insects and animals wherever they want; the teacher calls out *ladybird, spider, butterfly, bird, duck*; when the children have any three insects or animals horizontally, vertically or diagonally, they say *Bingo!*

**ACTIVITY 2:** *Look, listen and point. Look and say. (Pupil's Book)*

STEP 1: The children look at the pictures, listen to the recording and point to the right picture

STEP 2: The children describe the pictures; encourage the children to rely on their own language

**ACTIVITY 3:** *Look and listen. Talk to your friend. (Pupil's Book)*

STEP 1: The children look at the picture and listen to the example

STEP 2: The children do the activity in pairs; go around the classroom to check what they are doing; ask a pair or two to demonstrate the conversation

**ACTIVITY 4:** *Look, colour and say. (Activity Book)*

STEP 1: The children colour the picture as they wish and describe it; check what they have done, asking *What colour is your cupboard? What colour is your carpet? What colour is your wall? What colour is your lamp? What colour is your blanket?*

## UNIT 6

### LESSON 4: FLY, CRAWL, HOP

2 h  
39/62

Hour 1

**AIMS:** Practising pronunciation—doing tongue twisters; consolidating and reinforcing the UNIT 4 language syllabus—doing a chant; revising feelings; having fun while revising—playing with friends

**LANGUAGE FOCUS:** Pronunciation of /e/, i:/; Chant words: way up high, way down low, sometimes they are fast, sometimes they are slow

**MATERIALS:** Flashcards (spiders, ladybirds, squirrels)

**ACTIVITY 1:** *Look, listen and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording, look at the pictures and repeat; pause the recording after each sentence and ask the children to repeat chorally and individually

STEP 2: The children look at the pictures and say the sentences/tongue twisters, first slowly and then quickly; have fun while practising pronunciation; draw the children's attention to the right articulation

**ACTIVITY 2:** *Look, listen and chant. Fly, Fly, Fly (Pupil's Book)*

STEP 1: The children look and listen, then chant in teams or pairs

**ACTIVITY 3:** *Play with your friends. (Pupil's Book)*

STEP 1: Play a game to revise words for feelings

STEP 2: Explain to the children how to do this task by inviting two children to join you, then demonstrate it; go around the classroom while the children play in groups of three

**ACTIVITY 4:** *Look, draw and say. (Activity Book)*

STEP 1: The children sort out the words and draw them in the right column; the teacher asks *Which words go together? Why?*

**ACTIVITY 5:** *Look and say. What's different? (Activity Book)*

STEP 1: The pupils look at the two pictures and spot the differences; the teacher asks *What's Biggie doing in picture 1? What's Biggie doing in picture 2?* etc.

Hour 2

## UNIT 6

### LESSON 5: TWO LITTLE BIRDS

1 h  
41/62

**AIMS:** Consolidating and reinforcing the UNIT 6 language syllabus; doing a project; developing speaking production

**LANGUAGE FOCUS:** Insects and animals, colours, numbers

**MATERIALS:** Scissors, glue, crayons, colourful paper from magazines, string

**REVISION:** Chanting *Fly, Fly, Fly*

**ACTIVITY 1:** Project *Paper Butterflies, Ladybirds and Spiders* (Pupil's Book)

STEP 1: The children make their paper insects; they take paper, fold it, crumple it and make butterflies, ladybirds or spiders; they cut out or draw eyes, legs, spots, etc. Ask *How many butterflies are there? What colours are they? How many legs, spots etc., are there?* The children can fasten some string on their insects and hang them around the classroom

**AIMS:** Having fun; doing an adapted version of the traditional children's finger play; revising numbers; developing cognitive skills—doing simple mathematical tasks—adding and subtracting; developing language creativity

**LANGUAGE FOCUS:** Song words: Two little birds/ladybirds/butterflies/squirrels/spiders sitting on a wall, one called Peter, one called Paul. Fly/crawl/hop away/back...

**ACTIVITY 1:** Vocabulary warm-up

STEP 1: Use *TPR* ideas to introduce the song actions

STEP 2: Play the *TPR* game

**ACTIVITY 2:** Song warm-up; *Look and say. How many ladybirds, birds and butterflies? (Pupil's Book)*

STEP 1: The children look and calculate the sums; guide the children in doing this task

**ACTIVITY 3:** *Listen and say. Sing and play. (Pupil's Book)*

STEP 1: Tell the children to look at the pictures and ask them what they can see

STEP 2: The children listen to the song and look in their books

STEP 3: The children sing and play using their fingers

**ACTIVITY 4:** *Listen and write. How many animals are sitting on the wall? (Activity Book)*

STEP 1: The children listen to the teacher's instructions and cross out the animals which have flown/hopped/crawled away; they write the correct number of the remaining animals; the teacher says *1 Twenty little birds sitting on a wall; two fly away and then there are... 2 Nineteen little ladybirds sitting on a wall; two fly away and then there are... 3 Eighteen little butterflies sitting on a wall; two fly away and then there are... 4 Seventeen little squirrels sitting on a wall; two hop away and then there are... 5 Sixteen little spiders sitting on a wall; two crawl away and then there are....*

# LESSON PLANS

## UNIT 7

### LESSON 1: OH NO!

6 h  
42/62

1 h  
42/62

**AIMS:** Revising and introducing words for school environment and routine school activities; raising awareness of the British school system; revising days of the week; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** School environment and routine: school hall, lunchtime, dance club, computer club, playground. Have you got your homework? Hurry! Do you know how to start this game? Just click here.

**MATERIALS:** Authentic pictures of children in British schools (school lunch, assembly, playground, etc.)

#### **ACTIVITY 1:** Vocabulary warm-up

STEP 1: Show the children some pictures of British schools and explain briefly in their language about the British school system e.g. when the lessons start and finish, when they eat their lunch, how they hand in their homework, etc.

#### **ACTIVITY 2:** *Look, listen, point and repeat. (Pupil's Book)*

STEP 1: Tell the children to listen and point to the right picture, and to repeat the phrases

STEP 2: Play the recording again and ask individual children to repeat

#### **ACTIVITY 3:** *Look and listen. Listen and repeat. Act out. (Pupil's Book)*

STEP 1: The children look at the pictures and listen; you might ask a question or two about the pictures before you play the recording

STEP 2: Play the recording once more for the children to repeat; pause after each sentence; the children repeat chorally and/or individually

STEP 3: Assign roles for the children to act out the school situation

#### **ACTIVITY 4:** *Answer the questions. (Pupil's Book)*

STEP 1: The children listen to the questions and answer them

#### **ACTIVITY 5:** *Listen and number. (Activity Book)*

STEP 1: The children listen to the teacher and number the pictures; the teacher says *I come to school before 9 o'clock. All children go to assembly in the school hall. Then we have lessons. Lunch time is from 12 to 1. Lessons finish at 3 o'clock. Dance club is after school. I go home at 4 o'clock.*

#### **ACTIVITY 6:** *Draw and say. (Activity Book)*

STEP 1: The children draw what's missing in each picture; the teacher says *Tommy hasn't got his homework. Zoe hasn't got her bag. Emma hasn't got her T-shirt. Jack hasn't got his lunch box. Oliver hasn't got his computer game.*

## UNIT 7

### LESSON 2: EVERY DAY

1 h  
43/62

**AIMS:** Revising words for telling the time; revising and introducing routine activities; introducing parts of the day; providing language in context—talking about routines and time; developing listening comprehension; developing speaking production: asking and answering about routines and the time

**LANGUAGE FOCUS:** Routines: get up, have breakfast, have dinner, watch TV, play, go to bed; in the morning, in the afternoon, in the evening; go to school on foot, by car; What time do you...? Do you...?

