

Драгана Макевић
Блага Делић

step by step

Рецензенти

мр Душица Блажић
др Јована Димитријевић Савић
Амалија Мокосек

Уредник

Маја Милорадовић

©БИГЗ школство д.о.о., Београд, 2011.

Ниједан део ове књиге не сме да се умножава,
фотокопира нити на било који начин репродукује
без писмене дозволе издавача.

Драгана Макевић
Блага Делић

step by step

приручник за наставнике



CONTENTS

1

INTRODUCTION 6

1.1 Aims 6

1.2 Unit & Lesson Framework 7

1.3 Language Games 8

2

LESSON PLANS 10

INTRODUCTION 10

UNIT 1 LESSON 1: HELLO! 12

LESSON 2: WHO'S THIS? 13

LESSON 3: SCHOOL TIMETABLE 14

ROUND UP 15

UNIT 2 LESSON 1: READY FOR SCHOOL? 16

LESSON 2: THERE ARE SEVEN BOOKS ON THE DESK 17

LESSON 3: MY DAY 18

ROUND UP 20

UNIT 3 LESSON 1: IT'S GREAT TO SEE YOU! 21

LESSON 2: HE'S TALL, SHE'S SHORT 22

LESSON 3: OUR FAVOURITE PETS 23

ROUND UP 24

UNIT 4 LESSON 1: A NEW HOUSE 25

LESSON 2: A LOT OF NEW FURNITURE 26

LESSON 3: WHERE DO YOU PLAY? 27

ROUND UP 28

UNIT 5 LESSON 1: LUNCH TIME 28

LESSON 2: WHAT DO YOU LIKE TO EAT FOR BREAKFAST? 29

LESSON 3: HEALTHY HABITS 30

ROUND UP 31

UNIT 6 LESSON 1: GOING TO THE ZOO 32

LESSON 2: WHAT ARE YOU DOING? 33

LESSON 3: I LIKE SUMMER 34

ROUND UP 35

UNIT 7

LESSON 1: THE TOWN PROJECT _____ 36

LESSON 2: WHERE DO THEY WORK? WHAT'S THEIR JOB? _ 37

LESSON 3: AT THE WEEKEND _____ 38

ROUND UP _____ 39

UNIT 8

LESSON 1: IN LONDON _____ 39

LESSON 2: EXCUSE ME, WHERE'S BUCKINGHAM PALACE? _ 40

LESSON 3: AT THE SPORT MUSEUM _____ 41

ROUND UP _____ 43

SPECIAL DAYS

_____ 44

HALLOWEEN _____ 44

CHRISTMAS AND NEW YEAR _____ 44

VALENTINE'S DAY _____ 45

EASTER _____ 45

STORY TIME _____ 47

GOLDILOCKS AND THE THREE BEARS _____ 47

THE WIND AND THE SUN _____ 48

1

INTRODUCTION

STEP BY STEP 3 is intended for third-graders beginning to learn English.

STEP BY STEP 3 is also intended for children who are in the third year of learning English at lower-primary level. It can be used independently, or as a follow-up to the first two books in the series.

STEP BY STEP 3 is organised around content and activities carefully matched to the interests, needs and abilities of young learners.

STEP BY STEP 3 is based on:

- 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 concepts; to communicate with others means to get the message across
- language input → language intake → language output and practise → consolidate → recycle/review → reinforce teaching strategies
- 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 teaching concept
- 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 3 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, sequence, predict, etc.
- developing children's creativity and imagination through a variety of creative tasks
- developing and integrating all four language skills—listening, speaking, reading and writing, through communicative tasks; paying special attention to the gradual but systematic development of the reading and writing skills
- integrating language skills with cognitive skills
- encouraging fluency, but simultaneously raising accuracy awareness
- 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:

- INTRODUCTION,
- 8 UNITS
- SPECIAL DAYS and
- STORY TIME

Both books have a four-lesson unit framework. Each unit in both the Pupil's Book and the Activity Book covers six teaching hours, INTRODUCTION four hours, STORY TIME eight hours and SPECIAL DAYS eight hours of teaching—68 altogether. (Teachers are invited to design activities for two revision lessons, after units 1-4 and 5-8, on their own—to suit their teaching situation.)

The Pupil's Book provides a variety of listening, reading and speaking practice through clear lesson routine activities; there is a greater variety of revision and consolidation activities in the fourth/ROUND UP lesson. 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.

INTRODUCTION

Tasks include looking, listening, spelling, singing, repeating and speaking.

UNITS 1-8:

- Lesson 1: Vocabulary in context—introduction and practice
Tasks include looking, listening, pointing, repeating, reading, acting out, answering the questions and saying *yes* or *no*.
- Lesson 2: Structures in context—introduction and practice
Tasks include looking, listening, repeating, reading, speaking and talking to a friend.
- Lesson 3: Vocabulary and structures in context—introduction and practice
Tasks include looking, listening, reading, repeating, pointing, asking questions, acting out and talking to a friend.
- ROUND UP: Revision, consolidation and reinforcement of vocabulary and structures
Tasks include spelling practice, playing games with friend/s, listening, repeating, reading,

chanting, singing, speaking, and doing a project.

SPECIAL DAYS

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

STORY TIME

Tasks include looking, listening, pointing, repeating, ordering story cards, playing games with friends, chanting, miming, acting out, singing and playing.

The Activity Book caters for further practice—consolidation, revision and reinforcement of the language introduced in the Pupil's Book. Tasks include looking, listening, pointing, repeating, speaking, playing games with friends, chanting, singing, counting, tracing, circling, marking the odd one out, matching, colouring, drawing, numbering, cutting out and glueing activities.

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

INTRODUCTION: The English alphabet; international words; numbers 1-20; colours

UNIT 1: School environment, classroom communication; days of the week; school subjects

UNIT 2: School things; clock time; everyday routines

UNIT 3: Family; pets; descriptions of people and animals

UNIT 4: House and furniture; home communication and routines; games; numbers 20-30

UNIT 5: Food and meals (breakfast, lunch); healthy habits

UNIT 6: Weather and seasons; months of the year; human body; clothes; zoo animals; descriptions of people; various activities

UNIT 7: Town; occupations; leisure activities

UNIT 8: London; school trip; sport; numbers 30-100

STORY TIME: Goldilocks and the Three Bears, The Wind and the Sun

SPECIAL DAYS: Halloween, Christmas and New Year, Valentine's Day, Easter

INTRODUCTION

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

Language functions include: asking for and giving information, asking for and giving permission, asking for and giving opinion, classroom communication, communication repair, counting, expressing ability/inability, expressing likes/dislikes, greeting and congratulating, identifying, locating and describing people, things and places, introducing oneself and others, social interaction/polite phrases, spelling and telling the time.

Grammar structures, awareness of which is treated globally and implicitly but developed systematically, include: possessives, prepositions of place and time, personal pronouns, singular and plural of nouns, verbs and verb forms, the present simple and continuous tenses.

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 a *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 seats.

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

INTRODUCTION

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.

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

INTRODUCTION

4 h
6/68

AIMS: Developing a positive attitude towards English language learning; building self-confidence, familiarising the children with the world of English; introducing listening and speaking skills at word and short sentence level; introducing reading at word level; introducing writing (copying/tracing) at letter level

LANGUAGE FOCUS: Hello, I'm...; the English alphabet–spelling; international words

MATERIALS: Alphabet cards; word and picture flashcards with international words

Hour 1

ACTIVITY 1: 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 2: Design a poster with all the icons, or have individual icons in A4 size, so that you 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

ACTIVITY 3: Getting to know each other

STEP 1: Greet the children and introduce yourself by saying *Hello! I'm X*

STEP 2: Invite the children to do the same—the whole

class at the same time/individual children; tell the children to do it in pairs

ACTIVITY 4: *A B C D E F G Look, listen and sing with me. (Pupil's Book)*

STEP 1: Tell the children to open the *Book* by opening it yourself; tell them to look, listen, and sing; help the children to understand the instructions by referring them to the icons—do that whenever a new type of activity/icon is introduced

STEP 2: The children look, listen and sing with the teacher

STEP 3: Invite the children to sing with you as you raise individual letter cards

ACTIVITY 5: Playing alphabet flashcard games

STEP 1: Give each child a letter card; ask the children to raise their letter cards as you spell and raise individual cards yourself

STEP 2: Play the *Change of seat* game with some of the letter cards

STEP 3: Play some more games

Hour 2

ACTIVITY 6: Playing a flashcard game with (international) English words

STEP 1: Ask the children to say the words as you point to individual cards (*America, astronaut, badminton, etc.*), then say the words yourself drawing the children's attention to the correct pronunciation in English

STEP 2: Play the *Race to your card* game with some of the flashcards

ACTIVITY 7: *Look, listen and spell with me. (Pupil's Book)*

STEP 1: Tell the children to follow the activity in the *Book*; they look and listen

STEP 2: They listen and repeat

ACTIVITY 8: *Look, spell and trace. (Activity Book)*

STEP 1: Tell the children to open the *Activity Book* by opening it yourself; tell them to look and spell individual letters, and then to trace them; help the children to understand the instructions by referring them to the icons

STEP 2: The children look at the letter *Aa*, spell it, and then they trace it; continue with some more letters; assign the rest of the tracing activity for homework

Hour 3

AIMS: Introducing all the four language skills at word and short sentence level; familiarising the children with the characters in the book

LANGUAGE FOCUS: Colours, numbers 1-20; spelling; asking and answering simple questions about name, surname and age—What's your name/surname? How old are you? My name's/surname's... I'm...

MATERIALS: Word and picture flashcards with colours and numbers

HOMEWORK: Check the children's homework, comment briefly, and give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

ACTIVITY 1: Revising the alphabet and the international words

STEP 1: Use the alphabet cards to elicit spelling of individual letters

STEP 2: Play *I spy* with some of the international word flashcards

ACTIVITY 2: Playing games with colour words

STEP 1: Give each child a colour card; ask the children to raise their colour card as you say the words for colours and raise the individual cards

STEP 2: Play the *Slap-slap-slap-clap-clap-clap* game with the colour words

ACTIVITY 3: Playing games with number words

STEP 1: Give each child a number card; ask the children to raise their number card as you say the words for numbers and raise the individual cards

STEP 2: Play the *Sequencing* or *What's missing?* game with the number cards

ACTIVITY 4: *Look, listen and spell with me. (Pupil's Book)*

STEP 1: Tell the children to follow the activity in the *Book*; they look, listen and repeat/spell

Hour 4

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

STEP 1: The children copy the words for numbers from the *Book*; assign copying the colour words for homework

ACTIVITY 6: *HELLO. WHAT'S YOUR NAME? Look, listen and repeat. Read and say. (Pupil's Book)*

STEP 1: Tell the children to follow the activity in the *Book*; they look, listen and repeat

STEP 2: Invite individual children to listen and repeat, and then to read and say the sentences

ACTIVITY 7: *HELLO. WHAT'S YOUR NAME? Read and draw. Read, write and draw. (Activity Book)*

STEP 1: Guide the children in doing the activities in the *Activity' Book*; assign *Draw, write and say* for homework

LESSON PLANS

UNIT 1

6 h
10/68

LESSON 1: HELLO!

Hour 1

AIMS: Familiarising the children with the *Pupil's Book* and the *Activity Book*; introducing words for school environment; establishing classroom communication in English; developing listening and reading comprehension; developing reading at word and short sentence level

LANGUAGE FOCUS: School environment: school, teacher, friend, classroom, playground, children, class; classroom communication: Hello. Good morning. How are you? Fine, thank you. Yes, Miss... I'm sorry.

MATERIALS: Flashcards with school words

HOMEWORK: Check the children's homework in the *Activity Book*; ask questions about the friends they have drawn

ACTIVITY 1: Revision of the alphabet/spelling, colours and numbers

STEP 1: Singing A B C D E F G Look, listen and sing with me.

STEP 2: Children spell their first name and surname in pairs

STEP 3: Individual children spell some of the colour and number words

TIP: Play games with colours and numbers and use the colour and number words in different contexts, through different language and cognitive skills, and by applying different learning style strategies whenever you find the time while doing UNIT 1 – 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; do this with any new vocabulary

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

STEP 3: Tell them to look at the words in bold, read the word yourself and ask them to read individual words chorally

ACTIVITY 3: *Listen and read. (Pupil's Book)*

STEP 1: The children listen and then read individual sentences chorally; draw the children's attention to the words in bold—the very same words appear in task 1 for the children to connect the visual input with the word so that they can understand the meaning of the word and at the same time rely on the visual support when reading the word; they can rely on this particular written word while reading the short sentences

STEP 2: Ask individual children to read individual sentences

ACTIVITY 4: *Look, listen and repeat. Read and act out. (Pupil's Book)*

STEP 1: The children look, listen and repeat chorally

STEP 2: Ask a group of children to read/act out—help the children read whatever words they might have difficulty with

ACTIVITY 5: *Listen and read. Say Yes or No. (Pupil's Book)*

STEP 1: The children listen to individual sentences and read them chorally; help them decide if a particular sentence is true or false

Hour 2

AIMS: Revising and consolidating Lesson 1; practising spelling—filling in the missing letters, copying words; reading comprehension

LANGUAGE FOCUS: School environment

ACTIVITY 1: *Look, read and match. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page; invite them to read the words; elicit these words by asking questions or paraphrasing sentences from the *Pupil's Book*, LESSON 1, Task 2

STEP 2: The children draw lines to match the words with the pictures

ACTIVITY 2: *Fill in and spell. (Activity Book)*

STEP 1: The children fill in the missing letters and then spell individual words

ACTIVITY 3: *Read and copy. (Activity Book)*

STEP 1: The children read the sentences and copy the words

ACTIVITY 4: *Look and read. Tick or cross out. (Activity Book)*

STEP 1: The children look at the pictures and read the sentences, and then they tick or cross them out—

tell the children to look in the *Pupil's Book* while doing this task

UNIT 1

6 h
10/68

LESSON 2: WHO'S THIS?

