

City Stars 3

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Lesson 1

- **Aims:** talking about things in a room, location
- **Vocabulary:** bedroom, bed, TV, computer, computer game, phone, radio, wardrobe, bookcase, clock, cupboard, table, armchair
- **Language focus**
Language in use: What colour is this TV?
- **Extra materials:** *My bedroom* poster, slips of paper with the words of Exs 1 and 5

BEGINNING THE LESSON

(An activity to revise the vocabulary of Part 1.)

Whisper a word!

Whisper a word to a student, e.g. *chair*. The student whispers the same word to the student next to him, who then whispers it to the next student and so on. The last student calls out the word.

Suggested cues: schoolbag, policeman, camera, guitar, eyes, kitten, draw, ball, leg, mouth, numbers 1-50, etc.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 69)



POSTER

Students' books closed. Pin the *My bedroom* poster on the board. Point to the bedroom items (*bedroom, bed, TV, computer, computer game, phone, radio*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Listen and write the colours in your notebook. (TRACK 70)

Read the instructions and explain the task. The students listen and complete the activity. Check their answers.

Agent X

1 blue 2 red 3 green 4 yellow

Agent Q

1 pink 2 blue 3 black 4 red

TAPESCRIPT

This is Agent X. His TV is blue. His phone is red. His computer is green. His watch is yellow.

This is Agent Q. Her TV is pink. Her phone is blue. Her computer is black. Her watch is red.

3 Now ask and answer.

Read the instructions and explain the task. Divide students into pairs. Tell them that they will ask and answer questions about the colour of items in Ex. 2.

e.g. *Student 1: What colour is his TV?*

Student 2: Blue.

4 Let's play!

Ask the students to look at the pictures of the two agents. Explain the game. The students, in pairs, try to find the first letter of each word in order for a name to be revealed. Ask individual students what the objects are called in order to check answers.

1 BART

2 PEGGY

4 Now write your Secret Agent name.

Explain to the students that they have to pick a name for a secret agent and that they have to 'encode' it in the same way as in the game. The students have to make a drawing and write the appropriate word underneath.

Allow the students time to complete the task. They can work in pairs if they wish. Go around the class monitoring, offering help when necessary.

(Suggested answer)

Pictures of ruler, orange, book, egg, robot, train – ROBERT.

Module 5 – Where's Alvin?

(Activities to present and activate the vocabulary of the lesson.)

5 Listen, point and repeat. (TRACK 71)



POSTER

Students' books closed. Pin the *My bedroom* poster on the board. Point to the bedroom items (*wardrobe, bookcase, clock, cupboard, table, armchair*) one at a time, read and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the bedroom items in random order and ask individual students to say the words.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

(Activities to present and activate the vocabulary of the lesson.)

6 Read the sentences and find the words.

Read the instructions and explain the activity. Tell the students they have to read the sentences and guess the items the sentences refer to. Allow students some time to complete the activity. Check the students' answers.

- | | | |
|--------------|------------|---------|
| 2 wardrobe | 5 computer | 8 clock |
| 3 television | 6 radio | |
| 4 telephone | 7 bookcase | |

ENDING THE LESSON

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

Before going into class

Write the words in Exs 1 and 5 on slips of paper, one per student.

Hand out the slips of paper. Spell the words, one at a time. The students who have the corresponding slips of paper, say the word, stand up, come to you, hand in the slips and leave the class.

e.g. *Teacher: C - L - O - C - K!*

Students: Clock! etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 2 – Grammar Land

- **Aims:** to present and practise possessive adjectives
- **Extra materials:** pictures of children’s rooms from the Internet

Note: Depending on your students’ needs, you can spend more than one lesson on Grammar Land.

★ Possessive adjectives

PRESENTATION

Students’ books closed. Hold up your book and say: *This is **my** book.* The students repeat chorally. Write **my** on the board. Approach a student, point to his/her book and say: *This is **your** book.* Write **your** on the board. Do the same to present all possessive adjectives. For **its** use a simple sketch of a cat and say: ***Its** name is Fluffy.* The students look at the board and read out the table.

Students’ books open. Read through the presentation picture and draw the students’ attention to the words in bold. Go through the table on p. 6 with the class.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Read and complete the sentences.

Read the instructions and explain the activity. Allow the students some time to look at the pictures and complete the activity. Check the students’ answers.

- 2 our 4 your 6 His
3 Her 5 Their

★ 2 Complete the sentences. Use: **my, your, his, her, their or our.**

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students’ answers.

- 2 your 4 their 6 our 8 your
3 her 5 My 7 His

Module 5 – Where's Alvin?

3 Read and choose the right words.

Read the instructions and explain the activity. Refer the students to the pictures and allow them some time to complete the activity. Check the students' answers.

- 2 my 4 Your 6 Their
3 her 5 our

4 Look and complete the sentences.

Read the instructions and explain the activity. Allow the students some time to look at the pictures and complete the activity. Check the students' answers.

- 2 A: Who's that
B: That's, his
3 A: Who's that
B: That's, her
4 A: Who's that
B: That's, his
5 A: Who's that
B: That's, their
6 A: Who's that
B: That's, His

ENDING THE LESSON

PROJECT (Optional)

Ask the students to use the Internet and find their dream room. If you wish, show them your pictures of children's rooms. Then they have to write a short text about the room. Make sure you display the student's work around the classroom.

e.g. This is my room. My bed is pink and my computer is white. My TV is yellow! My room is really cool!