**MATERIALS:** Flashcards with routines, toy clock, dice and counters

**REVISION:** Play a short game to revise clock time; introduce new routines with the help of the flashcards

**ACTIVITY 1:** *Look and listen. (Pupil's Book)*

STEP 1: Play the recording while the children look in their books and listen

STEP 2: Ask a few comprehension questions; say the number of one of the six pictures and invite a child to describe it, do the same with the other five pictures; introduce the phrases *in the morning, in the afternoon, in the evening*

**ACTIVITY 2:** *Look, listen and repeat. Look and say. (Pupil's Book)*

STEP 1: Play the recording and ask the children to look in their books and listen

STEP 2: Play the recording once more for the children to repeat, pausing after each sentence

STEP 3: Invite two groups of children to look at the pictures and to reproduce the dialogues; encourage them to improvise rather than repeat word for word what they have heard

**ACTIVITY 3:** *Play with your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs; go around the classroom to check what the children are doing; demonstrate the game with one child; encourage the children to do the activity in pairs; walk around the classroom to check what the children are saying

**ACTIVITY 4:** *Listen and draw. What's the time? (Activity Book)*

STEP 1: The children listen to the teacher and draw the correct time; the teacher says *1 I have breakfast at 7 o'clock. 2 I go to work at 8 o'clock. 3 I have lunch at 1 o'clock. 4 I finish work at 5 o'clock. 5 I have dinner at 6 o'clock. 6 I watch TV at 8 o'clock. 7 I go to bed at 11 o'clock.*

**ACTIVITY 5:** *Listen and circle. (Activity Book)*

STEP 1: The children listen and circle the correct picture; the teacher says *1 I get up at 7 o'clock. 2 I have toast, butter and jam for breakfast. 3 I go to work by bike. 4 I go for a walk after school. 5 I read a book in the evening. 6 I go to bed at 10 o'clock.*



# LESSON PLANS

## UNIT 7

### LESSON 3: AT THE WEEKEND

1 h  
44/62

**AIMS:** Introducing words for extracurricular and other free time activities; introducing words for musical instruments and sports; asking and answering about free time; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Extracurricular and free time activities: do sport, have tennis/football practice, have music classes, go to the cinema, watch TV, ride a bike, play in the park; sports: football, tennis; instruments: violin, piano; at the weekend I/we... I play...

**MATERIALS:** Flashcards with extracurricular and free time activities

**ACTIVITY 1:** Play a language game to introduce extracurricular activities

**ACTIVITY 2:** *Look, listen and point. Look and say. (Pupil's Book)*

STEP 1: The children look at the pictures, listen to the recording and point to the right picture

STEP 2: The children describe the pictures; encourage the children to rely on their own language; ask a few comprehension questions

**ACTIVITY 3:** *Look and listen. Talk to your friend. (Pupil's Book)* STEP 1: The children look at the picture and listen to the example

STEP 2: The children do the activity in pairs; go around the classroom to check what they are doing; ask a pair or two to demonstrate the conversation

**ACTIVITY 4:** *Look and match. (Activity Book)* STEP 1: The children look at the pictures and match them; check answers by asking *What does William have? What does Jack have? What does Oliver have? What does Sophie have?*

**ACTIVITY 5:** *Draw and say. What do you do at the weekend? (Activity Book)* STEP 1: Assign this task for homework; the children have to draw the activities they do at the weekend

## UNIT 7

### LESSON 4: HIP HOORAY!

2 h  
45/62

Hour 1

**AIMS:** Practising pronunciation—doing tongue twisters; consolidating and reinforcing the UNIT 7 language syllabus—doing a chant; having fun while revising—playing with friends

**LANGUAGE FOCUS:** Pronunciation of /a:, o:/; Chant words: On Saturday we can play... the whole day. Hip hooray for...

**ACTIVITY 1:** *Look, listen and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording, look at the pictures and repeat; pause the recording after each sentence and ask the children to repeat chorally and individually

STEP 2: The children look at the pictures and say the sentences/tongue twisters, first slowly and then quickly; have fun while practising pronunciation; draw the children's attention to the right articulation

**ACTIVITY 2:** *Look, listen and chant. On Saturday We Can Play (Pupil's Book)*

STEP 1: The children look and listen, then chant in teams or pairs

**ACTIVITY 3:** *Play with your friends. (Pupil's Book)*

STEP 1: Explain to the children how to play this cumulative game by inviting two children to join you, then demonstrate it; go around the classroom while the children play in groups of three

**ACTIVITY 4:** *Draw and say. What's missing? (Activity Book)*

STEP 1: Play the chant once more and ask the children to draw what is missing in each picture

Hour 2

## UNIT 7

### LESSON 5: IT'S TIME TO GET UP

1 h  
47/62

**AIMS:** Consolidating and reinforcing the UNIT 7 language syllabus; doing a project; developing speaking production

**LANGUAGE FOCUS:** Extracurricular and free time activities

**MATERIALS:** Scissors, glue, crayons, paper

**REVISION:** Chanting *On Saturday We Can Play*

**ACTIVITY 1:** Project *My School Day* (Pupil's Book)

STEP 1: The children make a booklet in which they draw one school/free time activity for each day of the week; display the booklets and ask the children to describe their week

**ACTIVITY 2:** *Cut out, listen and glue.* (Activity Book)

STEP 1: The children cut out eight pictures and glue them while listening to the teacher; say *First, let's write our homework. Then, let's play football. Let's have a cup of tea. Let's read our books. Let's play tennis. Let's play with our toys. Let's watch TV. Let's go to bed.*

**AIMS:** Having fun; doing an adapted version of a traditional children's song; revising and introducing words for routine activities; developing cognitive skills—understanding the odd-one-out principle; developing language creativity

**LANGUAGE FOCUS:** Routines: get up, go to school, read, write, rest, play, go to bed; It's time to... Hi, ho, we all know, it's time to...

**MATERIALS:** Flashcards with routine activities; toy clock

**ACTIVITY 1:** Vocabulary warm-up

STEP 1: Revise telling the time; invite the children to take over and ask their classmates about the time; ask the children what time they get up, go to school, rest, etc.