AIMS: Developing all four language skills; developing listening and reading comprehension at short text level; reading out individually; introducing *be* and *have got* structures in context; answering questions

LANGUAGE FOCUS: Talking about a friend: This is my... Her/His name's... He's/She's got...

ACTIVITY 5: *Look, listen and repeat. Read. (Pupil's Book)*

STEP 1: The children look at the pictures and the sentences below—they listen and repeat

STEP 2: The children read individual sentences chorally

STEP 3: Individual children read the whole text

ACTIVITY 6: *Read and say. (Pupil's Book)*

STEP 1: The teacher reads the questions and the children answer them by reading the prompts

Hour 3

AIMS: Developing all four language skills; doing a simple multiple-choice reading comprehension task; completing sentences with the missing words, writing a few short sentences—writing about a friend; raising awareness of the *be* and *have got* structures; answering questions; introducing pair work

LANGUAGE FOCUS: Talking and writing about a friend: This is my... Her/His name's... He is/She is... He's/She's got...; introducing family words (brother, sister)

ACTIVITY 1: Revising Lesson 2/Hour 1: Look, listen and repeat. Read. (Pupil's Book)

STEP 1: The teacher asks a few questions about the characters in the book, e.g. *Who's Zoe's best friend? How old is she? What's Sophie got?* etc.

STEP 2: Individual children read out the sentences

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

STEP 1: The teacher asks a question or two about the pictures; the children listen

STEP 2: The children read out in groups while the teacher goes around the classroom and listens

STEP 3: Two groups of children read out in front of the class

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

STEP 1: The children do the task in pairs while the teacher monitors their performance and provides assistance where necessary

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 more demanding tasks as a multi-ability activity rather than a “difficult” one

ACTIVITY 4: Raising structure awareness: *Listen, read and colour. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page; briefly explain how short forms are made, tell them what function an apostrophe has; do a few examples on the board and ask individual children to demonstrate the shortening process

STEP 2: The children listen to the teacher and colour the right structure

ACTIVITY 5: *Read and fill in. (Activity Book)*

STEP 1: The children fill in the missing structures; refer the children to the previous task

ACTIVITY 6: Raising structure awareness

STEP 1: Draw the children's attention to the possessives; do a few examples with the children so that they work out the rules themselves

ACTIVITY 7: *Look, read and circle. (Activity Book)*

STEP 1: Guide the children through the task

STEP 2: Ask them if they have a computer, mobile phone or camera, a brother or a sister

ACTIVITY 8: Assigning homework: *Write and say. (Activity Book)*

STEP 1: Demonstrate doing the task on the board by writing about e.g. Sophie's friend

STEP 2: Ask the children if they understand how to do the task; give clear instructions

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

LESSON PLANS

UNIT 1

6 h
10/68

LESSON 3: SCHOOL TIMETABLE

Hour 4

AIMS: Introducing days of the week and school subjects; asking and answering questions about school timetables; reading a table; reading at word, sentence and short text level; raising awareness of prepositions of time

LANGUAGE FOCUS: Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday; school subjects: English, Maths, Science, ICT, Music, PE, RE; When have you got...? I've got... on... It's at...

MATERIALS: Days of the week and subject flashcards

HOMEWORK: Ask a child or two to read their homework, comment briefly, and give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

ACTIVITY 1: Vocabulary warm-up: playing games

STEP 1: Introduce words for the five days of the week by putting the word cards on the board and saying the words; point to the words and ask the children to repeat after you

STEP 2: Play *Chinese whispers* to practise the days of the week

STEP 3: Introduce words for *English* and *Maths* by telling the children to stand up when you say *English* and to sit down when you say *Maths*; then the teacher stands up and sits down while individual children say the words

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

STEP 1: The children look and listen, then read the words in the table

STEP 2: Ask the children to read out the short text chorally and individually

ACTIVITY 3: *Listen, point and repeat. Point and read. (Pupil's Book)*

STEP 1: The children listen to the recording, point to the subject in the table and repeat the words; ask individual children to point to a particular word and to read—stand by the child pointing and reading to make sure they are doing it correctly

STEP 2: Give pairs of children individual subject

cards; say the word for a particular subject in your language—they show the card in English and the whole class read it

ACTIVITY 4: *Look and ask Sophie. (Pupil's Book)*

STEP 1: Demonstrate the activity with a child; the teacher models both roles with a child—being Sophie (giving answers) and the one asking questions

STEP 2: The children do the activity in pairs

ACTIVITY 5: *Look and listen. Read and act out. Sam & Suzy What are friends for? (Pupil's Book)*

STEP 1: Children look and listen; then they read and act out

STEP 2: Talk with the children about the characters

TIP: Let the children listen and read for pleasure; the comic is intended for their global listening and reading comprehension—it aims at bringing the theme of friendship into the children's focus; only certain aspects of the language presented in the comic will be used for linguistic exploitation

ACTIVITY 6: *Talk to your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs

ACTIVITY 7: Assigning homework: *Circle the words. (Activity Book)*

STEP 1: Explain to the children how to do the task, refer them to the target words at the top

Hour 5

AIMS: Revising days of the week and school subjects; talking about and asking and answering questions about the school timetable; filling in a table; writing at word and short sentence level; raising awareness of prepositions of time and sentence word order; telling the time

LANGUAGE FOCUS: Days of the week; school subjects; Have you got... on ...day? Yes, I have. No, I haven't; clock time: hours/15 minutes

ACTIVITY 1: Revising Lesson 3/Hour 1: Look and listen. Read. /Listen, point and repeat. Point and read. (Pupil's Book)

STEP 1: The teacher asks a few questions about the two timetables

ACTIVITY 2: Check homework in the *Activity Book*

STEP 1: Ask the children what words they have found; ask them how many *English* words there are in the word search

UNIT 1

6 h
10/68

ROUND UP

Hour 6

ACTIVITY 3: Fill in. Ask your friend. (Activity Book)

STEP 1: The children fill in the timetable any way they like (not their school timetable) and do the speaking activity in pairs

ACTIVITY 4: Play Bingo. (Activity Book)

STEP 1: Play the first bingo game with the whole class

STEP 2: The children play the game in pairs; explain how they should do it—children fill in the two grids as they like, then they take turns to say the words they have filled in for the other child to cross out

ACTIVITY 5: Raising awareness of time prepositions: Write. On or at? (Activity Book)

STEP 1: Let the children fill in the missing preposition; invite them to explain the rule in your language

ACTIVITY 6: Write and say. (Activity Book)

STEP 1: The children fill in their school timetable and then talk about it

ACTIVITY 7: Raising word order awareness: Order and copy. Sam & Suzy (Activity Book)

STEP 1: Let the children order the words—refer them to the comic in the Pupil's Book

AIMS: Revising, consolidating and reinforcing the language syllabus and skills of UNIT 1; playing spelling games; communicating with friends by playing games in pairs and groups; socialising; chanting; writing a self-dictation at word level; correcting mistakes—learning the rule regarding the capital letter; reading and writing for grammatical correctness; writing short sentences; raising awareness of English language orthography/phonology

LANGUAGE FOCUS: Polite phrases: Hello, hi, please, thank you, bye-bye

ACTIVITY 1: Spell. Guess. What word is it? (Pupil's Book)

STEP 1: Guide the children in doing the activity by writing the letters they spell on the board

ACTIVITY 2: Play with your friend. (Pupil's Book)

STEP 1: The children do the activity in pairs; go around the classroom to check what they are doing

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

STEP 1: The children do the activity in groups of three or four; invite one group to do it in front of the class

ACTIVITY 4: Listen and repeat. Read and chant. Can You Say? (Pupil's Book)

STEP 1: The children listen and repeat; then they read and chant—the whole class, teams or individuals

ACTIVITY 5: Read, look and write. (Activity Book)

STEP 1: The children do the self-dictation; go around the classroom and check what they are doing

ACTIVITY 6: Assigning homework: Correct. Match. Fill in. Draw, write and say. (Activity Book)

STEP 1: Explain to the children how to do the tasks; check it the next class; also, at the beginning of the next class draw their attention to English orthography/phonology, focusing on (s/c, f/ph)

LESSON PLANS

UNIT 2

6 h
16/68

LESSON 1: READY FOR SCHOOL?

Hour 1

AIMS: Drawing children's attention to the English orthography/phonology (s/c, f/ph); establishing classroom communication in English; introducing words for school objects; developing listening and reading comprehension; developing reading at word and short sentence level

LANGUAGE FOCUS: School things: exercise book, pencil, sharpener, book, eraser, school bag, desk, chair; classroom communication: Can I have a...? Here you are. You're welcome. Can I/we read/sit ...? Open/close your books/exercise books.

MATERIALS: Flashcards with school things

HOMEWORK: Check the children's homework in the *Activity Book*; invite volunteers to the board to write the days of the week; children read aloud tasks 3, 4 and 5

ACTIVITY 1: Drawing the children's attention to English orthography/phonology (s/c, f/ph): *Look when you read. Check when you write. (Activity Book)*

STEP 1: Read the sentences aloud and ask the children to repeat after you; ask the children to repeat the coloured words only; invite them to read individual words and then the whole sentences

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

STEP 3: Tell them to look at the words in bold, read the word yourself and ask them to read individual words chorally; ask about the colour of the objects; say *It's blue.* and the children answer *It's a book.*

ACTIVITY 3: *Listen and read. (Pupil's Book)*

STEP 1: The children listen and then read individual sentences chorally; again, draw the children's attention to the words in bold, which also appear in the previous task

STEP 2: Ask individual children to read individual sentences

ACTIVITY 4: *Look, listen and repeat. Read and act out. (Pupil's Book)*

STEP 1: The children look, listen and repeat chorally

STEP 2: Ask a group of children to read/act out—help the children read whatever words they might have difficulty with

ACTIVITY 5: *Listen and read. Answer the questions. (Pupil's Book)*

STEP 1: The children listen to the questions once and think about the answers; they listen again and answer the questions orally

Hour 2

AIMS: Revising and consolidating Lesson 1; practising spelling—tracing and unscrambling words, copying; drawing; listening and reading comprehension

LANGUAGE FOCUS: School things

ACTIVITY 1: *Trace, draw and colour. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page; invite them to read the words and raise objects on their desks

STEP 2: The children trace the words, draw and colour them

ACTIVITY 2: *Unscramble and number. (Activity Book)*

STEP 1: The children unscramble the words and write the correct number of the picture

ACTIVITY 3: *Read and copy. (Activity Book)*

STEP 1: The children read the sentences and copy the words

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

STEP 1: The children listen to the teacher who reads sentences 1-6 and write the number in the correct box; check understanding by asking them to say the sentences

ACTIVITY 5: *Look and read. Tick the correct sentence. (Activity Book)*

STEP 1: The children read the sentences under the pictures and decide which sentence matches the situation in the picture

UNIT 2

6 h
16/68

Hour 3

LESSON 2: THERE ARE SEVEN BOOKS ON THE DESK

AIMS: Developing all the four language skills, listening and reading comprehension at short text level, reading out individually; introducing plural of nouns and the structures *there is* and *there are* in context; introducing prepositions of place: *in*, *under* on; asking and answering about the number and position of things

LANGUAGE FOCUS: Describing the position and number of things in the classroom: *There is a bag/ There are four bags; It's/They're in/on/under the book...*

ACTIVITY 6: *Look, listen and repeat. Read. (Pupil's Book)*

STEP 1: Pre-teach the three prepositions by putting a pencil *in*, *on* and *under* the book; repeat the prepositions and say *There is a pencil in the book*. Add one more pencil and say *There are two pencils in the book*; make some more examples with erasers, bags, etc. and the prepositions *on* and *under*

STEP 2: The children look at the pictures and the sentences below, listen and repeat

STEP 3: The children read individual sentences chorally

STEP 4: Individual children read the whole text

ACTIVITY 7: *Read and say. (Pupil's Book)*

STEP 1: The teacher reads the questions and the children answer them by reading the prompts and looking at the picture; encourage stronger children to take over the teacher's role

AIMS: Developing all the four language skills; raising awareness of the prepositions *in*, *under* and *on*, of plurals and the structures *There is/are*; introducing pair work; doing simple multiple-choice and matching reading comprehension tasks; completing sentences with 3rd person singular and plural pronouns; writing a few short sentences—describing a simple picture

LANGUAGE FOCUS: Describing the position and number of things: *There's an eraser under the desk. There are four erasers in the pencil case; It's... They're..*

ACTIVITY 1: *Revising Lesson 2/Hour 1: Look, listen and repeat. Read. (Pupil's Book)*

STEP 1: The teacher asks a few questions about the things in the classroom, e.g. *How many erasers are there? How many exercise books are there? Where are they? Where is it?* etc.