Lesson 3 – Grammar Land

- **Aims:** to present and practise prepositions of place
- **Extra materials:** none

Note: Depending on your students’ needs, you can spend more than one lesson on Grammar Land.

★ Prepositions of place

PRESENTATION

Students’ books closed. Put your pen behind a book and ask the students: *Where’s my pen?* Answer: **Behind** the book. Write the exchange on the board and underline the preposition in bold. The students repeat after you. Follow the same procedure to present **in**, **on**, **under** and **next to**. Explain that **where** is used when we ask the location of something or the whereabouts of somebody.

Students’ books open. Read through the presentation picture and draw the students’ attention to the words in bold. Go through the table on p. 8 with the class.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

★ 1 Look, read and answer.

Read the instructions and explain the task. Elicit the location of the letters in the picture. Allow the students time to complete the task. Check the students’ answers.

1 E 2 A 3 L 4 T 5 B

★ 2 Where’s Erlina? Reorder the letters to find out.

Read the instructions and explain the task. Read the incomplete sentence and ask the students to complete the activity.

Erlina’s under the **table**.

★ 2 Complete the sentences.

Read the instructions and explain the activity. Allow the students some time to look at the pictures and complete the activity. Check the students’ answers.

2 under 4 behind
3 on 5 next to

Module 5 – Where's Alvin?

3 Look, read and complete.

Students' books open. Read the instructions and explain the task. Refer the students to the picture and to sentences 1-5. Read the example and ask the students to point at the picture. Ask them to point to the items mentioned in sentences 2-5 (*books, teddy bear, vase, lamp*). Allow the students time to complete the task and check their answers.

- 2 in 4 on
3 under 5 behind

★ Let's play!

Read the example and explain the game. Allow the students some time to look at the picture in Ex. 3. Ask them to close their books. In pairs, the students ask and answer questions about the objects in the pictures.

e.g. *Student 1: Where's the vase?*
Student 2: It's on the table. etc

Variation

Divide the class into two teams and have them ask and answer questions, in turns. You can say whether the answers are correct or not. Each correct answer gets one point.

e.g. *Student 1 (Team A): Where's the vase?*
Student 1 (Team B): It's on the table.
Teacher: Correct! One point! etc

4 Listen and write yes or no in your notebook. (TRACK 72)

Read the instructions and explain the task. Go through the objects with the students, so as to remember the names (e.g. *table, bookcase, cupboard, armchair*). Explain to students that they will hear instructions about where the ball is in relation to the objects. Play the track twice. The students listen and complete the task. Check their answers.

- 1 no 2 yes 3 no 4 yes

TAPESCRIPT

- One** *The ball is on the table.*
Two *The ball is in the bookcase.*
Three *The ball is next to the cupboard.*
Four *The ball is behind the armchair.*

★ FAIRY FILES

Before going into class

Prepare two sets of instructions on slips of paper. Hide the slips of paper (except the first ones), as well as Erlina's mask somewhere in the classroom.

Suggested instructions for Team A:

Look in the cupboard./Look on John's desk./
Look behind the door./Look under James's desk.

Suggested instructions for Team B:

Look under my desk./Look in the bin./Look in Jane's schoolbag./Look on my chair.

Divide the class into two teams, A and B. Tell the students they are going to play a game. Appoint a team leader and hand him/her the first instruction. He/she reads the instruction out loud and the team must find the next clue. The first student to find the slip is appointed the new team leader. The aim of the game is to follow the clues and find Erlina's mask. The first team to find it wins.

Note: If you wish, you can organise this treasure hunt game in the playground.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask each student to put an object in a particular place before leaving the class.

e.g. *Teacher: Put your schoolbag on the desk.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 4

- **Aims:** to listen to and read a story about Erlina and Alvin hiding in Harry's bedroom, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: His bedroom is nice. Let's play! It's my dad! Where's Alvin? Is he under the bed?
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

The students, in pairs, give each other instructions about where to put something.

e.g. *Student 1: Put your pencil case under the desk.*

Student 2: (after he/she's put the pencil case under the desk) Put the notebook on the chair. etc

Ask the students, in pairs, to act out the exchanges from *Let's play!*

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 73)

Students' books open. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Is this a TV? (pointing to picture 3)*

Students: No, it isn't. It's a computer.

Teacher: Where are Erlina and Alvin?

Students: In Harry's room. etc

Write some sentences from the dialogue on the board, with certain words missing. Explain to the students they have to listen to the dialogue and find the missing words. Play the track. The students listen, follow the lines and complete the task.

2 Read the dialogue again and find the number of the picture.

Read the instructions and explain the task. Allow the students some time to complete the task. Check their answers.

- | | | | |
|---|-----------|---|------------|
| 1 | picture 2 | 3 | picture 8 |
| 2 | picture 6 | 4 | picture 12 |

Extension

Play the track again with pauses for the students to listen and repeat chorally. Check the students' pronunciation and intonation.

Module 5 – Where's Alvin?

Read the question at the bottom of page 11. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: No, it isn't. It's my ...

Class: computer.

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 5

- **Aims:** talking about location, developing listening, reading and writing skills
- **Vocabulary:** sofa, mirror, CD, football team
- **Language focus**
Structures: consolidation
Language in use: My name is Lucas and this is my room.
- **Extra materials:** flashcards (39-42)

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 74)



FLASHCARDS (39-42)

Students' books closed. Pin the flashcards (39-42) on the board, one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the flashcards in random order and ask individual students to say the words.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Sing along! (TRACK 75)

Ask students to look at the picture and tell you where Alvin could be (*on the bed, under the bed, under the table, on the sofa, etc*).