**ACTIVITY 2:** Song warm-up; *Look and say. Which is the odd one out?* (Pupil's Book)

STEP 1: The children look, think and identify the odd one out

**ACTIVITY 3:** *Listen and say. Sing and play.* (Pupil's Book)

STEP 1: Tell the children to look at the pictures and ask what they can see

STEP 2: The children listen to the song and look in their books; use the flashcards while listening to the song for the second time

STEP 3: Ask the children to mime the actions while singing

**ACTIVITY 4:** *Play Bingo with your friend. It's time to...* (Activity Book)

STEP 1: The children play Bingo in pairs; they choose the actions and cross them out

# LESSON PLANS

## UNIT 8

### LESSON 1: A PICTURE OF THE SEA

6 h  
48/62

1 h  
48/62

**AIMS:** Introducing words for summer holidays; introducing words for sea creatures; revising colours; revising numbers; asking for permission; expressing ability; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Summer: seaside, beach; sea creatures: shark, starfish, seashell; collect; funny; I can draw... Can I...?

**MATERIALS:** Flashcards with sea creatures, picture of a beach

#### **ACTIVITY 1:** Vocabulary warm-up

STEP 1: Raise the sea flashcards or pictures one by one and ask the children to repeat after you; raise the flashcards once more and ask the children to say the words

STEP 2: Play any language game you find suitable

#### **ACTIVITY 2:** *Look, listen, point and repeat. (Pupil's Book)*

STEP 1: Tell the children to listen and point to the right picture, and to repeat the words

STEP 2: Play the recording again and ask individual children to repeat

#### **ACTIVITY 3:** *Look and listen. Listen and repeat. Act out. (Pupil's Book)*

STEP 1: The children look at the pictures and listen; you might ask a question or two about the pictures before you play the recording; ask the children about their favourite holiday destination

STEP 2: Play the recording once more for the children to repeat; pause after each sentence; the children repeat chorally and/or individually

STEP 3: Assign roles for the children to act out the classroom situation

#### **ACTIVITY 4:** *Say Yes or No. (Pupil's Book)*

STEP 1: The children listen to the statements and say whether they are true or false i.e. say *yes* or *no*; guide the children in thinking about the statements by asking questions and referring them to the pictures

#### **ACTIVITY 5:** *Look, count and colour. (Activity Book)*

STEP 1: The pupils count the sharks, fish, starfish and seashells and write the correct number; ask *How many seashells are there? How many fish?* etc.

#### **ACTIVITY 6:** *Look and say. What's different? (Activity Book)*

STEP 1: The children look at the two pictures and spot the differences; they describe what they can see; ask *How many big starfish are there in picture 1? How many sharks are there in picture 2?*



## UNIT 8

### LESSON 2: LOOKING AT PHOTOS

1 h  
49/62

**AIMS:** Revising and introducing words for summer holidays and activities; describing actions; asking and answering questions about what people are doing; developing listening comprehension; developing speaking production

**LANGUAGE FOCUS:** Summer holidays and activities: swimming, collecting seashells, camping, feeding ducks, riding a bike. Who's in this photo? It's my... He's/She's/They are...ing.

**MATERIALS:** Flashcards with activities

**REVISION:** Play a game to introduce the new activities

**ACTIVITY 1:** *Look and listen. (Pupil's Book)*

STEP 1: Play the recording while the children look in their books and listen

STEP 2: Ask a few comprehension questions; say the number of one of the six pictures and invite a child to describe it, do the same with the other five pictures

**ACTIVITY 2:** *Look, listen and repeat. Look and say. (Pupil's Book)*

STEP 1: Play the recording and ask the children to look in their books and listen

STEP 2: Play the recording once more for the children to repeat, pausing after each sentence

STEP 3: Invite two groups of children to look at the pictures and to reproduce the dialogues; encourage them to improvise rather than repeat word for word what they have heard

**ACTIVITY 3:** *Play with your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs; go around the classroom to check what the children are doing; demonstrate the game with one child; encourage the children to do the activity in pairs; walk around the classroom to check what the children are saying

**ACTIVITY 4:** *Listen and tick. (Activity Book)*

STEP 1: The children listen to the teacher and draw; the teacher says 1 *Draw a car in the purple shop.* 2 *Draw a cat in the red shop.* 3 *Draw a book in the brown shop.* 4 *Draw a shoe in the green shop.* 5 *Draw a hat in the blue shop.* 6 *Draw a mask in the orange shop.* Check what they have done by asking *Which shop is orange? What colour is the pet shop?* etc.

**ACTIVITY 5:** *Listen and number. (Activity Book)*

STEP 1: The children listen to the teacher and tick the correct box; the teacher says 1 *Sophie is collecting seashells.* 2 *Emma is listening to the birds.* 3 *Jack and his grandpa are feeding the ducks.* 4 *Jack is running.* 5 *Katie and Tommy are swimming.* Check what they have done; ask questions about other pictures as well

**ACTIVITY 6:** *Draw and say. (Activity Book)*

STEP 1: Assign this task for homework; explain what the children need to do

# LESSON PLANS

## UNIT 8

### LESSON 3: SUMMER HOLIDAYS

1 h  
50/62

**AIMS:** Revising the summer holidays topic; talking about what people usually do on holidays; expressing likes; developing listening comprehension; developing speaking production; asking and answering questions about habits

**LANGUAGE FOCUS:** Summer holidays: at the seaside, in the mountains, in the country; I like to... Where do you spend... What do you like to do there?

**MATERIALS:** Flashcards with holiday destinations and holiday activities

**ACTIVITY 1:** Homework check (*Activity Book*)

STEP 1: The children describe what they do on the beach and what they do in the country; help with the new vocabulary

**ACTIVITY 2:** *Look, listen and point. Look and say. (Pupil's Book)*

STEP 1: The children look at the pictures, listen to the recording and point to the right picture

STEP 2: The children describe the pictures; encourage the children to rely on their own language

**ACTIVITY 3:** *Look and listen. Talk to your friend. (Pupil's Book)* STEP 1: The children look at the pictures and listen to the example

STEP 2: The children do the activity in pairs; go around the classroom to check what they are doing; ask a pair or two to demonstrate the conversation

**ACTIVITY 4:** *Look, match and say. (Activity Book)*

STEP 1: The children match the people to the activities they do on holidays; ask *What does Miss Read like? What does Jack like?*, etc.

**ACTIVITY 5:** *Draw. Talk to your friend. (Activity Book)* STEP 1: The children draw their friends doing different activities in the camp; they talk to each other and describe their picture; they ask *Who is climbing the tree? Who is swimming in the river?*, etc.