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

STEP 1: The teacher asks a question or two about the pictures; the children listen

STEP 2: The children read out in groups while the teacher goes around the classroom and listens

STEP 3: Two groups of children read out in front of the class

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

STEP 1: Demonstrate the task on the board, your finger is your magic pencil; draw an outline of the object on the board while the children guess what it is and how many there are; the children do the task in pairs while the teacher monitors their performance and provides assistance where necessary

ACTIVITY 4: *Raising plural awareness: Look and count. How many are there? (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page; briefly explain how to make the plural of nouns; ask individual children to count the familiar objects in the classroom, on their desks or in your hand

STEP 2: The children look, count and write the correct number of the objects

ACTIVITY 5: *Raising awareness prepositions of place: Look, read and circle. (Activity Book)*

STEP 1: The children circle the correct preposition; refer the children to the example above

ACTIVITY 6: *Raising structure awareness: 3rd person personal pronouns*

LESSON PLANS

STEP 1: Draw the children's attention to pronouns; do a few examples with the children so that they work out the rules themselves

ACTIVITY 7: Write. *It's or They're. (Activity Book)*

STEP 1: Guide the children through the task

STEP 2: Read the sentences

ACTIVITY 8: Assigning homework: *Read and match. Choose, draw and write. (Activity Book)*

STEP 1: Explain to the children that they need to read the descriptions and match them to the correct pictures; in the next task they need to draw two pictures and describe them in a sentence with the help of the prompts

STEP 2: Ask the children if they understand how to do the task; give clear instructions

UNIT 2

6 h
10/68

LESSON 3: MY DAY

Hour 4

AIMS: Introducing clock time, parts of the day and daily routines; asking and answering questions about daily routines and time; reading a table; reading at word, sentence and short text level; revising prepositions of time; learning and singing an adapted version of the traditional children's song *Here We Go round the Park Lane School/Here We Go round the Mulberry Bush*

LANGUAGE FOCUS: Clock time: half past; parts of the day: in the morning, afternoon, evening; everyday routines: get up, clean teeth, have breakfast, start school, finish school, do homework, have dinner, play computer games, read a book, watch TV, go to bed; It's half past twelve. What time do you have lunch? I have lunch at... I do my homework in the ... This is the way we...

MATERIALS: Toy or cardboard clock, daily routines flashcards

HOMEWORK: Ask a few children to read their homework, check the writing task, give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

ACTIVITY 1: Vocabulary warm-up

STEP 1: Introduce clock time (half past) with the help of a toy or cardboard clock; revise 1 o'clock, 5 o'clock, etc. and then introduce *half past*; move the hands on the clock and ask *What time is it?* Invite the children to take over and ask the question while other students answer

STEP 2: Play *Chinese whispers* to practise time; the first child in the row can either say what the time is or draw it on the board

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

STEP 1: The children look and listen, then read the sentences under the pictures

STEP 2: Ask the children to read out the sentences individually

ACTIVITY 3: Listen, point and repeat. Point and read. (*Pupil's Book*)

STEP 1: The children listen to the recording first and point to the correct picture in the table; play

the recoding once more and mime the actions; ask the children to mime with you; they repeat the sentences after listening to the sentences the third time

ACTIVITY 4: *Look and ask Zoe. (Pupil's Book)*

STEP 1: Demonstrate the activity with a child; the teacher models both roles with a child—being Zoe (giving answers) and the one asking questions

STEP 2: The children do the activity in pairs

ACTIVITY 5: *Listen, read and sing. Here We Go round Park Lane School. (Pupil's Book)*

STEP 1: Children look and listen; they mime the actions

STEP 2: They listen and join in singing while miming at the same time

ACTIVITY 6: *Look and read. Talk to your friend. (Pupil's Book)*

STEP 1: Introduce *clean my teeth, do homework, have dinner, play computer games, read a book* by miming the actions; ask the children to stand up and mime with you, give commands at random, add familiar expressions too: *listen to the teacher, read and write, get up...*; ask them to read parts of the day aloud; ask simple questions *When do you clean your teeth? When do you have lunch? When do you read a book?* and the children answer *In the morning, in the afternoon or in the evening*

ACTIVITY 7: Assigning homework: *Read and match. (Activity Book)*

STEP 1: Explain to the children how to do the task, refer them to the target structures at the top of the page

and mime; add other actions to sing and mime: have breakfast, clean my teeth, watch TV, read a book, do my homework, etc.

ACTIVITY 2: Check homework in the *Activity Book*

STEP 1: Ask the children to read the time and tell you the number of the matching clock

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

STEP 1: The children look at the pictures and answer the questions below; invite pairs of children to read the questions and the answers

ACTIVITY 4: *Order the actions. What do you do first? (Activity Book)*

STEP 1: Ask the children what they do first after they get up; ask them to read all the actions and number them in the order they do them; volunteers read their phrases and the rest of the class compare their daily routines

ACTIVITY 5: Raising *prepositions of time* awareness: *Write. On, at or in. (Activity Book)*

STEP 1: Let the children fill in the missing preposition; invite them to explain the rule in your language before you draw their attention to the rule above

ACTIVITY 6: Raising word order awareness: *Order and copy. (Activity Book)*

STEP 1: The children order the words to make sentences; check the task on the board

HOMEWORK: Ask the children to bring photos or draw pictures of their daily routines for the next lesson

TIP: Prepare dice for the next lesson and enough paper for the posters; ask the children to bring glue and scissors

Hour 5

AIMS: Revising clock time, parts of the day and daily routines; talking about, asking and answering questions about the children's daily routines; ordering the routines; raising awareness of prepositions of time and sentence word order

LANGUAGE FOCUS: Clock time: hours, half past; daily routines; parts of the day; What time do you have breakfast? At ...; revising *on Monday, on Wednesday*, etc.

ACTIVITY 1: Revising Lesson 3/Hour 1: Listen, read and sing. Here We Go round Park Lane School (Pupil's Book)

STEP 1: Play the song and ask the children to sing

LESSON PLANS

UNIT 2

6 h
10/68

ROUND UP

Hour 6

AIMS: Revising, consolidating and reinforcing the language syllabus and skills of UNIT 2; playing spelling games; communicating with friends by playing games in pairs and groups; socialising; making a poster; correcting mistakes; reading and writing for grammatical correctness; writing short sentences; raising awareness of English orthography/phonology

LANGUAGE FOCUS: School and daily routines

ACTIVITY 1: *Match and read. What colours are the words? (Pupil's Book)*

STEP 1: Guide the children in doing the activity by writing the first word starting on the left (pencil) and asking them to name the colours of the word (white and orange); check the rest of the words

ACTIVITY 2: *Play with your friend. What's different? (Pupil's Book)*

STEP 1: Read the example sentences; the children do the activity in pairs; go around the classroom to check on language

ACTIVITY 3: *Play with your friends. Use dice and counters. (Pupil's Book)*

STEP 1: Distribute dice and ask the children to prepare erasers or sharpeners as counters; the children do the activity in groups of three or four

ACTIVITY 4: *PROJECT My School Day (Pupil's Book)*

STEP 1: Ask the children to prepare pictures or photos of their daily routines, glue, scissors and coloured pencils; they stick their pictures and write sentences to describe them; refer them to the vocabulary in the book; display the posters

ACTIVITY 5: *Circle the extra letter. Write and spell the word correctly. What's the secret word? (Activity Book)*

STEP 1: The children circle the extra letter and write the correct words on the lines next to the words; the secret word is *computer*

ACTIVITY 6: Assigning homework: *Find and copy the words. Match. Look and write. Is or are. In, on, or under. Write. (Activity Book)*

STEP 1: Explain to the children how to do the tasks; check it the next class; also, at the beginning of the next class draw their attention to English orthography/phonology (*o, oa, oo, ou*)

UNIT 3

6 h
22/68

LESSON 1: IT'S GREAT TO SEE YOU!

Hour 1

AIMS: drawing children's attention to English orthography/phonology (o, ou, oa, oo); introducing words for family members; meeting and welcoming family members; developing listening and reading comprehension; developing reading at word and short sentence level

LANGUAGE FOCUS: Family: mum, dad, grandma, grandpa, sister, brother, uncle, aunt, cousin; weekend, garden, class; meeting and welcoming: It's great to see you. Come in!

MATERIALS: Flashcards with family words

HOMEWORK: Check the children's homework in the *Activity Book*; invite volunteers to read tasks 2, 3 and 4; give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

ACTIVITY 1: Drawing the children's attention English orthography/phonology (o, ou, oo, oa): *Look when you read. Check when you write. (Activity Book)*

STEP 1: Read the sentences aloud and ask the children to repeat after you; ask the children to repeat the coloured words only; group the words with the same pronunciation; invite them to read individual words and then whole sentences

STEP 2: Individual children read

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

STEP 3: Tell them to look at the words in bold, read the word yourself and ask them to read individual words chorally

ACTIVITY 3: *Listen and read. (Pupil's Book)*

STEP 1: The children listen and then read individual sentences chorally

STEP 2: Ask individual children to read individual sentences

ACTIVITY 4: *Look, listen and repeat. Read and act out. (Pupil's Book)*

STEP 1: The children look, listen and repeat chorally

STEP 2: Ask a group of children to read/act out—help the children read whatever words they might have difficulty with

ACTIVITY 5: *Listen and read. Say Yes or No. (Pupil's Book)*

STEP 1: The children listen to individual sentences and read them chorally; help them decide if a particular sentence is true or false

Hour 2

AIMS: Revising and consolidating Lesson 1; practising spelling—copying, finding words in a word search; listening and reading comprehension

LANGUAGE FOCUS: Family words

ACTIVITY 1: *Look and write. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page; invite them to read the words and fill in Zoe's family tree

ACTIVITY 2: *Find the words. (Activity Book)*

STEP 1: The children find 11 words in the word search

ACTIVITY 3: *Read and copy. (Activity Book)*

STEP 1: The children read the sentences and copy the words

ACTIVITY 4: *Look, read and write. A, B, C or D. (Activity Book)*

STEP 1: The children match the pictures to the sentences; they write the correct letter of the picture next to the sentence; they open their books to check

LESSON PLANS

UNIT 3

6 h
22/68

LESSON 2: HE'S TALL, SHE'S SHORT

AIMS: Developing all four language skills, listening and reading comprehension at short text level, reading out individually; further practice of the verb *to be* in the affirmative and negative form; introducing adjectives to describe people; saying what people look like

LANGUAGE FOCUS: I am, I'm not, he, she is/isn't, we are/aren't, they are/aren't; descriptive adjectives: young, old, fat, slim, lazy, busy, happy, sad, tall, short

MATERIALS: Flashcards with descriptive adjectives

ACTIVITY 5: Vocabulary warm-up: playing games

STEP 1: Introduce descriptive adjectives by putting flashcards on the board or drawing stick people; say the words while the children repeat after you; invite the children to the board to point to the correct flashcard

STEP 2: Play *Race to your card*

ACTIVITY 6: *Look, listen and repeat. Read. (Pupil's Book)*

STEP 1: The children look at the pictures and the sentences below, listen and repeat

STEP 2: The children read individual sentences chorally

STEP 3: Individual children read the whole text

ACTIVITY 7: *Read and say. (Pupil's Book)*

STEP 1: The children look at the picture and describe it by looking at the prompts in the book and making sentences; ask volunteers to write four sentences on the board; the children copy the sentences in their exercise books

HOMEWORK: Ask the children to bring in a few family photos

Hour 3

AIMS: Developing all four language skills; revising adjectives to describe people; describing people's hair; talking about your family; doing a multiple-choice reading comprehension task; filling in a family tree, completing sentences with the missing words, writing a few short sentences—writing about a family member; revising the *be* and *have got* structures, raising awareness of short forms; answering questions; pair work

LANGUAGE FOCUS: Describing people's hair: long, short, brown, blond/e; talking and writing about a family member: This is my... Her/His name's... He is/She is... She isn't/He isn't... He's/She's got...

ACTIVITY 1: Revising Lesson 2/Hour 1: Read and say. (Pupil's Book)

STEP 1: The teacher asks a few questions about the characters in the book, e.g. *What does Zoe look like? Is she tall? Has she got short or long hair? Is her hair brown? Is grandma fat?* etc.

STEP 2: Describe one of the people in the picture; the children guess who you are describing

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

STEP 1: The teacher asks a question or two about the pictures; the children listen to the dialogues

STEP 2: The children read out in pairs while the teacher goes around the classroom and listens

STEP 3: Pairs read out in front of the class

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

STEP 1: The children describe members of their families to each other while the teacher monitors their performance and provides assistance where necessary

ACTIVITY 4: Raising structure awareness; *Copy the sentences. Use the short forms. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page; briefly explain how short forms are made, remind them of the function of the apostrophe; do a few examples on the board and ask individual children to demonstrate the shortening process

STEP 2: The children copy the sentences using the short forms

ACTIVITY 5: *Look, read and circle. Fill in. (Activity Book)*

STEP 1: The children circle the correct word and fill in the sentences

ACTIVITY 6: Assigning homework: *Who's in your family? Fill in your family tree. Draw and write. (Activity Book)*

STEP 1: Explain the tasks and make sure the children understand how to do them

UNIT 3

6 h
22/68

LESSON 3: OUR FAVOURITE PETS

Hour 4

AIMS: Introducing pets; describing ability; introducing action verbs; asking and answering questions about what pets can and can't do; reading at word, sentence and short text level; revising prepositions of place

LANGUAGE FOCUS: Pets: cat, hamster, budgie, rabbit, fish, spider, turtle; verbs: run, fly, climb, jump, swim, catch; can/can't; It can run, climb a tree... Can a ... swim? Yes, it can. No, it can't.