Refer students to the song and allow them time to read it once. Play the song. The students listen and follow in their books. Play the song again. The students listen and sing along.

★ Let's play!

Revise the prepositions of place. The students look at the picture and identify the furniture. Read the exchange. The students follow the lines. Choose a student. Ask him/her to think of a place to 'hide' Alvin somewhere in the room. Individual students ask questions until they find where Alvin is. Choose another student to continue the game.

e.g. Student 1: Where's Alvin?

Student 2: Is he on the bed?

Student 1: No, he isn't.

Student 3: Is he under the table?

Student 1: No, he isn't.

Student 4: Is he behind the sofa?

Student 1: Yes, he is. etc

If you wish, you can put students into pairs to continue the game.

Module 5 – Where's Alvin?

READING & WRITING

(Activities to develop the students' reading and writing skills.)

3 Look, read the text and correct the mistakes. (TRACK 76)

Read the instructions and explain the task. Allow the students time to read the text and complete the activity. Individual students read out from the text. Play the track. The students listen and check their answers.

1 blue 2 books 3 computer

4 Portfolio: Write about your room. Draw or stick photos.

Read the instructions and explain the task. Tell the students to use the text in Ex. 3 as a model and write about their rooms.

Allow the students time to write a text and make a drawing of their room. Alternatively, ask them to do it at home as part of their homework.

(Suggested answer)

Hi! I'm Tim. My bed is red and my desk and bookcase are yellow.

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Read the instructions and explain the task. Tell the students to read the proverbs and allow them some time to complete the activity. Check the students' answers.

Answer: the correct word is *home*

Home sweet home.

An Englishman's **home** is his castle.

Home is where the heart is.

There's no place like **home**.

After checking the students' answers, ask them to tell you – in L1 if necessary – the meaning of each proverb and whether similar proverbs exist in their L1.

Note: If you want, you can give examples of other proverbs using the same words, i.e. *apple*:

An apple a day keeps the doctor away.

A bad apple does not always give good apples.

The apple doesn't fall far from the tree.

ICT: Find some more proverbs on the same topic. Present them to the class.

Read the instructions and explain the activity. Ask the students to use the Internet and find some more proverbs on the same topic. You may ask the students to do this at home, as part of their homework. During the next lesson, ask the students to present their work to the class.

(Students' own answers)

Ask the students to describe the picture of the house. Tell the students to read the **Did you know?** Ask the students if they could live in such a small house.

ENDING THE LESSON

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

Focus the students' attention on the picture illustrating Ex. 3. Ask individual students to describe what they see. Have them look at the picture and try to memorise as much as possible. Explain to the students they are going to play a memory game. Divide the class in two teams, A and B, and ask them to close their books. Ask individual students from both teams questions about the picture. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher: What colour is the computer?

Student 1 Team A: Pink!

Teacher: Correct! What is there on the wall?

Student 1 Team B: A football team poster!

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 6 – My Moscow

- **Aims:** to explore their own culture, to talk about a school in Moscow, to write about their school and their favourite subject
- **Vocabulary:** cadet, officer, PE, trampoline

BEGINNING THE LESSON

(An activity to revise the language of Lesson 5.)

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

1 Listen, point and repeat. (TRACK 77)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

2 Read and choose. Then listen and check. (TRACK 78)

Point to the pictures of the children and elicit what they are doing. The students read the text and choose the correct answers. Play the CD and ask the students to listen, follow along in their books and check their answers. Then choose individual students to read from the text.

- | | |
|------|---------|
| 1 in | 4 an |
| 2 to | 5 on |
| 3 of | 6 about |

Module 5 – Where's Alvin?

3 What's the subject? Look, choose and say.

Read the instructions and explain the activity. Allow the students enough time to look at the pictures and say which subjects they correspond to. Check their answers.

- | | | |
|-----------|--------------|-----------|
| 1 Science | 4 English | 7 Russian |
| 2 Maths | 5 PE | 8 History |
| 3 Music | 6 Literature | 9 Art |

4 Which is their favourite subject? Look and say.

Read the instructions and explain the activity. Allow the students enough time to complete the activity. Check their answers.

- A Egor's favourite subject is Science.
- B Valya's favourite subject is Music.
- C Fedya's favourite subject is Art.

5 Answer the questions.

Read the instructions and explain the activity. The students answer the questions. Check their answers.

(Suggested answers)

- 1 I live in the Arbat district in Moscow.
- 2 At school our subjects are Russian, Maths, Science, Art, English, History, Geography, Music and PE.
- 3 My favourite subject is English.

6 Over to you: Write about your school and your favourite subject. Use the answers to the questions in Ex. 5 to help you.

Read the instructions and explain the activity. Ask the students to use the information from Ex. 5 and write about their school and their favourite subject. Allow the students time to complete the activity.

Alternatively, you can ask the students to write their texts as part of their homework.

(Suggested answer)

My name is Evgeni and I live in the Arbat district in Moscow. My school is just two streets away from my house. At school our subjects are Russian, Maths, Science, Art, English, History, Geography, Music and PE. We also have dancing lessons! English is my favourite subject! I always enjoy going to school.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Divide the students into pairs. The students ask and answer questions about their favourite school subjects. Go around the classroom providing any necessary help. Ask some pairs to report back to the class. Demonstrate this with a student first.

e.g. *Teacher: What's your favourite subject, Vlad?*

Vlad: My favourite subject is Science.

Teacher: Why?