## UNIT 8

### LESSON 4: SCHOOL IS OVER

2 h  
51/62

Hour 1

**AIMS:** Practising pronunciation—doing tongue twisters; consolidating and reinforcing the UNIT 8 language syllabus—doing a chant; revising clothes and vehicles; having fun while revising—playing with friends

**LANGUAGE FOCUS:** Pronunciation of consonants /s, u:/; School is over, we look so cool, to the seaside... to the mountains...to the country...by car, plane, train...we're going today...goodbye until September

**MATERIALS:** Flashcards with clothes

**ACTIVITY 1:** *Look, listen and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording, look at the pictures and repeat; pause the recording after each sentence and ask the children to repeat chorally and individually

STEP 2: The children look at the pictures and say the sentences/tongue twisters, first slowly and then quickly; have fun while practising pronunciation; draw the children's attention to the right articulation

**ACTIVITY 2:** *Look, listen and chant. School Is Out (Pupil's Book)*

STEP 1: The children look and listen, then chant in teams or pairs

**ACTIVITY 3:** *Play with your friends. (Pupil's Book)*

STEP 1: Play a game with flashcards to revise clothes

STEP 2: Explain to the children how to do this task by inviting two children to join you, then demonstrate it; go around the classroom while the children play in groups of three

**ACTIVITY 4:** *Draw and say. (Activity Book)*

STEP 1: The teacher dictates what the children need to draw and then invites them to "read" the pictures as a tongue twister

Hour 2

## UNIT 8

### LESSON 5: THE HOKEY POKEY

1 h  
53/62

**AIMS:** Consolidating and reinforcing the UNIT 8 language syllabus; doing a project; developing speaking production

**LANGUAGE FOCUS:** Holidays

**MATERIALS:** Scissors, crayons, cardboard for a postcard

**REVISION:** Chanting *School Is Out*

**ACTIVITY 1:** Project **Picture Postcard** (*Pupil's Book*) STEP 1: The children cut out paper for postcards, draw a holiday motif and describe it; ask *Who's the postcard for? Where's it from?*

**ACTIVITY 2:** Look and say. *Which is the odd one out? Draw. (Activity Book)*

STEP 1: The children decide which the odd one out is and draw one more thing to make a group of three; ask *Which is the odd one out? Draw one more thing to make a group. What have you got?*

**ACTIVITY 3:** Look and colour. (*Activity Book*)

STEP 1: The children colour the pictures according to the numbers; ask *What colour is Miss Read's cap? What colour is the duck?*

**AIMS:** Having fun; doing an adapted version of the traditional children's action song; revising numbers; developing cognitive skills—understanding the missing item pattern; developing language creativity

**LANGUAGE FOCUS:** Song words: You put your right/left hand/hip/foot/whole body in/out...You shake it all about...You do the hokey pokey and turn yourself around...That's what it's all about

**ACTIVITY 1:** Vocabulary warm-up

STEP 1: Use *TPR* ideas to introduce the song actions and body parts

STEP 2: Play the *TPR* game

**ACTIVITY 2:** Song warm-up; Look and say. *What comes next? (Pupil's Book)*

STEP 1: The children look, think and identify the missing words (pictures); guide the children in doing this task

**ACTIVITY 3:** Listen and say. Sing and play. (*Pupil's Book*)

STEP 1: Tell the children to look at the pictures and ask them what they can see

STEP 2: The children listen to the song and look in their books

STEP 3: The children sing and play using gestures and movement

**ACTIVITY 4:** Trace and say. (*Activity Book*)

STEP 1: The children trace the lines and say which parts of the children's bodies are connected

# THE LITTLE RED HEN

4 h  
52/62

4 h

## LESSON 1

**AIMS:** Providing children with authentic language input—doing a traditional folk tale; sensitising children to the language and style of storytelling (repetition, suspense, predictability, dialogue, narrative, etc.); developing listening comprehension and storytelling skills

**LANGUAGE FOCUS:** Story words: little red hen, cat, rat, pig, grains of wheat/wheat, flour, bread; narrative verbs: finds, takes, live, asks, says; Who can help me...? Not I. I can.

**MATERIALS:** Scissors, glue, crayons; finger puppets

**TIP:** Stories are to motivate young learners and to develop their positive attitude towards foreign language learning; they are an excellent opportunity to expose children to rich, authentic language input; when exposed to the richness of the story, young learners are not expected to reproduce the complexities of its language; children tend to relate to the whole story—they do not focus on small sections; it is important that they grasp the meaning of the story, and enjoy doing activities that support understanding of it; children are able to understand specific elements in the story as well, but the teacher does not have to explain every single unknown word to the children; by using rhyme, rhythm and repetition, dramatisation and role-play activities, visual aids and props and internet resources, young learners are able to understand the story globally, and to successfully learn it; do different story-related activities – cross-curricular projects; arts and crafts, music and movement, drama, school plays, etc.; do the pre-listening/pre-telling activities to introduce your learners to the main vocabulary, structures, characters, story points, etc.; use different storytelling techniques; act out or retell the story from time to time as part of regular language revision

### Hour 1

**ACTIVITY 1:** *Look, listen, point and repeat. (Pupil's Book)*

STEP 1: Tell the children to open the book, listen, point and repeat

STEP 2: The children listen and repeat chorally and individually

**ACTIVITY 2:** *Look and listen. (Pupil's Book)*

STEP 1: The children look at the pictures and listen to the instructions; they open their *Activity Book/CUT-OUTS* and cut out and glue the finger puppets

STEP 2: The children put the puppets on their fingers; play a game with the finger puppets for the children to learn the key story words

**ACTIVITY 3:** *Look, listen and play. (Pupil's Book)*

STEP 1: The children look at the pictures and listen to the story

### Hour 2

**ACTIVITY 4:** *Look, listen and play. (Pupil's Book)*

STEP 1: Individual children put one of the puppets on their finger, e.g. group 1 puts on the little red hen, group 2 the cat, etc.

STEP 2: The children look at the pictures, listen to the story and wiggle their finger each time they hear their word

STEP 3: The children put on all their finger puppets and wiggle their fingers accordingly

**ACTIVITY 5:** *Listen and number. (Activity Book)*

STEP 1: The children listen to the story and number/sequence the pictures; assign checking the right order for homework

## LESSON 2

Hour 4

**AIMS:** Revising and reinforcing the story; providing children with authentic language input—doing an adapted version of a traditional song (The Farmer in the Dell); developing listening comprehension; developing storytelling skills; acting out a story

**LANGUAGE FOCUS:** Story words: finds, plants, cuts, makes, eats

**MATERIALS:** Finger puppets, scissors, paper, crayons, dice

Hour 3

**ACTIVITY 1:** *Listen and tick. (Activity Book)*

STEP 1: The children listen to the teacher and tick the right picture; the teacher says “Not I,” says the cat. “I can,” says the rat. “Not I,” says the pig.

**ACTIVITY 2:** *Act out. (Pupil’s Book)*

STEP 1: Assign group roles; group 1—the little red hen, group 2—the cat, etc.; you tell the narrative part while groups of children take the dialogues

STEP 2: Do it with individual children

STEP 3: Children do it in groups; go around the classroom while they “rehearse” it

STEP 4: Invite groups of children to perform in front of the class—you take the narrative part

**ACTIVITY 3:** *Look and listen. Play with your friend. (Pupil’s Book)*

STEP 1: Pairs of children fold a piece of paper to get a little six-page accordion book, draw pictures and number them 1–*The little red hen finds some grains of wheat.* 2–*The little red hen plants the wheat.* 3–*The little red hen cuts the wheat.* 4–*The little red hen grinds the wheat.* 5–*The little red hen makes some bread.* 6–*The little red eats the bread.*

STEP 2: Child 1 rolls a die and gets e.g. 1 and says *One! A little red hen finds some grains of wheat.* Child 2 rolls it and gets e.g. 6 and says *Six! The little red hen eats the bread.*

STEP 3: Go around the classroom and help the children with the sentences

**ACTIVITY 4:** *Look and listen. Sing and play. (Pupil’s Book)*

STEP 1: Tell the children to look in their books and listen

STEP 2: Invite the children to make a big circle and to sing and play by using *gesture and movement/TPR* for *finding, planting and cutting wheat*, then for *making flour and bread*, and for *eating bread*