MATERIALS: Flashcards with pets and action verbs

HOMEWORK: Ask some children to read their homework; comment briefly and check the writing task; give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

ACTIVITY 1: Vocabulary warm-up: playing games

STEP 1: Introduce words for pets by putting the word cards on the board and saying the words; point to the words and ask the children to repeat after you

STEP 2: Play *Mime the word* to practise words for pets

STEP 3: Introduce action verbs by using *TPR* and then playing *Mirrors*

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

STEP 1: The children look and listen, then read the words in the table

STEP 1: Ask the children to read out the short text chorally and individually

ACTIVITY 3: *Listen, point and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording and point to the animals in the pictures; check understanding by asking questions *What animal can run? What animal can jump?*

STEP 2: Point to the flashcards of the pets and ask the children to tell you sentences which describe that animal, e.g. *can-It can run. It can jump. It can climb a tree. It can catch a mouse.*

ACTIVITY 4: *Look and ask Tommy. (Pupil's Book)*

STEP 1: Demonstrate the activity with a child; the teacher models both roles with a child - being Tommy

(giving answers) and the one asking questions

STEP 2: The children do the activity in pairs

ACTIVITY 5: *Look and listen. Read and act out. Sam & Suzy What are friends for? (Pupil's Book)*

STEP 1: Children look and listen; ask a few questions about the characters and the situation

STEP 2: They read and act out the story

ACTIVITY 6: *Talk to your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs

ACTIVITY 7: Assigning homework: *Colour and write. (Activity Book)*

STEP 1: Explain to the children how to do the task, refer them to the target words at the top of the page

Hour 5

AIMS: Revising pets, action verbs and ability; reading and filling in a chart; writing about what animals can and can't do; raising awareness about word order in a sentence; writing at word and short sentence level; raising awareness about intensifiers

LANGUAGE FOCUS: Pets; can/can't; action verbs; intensifiers: quite, very; He's big/small. He's green.

ACTIVITY 1: Revising Lesson 3/Hour 1: *Look and listen. Read and act out. Sam & Suzy What are friends for?*

STEP 1: The teacher asks a few questions about the lost cat *Where is Samson? Is he big? What colour is he?* etc.

ACTIVITY 2: Check homework in the *Activity Book*

STEP 1: Ask the children to describe the animals

ACTIVITY 3: *Read about the two pets. Then fill in the chart. (Activity Book)*

STEP 1: Invite volunteers to read the two texts aloud; the children find the relevant information in the texts and fill in the chart; you can ask the children to cover the texts and describe the two pets by reading only from the chart

ACTIVITY 4: *Write. What can animals do? What can't they do? (Activity Book)*

STEP 1: Do the first pair of sentences together

STEP 2: The children fill in the rest of the sentences; walk around and check their writing

ACTIVITY 5: Raising awareness of the position of

LESSON PLANS

intensifiers: *Copy the sentences with the words in bold. (Activity Book)*

STEP 1: Let the children put *very* and *quite* in the right place in the sentence; read the sentences

ACTIVITY 6: Raising word order awareness: *Order and copy. Sam & Suzy (Activity Book)*

STEP 1: Let the children order the words—refer them to the comic in the *Pupil's Book*

UNIT 3

6 h
22/68

ROUND UP

Hour 6

AIMS: Revising, consolidating and reinforcing the language syllabus and skills of UNIT 3; playing spelling games; communicating with friends by playing games in pairs and groups; socialising; chanting; grouping the words; filling in a crossword puzzle; revising *to be* (affirmative and negative); describing yourself—writing short sentences; raising awareness of English orthography/phonology

LANGUAGE FOCUS: Animal activities

ACTIVITY 1: *Make words. What numbers are they? (Pupil's Book)*

STEP 1: Guide the children in doing the activity by reading and writing the first word in the task on the board

ACTIVITY 2: *Play with your friend. Choose a dog. (Pupil's Book)*

STEP 1: Demonstrate the activity by asking one child to choose a dog while you ask the questions to guess which dog it is; the children do the activity in pairs; go around the classroom to check what they are doing

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

STEP 1: The children do the activity in groups of three or four; invite one group to do it in front of the class

ACTIVITY 4: *Listen and repeat. Read and chant. Five Little Cats (Pupil's Book)*

STEP 1: The children listen and repeat; then they read and chant—the whole class, teams or individuals

ACTIVITY 5: *Read the sentences and fill in the crossword. (Activity Book)*

STEP 1: Ask the children if they have ever solved a crossword puzzle; explain *across* and *down* and how to fill it in; do two sentences together and if you wish you can put the children in pairs to fill it in together; pairs can compete who finishes first

ACTIVITY 6: Assigning homework: *Group the words. Write. Is or are. Isn't or aren't. Write about yourself. (Activity Book)*

STEP 1: Explain to the children how to do the tasks; check it the next class; also, at the beginning of the next class draw their attention to English orthography/phonology (i, y, e, ee)

UNIT 4

6 h
28/68

LESSON 1: A NEW HOUSE

Hour 1

AIMS: Drawing children's attention to English orthography/phonology (i, y, e, ee i/y); introducing words for parts of the house; home communication; developing listening and reading comprehension; developing reading at word and short sentence level

LANGUAGE FOCUS: House: living room, kitchen, dining room, bedroom, bathroom, upstairs, downstairs; home communication: Come and help us... Coming... Need some help? Here are some...

MATERIALS: Flashcards with parts of the house

HOMEWORK: Check the children's homework in the *Activity Book*

ACTIVITY 1: Drawing children's attention to English orthography/phonology (i, y, e, ee): *Look when you read. Check when you write. (Activity Book)*

STEP 1: Read the sentences out loud and ask the children to repeat after you; ask the children to repeat the coloured words only; invite them to read individual words and then the whole sentences

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

STEP 3: Tell them to look at the words in bold, read the word yourself and ask them to read individual words chorally

ACTIVITY 3: *Listen and read. (Pupil's Book)*

STEP 1: The children listen and then read individual sentences chorally; again, draw the children's attention to the words in bold, which also appear in the previous task

STEP 2: Ask individual children to read individual sentences

ACTIVITY 4: *Look, listen and repeat. Read and act out. (Pupil's Book)*

STEP 1: The children look, listen and repeat chorally

STEP 2: Ask a group of children to read/act out—help

the children read whatever words they might have difficulty with

ACTIVITY 5: *Listen and read. Answer the questions. (Pupil's Book)*

STEP 1: The children listen to the first question, then pairs of children read and answer it; do the same with the other seven questions

Hour 2

AIMS: Revising and consolidating house vocabulary; practising spelling and copying; listening and reading comprehension

LANGUAGE FOCUS: House vocabulary

ACTIVITY 1: *Look, read and number. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page

STEP 2: The children number the parts of the house

ACTIVITY 2: *Fill in and spell. (Activity Book)*

STEP 1: The children fill in the missing letters; tell them to check what they have done; refer them to the words at the top of the page

ACTIVITY 3: *Read and copy. (Activity Book)*

STEP 1: The children read the sentences and copy the words

ACTIVITY 4: *Look and read. Tick the correct sentence. (Activity Book)*

STEP 1: The children look at the pictures and read the sentences, and then they tick or cross them out—tell the children to look in the *Pupil's Book* while doing this task

LESSON PLANS

UNIT 4

6 h
28/68

LESSON 2: A LOT OF NEW FURNITURE

AIMS: Developing all four language skills, listening and reading comprehension at short text level, reading out individually; introducing *have got* structure in context; revising words for parts of the house and introducing words for furniture; revising and reinforcing prepositions of place; asking and answering questions about possession and the position of things

LANGUAGE FOCUS: Furniture/house things: sofa, carpet, cupboard, bookcase, wardrobe, lamp, chair, table, bed, shelves, fridge; There is/isn't... There are/aren't...

MATERIALS: Flashcards with furniture/house things

ACTIVITY 5: *Look, listen and repeat. Read. (Pupil's Book)*

STEP 1: Pre-teach *furniture* and *have got* by using flashcards and asking questions; play *Bit by bit, I spy* or any other game you find suitable

STEP 2: The children look at the pictures and the sentences below, listen and repeat

STEP 3: The children read individual sentences chorally

STEP 4: Individual children read the whole text

ACTIVITY 6: *Read and say. (Pupil's Book)*

STEP 1: The teacher models the activity by reading the prompts and looking at the picture; individual children read and say the sentences

Hour 3

AIMS: Developing all four language skills; raising awareness of the *have got* forms; practising pair work; doing simple circling and filling-in activities; reading for instructions; writing a few short sentences—describing a room

LANGUAGE FOCUS: Describing the position of things: next to, between; have/haven't got, has/hasn't got, there is/isn't, there are/aren't

ACTIVITY 1: Revising Lesson 2/Hour 1: *Look, listen and repeat. Read. (Pupil's Book)*

STEP 1: The teacher asks a few questions to revise house and furniture words

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

STEP 1: The teacher asks a question or two about the pictures; the children listen

STEP 2: The children read out in groups while the teacher goes around the classroom and listens

STEP 3: Two groups of children read out in front of the class

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

STEP 1: Model the activity with a child; the children do the task in pairs while the teacher monitors their performance and provides assistance where necessary

ACTIVITY 4: Raising *have got* awareness: *Listen, read and circle. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page; briefly explain how short forms are made

STEP 2: They listen, read and circle the right structure

STEP 3: Check what they have done

ACTIVITY 5: Raising awareness of prepositions of place: *Look and fill in. (Activity Book)*

STEP 1: Refer the children to the text in the *Pupil's Book*

STEP 2: Check what they have done

ACTIVITY 6: Raising structure awareness: *next to and between*

STEP 1: Play *Simon says* by telling children where to stand in the classroom

ACTIVITY 7: *Read and draw. (Activity Book)*

STEP 1: The children read the short text and draw the picture

STEP 2: Check what they have done by asking them to cover the text and describe the picture

ACTIVITY 8: Assigning homework: *Draw and write. (Activity Book)*

STEP 1: Ask the children if they understand how to do the task; give clear instructions; refer them to the words at the bottom of the page

UNIT 4

6 h
28/68

LESSON 3: WHERE DO YOU PLAY?

Hour 4

AIMS: Introducing home routines; asking and answering questions about home routines and frequency; reading at word, sentence and short text level; learning and singing (slightly adapted) traditional songs *Polly Puts the Kettle on* (traditional version: *Polly Put the Kettle on*) and *The Grand Old Duke of York*

LANGUAGE FOCUS: Home routines: have breakfast, have dinner, play with friends, do homework, wash and have a bath, watch TV; adverbs of frequency: always, sometimes, never; indoor games: computer games, snap, bingo, memory, hide and seek, tag; Where do you...? How often do you...? Let's play...

MATERIALS: Flashcards with home routines and games

HOMEWORK: Ask a few children to read their homework, check the writing task, give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

ACTIVITY 1: Vocabulary warm-up

STEP 1: Introduce home routines with the help of the flashcards; play *Freeze* or *Mime*

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

STEP 1: The children look and listen, then read the sentences

STEP 2: The children read out the sentences individually

ACTIVITY 3: *Listen, point and repeat. Point and read. (Pupil's Book)*

STEP 1: The children listen to the recording first and point to the correct pictures

STEP 2: Play the recording once more; this time the children repeat the sentences; they point and read

ACTIVITY 4: *Look and ask Oliver. (Pupil's Book)*

STEP 1: Demonstrate the activity with a child; the teacher models both roles with a child—being Oliver (giving answers) and the one asking questions

STEP 2: The children do the activity in pairs

ACTIVITY 5: *Listen, read and sing. Polly Puts the Kettle on/The Grand Old Duke of York (Pupil's Book)*

STEP 1: Children look and listen to *Polly Puts the Kettle on*

STEP 2: They listen and join in singing

STEP 3: Do the same with *The Grand Old Duke of York*; if there is time, do it in a traditional way—as a march, or a circle game

ACTIVITY 6: *Look and read. Talk to your friend. (Pupil's Book)*

STEP 1: Introduce words for games by using flashcards; play *What's missing?*

STEP 2: The children do the activity in pairs

ACTIVITY 7: Assigning homework: *Read, match and say. Read and fill in. (Activity Book)*

STEP 1: Explain to the children how to do the task, refer them to the expressions at the top of the page

Hour 5

AIMS: Revising home routines; talking about home routines, asking and answering questions about home routines; raising awareness of adverbs of frequency and sentence word order

LANGUAGE FOCUS: Home routines

ACTIVITY 1: Check homework in the *Activity Book* by asking questions or inviting individual children to talk about home routines

ACTIVITY 2: *Look and say. What do you do in your room? What else do you do? Draw. (Activity Book)*

STEP 1: The children do the activity; ask questions; the children can do the activity in pairs

ACTIVITY 3: *Answer the questions. Circle always, sometimes or never. (Activity Book)*

STEP 1: Invite the children to do it in pairs

ACTIVITY 4: Raising awareness of *adverbs of frequency*

STEP 1: Play a game or two to elicit *always, sometimes* or *never*, e.g. *Musical circle*

ACTIVITY 5: Raising *word order* awareness: *Write the answers. (Activity Book)*

STEP 1: The children order the words to make sentences; check the task by using self-made sentence cards

ACTIVITY 6: Sing and play: *Polly Puts the Kettle on/The Grand Old Duke of York*

LESSON PLANS

UNIT 4

6 h
28/68

ROUND UP

Hour 6

AIMS: Revising, consolidating and reinforcing the language syllabus and skills of UNIT 4; playing spelling games; communicating with friends by playing games in pairs and groups; socialising; making a poster; correcting mistakes; reading and writing for grammatical correctness; writing short sentences; raising awareness of the English language orthography/phonology

LANGUAGE FOCUS: Numbers 20-30

ACTIVITY 1: *Spell, read and add up. What's the matching sum? (Pupil's Book)*

STEP 1: Guide the children in doing the activity

ACTIVITY 2: *Play with your friend. What's wrong? (Pupil's Book)*

STEP 1: Read the example sentences; the children do the activity in pairs; go around the classroom to check on language

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

STEP 1: Model the activity with two children; the children do the activity in groups of three

ACTIVITY 4: Assigning homework: **PROJECT My School Day** (Pupil's Book)

STEP 1: Explain to the children how to do the project at home; the next time, display the posters and ask the children to present their projects

ACTIVITY 5: *Look and write. What's the missing letter? Write and spell the words correctly. (Activity Book)*

STEP 1: Go around the classroom to check what the children are doing

ACTIVITY 6: *Listen, colour and say. What colour is the furniture? (Activity Book)*

STEP 1: Ask questions about the colour of their furniture

ACTIVITY 7: *Write the room. Where do you... Circle the correct words. Write. (Activity Book)*

STEP 1: Check what the children have done

STEP 2: Assign *Write* for homework; check it the next class; also, at the beginning of the next class draw their attention to the English orthography/phonology (a, o, u)

UNIT 5

6 h
34/68

LESSON 1: LUNCH TIME

Hour 1

AIMS: Drawing children's attention to English orthography/phonology (a, o, u); introducing words for food; home communication; developing listening and reading comprehension; developing reading at word and short sentence level

LANGUAGE FOCUS: Food and meals: lunch time, packed lunch, cheese sandwich, school lunch, pasta, mixed salad, chocolate, biscuits, carrot cake, tea; lunch time conversation: I'm really hungry. I've got... I like... Want some...? Mmm... Yummy! My favourite! Yes, please. No thanks.