Vlad: Because it's a lot of fun! etc

Lesson 7 – Phonics

- **Aims:** to read and pronounce words with the /ŋ/, /əʊ/ and /tʃ/ sounds
- **Extra materials:** simple sketches that represent the words in Ex. 1 (a book, a nose, an ear and a chair), blue tack

BEGINNING THE LESSON

Ask the students to present their writing activities from Lesson 6, Ex. 6.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.

Students’ books closed. Write the word *king* on the board. Say the word. The students repeat after you. Underline the letters **ng**. Then, point and say: /ŋ/, /kɪŋ/. The students repeat after you. Repeat the same procedure with *brown* and *chair*.

Students’ books open. The students, in pairs, read the words and the sentences first to themselves and then aloud. One reads while the other checks and then they swap roles. During this stage, check round the class offering any necessary help. Finally, ask some students to read the sentences out loud.

Extension

Write the following on the board:

br+ng	w+ow	ch+air
ri+ng	h+ow	ri+ch
thi+ng	n+ow	tou+ch

Students say the sounds and the words.

e.g. /brɪ/, /ŋ/ – /brɪŋ/ etc

2 Fix the letters to spell the words. Read them to your friend.

Read the instructions and explain the activity. The students work in pairs. Tell them that they have to fix the letters to spell the words and then read the words to their partners. During this stage, check round the class offering any necessary help.

- | | | |
|---------|---------|---------|
| 1 ring | 3 brown | 5 rich |
| 2 chess | 4 sing | 6 tower |

3 Sing. (TRACK 79)

Read the song lyrics and have the students repeat chorally and individually. Play the song as many times as you wish, inviting the students to sing along.

ENDING THE LESSON

(An activity to revise the /ŋ/, /əʊ/ and /tʃ/ sounds.)

Before going into class

On individual pieces of paper, prepare simple sketches that represent the words in Ex. 1. Put them in a bag. Bring in some blue tack.

Draw the following table on the board:

/ŋ/	/əʊ/	/tʃ/
		

Place the bag with the sketches inside on your desk. Invite students, one by one, to come to your desk, pick a random sketch from the bag and name the item, while showing the rest of the class the sketch. Provide the student with some blue tack and ask him/her to stick the sketch under the correct heading. Ask the rest of the class for verification. Repeat the procedure for the remaining sketches.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class

Module 5 – Where's Alvin?

Checkpoint

- **Aims:** consolidating Module 5, obtaining feedback on individual students, monitoring progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: Where's your schoolbag?*

Student 1: It's under the desk.

Teacher: Are there any armchairs in the classroom?

Student 2: No, there aren't. etc

Note: It is important that the students do not feel they are being tested. The rationale for this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 What's in the bedroom? Look and put a tick (✓) or a cross (X).

The students look at the picture and at the list with words (1-8) and complete the activity.

1 X	3 ✓	5 X	7 ✓
2 ✓	4 X	6 ✓	8 X

2 Read and complete.

Refer the students to the pictures and allow them some time to complete the activity.

1 Her 2 my 3 Our 4 your

3 Now look again at Ex. 1 and choose.

Refer the students to the picture in Ex. 1 once more. This time they have to spot the location of the objects. Ask the students to read the sentences and complete the activity.

1 behind	3 under	5 behind
2 on	4 under	

Now I can ...

Once all the exercises have been completed, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and which exercises, stories or songs they liked the best. Then, refer the students to the *Now I can* box and read through it with them.

Note: The students can now do *Modular Revision and Assessment 1* in their *Workbooks*.

Lesson 1

- **Aims:** talking about rooms in a house
- **Vocabulary:** bathroom, living room, kitchen, door, frog, spider, ghost, clean, dirty, cooker, fridge, sink, water, bath
- **Language focus**
Structures: It's .../There's ...
Language in use: It's in *girl* and in *game*. It's the letter *g*.
- **Extra materials:** *Progress Report Cards*, *My house poster*

3 Reorder the letters. What's the word?

Read the instructions and explain the task. Write the letters from the previous exercise on the board (*g, t, s, o, h*) and invite the students to try to find the secret word by reordering the letters. Allow the students time to complete the task. Check their answers.

Answer: ghost

BEGINNING THE LESSON

(Activities to revise the language of Module 5.)

Ask the students to talk about their bedroom.

e.g. *Student 1: My cupboard is blue and my wardrobe is yellow. etc*

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 80)



POSTER

Students' books closed. Pin the *My house poster* on the board. Point to the words (*bathroom, living room, kitchen, door, frog, spider, ghost*) one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Which letter is it? Read and find out.

Read the instructions and explain the task. Refer the students to the riddles and ask individual students to read them out loud. Allow the students some time to complete the task and check their answers.

2 t 3 s 4 o 5 h

Module 6 – In the Old House

(Activities to present and activate the vocabulary of the lesson.)

4 Listen, point and repeat. (TRACK 81)



POSTER

Pin the *My house* poster on the board. Point to the words (*clean, dirty, cooker, fridge, sink, water, bath*) one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

5 Listen and choose the right picture. (TRACK 82)

Read the instructions and explain the task. Play the track twice, if necessary. The students listen and complete the task. Check their answers.

1 b 2 a 3 b

TAPESCRIPT

One: Which is Nick's schoolbag?

A: Oh, Nick. Look at your schoolbag.

B: I know. It's dirty.

A: Yes. It's very dirty!

Two: Where's the fridge?

A: Is there a fridge next to the sink?

B: No, there isn't.