# THE WOLF AND THE SEVEN KIDS

4 h  
56/62

4 h  
56/62

## LESSON 1

**AIMS:** Providing children with authentic language input—doing a Brother Grimm’s fairy tale; sensitising children to the language and style of storytelling (repetition, suspense, predictability, dialogue, narrative, etc.); developing listening comprehension and storytelling skills

**LANGUAGE FOCUS:** Story words: mummy goat, kids, big bad wolf, paw, the smallest kid, a tall clock, flour, door, window, wood, town, table, chair, cupboard, bed; prepositions of place: in, under, on, behind; narrative verbs: lives, goes, knocks, puts, gets, cry, run away, hide, find, sits, falls asleep, chases away

**MATERIALS:** Scissors, sticky tape, pencils, crayons; puppets

### Hour 1

**ACTIVITY 1:** *Look, listen, point and repeat. (Pupil’s Book)*

STEP 1: Tell the children to open the book, listen, point and repeat

STEP 2: The children listen and repeat chorally and individually

**ACTIVITY 2:** *Look and listen. (Pupil’s Book)*

STEP 1: The children look at the pictures and listen to the instructions; they open their *Activity Book/CUT-OUTS*, cut out the puppets and stick them on some pencils

STEP 2: The children take the pencils and act out with their characters to learn the key story words

**ACTIVITY 3:** *Look, listen and play. (Pupil’s Book)*

STEP 1: The children look at the pictures and listen to the story

### Hour 2

**ACTIVITY 4:** *Look, listen and play. (Pupil’s Book)* STEP 1: Individual children take one of the puppets, e.g. group 1 puts on mummy goat, group 2 the big bad wolf, etc.

STEP 2: The children look at the pictures, listen to the story and raise their puppets each time they hear their word

**ACTIVITY 5:** *Listen and number. (Activity Book)*

STEP 1: The children listen to the story again and number/sequence the pictures; assign checking the right order for homework

## LESSON 2

**AIMS:** Revising and reinforcing the story; providing children with authentic language input—doing an adapted version of a traditional song (The Muffin Man); developing listening comprehension; developing storytelling skills; acting out a story

**LANGUAGE FOCUS:** Song words: Do you know the big bad wolf from the other side of the wood? Yes, we know... We're not afraid of the big bad wolf... We'll chase away the big bad wolf...; Where's the kid? It's under/on/in ...

**MATERIALS:** Puppets

### Hour 3

**ACTIVITY 1:** *Act out. (Pupil's Book)*

STEP 1: Assign group roles; group 1—mummy goat, group 2—the big bad wolf, etc.; you tell the story and stop every now and then for the children to supply the key words

STEP 2: The children can act out dialogues in pictures 2, 3, 4 and 5

STEP 3: Children do it in groups; go around the classroom while they “rehearse” it

STEP 4: Invite groups of children to perform in front of the class—you help them with difficult parts

**ACTIVITY 2:** *Look and listen. Play with your friend. (Pupil's Book)*

STEP 1: Pairs of children play a game in which they ask and answer about the position of the kids in the room; demonstrate the task with one child.

STEP 2: Go around the classroom and check on the language

**ACTIVITY 3:** *Look and listen. Sing and play. (Pupil's Book)* STEP 1: Tell the children to look in their books and listen

STEP 2: Invite the children to make a big circle; put one child inside the circle to act as the wolf; the children sing in two groups, one group asking the questions and the other giving answers, they sing the last verse together

**ACTIVITY 4:** *Draw. Play with your friend. Where's the kid? (Activity Book)*

STEP 1: The children draw one kid wherever they like; their friend has to guess where the kid is

### HALLOWEEN

6 h  
62/62  
2 h  
47/62

**AIMS:** Familiarising the children with Halloween traditions; chanting—doing an adapted rhyme/chant; doing an art and craft activity, having fun

**LANGUAGE FOCUS:** Halloween words: Halloween colours; pumpkin, mask; scary, smiling; ...these are the colours of Halloween. ...what do you see? I see... looking at me.

**MATERIALS:** Flashcards with Halloween colours and words; paper plates; pictures of Halloween traditions

#### Hour 1

**TIP:** Create a Halloween atmosphere in the classroom; bring a pumpkin and make a Jack o' Lantern; cut out shapes of pumpkins in Halloween colours and decorate the classroom; tell the children about the tradition of dressing up and going trick-or-treating; provide treats if possible

**ACTIVITY 1:** Look, listen and point. Look, point and chant. (Pupil's Book)

STEP 1: Tell the children to open the book, and to listen and point to the items in the picture dictionary

STEP 2: Invite the children to point and chant chorally and individually

**ACTIVITY 2:** Look, listen, point and chant. Scary Pumpkin, Orange Pumpkin (Pupil's Book)

STEP 1: The children look, listen, point and chant chorally

STEP 2: The children look, listen, point and chant in pairs or teams

#### Hour 2

**ACTIVITY 3:** Listen and number. (Activity Book) Project Pumpkin Masks

STEP 1: The children listen to the teacher explaining how to make a Halloween mask and number the pictures; the teacher says 1—Colour your paper plate any colour you want. 2—Make a scary or smiling pumpkin face. 3—Cut out the eyes, mouth and nose. 4—Make a hole on each side. 5—Tie a piece of string. 6—Put on your pumpkin mask. 7—Let's chant and play now. Scary pumpkin, purple pumpkin, what do you see? I see a smiling blue pumpkin looking at me, etc.

STEP 2: The children make their masks

**ACTIVITY 4:** Chant and play. (Pupil's Book)

STEP 1: The children wear their mask, chant and play

### CHRISTMAS AND NEW YEAR

2 h  
47/62

**AIMS:** Familiarising the children with Christmas and New Year traditions; singing a traditional Christmas carol; developing listening and speaking; having fun

**LANGUAGE FOCUS:** Christmas words: Christmas tree, star, bauble, angel, stocking, present, bell; I'll put the....on the tree; song words: lovely, branches, pretty, grow, summer sun, winter snow

**MATERIALS:** Flashcards with Christmas vocabulary, a plastic tree (optional)

#### Hour 1

**TIP:** Create a Christmas atmosphere in the classroom; draw a big decorated tree on the board or bring a plastic one; the children can make paper decorations (stars, candles, baubles, bells, stockings); tell the children about the tradition of putting up stockings around the house, a star on top of the tree, etc.

**ACTIVITY 1:** Look, listen, point and repeat. (Pupil's Book)

STEP 1: Tell the children to open the book, and to listen and point to the items in the picture dictionary

STEP 2: Invite the children to repeat the words; children repeat chorally and individually

**ACTIVITY 2:** Look and say. (Pupil's Book)

STEP 1: The children look at the comic strip and listen; ask a few questions about the pictures

STEP 2: The children repeat the sentences

STEP 3: Ask the children to act out the story

#### Hour 2

**ACTIVITY 3:** Colour and count. (Activity Book)

STEP 1: The children colour the Christmas things, count them and write the correct numbers; the teachers asks How many angels? How many stars?