MATERIALS: Flashcards with food and meal words

HOMEWORK: Check the children's homework in the *Activity Book*; display the **PROJECTS**

ACTIVITY 1: Drawing children's attention to English orthography/phonology (a, o, u): *Look when you read. Check when you write. (Activity Book)*

STEP 1: Read the sentences out loud and ask the children to repeat after you; ask the children to repeat the coloured words only; invite them to read individual words and then the whole sentences

ACTIVITY 2: Vocabulary warm-up

STEP 1: Play a game or two with the flashcards to introduce the food words

ACTIVITY 3: *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

STEP 3: Tell them to look at the words in bold, read the word yourself and ask them to read individual words chorally

ACTIVITY 4: *Listen and read. (Pupil's Book)*

STEP 1: The children listen and then read individual sentences chorally; again, draw the children's attention to the words in bold, which also appear in the previous task

STEP 2: Ask individual children to read individual sentences

UNIT 5

6 h
28/68

ACTIVITY 5: *Look, listen and repeat. Read and act out. (Pupil's Book)*

STEP 1: The children look, listen and repeat chorally

STEP 2: Ask a group of children to read/act out—help the children read whatever words they might have difficulty with

ACTIVITY 6: *Listen and read. Say Yes or No. (Pupil's Book)*

STEP 1: The children listen and read the sentences, then say whether they are true or false; this activity can now be done in pairs

Hour 2

AIMS: Revising and consolidating food vocabulary; practising spelling and copying; listening and reading comprehension

LANGUAGE FOCUS: Food vocabulary

ACTIVITY 1: *Look, read and match. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page

STEP 2: The children match the food words and the pictures

ACTIVITY 2: *Fill in and spell. (Activity Book)*

STEP 1: The children fill in the missing letters; tell them to check what they have done, refer them to the words at the top of the page

ACTIVITY 3: *Read and copy. (Activity Book)*

STEP 1: The children read the sentences and copy the words

ACTIVITY 4: *Look and read. Tick the correct sentence. (Activity Book)*

STEP 1: The children look at the pictures and read the sentences, and then they tick or cross them out—tell the children to look in the *Pupil's Book* while doing this task

LESSON 2: WHAT DO YOU LIKE TO EAT FOR BREAKFAST?

AIMS: Developing all four language skills, listening and reading comprehension at short text level, reading out individually; revising and further introducing the *present simple* structure in context; revising lunch food words and introducing words for breakfast food; revising and further introducing adverbs of frequency; asking and answering questions about eating habits; expressing likes and dislikes

LANGUAGE FOCUS: Food and meals: breakfast, fruit, cereal, pancakes, cocoa, bread, butter, jam, cup of tea, fruit yoghurt, milk, glass of orange juice; Do you like...? I like... I don't like... I/we usually/often have/eat/drink...

MATERIALS: Flashcards with breakfast food

ACTIVITY 5: *Look, listen and repeat. Read. (Pupil's Book)*

STEP 1: Pre-teach *breakfast food* and the *present simple* by using flashcards and asking questions; play a game or two

STEP 2: The children look at the pictures and the sentences below, listen and repeat

STEP 3: The children read individual sentences chorally

STEP 4: Individual children read the whole text

ACTIVITY 6: *Read and say. (Pupil's Book)*

STEP 1: The teacher models the activity by reading the prompts and looking at the picture; individual children read and say the sentences

Hour 3

AIMS: Developing all four language skills; raising awareness of *present simple* forms; practising pair work; doing simple matching and filling-in activities; reading for instructions; writing a few short sentences—writing about breakfast eating habits

LANGUAGE FOCUS: Eating habits: What do you usually eat for breakfast? What do you like to drink? What don't you like? Do you like...? Yes, I do. No, I don't.

ACTIVITY 1: Revising Lesson 2/Hour 1: *Look, listen and repeat. Read. (Pupil's Book)*

LESSON PLANS

STEP 1: The teacher asks a few questions to revise breakfast words

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

STEP 1: The teacher asks a question or two about the pictures; the children listen

STEP 2: The children read out in groups while the teacher goes around the classroom and listens

STEP 3: Two groups of children read out in front of the class

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

STEP 1: Model the activity with a child; the children do the task in pairs while the teacher monitors their performance and provides assistance where necessary

ACTIVITY 4: Raising awareness of the *present simple*/ *sentence word order*: *Order and copy. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page; briefly explain how *don't* is made; do not explain the *present simple* rules at this point, just draw the children's attention to the position of *do* in questions, i.e. the *present simple* sentence word order

STEP 2: The children order and copy the sentences

STEP 3: Check what they have done

ACTIVITY 5: Raising *do/don't* awareness: *Fill in. Do or don't. (Activity Book)*

STEP 1: The children fill in the right form of the word

STEP 2: Check what they have done

ACTIVITY 6: *Circle the words. (Activity Book)*

STEP 1: The children circle the food words

STEP 2: Check what they have done by asking them to read the words

ACTIVITY 7: *Read, match and say. Then write sentences. (Activity Book)*

STEP 1: The children choose the words and make sentences

STEP 2: You can assign this task for homework if you don't have enough time

ACTIVITY 8: Assigning homework: *Draw and write. What do you like to eat and drink for breakfast? (Activity Book)*

STEP 1: Ask the children if they understand how to do the task; give clear instructions

UNIT 5

6 h
28/68

LESSON 3: HEALTHY HABITS

Hour 4

AIMS: Introducing words for healthy habits; asking and answering questions about healthy habits; reading at word, sentence and short text level; asking and answering questions about healthy habits; reinforcing *present simple* forms; doing a comic

LANGUAGE FOCUS: Healthy habits: Eat plenty of... vegetables. Drink plenty of water. Don't eat too many sweets. Don't eat too much fast food. Don't watch too much television or play too many computer games. Take plenty of exercise and get enough sleep.

MATERIALS: Flashcards with healthy habits

HOMEWORK: Ask a few children to read their homework, check the writing task, give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

ACTIVITY 1: Vocabulary warm-up

STEP 1: Introduce healthy habits using the flashcards; play a game or two

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

STEP 1: The children look and listen, then read the sentences

STEP 2: The children read out the sentences individually

ACTIVITY 3: *Listen, point and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording first and point to the correct pictures

STEP 2: Play the recording once more; this time the children repeat

ACTIVITY 4: *Look and ask William. (Pupil's Book)*

STEP 1: Demonstrate the activity with a child; the teacher models both roles with a child—being William (giving answers) and the one asking questions

STEP 2: The children do the activity in pairs

ACTIVITY 5: *Look and listen. Read and act out. Sam & Suzy What are friends for? (Pupil's Book)*

STEP 1: Children look and listen; ask a few questions about the characters and the situation

STEP 2: They read and act out the story

ACTIVITY 6: *Look and read. Talk to your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs

STEP 2: Ask a pair or two to do it in front of the class

ACTIVITY 7: *Assigning homework: Read and number the words. (Activity Book)*

STEP 1: Explain to the children how to do the task; refer them to the expressions at the top of the page

Hour 5

AIMS: Revising healthy habits; talking about healthy habits, asking and answering questions about healthy habits; agreeing and disagreeing about healthy habits

LANGUAGE FOCUS: Healthy habits

ACTIVITY 1: Check homework in the *Activity Book*

ACTIVITY 2: *Complete the sentences. (Activity Book)*

STEP 1: The children do the activity; they read out the completed text

ACTIVITY 3: *Read and say. (Activity Book)*

STEP 1: Invite the children to do agree or disagree; encourage them to have a discussion; the children can use their own language if necessary

ACTIVITY 4: *Ask your classmates. Then talk about your classmates' healthy habits. (Activity Book)*

STEP 1: Give the children clear instructions on how to do the activity

STEP 2: The children go around the classroom and ask their classmates

STEP 3: The children talk about their classmates' habits

ACTIVITY 5: *Assigning homework: Colour and order the speech balloons. Sam & Suzy (Activity Book)*

STEP 1: Explain how to do it; refer the children to the comic strip in the book

UNIT 5

6 h
28/68

ROUND UP

Hour 6

AIMS: Revising, consolidating and reinforcing the language syllabus and skills of UNIT 5; communicating with friends by playing games in pairs and groups; checking spelling; correcting mistakes; writing short sentences; chanting; raising awareness of English orthography/phonology

LANGUAGE FOCUS: Revising UNIT 5 vocabulary and structures

ACTIVITY 1: *Find the odd word out and name the group. Then spell the odd word out and the group word. (Pupil's Book)*

STEP 1: Guide the children in doing the activity

ACTIVITY 2: *Play with your friend. What's wrong? (Pupil's Book)*

STEP 1: Model the activity; the children do the activity in pairs; go around the classroom to check what they are doing

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

STEP 1: Model the activity with two children; the children do the activity in groups of three

ACTIVITY 4: *Listen and repeat. Read and chant. Healthy Habits (Pupil's Book)*

STEP 1: Follow the usual chanting procedure; the children chant individually, in pairs and in teams

ACTIVITY 5: *Read, look and write. Name the group. Correct the mistakes. (Activity Book)*

STEP 1: Go around the classroom to check what the children are doing

STEP 2: Ask questions to check what they have done

ACTIVITY 6: *Write. (Activity Book)*

STEP 1: Assign this task for homework; check it the next class; also, at the beginning of the next class draw the children's attention to English orthography/phonology (j, y)

LESSON PLANS

UNIT 6

6 h
40/68

LESSON 1: GOING TO THE ZOO

Hour 1

AIMS: Drawing children's attention to English orthography/phonology (j,y); introducing words for clothes; describing the weather and seasons; revising furniture and the position of things; developing listening and reading comprehension; developing reading at word and short sentence level

LANGUAGE FOCUS: Clothes: jeans, trainers, T-shirt, skirt, trousers, jacket, jumper, dress, boots; Weather and seasons: spring, sunny, warm, rain, umbrella; She's/He's wearing... Where is/are...? It's/They're... How do I look? The skirt is too short.

MATERIALS: Flashcards with clothes; pictures or flashcards of spring, sunny, warm and rainy weather

HOMEWORK: Check the children's homework in the *Activity Book*; ask a few children to read their sentences

ACTIVITY 1: Drawing children's attention to English orthography/phonology (j,y): *Look when you read. Check when you write. (Activity Book)*

STEP 1: Read the sentences out loud and ask the children to repeat after you; ask the children to repeat the coloured words only; invite them to read individual words and then the whole sentences

ACTIVITY 2: Vocabulary warm-up

STEP 1: Play a game or two with the flashcards to introduce the clothes words; introduce the weather words too by pointing outside or showing the children pictures or flashcards

ACTIVITY 3: *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

STEP 3: Tell them to look at the words in bold, read each word yourself and ask them to read individual words chorally

ACTIVITY 4: *Listen and read. (Pupil's Book)*

STEP 1: The children listen and then read individual sentences chorally; again, draw the children's

attention to the words in bold, which also appear in the previous task

STEP 2: Ask individual children to read individual sentences

ACTIVITY 5: *Look, listen and repeat. Read and act out. (Pupil's Book)*

STEP 1: The children look, listen and repeat chorally

STEP 2: Ask a group of children to read/act out—help the children read whatever words they might have difficulty with

ACTIVITY 6: *Listen and read. Answer the questions. (Pupil's Book)*

STEP 1: The children listen to the first question, then pairs of children read and answer it; do the same with the other seven questions

Hour 2

AIMS: Revising and consolidating clothes vocabulary; practising spelling and copying; listening and reading comprehension

LANGUAGE FOCUS: Clothes vocabulary

ACTIVITY 1: *Look, read and number. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page

STEP 2: The children read and number the words in the picture

ACTIVITY 2: *Fill in and spell. (Activity Book)*

STEP 1: The children fill in the missing letters; tell them to check what they have done; refer them to the words at the top of the page

ACTIVITY 3: *Read and copy. (Activity Book)*

STEP 1: The children read the sentences and copy the words

ACTIVITY 4: *Look and read. Tick the correct sentence. (Activity Book)*

STEP 1: The children look at the pictures and read the sentences, and then they tick or cross them out—tell the children to look in the *Pupil's Book* while doing this task

UNIT 6

6 h
43/68

LESSON 2: WHAT ARE YOU DOING?

AIMS: Developing all four language skills, listening and reading comprehension at short text level, reading out individually; introducing zoo animals; introducing the *present continuous* structure in context; introducing and revising some action verbs; describing ongoing actions

LANGUAGE FOCUS: Zoo animals: sea lion, tiger, monkey, giraffe; horse; action verbs: feed, run, play, sleep, look, jump, make a noise, eat, film, ride; He/She/It is/isn't playing, filming, jumping...They are/aren't making loud noises, running...