A: Where's the fridge?

B: It's next to the cooker.

A: Next to the cooker?

B: Yes.

Three: Which is Erica's room?

A: I like your room, Erica.

B: Thank you.

A: There's a blue bed. That's nice.

B: Yes. And look. There's a blue lamp, too.

A: A blue lamp? Oh, yes. It's lovely.

6 Look at the picture and complete the poem.

Read the instructions and explain the activity. Allow students some time to complete the activity. Check the students' answers.

2 living room 3 bath 4 red

ENDING THE LESSON

Explain the activity. The students draw a kitchen or a bathroom and present it to the rest of the class.

e.g. Student 1: In my kitchen, there is a red cooker and a blue fridge. etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 2 – Grammar Land

- **Aims:** to present and practise 'There is/There are' (affirmative)
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ There is/There are (affirmative)

PRESENTATION

Students' books closed. Point to a pen on the desk, say and write: **There is** a pen on the desk. Then, put another pen on the desk, point to them, say and write: **There are** two pens on the desk. Practise the structure by pointing to items in the class and inviting the students to make sentences.

e.g. *Student 1: There is a pencil case in my schoolbag.*
Student 2: There are three books on the desk. etc

Students' books open. Read through the presentation picture and draw the students' attention to the letters in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

1★ Look, read and say yes or no.

Refer the students to the picture and explain the task. Read statements 1-5 with students and ask them to point to the different objects mentioned (*rooms, clock, spiders, etc.*). Ask individual students to read the sentences out loud and elicit the answers. Ask the rest of the class for verification.

1 yes 2 yes 3 no 4 no 5 yes

★ Let's play!

Explain the task and read the example. Allow the students some time to look at the picture in Ex. 1. Ask the students to close their books. Say the name of one of the rooms to individual students and ask them to name something that is in that particular room.

e.g. *Teacher: Kitchen!*
Student 1: There is a table in the kitchen.
Teacher: Bedroom!
Student 2: There's a wardrobe in the bedroom.
etc

Variation

If you want to make the game more competitive, divide the class into two teams and have them take turns answering your questions. Each correct answer wins a point. The team with the most points wins.

2★ Ghostbusters! Look and say where the ghosts are.

Read the instructions and the example, and explain the task. Refer the students to the picture and tell them that they have to say where the ghosts are in the room. Ask individual students to tell you where the ghosts are, while pointing at the ghost(s) in question.

e.g. *There are two ghosts under the bed.*
There are three ghosts under the table.
There are two ghosts in the wardrobe.

Module 6 – In the Old House

3 Complete the sentences. Fill in: *There is or There are.*

Read the instructions and explain the activity. Refer the students to the picture and tell them to complete the activity. Check the students' answers.

- | | |
|-------------|-------------|
| 2 There is | 6 There are |
| 3 There is | 7 There is |
| 4 There are | 8 There is |
| 5 There is | |

4 Which picture? Read, look and answer.

Read the instructions and explain the activity. Allow the students some time to complete the activity, Check the students' answers.

- | | | |
|-------------|-------------|-------------|
| 2 Picture a | 4 Picture b | 6 Picture a |
| 3 Picture a | 5 Picture a | |

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to tell you what there is in various rooms in their house.

e.g. Teacher: Living room!

Student 1: There's a TV in my living room! etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 3 – Grammar Land

- **Aims:** to present and practise 'There is/There are' (interrogative/negative)
- **Extra materials:** two half-full matchboxes or toothpick boxes

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ There is/There are (interrogative/negative)

PRESENTATION

Students' books closed. Point to a window, say and write: **Is there** a window in the classroom? Answer: **Yes, there is. There is** a window in the classroom. Ask and write: **Is there** a sofa in the classroom? Answer: **No, there isn't. There isn't** a sofa in the classroom. Present the plural forms in the same way.

Drill your students. Say a word, have one student form the question regarding the classroom and another give an answer.

e.g. Teacher: *flowers*
Student 1: *Are there any flowers in the classroom?*
Student 2: *No, there aren't. etc*

Suggested prompts (singular or plural forms)

rubber, book, notebook, schoolbag, desk, aeroplane, computer, radio, bookcase, clock, spider, door, etc

★ 1 Look at the picture and answer the questions.

Students' books open. Refer the students to the picture and ask them what they can see (e.g. *a lamp, mirrors, etc*). Ask individual students to read and answer the questions. Ask the rest of the class for verification.

- | | |
|--------------------|---------------------|
| 1 Yes, there is. | 4 No, there aren't. |
| 2 No, there isn't. | 5 Yes, there is. |
| 3 Yes, there are. | 6 No, there isn't. |

★ 2 Choose. Then talk with your friend.

Refer the students to the pictures, read the instructions and explain the task. Ask the students to choose where they would place the objects in their kitchen. Have a couple read the example. The students, in pairs, ask and answer questions about their kitchens.

e.g. Student 1: *Is there a cooker in your kitchen?*
Student 2: *Yes, there is. It's next to the door. etc*

Module 6 – In the Old House

★ 3 Look at the picture and answer the questions.

Read the instructions and explain the activity. Ask the students to look at the picture, read and answer the questions. Ask the rest of the class for verification.

- 2 Yes, there is.
- 3 No, there aren't.
- 4 No, there isn't.
- 5 Yes, there are,
- 6 Yes, there is.

★ 4 Look at the pictures and make sentences.

Read the instructions and explain the activity. The students look at the pictures and make sentences. Allow the students some time to complete the activity. Check the students' answers.