**ACTIVITY 4:** Look, listen and sing. O Christmas Tree (Pupil's Book)

STEP 1: Ask the children to name the things they can see on and around the tree

STEP 2: The children listen to the song

STEP 3: Invite the children to join you in singing

# EASTER

2 h  
47/62

Hour 2

**AIMS:** Familiarising the children with Easter traditions; saying a rhyme—doing an adapted rhyme; having fun

**LANGUAGE FOCUS:** Easter words: nest of hay, eggs, ducklings, Easter bunny, chocolate eggs; rhyme words: Five...eggs in a nest of hay, five... ducklings pop out to play

**MATERIALS:** Flashcards with Easter vocabulary; paper eggs in three colours (yellow, pink, blue), ducklings in three colours

Hour 1

**TIP:** Create an Easter atmosphere in the classroom; hang the paper eggs and ducklings around the classroom; tell the children about the tradition of the egg hunt, spring flowers and young animals

**ACTIVITY 1:** *Look, listen and point. Look, point and say. (Pupil's Book)*

STEP 1: Tell the children to open the book, and to listen and point to the items in the picture dictionary

STEP 2: Invite the children to point and repeat the words chorally and individually

**ACTIVITY 2:** *Look, listen, point and repeat: Five Yellow Eggs in a Nest of Hay (Pupil's Book)*

STEP 1: Ask the children to count the paper eggs and ducklings if you have brought any; ask them to collect the items and bring them to the board; put the items on the board

STEP 2: The children look, listen and point in their books while you point to the board

STEP 3: Ask the children to listen and repeat chorally

STEP 2: Invite volunteers to come to the board and repeat the rhyme with the help of the props

**ACTIVITY 3:** *Look, listen, point and repeat. Five Yellow Eggs in a Nest of Hay (Pupil's Book)*

STEP 1: Play the rhyme again and invite the children to repeat

**ACTIVITY 4:** *Look, think and write. (Activity Book)*

STEP 1: The children look at the eggs and decide which numbers are missing in each row; they write the correct numbers

STEP 2: Check the task; ask the children to read the numbers; ask about the colour of the eggs

STEP 3: Play a game in which one child thinks of a certain number of eggs and then says *12 eggs in a nest of hay, 10 ducklings pop out to play. How many eggs are left?* The other child guesses the correct number



# APPENDIX:

## Activity Book/INSTRUCTIONS

### TO PUPILS (WHAT THE TEACHER SAYS)

#### UNIT 1

##### Lesson 1: WELCOME BACK TO SCHOOL

###### 1 Look and listen. Tick or cross out.

**What the teacher says:** Look at picture 1. This is our head teacher. Look at picture 2. This is our class teacher. Look at picture 3. This is the music room. Look at picture 4. This is a cupboard. Look at picture 5. This is the computer room. Look at picture 6. This is the gym.

###### 2 Look and number.

**What the teacher says:** Are Emma and Jack in the gym in picture 1? etc.

##### Lesson 2: WHERE IS EVERYBODY?

###### 1 Ask and write.

**What the teacher says:** Write your first name in the yellow box. Write your surname in the green box. Then write the first names and surnames of three friends. What are your friends' surnames? What's X's surname?

###### 2 Listen and draw.

**What the teacher says:** Draw a chair in front of Lucy. Draw a cupboard behind Sophie. Draw a desk between Jack and Tommy. Draw a bag next to Zoe. Draw a piano in front of William. Draw a computer on Miss Read's desk.

###### 3 Look and say.

**What the teacher says:** Where's the desk? Where's the piano? Where's the bag? Where's the computer? Who's behind the cupboard? Where's Lucy?

##### Lesson 3: NICE AND PRETTY

###### 1 Look, colour and say.

**What the teacher says:** Colour the picture of Miss Read. What colour is Miss Read's hair? What colour are Miss Read's shoes? etc.

###### 2 Listen and circle.

**What the teacher says:** 1 She's got short brown hair. 2 She's got long blonde hair. 3 She's got a new pink bag. 4 He's got a new blue shirt.

##### Lesson 4: HAPPY TOGETHER

###### 1 Trace, colour and say.

**What the teacher says:** Who do you see in the picture?

###### 2 Look, cut out and say.

**What the teacher says:** Say three things about your character and we'll try to guess who it is.

For example, he's got short brown hair and blue eyes. He's got a new white jacket. Who is it?

###### 3 Look, count and write.

**What the teacher says:** How many jackets? How many bags? etc.

###### 4 Play with your friend. Draw and guess.

**What the teacher says:** Draw a butterfly. Don't show it to your friend. Let your friend guess.

Where's your friend's butterfly?

##### Lesson 5: IT'S TIME FOR SCHOOL, LET'S HAVE FUN

###### 1 Listen and write the number. What's the rhyming number?

**What the teacher says:** What number rhymes with door? What number rhymes with late?



What number rhymes with *sign*? What number rhymes with *arrive*? What number rhymes with *fun*?

## 2 Say and match.

**What the teacher says:** What are the rhyming pairs?

## UNIT 2

### Lesson 1: IN THE SCHOOL GARDEN

#### 1 Play with your friend.

**What the teacher says:** Play with your friend. Drop the eraser on the game board and say how many things in the garden you can see.

#### 2 Draw and say.

**What the teacher says:** Who's missing in picture 1? What's missing in picture 2? etc.

### Lesson 2: SHE'S GOT SOME SUGAR, HE'S GOT TWELVE APPLES

#### 1 Listen and circle.

**What the teacher says:** 1 Some sugar, please. 2 Some butter, please. 3 Two apples, please. 4 Three eggs, please. 5 Some flour, please.

#### 2 Listen and draw.

**What the teacher says:** Tommy's got some milk, some sugar, twelve plums and seven sweets.

Emma's got some butter, some flour, three eggs and one pumpkin.

#### 3 Look, think and say.

**What the teacher says:** Close your book and tell your friend about Tommy or Emma. What has Tommy got? What has Emma got?

### Lesson 3: IT'S AUTUMN

#### 1 Look, trace and colour.

**What the teacher says:** What can you see?

#### 2 Look and match.

**What the teacher says:** It's windy. What can you do? It's sunny. What can you do?

### Lesson 4: SEPTEMBER, OCTOBER, NOVEMBER

#### 1 Draw and say.

**What the teacher says:** What's missing? Can you read what it says?

#### 2 Play with your friend.

**What the teacher says:** Toss the coin. Heads means *go*, tails means *stop*. *Let's pick apples.*  
*Let's wear boots.*

### Lesson 5: I HEAR THUNDER, I SEE BLUE SKY

#### 1 Look and write the number.

**What the teacher says:** How many yellow raindrops can you see? How many pink suns? Etc.

#### 2 Listen and say.

**What the teacher says:** I hear... (*Children say* It's number 1—thunder.) I see... (*Children say* It's number 2—blue sky.) I'm wet through. (*Children say* It's number 3—raindrops.) I'm dry. (*Children say* It's number 5—sunshine.) Pitter patter. (*Children say* It's number 3—raindrops.) Way up high. (*Children say* It's number 2—blue sky.)