MATERIALS: Flashcards with animals and actions

ACTIVITY 5: *Look, listen and repeat. Read. (Pupil's Book)*

STEP 1: Pre-teach the five animals by using flashcards; use *TPR* to introduce the action verbs; play *Mime and guess* to practise the vocabulary

STEP 2: The children look at the pictures and the sentences below, listen and repeat

STEP 3: The children read individual sentences chorally

STEP 4: Individual children read the whole text

ACTIVITY 6: *Read and say. (Pupil's Book)*

STEP 1: The teacher models the activity by reading the prompts and looking at the picture; individual children read and say the sentences

STEP 2: Ask the children to write four sentences from the table in their notebooks

Hour 3

AIMS: Developing all four language skills; raising awareness of *present continuous* forms; revising some more action verbs, practising pair work; doing simple matching and filling-in activities; reading for instructions; writing a few short sentences—describing a picture

LANGUAGE FOCUS: Actions: finish homework, watch a video, write, sit, work, talk, walk, listen to music; My friend/teacher/parents/grandparents is/are/isn't/aren't working, playing...

ACTIVITY 1: Revising Lesson 2/Hour 1: Look, listen and repeat. Read. (Pupil's Book)

STEP 1: The teacher asks a few questions to revise what the people and animals in the picture are/aren't doing

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

STEP 1: The teacher asks a question or two about the pictures; the children listen to the dialogues

STEP 2: The children read out in groups while the teacher goes around the classroom and listens

STEP 3: Two groups of children read out in front of the class

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

STEP 1: Model the activity with a child; the children do the task in pairs while the teacher monitors their performance and provides assistance where necessary

ACTIVITY 4: Raising awareness of the *present continuous* (auxiliary verb to be): Fill in. Am, is or are (Activity Book)

STEP 1: Draw the children's attention to the words at the top of the page; briefly explain which pronoun goes with which auxiliary; do not explain the *present continuous* rules at this point, just draw the children's attention to the auxiliaries

STEP 2: The children fill in the sentences with the missing auxiliaries

STEP 3: Check what they have done

ACTIVITY 5: Raising awareness of the short forms: Copy the sentences. Use the short forms. (Activity Book)

STEP 1: Do a few examples of the task on the board; the children copy the sentences; refer them to the explanation at the top of the page

STEP 2: Check what they have done

ACTIVITY 6: *Circle and read the words. (Activity Book)*

STEP 1: The children circle the verbs and read them aloud

ACTIVITY 7: *Read, match and say. Then write sentences. (Activity Book)*

STEP 1: The children look at the picture, choose the words and make sentences

LESSON PLANS

UNIT 6

LESSON 3: I LIKE SUMMER

6 h
44/68

Hour 4

AIMS: Introducing words for farm animals; introducing seasons and months of the year; asking and answering about weather conditions, favourite seasons and months; revising and introducing parts of the body; reading at word, sentence and short text level; learning an adapted version of a traditional children's action song

LANGUAGE FOCUS: Farm animals: sheep, duck, pig, cow; months of the year; weather: It's hot, cloudy, rainy, windy, cold; seasons; parts of the body: mouth, shoulder, neck, arm, hand, finger, knee, leg, foot/feet, toe

MATERIALS: Flashcards with farm animals, pictures or flashcards with weather conditions, flashcards with body parts, word cards: weather, seasons, months of the year

ACTIVITY 1: Vocabulary warm-up

STEP 1: Introduce weather and seasons with the help of the flashcards or pictures; play a game or two

STEP 2: Put the mixed weather word cards on the right side of the board and the seasons on the left side of the board; ask the children to match the weather word cards to the correct season

TIP: Make double word cards (warm, sunny, cold, windy) so that the children can match them to more than one season

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

STEP 1: The children look and listen, then read the sentences

STEP 2: The children read out the sentences individually; draw their attention to the four months mentioned in the text

ACTIVITY 3: Listen, point and repeat. Point and read. (Pupil's Book)

STEP 1: The children listen to the recording first and point to the correct pictures

STEP 2: Play the recording once more; this time the children read and repeat

ACTIVITY 4: Look and ask Emma. (Pupil's Book)

STEP 1: Demonstrate the activity with a child; the teacher models both roles with a child—being Emma (giving answers) and the one asking questions

STEP 2: The children do the activity in pairs

ACTIVITY 5: Listen, read and sing. Head and Neck. (Pupil's Book)

STEP 1: Pre-teach parts of the body by using the TPR techniques; play *Simon says*—use the verbs: touch, open, close, slap, clap, stamp

STEP 2: Children look and listen to *Head and Neck*

STEP 3: They listen and join in singing

ACTIVITY 6: Talk to your friend. (Pupil's Book)

STEP 1: The children do the activity in pairs

STEP 2: Ask a pair or two to do it in front of the class

ACTIVITY 7: Assigning homework: Write the months. (Activity Book)

STEP 1: Explain to the children how to do the task

Hour 5

AIMS: Revising weather, seasons, parts of the body; describing weather; vocabulary practice, spelling practice

LANGUAGE FOCUS: before, after

ACTIVITY 1: Check homework in the Activity Book

ACTIVITY 2: Answer. (Activity Book)

STEP 1: Draw the children's attention to the example with *before* and *after*; ask the children about *today's* lessons, which one was *before* English, which one is *after*, etc.; ask the children to look at task 1; ask a few questions about the months of the year using *before* and *after*

STEP 2: Children answer the questions; check the answers

ACTIVITY 3: Find eight weather words. (Activity Book)

STEP 1: Invite the children to do the task in pairs; pairs can compete to finish first

ACTIVITY 4: Choose and write. (Activity Book)

STEP 1: Ask the children to match the words to the correct part of the body and copy them in the right place

ACTIVITY 5: Assigning homework: Fill in the song. (Activity Book)

STEP 1: Explain how to do it; refer the children to the song in the book if necessary

TIP: Ask the children to bring magazines or pictures with famous people and different clothes to the next lesson; the children also need to bring paper for posters, glue and scissors

UNIT 6

6 h
46/68

ROUND UP

Hour 6

AIMS: Revising, consolidating and reinforcing the language syllabus and skills of UNIT 6; communicating with friends by playing games in pairs and groups; checking spelling; correcting mistakes; writing short sentences; doing a project about clothes and fashion; raising awareness of English orthography/phonology

LANGUAGE FOCUS: Revising UNIT 6 vocabulary and structures

MATERIALS: dice and counters, paper, cut-outs of celebrities and clothes, glue and scissors

ACTIVITY 1: *Look and spell. What are the missing letters? (Pupil's Book)*

STEP 1: Guide the children in doing the activity

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

STEP 1: Model the activity by asking a child to choose one person in the picture while you ask the questions to guess which person it is; the children continue to do the activity in pairs; go around the classroom to check on language

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

STEP 1: Distribute dice and ask the children to prepare some small objects as counters; the children do the activity in groups of three or four

ACTIVITY 4: PROJECT **A Fashion Show** (Pupil's Book)

STEP 1: The children prepare paper for posters, choose celebrities, glue them on the poster and dress them in the clothes they like best

STEP 2: Ask the children to describe what the people are wearing

ACTIVITY 5: *Can you say these words? Put a tick ✓ or a cross x. (Activity Book)*

STEP 1: Ask the children to name the clothes they see in the pictures and put a tick or a cross under the picture

STEP 2: Check which words are difficult for the children to remember

ACTIVITY 6: Assigning homework: *Write the seasons and copy the sentences. Circle the correct sentences.*

Draw and write. (Activity Book)

STEP 1: Assign these tasks for homework; check it the next class; also, at the beginning of the next class draw the children's attention to English orthography/phonology (g,j)

LESSON PLANS

UNIT 7

6 h
46/68

LESSON 1: THE TOWN PROJECT

Hour 1

AIMS: Drawing children's attention to English orthography/phonology (g, j); introducing words for places in town; describing a town; developing listening and reading comprehension; developing reading at word and short sentence level

LANGUAGE FOCUS: Places in town: street, neighbourhood, bank, post office, pet shop, park round the corner, bikes, swings, playground, market; street conversation

MATERIALS: Flashcards with town words

HOMEWORK: Check the children's homework in the *Activity Book*

ACTIVITY 1: Drawing children's attention to English orthography/phonology (g, j): *Look when you read. Check when you write. (Activity Book)*

STEP 1: Read the sentences out loud and ask the children to repeat after you; ask the children to repeat the coloured words only; invite them to read individual words and then the whole sentences

ACTIVITY 2: Vocabulary warm-up

STEP 1: Play a game or two with the flashcards to introduce the food words

ACTIVITY 3: *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

STEP 3: Tell them to look at the words in bold, read the word yourself and ask them to read individual words chorally

ACTIVITY 4: *Listen and read. (Pupil's Book)*

STEP 1: The children listen and then read individual sentences chorally; again, draw the children's attention to the words in bold, which also appear in the previous task

STEP 2: Ask individual children to read individual sentences

ACTIVITY 5: *Look, listen and repeat. Read and act out. (Pupil's Book)*

STEP 1: The children look, listen and repeat chorally

STEP 2: Ask a group of children to read/act out—help the children read whatever words they might have difficulty with

ACTIVITY 6: *Listen and read. Say Yes or No. (Pupil's Book)*

STEP 1: The children listen and read the sentences, then say whether they are true or false; this activity can now be done in pairs

Hour 2

AIMS: Revising and consolidating town vocabulary; practising spelling and copying; listening and reading comprehension

LANGUAGE FOCUS: Town vocabulary; Numbers 0-10-20-30-100

ACTIVITY 1: *Vocabulary warm-up*

STEP 1: Play a game or two with number flashcards

ACTIVITY 2: *Look, read and trace. What number is the neighbourhood? (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page

STEP 2: Guide the children in doing the activity

ACTIVITY 3: *Look and guess the word. (Activity Book)*

STEP 1: The children guess the words; tell them to spell the missing letters; refer them to the words at the top of the page

ACTIVITY 4: *Read and copy. (Activity Book)*

STEP 1: The children read the sentences and copy the words

ACTIVITY 5: *Look and read. Tick the correct sentence. (Activity Book)*

STEP 1: The children look at the pictures and read the sentences, and then they tick or cross them out—tell the children to look in the *Pupil's Book* while doing this task

UNIT 7

6 h
48/68

LESSON 2: WHERE DO THEY WORK? WHAT'S THEIR JOB?

AIMS: Developing all four language skills, listening and reading comprehension at short text level, reading out individually; revising and further introducing the *present simple* structure in context; asking and answering questions about parents' occupations

LANGUAGE FOCUS: Places in town: hospital, theatre, shopping centre, restaurant, occupations and words connected with them: doctor, piano teacher/piano, taxi driver/car, actor, shop assistant, chef/pasta

MATERIALS: Flashcards with places in town and occupations

ACTIVITY 6: *Look, listen and repeat. Read. (Pupil's Book)*

STEP 1: Pre-teach *breakfast food* and the *present simple* by using flashcards and asking questions; play a game or two

STEP 2: The children look at the pictures and the sentences below, listen and repeat

STEP 3: The children read individual sentences chorally

STEP 4: Individual children read the whole text

ACTIVITY 7: *Read and say. (Pupil's Book)*

STEP 1: The teacher models the activity by reading the prompts and looking at the picture; individual children read and say the sentences

Hour 3

AIMS: Developing all four language skills; raising awareness of *present simple* forms; practising pair work; doing simple correcting, matching, finding, ordering and labelling activities; writing a few short sentences—writing about own neighbourhood

LANGUAGE FOCUS: Asking and answering questions about parents' occupations

ACTIVITY 1: Revising Lesson 2/Hour 1: Look, listen and repeat. Read. *(Pupil's Book)*

STEP 1: The teacher asks a few questions to revise occupations and places in town

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

STEP 1: The teacher asks a question or two about the pictures; the children listen

STEP 2: The children read out in groups while the teacher goes around the classroom and listens

STEP 3: Two groups of children read out in front of the class

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

STEP 1: Model the activity with a child; the children do the task in pairs while the teacher monitors their performance and provides assistance where necessary

ACTIVITY 4: Raising awareness of the *present simple*: *Correct the sentences. (Activity Book)*

STEP 1: Draw the children's attention to the words at the top of the page; do not explain the *present simple* rules at this point, just draw the children's attention to the 3rd person singular ending

STEP 2: The children correct the sentences

STEP 3: Check what they have done

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

STEP 1: The children match the words

STEP 2: Ask questions to check what they have done

ACTIVITY 6: *Find the words. (Activity Book)*

STEP 1: The children find and circle the town words

STEP 2: Check what they have done by asking them to read the words

ACTIVITY 7: *Order the sentences. (Activity Book)*

STEP 1: The children order the sentences

STEP 2: You can assign this task for homework if you don't have enough time

ACTIVITY 8: Assigning homework: *Draw, label and say. Then write. (Activity Book)*

STEP 1: Ask the children if they understand how to do the task; give clear instructions

LESSON PLANS

UNIT 7

6 h
50/68

LESSON 3: AT THE WEEKEND

Hour 4

AIMS: Introducing more town words; introducing words for leisure activities; asking and answering questions about leisure/weekend activities; reading at word, sentence and short text level; asking and answering questions about weekend activities; reinforcing *present simple* forms; prepositions of time; doing a comic

LANGUAGE FOCUS: Leisure activities: watch a film, see a play, go for a walk, go shopping, have pizza; prepositions of time: in, on, at

MATERIALS: Flashcards with town words and leisure activities

HOMEWORK: Ask a few children to read their homework, check the writing task, give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

ACTIVITY 1: Vocabulary warm-up

STEP 1: Introduce leisure activities with the help of the flashcards; play a game or two