- 2 There is a sofa and an armchair in the living room. There isn't a fridge.
- 3 There is a bath and a mirror in the bathroom. There aren't two tables.
- 4 There is a cooker and a fridge in the kitchen. There isn't an armchair.

★ FAIRY FILES

Before going into class

You need two matchboxes/toothpick boxes, both of which should be half-full.

Before you do the magic trick, fasten one of the boxes to your right forearm with a rubber band. Hold up the other box and shake it.

Teacher: *Are there any matches in the box?*

Students: *Yes!*

Teacher: *(opens the box and takes the matches out) Are there any matches in the box now?*

Students: *No!*

Teacher: *(shaking the empty box with his/her left hand) Are there any matches in it now?*

Students: *No!*

Teacher: *(touches the empty box with the magic wand and then shakes it with his/her right hand. Noise will be heard, as the matches in his/her sleeve will make a noise!) Are there any matches in the box now?*

Students: *No...Yes!*

Teacher: *See? Magic!*

Repeat the "magic" trick as many times as you wish.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

The students, in pairs, ask and answer questions about what there is in their room and their partner draws a picture.

e.g. Student 1: Is there a bed in your bedroom?

Student 2: Yes, there is.

Student 1: (draws a bed) etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 4

- **Aims:** to listen to and read a story about the children in the old house, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: Missy, come back! Cool! There's a frog in the kitchen! Quick! Close the door, Harry! That's not funny, Alvin! Listen! She's in the kitchen. It's very dark in here! Missy, you're nice and clean now!
- **Extra materials:** *My house* poster

2 Read the dialogue again and say yes or no.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and answer the questions. Ask the rest of the class for verification.

1 yes 2 no 3 no 4 yes

Extension

Play the track again with pauses for the students to listen and repeat chorally. Check the students' pronunciation and intonation.

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)



POSTER

Pin up the *My house* poster on the board. Name an object. Ask a student to come to the board, read and point to the corresponding item on the poster. Ask the rest of the class for verification.

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 83)

Students' books open. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Where are the children?*
Students: In the house.
Teacher: Is the house old or new?
Students: Old.
Teacher: Where's Missy?
Students: In the kitchen. etc

Write some sentences from the dialogue on the board, with certain words missing. Explain to the students that they have to listen to the dialogue and find the missing words. Play the track. The students listen, follow the lines and complete the task.

Module 6 – In the Old House

Read the question at the bottom of page 27. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: Cool! There's a frog ...

Class: in the kitchen! etc

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 5

- **Aims:** talking about rooms and furniture, developing listening, reading and writing skills
- **Vocabulary:** picture, wall, carpet, floor, cushions, curtain
- **Language focus**
Structures: consolidation
Language in use: Welcome to my house. There are pictures on the wall. There's a carpet on the floor. There are pictures on the walls!
- **Extra materials:** *My house* poster, photocopies of the *Itsy Bitsy House* template (Ex. 3)

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 84)



POSTER

Students' books closed. Pin the *My house* poster on the board. Point to the words (*picture, wall, carpet, floor, cushions, curtain*) one at a time, read and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the words in random order and ask individual students to say the words.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Listen and choose *a* or *b*. Then sing along! (TRACK 85)

Refer the students to the picture and allow them time to look at it. Ask them to tell you which household items they can see (*armchairs, cushions, curtains, pictures, carpet, etc.*).

Read the instructions and explain the task. Refer the students to the song and allow them time to read it once. Play the song. The students listen and complete the task. Check their answers.

- **a** small house

Play the song again. The students listen and sing along.

3 Let's make an *Itsy Bitsy House*!

Before going into class

Have your *Itsy Bitsy House* ready to use as a model. Photocopy the *Itsy Bitsy House* template [p. 139 (T)], one per student.

CRAFTWORK

Tell the students they are going to make a house. Show them your model. Guide the students through the cutting and gluing of the house and its roof. Go around the class as the students complete the task, providing any necessary help.

Optional Activity

Play the song again, encouraging the students to sing along, holding up their *Itsy Bitsy House*.

Module 6 – In the Old House

READING & WRITING

(Activities to develop the students' reading and writing skills.)

4 Read the text and complete the sentence. (TRACK 86)

Read the instructions and explain the task. Refer the students to the picture and read the sentence, ignoring the gap. Elicit what kind of information is missing (*a number*). Allow the students time to read the text and complete the task. Play the track. The students listen and check their answers.

- ★ There are **four** rooms in Melvyn's house.

5 Portfolio: Write about your house. Draw or stick a photo.

Explain the task. Tell the students to use the text in Ex. 4 as a model and write about their house.

Allow the students time to write a text and make a drawing of their house. Alternatively, ask them to do it at home as part of their homework.

(Suggested answer)

Welcome to my house! There are two bedrooms, a kitchen, a living room and a bathroom. There are cushions on the armchairs and carpets on the floor. My house is so nice!

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Say the tongue twister as fast as you can!

Ask the students if they know any tongue twisters (in L1 if necessary). Then, encourage them to say these tongue twisters as fast as they can! If the students don't know any English tongue twisters you can provide some.

e.g. Black bug bit a big black bear. But where is the big black bear that the big black bug bit?

Double bubble gum, bubbles double.

Tell the students to read the **Did you know?** text and look at the photos. Ask the students to compare and contrast the houses in Alaska, Mongolia, Greece and Russia. Why are they so different? Is it related to the climate or the culture of each country? Encourage students to find information on the Internet about different houses around the world. Tell them to use the following key phrase: *houses around the world*. They

then have to find their dream house, print it out and present it to the class.