## UNIT 3

### Lesson 1: GRANDMA AND GRANDPA'S VISIT

#### 1 Listen and tick.

**What the teacher says:** Grandma is hungry. Grandpa is happy. The baby is thirsty. Katie is tired.

Mummy is hot. Daddy is sleepy.

#### 2 Draw. How are you today?

**What the teacher says:** How are you today? Ask your friends now.

### Lesson 2: ON SUNDAY, AT 5 O'CLOCK

#### 1 Listen and number.

**What the teacher says:** 1 Stephen's birthday is in January. 2 Stephen has lunch with grandma and grandpa on Sunday. 3 Stephen wakes up at 7 o'clock. 4 Stephen celebrates Christmas in winter. 5 Stephen plays on his bed at 4 o'clock. 6 Stephen goes to sleep at 8 o'clock. *When is Stephen's birthday? When does he play? When does he go to sleep?*

#### 2 Draw and say.

**What the teacher says:** What do you do in autumn? What do you do on Sunday? What do you do at 8 o'clock? Etc.

### Lesson 3: AT THE TABLE

#### 1 Look and say. What's wrong?

**What the teacher says:** Where's the glass? Where's the fork? Where's the spoon?

#### 2 Draw and say.

**What the teacher says:** Where's the glass? Where's the spoon? etc.

## APPENDIX

### 3 Trace and say.

**What the teacher says:** What's for lunch?

### Lesson 4: WASH YOUR HANDS BEFORE YOU EAT

#### 1 Look and say.

**What the teacher says:** Can you read what it says?

#### 2 Listen and circle.

**What the teacher says:** 1 Wash your hands before you eat. 2 Take some food, not a lot. 3 Be careful if it's hot. 4 Close your mouth when you eat.

#### 3 Play with your friends.

**What the teacher says:** Throw a die and start the game. For example: Green—I'm happy. Yellow—Take a knife. Red—Be careful. It's hot. Blue—Have some soup.

### Lesson 5: TODAY IS MONDAY

#### 1 Look, match and say.

**What the teacher says:** When do we eat fish and chips? Etc.

#### 2 Play with your friends.

**What the teacher says:** Child 1: On Monday we eat pizza. Child 2: On Tuesday we eat spaghetti. On Monday we eat pizza. Child 3: On Wednesday we eat soup. On Tuesday we eat spaghetti. On Monday we eat pizza.

#### 3 Draw and say.

**What the teacher says:** What fruit do you eat on Monday? What fruit do you eat on Tuesday? etc.

## UNIT 4

### Lesson 1: ON THE BUS, AT THE CINEMA

#### 1 Look and count.

**What the teacher says:** How many children are there in picture 1? etc.

#### 2 Listen and number.

**What the teacher says:** 1 Here are 20 masks for you. 2 It's a fantastic film. 3 Good morning, sir. 4 He can jump like a kangaroo. 5 Miss! Miss! Emma's missing. 6 I like it when we go by bus.

### Lesson 2: THERE IS A TOY SHOP AT NUMBER 13

#### 1 Listen and draw.

**What the teacher says:** 1 Draw a car in the purple shop. 2 Draw a cat in the red shop. 3 Draw a book in the brown shop. 4 Draw a shoe in the green shop. 5 Draw a hat in the blue shop. 6 Draw a mask in the orange shop. Which shop is orange? What colour is the pet shop? etc.

#### 2 Listen and number.

**What the teacher says:** The toy shop is at number 13. The shoe shop is at number 19. The pet shop is at number 17. The hat shop is at number 20. The mask shop is at number 18. The bookshop is at number 15.

#### 3 Play Bingo.

**What the teacher says:** 11, 13, 20, etc.

### Lesson 3: I'M GOOD AT ICE SKATING

#### 1 Look, trace and colour.

**What the teacher says:** Who likes skiing? Who likes making a snowman?

#### 2 Look and say.

**What the teacher says:** Has snowman number 1 got his gloves on? Is his nose big? Has he got big eyes? Is snowman number 2 hot? etc.

### Lesson 4: HOW ABOUT YOU?

#### 1 Look and say.

**What the teacher says:** William wants one mask, William wants twelve masks, William wants twenty masks. How many masks does William want?

#### 2 Look and match.

**What the teacher says:** What is William good at? What is Sophie good at? etc.

#### 3 Play with your friend. *Can you make? Can you play?*

**What the teacher says:** Throw your eraser and play the game. Ask your friend *Can you make a mask?* or *Can you play football?* and answer your friend's question saying *Yes, I can* or *No, I can't*.

### Lesson 5: THE WHEELS ON THE BUS

#### 1 Listen and number.

**What the teacher says:** The wheels on the bus—number 19. The wipers on the bus—number 9.

The horn on the bus—number 18. The boys on the bus—number 8. The girls on the bus—number 17. The driver on the bus—number 7. The children on the bus—number 16. The teacher on the bus—number 6, etc.

**2 Cut out, draw, colour and glue. Make a class bus.**

**3 Sing and play.**

## UNIT 5

### Lesson 1: BIKE RIDE

**1 Look, listen and tick.**

**What the teacher says:** 1 Look right. 2 Ride a bike. 3 Go on foot. 4 Put on your helmet. 5 Cross the street at the crossing.

**2 Listen and number.**

**What the teacher says:** 1 Emma and her dad go for a bike ride. 2 Zoe has got her helmet on. 3 Emma and Zoe stop at the crossing. 4 Emma and Zoe's dad are behind them.

### Lesson 2: STOP, THINK, GO

**1 Listen and colour.**

**What the teacher says:** 1 The little man is red. Stop. 2 The little man is green. Go. 3 The little man is yellow. Think. 4 The little man is black. Look right. 5 The little man is white. Look left.

**2 Look and tick.**

**What the teacher says:** What's safe, number 1 or number 2? etc.

### Lesson 3: TO THE PARK, PLEASE

**1 Look, listen and draw.**

**What the teacher says:** Go to the park. Turn right. Go straight on. Turn left. Here's William's house.

**2 Draw and play with your friend.**

**What the teacher says:** Draw two shops. Then play with your friend. Say *Go to the toy shop, please.*

### Lesson 4: TRAFFIC LIGHTS, TRAFFIC LIGHTS

**1 Look and match.**

**2 Cut out, listen and glue.**

**What the teacher says:** Take your bag. Walk to school. Stop at the crossing. Look right. Look left. Think. Cross the street. You are at school. Say *Hello.*

**3 Draw.**

**What the teacher says:** Help William find the way to Tommy's house. Ready, steady, go...

## Lesson 5: RIDE, RIDE, RIDE YOUR BIKE

**1 Say. Which is the odd one out?**

**What the teacher says:** What's different? Why?

**2 Colour and match.**

**What the teacher says:** What colours are Tommy's rollerblades? etc.

## UNIT 6

### Lesson 1: IN THE PARK

**1 Look, listen and match.**

**What the teacher says:** There are three ladybirds on Biggie's head. There is a butterfly on Stephen's hand. There are two spiders on the flower. Biggie is chasing the squirrel. There are two flowers under the tree. Where are the ladybirds? Where is the butterfly? Where are the spiders? What is Biggie doing? Where are the flowers? etc.