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

STEP 1: The children look and listen, then read the sentences

STEP 2: The children read out the sentences individually

ACTIVITY 3: *Listen, point and repeat. (Pupil's Book)*

STEP 1: The children listen to the recording first and point to the correct pictures

STEP 2: Play the recoding once more; this time the children repeat

ACTIVITY 4: *Look and ask Jack. (Pupil's Book)*

STEP 1: Demonstrate the activity with a child; the teacher models both roles with a child—being Jack (giving answers) and the one asking questions

STEP 2: The children do the activity in pairs

ACTIVITY 5: *Look and listen. Read and act out. Sam & Suzy What are friends for? (Pupil's Book)*

STEP 1: Children look and listen; ask a few questions about the characters and the situation

STEP 2: They read and act out the story

ACTIVITY 6: *Look and read. Talk to your friend. (Pupil's Book)*

STEP 1: The children do the activity in pairs

STEP 2: Ask a pair or two to do it in front of the class

ACTIVITY 7: Assigning homework: *Fill in. Cinema, shopping centre, restaurant, theatre or weekend. (Activity Book)*

STEP 1: Explain to the children how to do the task, refer them to the expressions at the top of the page

Hour 5

AIMS: Revising leisure activities; talking about weekend activities, asking and answering questions about weekend habits; talking about own leisure/weekend activities

LANGUAGE FOCUS: Leisure activities

ACTIVITY 1: Check homework in the *Activity Book*

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

STEP 1: The children do the activity; they read out the sentences

ACTIVITY 3: *Look, tick and say. What do you do at the weekend? (Activity Book)*

STEP 1: The children look at the pictures and talk about what they do at the weekend

ACTIVITY 4: Assigning homework: *Fill in the speech balloons. Colour the pictures. Sam & Suzy (Activity Book)*

STEP 1: Explain how to do it; refer the children to the comic in the book

UNIT 7

6 h
51/68

ROUND UP

Hour 6

AIMS: Revising, consolidating and reinforcing the language syllabus and skills of UNIT 7; communicating with friends by playing games in pairs and groups; checking spelling; correcting mistakes; categorising vocabulary; filling in the missing words; circling the right word; writing short sentences; chanting; raising awareness of English orthography/phonology

LANGUAGE FOCUS: Revising UNIT 7 vocabulary and structures

ACTIVITY 1: *Which word is correct? A or B? Spell the correct word. (Pupil's Book)*

STEP 1: Guide the children in doing the activity

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

STEP 1: Model the activity; the children do the activity in pairs; go around the classroom to check on language

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

STEP 1: Model the activity with two children; the children do the activity in groups of three

ACTIVITY 4: *Listen and repeat. Read and chant. Do You Know What Friends Are for? (Pupil's Book)*

STEP 1: Follow the usual chanting procedure; the children chant individually, in pairs and in teams

ACTIVITY 5: *Mark the odd one out. Complete the sentences using words from exercise 1. Fill in. Do, don't, play, plays or works. Circle. At, in, on or for. (Activity Book)*

STEP 1: Go around the classroom to check what the children are doing

STEP 2: Ask questions to check that they have done

ACTIVITY 6: *Write. (Activity Book)*

STEP 1: Assign this task for homework; check it the next class; also, at the beginning of the next class draw the children's attention to English orthography/phonology (v, w)

UNIT 8

6 h
52/68

LESSON 1: IN LONDON

Hour 1

AIMS: Drawing children's attention to English orthography/phonology (v,w); introducing the topic of London and identifying some London sights; giving children some cultural background; introducing words for more places in the city; developing listening and reading comprehension; developing reading at word and short sentence level

LANGUAGE FOCUS: London: capital city, open-top bus, underground, river, building, modern old; sights: the Thames, the British Museum, Big Ben, the London Eye, Buckingham Palace, changing of the guard, St. James' Park; school trip; Where's ...? It's across... It's on the left bank of the river. Can we watch...? Can we go...? We're getting off the bus.

MATERIALS: Flashcards or pictures with London sights and corresponding word cards

HOMEWORK: Check the children's homework in the *Activity Book*

ACTIVITY 1: Drawing children's attention to the English orthography/phonology (v,w): *Look when you read. Check when you write. (Activity Book)*

STEP 1: Read the sentences out loud and ask the children to repeat after you; ask the children to repeat the coloured words only; invite them to read individual words and then the whole sentences

ACTIVITY 2: Vocabulary warm-up

STEP 1: Put the flashcards with London sights on the board and introduce the words; stick the corresponding word cards next to the pictures and let the children read the words; make the topic more interesting by telling the children certain facts or stories about the sights—provide visuals

ACTIVITY 3: *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

STEP 3: Tell them to look at the words in bold, read the word yourself and ask them to read individual words chorally

ACTIVITY 4: *Listen and read. (Pupil's Book)*

LESSON PLANS

STEP 1: The children listen and then read individual sentences chorally; again, draw the children's attention to the words in bold, which also appear in the previous task

STEP 2: Ask individual children to read individual sentences

ACTIVITY 5: *Look, listen and repeat. Read and act out. (Pupil's Book)*

STEP 1: The children look, listen and repeat chorally

STEP 2: Ask a group of children to read/act out—help the children read whatever words they might have difficulty with

ACTIVITY 6: *Listen and read. Answer the questions. (Pupil's Book)*

STEP 1: The children listen to the first question, then pairs of children read and answer it; do the same with the other seven questions

ACTIVITY 7: *Look, read and copy. (Activity Book)*

STEP 1: Assign this task for homework

Hour 2

AIMS: Revising and consolidating London vocabulary; practising spelling and copying; listening and reading comprehension; gap filling; orthography—writing capital letters

LANGUAGE FOCUS: London vocabulary

HOMEWORK: Check the children's homework in the *Activity Book*

ACTIVITY 1: *Read and fill in. (Activity Book)*

STEP 1: Ask a few comprehension questions from LESSON 1, task 1 in the *Pupil's Book*.

STEP 2: The children read and fill in the text.

STEP 3: Read and check

ACTIVITY 2: *Correct Tommy's postcard from London. (Activity Book)*

STEP 1: The children read the postcard and mark the capital letters; check what they have done by inviting volunteers to the board to write the corrected words

UNIT 8

6 h
40/68

LESSON 2: EXCUSE ME, WHERE'S BUCKINGHAM PALACE?

AIMS: Developing all four language skills, listening and reading comprehension at short text level, reading out individually; asking for and giving directions; describing the position of buildings and sights

LANGUAGE FOCUS: Position: on the left, on the right, opposite, across. Directions: Excuse me, where's the...? Where's the..., please? It's in... Go along... Turn right/left into...

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

STEP 1: Pre-teach *turn right/left, go along, on the right, on the left, opposite* by drawing simple drawings on the board and saying the expressions; ask a child to move around the classroom according to your instructions; children give each other instructions to practise the vocabulary

STEP 2: The children look at the pictures and the sentences, they listen and repeat

STEP 3: The children read individual sentences chorally

STEP 4: Individual children read the whole text

ACTIVITY 4: *Read and say. (Pupil's Book)*

STEP 1: The teacher models the activity by reading the prompts and looking at the picture; individual children read and say the sentences

STEP 2: Encourage the children to take over, think of the place where they want to go and play with their partner; one child asks the question and the other gives directions according to the map

Hour 3

AIMS: Asking for and giving directions; revising places in town; developing all four language skills; practising pair work; doing simple matching and filling-in activities; ordering words in a sentence; writing a few short sentences

LANGUAGE FOCUS: We're lost. Let's ask... Excuse me, where's ...? It's near here. Thank you very much. You're welcome. That's OK.

UNIT 8

6 h
40/68

LESSON 3: AT THE SPORT MUSEUM

Hour 4

ACTIVITY 1: Revising Lesson 2/Hour 1: Look, listen and repeat. Read. (Pupil's Book)

STEP 1: The teacher asks a few questions to revise directions and the position of buildings and sights

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

STEP 1: The teacher asks a question or two about the pictures; the children listen

STEP 2: The children read out in groups while the teacher goes around the classroom and listens

STEP 3: Two groups of children read out in front of the class

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

STEP 1: Model the activity with a child; the children do the task in pairs while the teacher monitors their performance and provides assistance where necessary

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

STEP 1: Refer the children to the text and the pictures in the *Pupil's Book*

STEP 2: Check what they have done

ACTIVITY 5: Raising structure awareness: *Turn left/right into..., Go along..., opposite, on the left, on the right: Look and fill in. (Activity Book)*

STEP 1: The children look at the pictures, read and fill in the sentences

STEP 2: Check what they have done by asking them to read

ACTIVITY 6: *Order the sentences. (Activity Book)*

STEP 1: Ask the children to read all the sentences before doing the task; they put the sentences in the right order; they can check the correct order in their books

ACTIVITY 7: Assigning homework: *Look and write. (Activity Book)*

STEP 1: Make sure the children understand what they have to do; give clear instructions and tell them where in the book to look for help if they have problems

AIMS: Introducing sports; talking about some cultural differences between the USA and the UK/Great Britain; introducing numbers 40-100; shopping for souvenirs; reading at word, sentence and short text level; asking and answering questions about how much things cost; singing and playing a traditional song and game *London Bridge*

LANGUAGE FOCUS: Sports: tennis, football, rugby, baseball, basketball, swimming; America, American, New York; shopping: shop assistant, tennis ball, mug, postcard, glove, football shirt, teddy; How much is ...? It's £4.90; numbers: 40-100; London bridge, fall down, my fair lady, build it up with...iron, steel, wood, clay, silver, gold

MATERIALS: Flashcards with sports, self-made number word cards, map of the world

HOMEWORK: Ask a few children to read their homework, check the writing task, give everyone a *smiley* on the board; pairs of children draw a *smiley* in each other's *Activity Book*

ACTIVITY 1: Vocabulary warm-up

STEP 1: Introduce sports with the help of the flashcards; play *Race to your card*

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

STEP 1: The children look and listen, then read the sentences

STEP 2: The children read out the sentences individually

STEP 3: Ask a few comprehension questions; show the children the US and the UK/Great Britain and England on the map; find New York and London on the map; talk about popular sports in their country

ACTIVITY 3: *Listen, point and repeat. Look and read. (Pupil's Book)*

STEP 1: The children listen to the recording first and point to the correct pictures

STEP 2: Play the recording once more; this time the children repeat the words; they point and read

ACTIVITY 4: *Look and ask the shop assistant. (Pupil's Book)*

LESSON PLANS

STEP 1: Revise numbers 10, 20, 30 and 100; pre-teach numbers 40-90; play games with the word cards on the board to practise the numbers; ask the children to read the numbers in the book; practise reading prices

STEP 2: Demonstrate the activity with a child; the teacher models both roles with a child—being the shop assistant (giving answers) and the one asking questions

STEP 3: The children do the activity in pairs

ACTIVITY 5: *Listen and read. Sing and play. London Bridge*

STEP 1: The children look and listen to *London Bridge*

STEP 2: They listen and join in singing

STEP 3: Do it as a singing game in which two players make an arch, i.e. London Bridge while the other children pass under it; they lower the arch at the song's end to catch a player; those who have been caught choose one of the players, stand behind him/her and the two teams engage in a tug of war

ACTIVITY 6: *Play with your friends. (Pupil's Book)*

STEP 1: The children identify the objects in the pictures; they play a chain game

Hour 5

AIMS: Revising sports; talking and writing about yourself: filling in a simple form, saying your name and surname, saying where you are from, your phone number and e-mail address; vocabulary practice, spelling practice

LANGUAGE FOCUS: What's your name/surname? Where are you from? What's your telephone number? What's your e-mail address? @, .com

ACTIVITY 1: *Read, complete the card and the conversation. (Activity Book)*

STEP 1: Ask the children about the sports that the two boys do; they read the interview with the American boy first and complete the card

STEP 2: The children read Tommy's card and write the correct questions or answers; check the task

ACTIVITY 2: *Fill in your own card. (Activity Book)*

STEP 1: Ask the children to fill in the card

STEP 2: Invite the children to practice the interviews in pairs and act them out

ACTIVITY 3: *Write about yourself. (Activity Book)*

STEP 1: The children write about themselves by writing similar sentences to Tommy or Lee's

ACTIVITY 4: *Assigning homework: Unscramble and match. (Activity Book)*

TIP: Ask the children to bring pictures or postcards of their capital city to the next lesson; the children also need to bring paper for posters, glue and scissors

UNIT 8

6 h
40/68

ROUND UP

Hour 6

AIMS: Revising, consolidating and reinforcing the language syllabus and skills of UNIT 8; communicating with friends by playing games in pairs and groups; checking spelling; doing a crossword puzzle; doing a project about own capital city; revising Year 3 vocabulary

LANGUAGE FOCUS: Revising UNIT 8 vocabulary and structures; favourite English words

MATERIALS: Paper, pictures or postcards of own capital city, glue and scissors

ACTIVITY 1: *Do the quiz. Match the answers. (Pupil's Book)*

STEP 1: Guide the children in doing the activity; check the answers together

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

STEP 1: Model the activity by asking a child to choose a place on the map and ask for directions; you give the directions while the children follow the route in their books; the children continue to do the activity in pairs; go around the classroom to check on language

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

STEP 1: The children do the activity in groups of three or four; they choose a sport and describe what you can do

ACTIVITY 4: PROJECT *My capital city* (Pupil's Book)

STEP 1: The children prepare paper for the posters, pictures or postcards; glue them on the poster and describe their capital with the help of the prompts

STEP 2: The children display the posters and read the descriptions

ACTIVITY 5: *Do the crossword puzzle. (Activity Book)*

STEP 1: Remind the children how to do the crossword puzzle; explain *across* and *down* and do the first two expressions together