How many things in a house can you name in English? Write them down. Put them in alphabetical order. Check your list with your friends. Who is the winner?

Students work in pairs. The student who writes down – in alphabetical order – the most things that exist in a house is the winner.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to work in pairs and try to guess what there is in each other's house.

e.g. Student 1: There are four rooms in your house.

Student 2: No, there are five. There's a TV in your bedroom.

Student 1: Yes, there is. etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 6 – My Moscow

- **Aims:** to explore their own culture, to talk about amazing houses in Moscow, to present an amazing building
- **Vocabulary:** building, narrow, flat, wooden house, shop, office

BEGINNING THE LESSON

(An activity to revise the language of Lesson 5.)

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

1 Listen, point and repeat. (TRACK 87)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

2 Listen and read. (TRACK 88)

Point to the picture of the buildings and explain to the students that there are many different types of buildings in Moscow. Ask the students, in L1 if necessary, if they have seen any amazing buildings. Play the CD and ask the students to listen and follow along in their books. Then choose individual students to read from the text.

Module 6 – In the Old House

3 Read again and complete the sentences.

Read the instructions and explain the activity. Allow the students enough time to read the text again and complete the sentences. Check their answers.

- 1 Presnensky Val Street
- 2 narrow houses
- 3 flat
- 4 Gusyatnikov Lane, near the Chistye Prudy metro station
- 5 wooden

4 Read and match.

Read the instructions and explain the activity. Refer the students to the pictures and ask them if they have ever seen these buildings before. Allow the students enough time to read the texts and match them to the pictures. Check their answers.

- 1 B 2 A

5 Think of an amazing building. Answer the questions.

Read the instructions and explain the activity. The students think of an amazing building and answer the questions. Check their answers.

(Suggested answers)

- 1 The State Historical Museum is in Red Square in Moscow.
- 2 It's a historical museum.
- 3 It looks like a really big castle.

6 Over to you: Find pictures of an amazing building. Present it to the class. Use the answers to the questions in Ex. 5 to help you.

Read the instructions and explain the activity. Ask the students to find pictures of an amazing building. Then tell them to use their answers to the questions in Ex. 5 and write about it. Allow the students time to complete the activity. Then they present it to the class.

Alternatively, you can ask the students to write their texts as part of their homework.

(Suggested answer)

The State Historical Museum in Red Square in Moscow is an amazing building. The outside walls are red and the roof and tops of the towers are white. It is very beautiful and it looks like a really big castle! Inside the museum there are many interesting things to see. It is one my favourite buildings in Moscow.

ENDING THE LESSON

(An activity to revise the language of the lesson.)

Ask the students to read the text in Ex. 2 again and then close their books. Explain to the students that they are going to play a memory game. Divide the class into two teams. Ask individual students from both teams questions about the text. Each correct answer wins a point. The team with the most points wins the game.

e.g. *Teacher: Where are the narrow houses?*

Student 1, Team A: They're in Presnensky Val Street.

Teacher: Correct! What do they look like when you look at them from the side?

Student 2, Team B: They look flat! etc

Lesson 7 – Phonics

- **Aims:** to read and pronounce words with the /ʃ/, /dʒ/ and /ɔɪ/ sounds
- **Extra materials:** none

BEGINNING THE LESSON

Write a few words from the previous lesson on the board, but with certain letters missing. Ask individual students to come to the board and complete the words.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.

Students' books closed. Write the word *shirt* on the board. Say the word. The students repeat after you. Underline the letters **sh**. Then, point and say: /ʃ/, /ʃɜ:t/. The students repeat after you. Repeat the same procedure with *jam* and *boy*.

Students' books open. The students, in pairs, read the words and the sentences first to themselves and then aloud. One reads while the other checks and then they swap roles. During this stage, check round the class offering any necessary help.

Extension

Write the following on the board:

sh+irt	j+am	b+oy
sh+ine	j+ob	t+oy
sh+elf	j+umper	Tr+oy

Students say the sounds and the words.

e.g. /ʃ/, /ɜ:t/ – /ʃɜ:t/ etc

2 Say the words. Find the word that is different.

Read the instructions and explain the activity. Ask individual students to say the words out loud. Allow students some time to complete the activity. Check their answers.

1 sun 2 girl 3 ball

3 Let's sing! (TRACK 89)

Read the song lyrics and have the students repeat chorally and individually. Play the song as many times as you wish, inviting the students to sing along.

ENDING THE LESSON

(An activity to revise the /ʃ/, /dʒ/ and /ɔɪ/ sounds.)

Draw the following table on the board:

/ʃ/	/dʒ/	/ɔɪ/

Divide the class into two teams, A and B. Choose a student from Team A, ask him/her to go to the board and write a word with either the /ʃ/, /dʒ/ or /ɔɪ/ sounds. A correct answer gets one point. Repeat with a student from Team B. Continue the game until the students have run out of words. The team with the most points wins.

Suggested cues: shirt, shine, shake, shelf, shocked, sharpener, jam, job, jumper, orange, magic, juggle, noise, join, enjoy, toy, boy, Troy, Roy

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 6 – In the Old House

Checkpoint

- **Aims:** consolidating Module 6, obtaining feedback on individual students, monitoring progress

Do a quick revision of what the students have learnt in the module.

*e.g. Teacher: Is there a bed in your bedroom?
Student 1: Yes, there is.*

Note: It is important that the students do not feel they are being tested. The rationale for this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Look, read and complete the words.