**2 Look and colour.**

**What the teacher says:** What colour is the squirrel? What colour is the ladybird? etc.

### Lesson 2: A BIRD IS SINGING IN THE TREE

**1 Look, listen and tick.**

**What the teacher says:** 1 A duck is singing in the tree. 2 A duck is hopping in the grass. 3 A duck is flying around the tree. 4 A duck is hopping around the tree.

**2 Connect and say.**

**What the teacher says:** What animal can you see? What is it doing? etc.

### Lesson 3: LUCY'S NEW BEDROOM

**1 Look, colour and say.**

**What the teacher says:** What colour is your cupboard? What colour is your carpet? What colour are your walls? What colour is your lamp? What colour is your blanket?

**2 Play Bingo.**

**What the teacher says:** Draw ladybirds, butterflies, spiders, birds and ducks where you want.

## APPENDIX

### Lesson 4: FLY, CRAWL, HOP

#### 1 Look, draw and say.

**What the teacher says:** Which words go together? Why?

#### 2 Look and say. *What's different?*

**What the teacher says:** What's Biggie doing in picture 1? What's Biggie doing in picture 2? etc.

### Lesson 5: TWO LITTLE BIRDS

#### 1 Listen and write. *How many animals are sitting on the wall?*

**What the teacher says:** 1 Twenty little birds sitting on a wall; two fly away and then there are... 2 Nineteen little ladybirds sitting on a wall; two fly away and then there are... 3 Eighteen little butterflies sitting on a wall; two fly away and then there are... 4 Seventeen little squirrels sitting on a wall; two hop away and then there are... 5 Sixteen little spiders sitting on a wall; two crawl away and then there are...

## UNIT 7

### Lesson 1: OH NO!

#### 1 Listen and number.

**What the teacher says:** I come to school before 9 o'clock. All the children go to assembly in the school hall. Then we have lessons. Lunch time is from 12 to 1. Lessons finish at 3 o'clock. Dance club is after school. I go home at 4 o'clock.

#### 2 Draw and say.

**What the teacher says:** Tommy hasn't got his homework. Zoe hasn't got her bag. Emma hasn't got her T-shirt. Jack hasn't got his lunch box. Oliver hasn't got his computer game.

### Lesson 2: EVERY DAY

#### 1 Listen and draw. *What's the time?*

**What the teacher says:** 1 I have breakfast at 7 o'clock. 2 I go to work at 8 o'clock. 3 I have lunch at 1 o'clock. 4 I finish work at 5 o'clock. 5 I have dinner at 6 o'clock. 6 I watch TV at 8 o'clock. 7 I go to bed at 11 o'clock.

#### 2 Listen and circle.

**What the teacher says:** 1 I get up at 7 o'clock. 2 I have toast, butter and jam for breakfast. 3 I go to work by bike. 4 I go for a walk after school. 5 I read a book in the evening. 6 I go to bed at 10 o'clock.

### Lesson 3: AT THE WEEKEND

#### 1 Look and match.

**What the teacher says:** What has William got? What has Jack got? What has Oliver got? What has Sophie got?

#### 2 Draw and say. *What do you do at the weekend?*

### Lesson 4: HIP HOORAY!

#### 1 Draw and say. *What's missing?*

#### 2 Cut out, listen and glue.

**What the teacher says:** First, let's write our homework. Then, let's play football. Let's have a cup of tea. Let's read our books. Let's play tennis. Let's play with our toys. Let's watch TV. Let's go to bed.

### Lesson 5: IT'S TIME TO GET UP

#### 1 Play *Bingo* with your friend. *It's time to...*

**What the teacher says:** Play with your friend. Child 1: It's time to play computer games, etc. Child 2 crosses out computer games, etc.

## UNIT 8

### Lesson 1: A PICTURE OF THE SEA

#### 1 Look, count and colour.

**What the teacher says:** How many seashells are there? How many fish? etc.

#### 2 Look and say. *What's different?*

**What the teacher says:** How many big starfish are there in picture 1? How many sharks are there in picture 2?

### Lesson 2: LOOKING AT PHOTOS

#### 1 Listen and tick.

**What the teacher says:** 1 Sophie is collecting seashells. 2 Emma is listening to the birds. 3 Jack and his grandpa are feeding the ducks. 4 Jack is running. 5 Katie and Tommy are swimming.

#### 2 Draw and say.

**What the teacher says:** Where are you in photo 1? What are you doing? Where are you in photo 2? What are you doing?

### Lesson 3: SUMMER HOLIDAYS

#### 1 Look, match and say.

**What the teacher says:** What does Miss Read like? What does Jack like?

**2 Draw. Talk to your friend.**

**What the teacher says:** Draw your friends. Then talk to your friend. Ask each other questions about the picture. E.g., *Who is climbing the tree? Who is swimming in the river?*

**Lesson 4: SCHOOL IS OVER****1 Draw and say.**

**What the teacher says:** He's got 16 seashells. She's got 7 fish. He's got 6 starfish.

**2 Look and say. Which is the odd one out?**

**Draw.**

**What the teacher says:** Which is the odd one out? Draw one more thing to make a group. What have you got?

**3 Look and colour.**

**What the teacher says:** What colour is Miss Read's cap? What colour is the duck?

**Lesson 5: THE HOKEY POKEY****1 Trace and say.**

**What the teacher says:** Which parts of the children's bodies are connected? For example, Tommy's right hand and Emma's left foot. Etc.

**STORY TIME****THE LITTLE RED HEN****Lesson 1****1 Listen and number.**

**What the teacher says:** Look at the pictures and listen to the story. *The teacher plays the story (Pupil's Book).* Write the numbers. Then open the *Pupil's Book* and check.

**Lesson 2****1 Listen and tick.**

**What the teacher says:** "Not I," says the cat. "I can," says the rat. "Not I," says the pig.

**THE WOLF AND THE SEVEN KIDS****Lesson 1****1 Listen and number.**

**What the teacher says:** Look at the pictures and listen to the story. *The teacher plays the story (Pupil's Book).* Write the numbers. Then open the *Pupil's Book* and check.

**Lesson 2****1 Draw. Play with your friend. Where is the kid?**

**What the teacher says:** Draw a kid anywhere you like. Then play with your friend. Your friend asks *Is the kid under the table? Is it on the table?* etc.



## APPENDIX

### SPECIAL DAYS

#### HALLOWEEN

##### 1 Listen and number.

**What the teacher says:** 1—Colour your paper plate any colour you want. 2—Make a scary or smiling pumpkin face. 3—Cut out the eyes, mouth and nose. 4—Make a hole on each side. 5—Tie a piece of string. 6—Put on your pumpkin mask. 7—Let's chant and play now. *Scary pumpkin, purple pumpkin, what do you see? I see a smiling blue pumpkin looking at me, etc.*

##### 2 Project Pumpkin Masks

#### CHRISTMAS AND NEW YEAR

##### 1 Colour and count.

**What the teacher says:** How many angels? How many stars?

#### EASTER

##### 1 Look, think and write.

**What the teacher says:** What are the missing numbers? What number is the green egg?



## STEP BY STEP 2

приручник за наставнике енглеског језика за други 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