STEP 2: Check the answers

OPTIONAL ACTIVITY: Write. *My favourite English words*

STEP 1: The children go through the book and write their favourite English words in the table; they do not need to fill in all the spaces; compare the lists

LESSON PLANS

SPECIAL DAYS

8 h
60/68

HALLOWEEN

2 h

AIMS: Familiarising the children with Halloween traditions; chanting; doing an adapted traditional rhyme/playing a game (The Pumpkin in the Dark/The Farmer in the Dell); doing an art and craft activity

LANGUAGE FOCUS: Halloween words: pumpkin, cat, bat, spider, witch, ghost; Abracadabra Wizzy Woo, I'm a... and so are you

MATERIALS: Flashcards with Halloween words; pictures of Halloween traditions

Hour 1

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

ACTIVITY 1: Look, listen, point and repeat. Listen and read. (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 listen and read chorally

STEP 3: Individual children read the sentences

ACTIVITY 2: Listen, read and chant. **Abracadabra Wizzy Woo** (Pupil's Book)

STEP 1: The children listen, read and chant chorally

Hour 2

ACTIVITY 3: Look, spell and match. **Halloween spelloween** (Activity Book)

STEP 1: The children spell the scrambled words and guess what words they are - refer them to the words at the top of the page; then they match the scrambled words with the pictures

ACTIVITY 4: Write. Cat, bat, spider, witch or ghost. **Halloween spell** (Activity Book)

STEP 1: Tell the children to choose their word and complete the chant

STEP 2: Individual children read/chant their Halloween spell in groups

ACTIVITY 5: Cut out, colour and play. **Halloween masks** (Activity Book)

STEP 1: The children choose which mask they want to make; explain how to make one; masks can be made during their art class as preparation for the English class

ACTIVITY 6: Look and listen. Sing and play. **The Pumpkin in the Dark** (Pupil's Book)

STEP 1: Tell the children to look and listen, then explain how to play the game

STEP 2: The children sing and play the game with their masks on; they circle around the child in the middle/ *the pumpkin in the dark* and sing *The pumpkin in the dark ...*, *The pumpkin calls a cat...*; at the end of the second verse the child in the middle chooses *a bat*; the children continue circling around the two in the middle and sing *The cat calls a bat...*, etc.

CHRISTMAS AND NEW YEAR

2 h

AIMS: Familiarising the children with Christmas and New Year traditions; singing; wishing everyone a Merry Christmas and a Happy New Year

LANGUAGE FOCUS: Christmas and New Year words: Santa Claus, chimney, presents, sleigh, reindeer, snow, bells, hills, bobtail, one-horse open sleigh

MATERIALS: Flashcards with Christmas and New Year words

Hour 1

TIP: Create a Christmas/New Year atmosphere in the classroom; tell the children about the British and American Christmas/New Year traditions

ACTIVITY 1: Look, listen, point and repeat. Listen and read. (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 listen and read chorally

STEP 3: Individual children read the sentences

ACTIVITY 2: Listen, read and sing. **Jingle Bells** (Pupil's Book)

STEP 1: The children listen and read the song

STEP 2: Invite them to join you in singing

Hour 2

ACTIVITY 3: Playing flashcard games

TIP: Play **Jingle Bells** as many times as they like, especially while doing the *Activity Book* tasks

ACTIVITY 4: *Look, read and copy the words. (Activity Book)*

STEP 1: Ask the children to read the words at the top of the page; they write the words in the boxes

ACTIVITY 5: *Write the message. Use the secret code. (Activity Book)*

STEP 1: Explain the task to the children; they look at the numbers in the message and match them to the numbers and letters in the code; the secret message is *Merry Christmas and a Happy New Year*

VALENTINE'S DAY

2 h

AIMS: Familiarising the children with Valentine's Day traditions; reading Valentine rhymes; reading a comic; acting out; doing art and craft activity

LANGUAGE FOCUS: Valentine's Day words: February, paper heart, valentine (card), chocolate heart, balloon, rose, party; have fun, make paper hearts, buy balloons and roses, eat chocolate hearts; I like... I don't like... Would you like...?

MATERIALS: Flashcards with Valentine's Day words; red paper heart; paper to make Valentine cards

Hour 1

TIP: Create a Valentine atmosphere in the classroom; tell the children about Valentine's Day traditions

ACTIVITY 1: *Look, listen, point and repeat. Listen and read. (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 listen and read chorally

STEP 3: Individual children read the sentences

ACTIVITY 2: *Listen and read the rhymes. Valentines (Pupil's Book)*

STEP 1: The children listen and read the rhymes

STEP 2: Invite the children to read the rhymes aloud

STEP 3: Choose a rhyme, write it on the board and erase two words; ask the children to read the rhyme

(they need to remember the erased words); erase more words and ask the children to read again until there's no rhyme on the board and the children know the rhyme by heart

ACTIVITY 3: *Look and listen. Read and act out. Sam & Suzy What are friends for? (Pupil's Book)*

STEP 1: Children look and listen to the comic

STEP 2: Talk to the children about the characters and the situation; ask a few questions about what Suzy likes and what she doesn't like and why

STEP 3: The children read the comic and act out

Hour 2

ACTIVITY 4: *Mark the odd one out. (Activity Book)*

STEP 1: Tell the children to cross the word that doesn't belong in the row; ask why

ACTIVITY 5: *Circle the right answers. (Activity Book)*

STEP 1: The children read the sentences and circle the right answers; read the sentences to check

ACTIVITY 6: *Cut out, colour and write. Valentines (Activity Book)*

STEP 1: The children make their own paper hearts (Valentine cards); they choose one of the rhymes from the book and write them inside; they can give their Valentines to their friends, parents, etc.

EASTER

2 h

AIMS: Familiarising the children with Easter traditions; learning an Easter rhyme; singing a traditional Easter song; playing spelling games; reading and writing

LANGUAGE FOCUS: Easter words: Easter Sunday, basket, coloured eggs, toy bunny, egg hunt, grass, lily, daffodil; Easter bunny, hop, stop; hot cross buns, penny, daughter, son

MATERIALS: Flashcards or pictures with Easter words; a picture or a drawing of hot cross buns

Hour 1

TIP: Create an Easter atmosphere in the classroom; tell the children about Easter traditions in Britain and America: egg hunts, Easter parade, etc.

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

LESSON PLANS

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 listen and read chorally

STEP 3: Individual children to read the sentences

ACTIVITY 2: *Listen and read the rhyme.* **Easter Bunny** (Pupil's Book)

STEP 1: The children listen and read the rhyme

STEP 2: Invite the children to read the rhyme aloud

STEP 3: Write the rhyme on the board and erase two words; ask the children to read the rhyme (they need to remember the erased words); erase more words and ask the children to read again until there's no rhyme on the board and the children know the rhyme by heart

ACTIVITY 3: *Write. Stop, behind, hop or find.* **Easter Bunny** (Activity Book)

STEP 1: The children read and fill in the missing words

Hour 2

ACTIVITY 4: *Listen, read and sing. Hot Cross Buns* (Pupil's Book)

STEP 1: Explain what hot cross buns are and show them a picture; explain the words *daughter* and *son*; ask about the picture *How much are the hot cross buns? Who wants to eat hot cross buns? A bunny.*

STEP 2: The children listen and read the song

STEP 3: Play it once more; invite them to join you in singing

ACTIVITY 5: *Unscramble the words. What's the hidden message?* (Activity Book)

STEP 1: The children unscramble the words with the help of the book; explain that they need to write the letters in little squares below, to read the hidden message; the hidden message is *Easter is fun*

STORY TIME

8 h
68/68

GOLDILOCKS AND THE THREE BEARS

4 h

LESSON 1

AIMS: Providing children with authentic language input—doing a traditional children’s story; sensitising children to the language and style of storytelling (rhyme, rhythm, repetition, suspense, predictability, narrative, etc.); raising awareness of the present simple as a narrative tense; developing listening comprehension and storytelling skills

LANGUAGE FOCUS: Story words: bears, bowls of porridge, chairs, beds, broken chair, Goldilocks; narrative verbs: want/s, cooks, makes, tries, thinks, go, do not eat, come/s, eats, jumps, breaks, stamp, cries, growls, opens

MATERIALS: Story cards

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. Listen and read. (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: The children listen and repeat chorally and individually

STEP 3: Individual children read the introductory sentence

ACTIVITY 2: *Cut out the story cards. Look, listen and order the story cards. (Pupil’s Book)*

STEP 1: The children open their *Activity Book/CUT-OUTS* and cut out the cards

STEP 2: The children order the cards while listening to the story; go around the classroom to check what they are doing; tell them to check their order with the pictures in the book

Hour 2

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

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

STEP 2: Ask individual children to read parts of the story

ACTIVITY 4: *Chant and mime. (Pupil’s Book)*

STEP 1: Put the story cards on the board and invite the children to chant and mime the story; guide them by using simple TPR gestures e.g. put hand on tummy for *hungry*; point to the picture cards as well to prompt the storytelling

LESSON 2

AIMS: Revising and reinforcing the story; providing children with authentic language input—doing a traditional storytelling song; developing listening and reading comprehension; developing storytelling skills

LANGUAGE FOCUS: big, small, tiny, gold/en, hungry, tired, sleepy, scared

Hour 3

REVISION: Chanting and miming the story

ACTIVITY 5: *Read and fill in. (Activity Book)*

STEP 1: Encourage the children to do the task individually or in pairs; refer them to the words at the top of the page and the picture clues in the text while filling in the missing words

STEP 2: Invite individual children to read

ACTIVITY 6: *Read and circle. (Activity Book)*

STEP 1: Guide the children in doing the multiple-choice reading task; help them by asking yes/no questions

Hour 4

REVISION: Chanting and miming the story

ACTIVITY 7: *Look, listen and read. Sing and mime. (Pupil's Book)*

STEP 1: Tell the children to listen to the song and to look at the text

STEP 2: The children read out the text chorally

STEP 3: Perform the song yourself by using simple TPR gestures: two hands above head for *the house of the Bears*, right hand above eyes and left hand on tummy for *what did her hungry eyes see*, cup hands for *bowl*, stretch hands for *big*, bring them closer for *small*, put them together for *tiny*, clap hands three times for *one, two, three, etc.*

ACTIVITY 8: *Play Bingo with your friend. (Activity Book)*

STEP 1: Before pairs of children play the game, model it with the whole class – tell the children to cover the words grid and to look at the pictures grid; read out the words in the words grid on the right yourself for the children to cross out the pictures in the pictures grid on the left; then they cover the pictures grid and listen for your instructions to cross out the words

STEP 2: The children continue the game in pairs by taking turns with either the pictures or the words

THE WIND AND THE SUN

4 h

LESSON 1

AIMS: Providing children with authentic language input—doing a fable; sensitising children to the language and style of storytelling (repetition, suspense, predictability, narrative, etc.); raising awareness of the present simple as a narrative tense; developing listening comprehension and storytelling skills

LANGUAGE FOCUS: Story words: wind, sun, man, coat, scarf, cap, strong, wear; narrative verbs: take off/takes off, doesn't take off, looks, goes, blows, stops, make, shines, smiles, feels

MATERIALS: Story cards, cardboard masks (sun and wind)

Hour 1

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: The children listen and repeat chorally and individually

ACTIVITY 2: *Listen and read. (Pupil's Book)*

STEP 1: Pre-teach *blow, shine, walk, strong* by miming the words and using TPR

STEP 2: The children listen and read the text in their books; check their listening and reading comprehension by asking a few questions *Who's angry? Who's happy? What is the man wearing? Who is stronger? What do you think will happen? Who will win?*

ACTIVITY 3: *Cut out the story cards. Look, listen and order the story cards. (Pupil's Book)*

STEP 1: The children open their *Activity Book/CUT-OUTS* and cut out the cards

STEP 2: The children order the cards while listening to the story; go around the classroom to check what they are doing; tell them to check their order with the pictures in the book

Hour 2 LESSON 2

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

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

STEP 2: Ask individual children to read parts of the story

STEP 3: Children practise reading in groups of three: the sun, the wind, and the narrator

ACTIVITY 5: *Fill in and match. (Activity Book)*

STEP 1: The children do the task; check what they have done

AIMS: Revising and reinforcing the story; providing children with authentic language input—dramatising the story; developing listening and reading comprehension; developing storytelling skills

LANGUAGE FOCUS: I'm stronger. I can blow hard. I can make him take off his It's a little cold. It's windy. It's nice and warm. I'll take off my ...

MATERIALS: Cardboard masks (wind, sun), cap, scarf, coat

Hour 3

ACTIVITY 6: *Listen and read. (Pupil's Book)*

STEP 1: Put the story cards on the board and invite the children to listen with their books closed

STEP 2: The children open their books, listen and read

STEP 3: The children read in groups of three: man, sun, wind

ACTIVITY 7: Acting out

STEP 1: Ask volunteers to come forward and read in front of the class

STEP 2: They take props (masks of the sun and the wind; a child acts as the man putting on his/her coat, scarf, cap) and act out

Hour 4

ACTIVITY 8: *Read and fill in. (Activity Book)*

STEP 1: Encourage the children to do the task individually; refer them to the words at the top of the page

STEP 2: Invite individual children to read; if necessary, check the task on the board by writing the missing verbs in the correct order

ACTIVITY 9: *Find the words. (Activity Book)*

STEP 1: Guide the children in finding the words; they can do the task in pairs

ACTIVITY 10: *Order and copy. (Activity Book)*

STEP 1: Tell the children to put the words in the correct order and make sentences

STEP 2: The children check their sentences in the book

STEP BY STEP 3

приручник за наставнике енглеског језика за трећи 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