The students look at the pictures and complete the activity.

- | | |
|------------|-----------|
| 1 fridge | 4 ghost |
| 2 cooker | 5 carpet |
| 3 bathroom | 6 kitchen |

2 Look at the picture and make sentences, as in the examples.

The students look at the picture and complete the activity.

- 1 That's wrong. There aren't two cookers in the room.
- 2 That's wrong. There isn't a wardrobe in the room.
- 3 That's right.
- 4 That's right.
- 5 That's right.

3 Read and choose *a* or *b*.

The students read the sentences and complete the activity.

- 1 b 2 b 3 a 4 b

Now I can ...

Once all the exercises have been completed, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and which exercises, stories or songs they liked the best. Then, refer the students to the *Now I can* box and read through it with them.

Note: The students can now do *Modular Revision and Assessment 6* in their *Workbooks*.

Our World/My World

- **Aims:** learning about types of houses in different countries
- **Vocabulary:** England, garden, garage, flat, balcony
- **Extra materials:** world map

BEGINNING THE LESSON

Draw simple sketches of houses on the board. Tell the students that they will talk about different types of houses. Brainstorm for different types of houses (e.g. flats, igloos, etc). Elicit/Explain what flat means. Ask the students if they like houses or flats better and why. Elicit answers (*Houses are big and you can have a garden.*).

1 Read and choose.

Before going into class

Put the World Map on the wall for the students to use.

Students' books open. Read the instructions and explain the task. Use the World Map and ask a student to come and show you where England, Ireland and France are. Ask the students whether they have been to any of these countries and ask them about the houses there. Elicit answers.

Allow the students time to read the texts and complete the task. Check their answers.

- 1 England 2 Ireland 3 France

Read the texts again and elicit/explain the meaning of any unknown words.

2 Which words from the box are about houses? Complete the list. Compare your list with your friend's.

Read the instructions and explain the activity. Allow students some time to complete the activity. Check the students' answers.

modern, block of flats, floor, garden

3 Which sentences are for the flat (F)? Which sentences are for the country house (C)? Read the texts and answer.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check their answers.

1 F 2 C 3 F 4 C

4 Portfolio: Draw or stick a picture of your house. Present it to the class.

Ask the students to talk about their house. Ask them to use the texts in Ex. 1 as a model and write a description of it.

You can also ask the students to stick a photo of their house if they have one available.

(Students' own answers)

ENDING THE LESSON

Ask students to draw a picture of their dream house, then write a few sentences about it, i.e. *where it is, what it is made of, how many bedrooms there are, what's in some of the rooms, etc.*

Go Green

- **Aims:** raising the students' environmental awareness, talking about bugs
- **Vocabulary:** bee, butterfly, ant, ladybird, worm
- **Extra materials:** photos or sketches of a bee, a butterfly, an ant, a ladybird, a spider and a worm

BEGINNING THE LESSON

Have a class discussion, in L1 if necessary, about what kind of insects/bugs can be found in the forest/countryside and ask the students what they know about them (e.g. *where they can be found, what colour they are, etc.*).

1 Look at the picture, find the bugs and point to them.

Before going into class

Bring pictures of the bugs or prepare simple sketches.

Students' books closed. Show the students the pictures of the bugs you have brought with you. Ask them whether they have seen any of these bugs before. Point to and name them. The students repeat after you.

Students' books open. Read the instructions and explain the task. Individual students find and point to the bugs in the picture. Ask the rest of the class for verification.

2 Now look at the picture again and complete the sentences.

Refer the students to the picture, read the example and explain the task. Have the students read the sentences 1-6 and elicit/explain the meaning of any unknown words, using L1 if necessary. Allow the students time to complete the task and check their answers.

- | | | |
|---------|---------|------|
| 2 on | 4 on | 6 on |
| 3 under | 5 under | |

3 It's a Bug's World! Do the quiz and find out how much you know about bugs.

Read the instructions and explain the task. Allow students some time to complete the task. Check the students' answers.

- | | | | |
|-----|-----|-----|-----|
| 1 A | 3 A | 5 B | 7 B |
| 2 B | 4 B | 6 A | 8 B |

4 Draw your favourite bug! Then write about it.

Ask the students to draw their favourite bug and write a short text about it. Advise them to use the Internet using the key word *bug* if they need further information about it.

(Suggested answer)

My favourite bug is the ladybird. It is black and red. It has six legs and two wings. It lives in the garden. It is so cute! I love ladybirds!

ENDING THE LESSON

Ask the students to draw another 'forest' similar to the one presented on page 38. Ask them to put the various bugs in different places and present their drawing to the class.

Our School (Technology)

- **Aims:** talking about materials
- **Vocabulary:** glass, aluminium, wooden, door
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

ENDING THE LESSON

Explain the activity. Tell students that they've got only three minutes to think of as many items as they can made of glass, aluminium or wood. Upon completion, ask students to tell you their lists. Write the items on the board.

BEGINNING THE LESSON

Point to the classroom door and say: *This is a (wooden) door.* Explain what (*wooden*) means. Repeat the procedure with other items in the class and present *aluminium* and *glass*.

1 Read and match.

Read the instructions and explain the task. Allow the students some time to complete the task. Check their answers.

1 b 2 c 3 a

2 What's it made of? Look and answer.

Read the instructions and explain the activity. Tell the students to look at the items and say what these items are made of.

- 2 This is a glass jug.
- 3 This is a wooden spoon.
- 4 This is a glass lamp.
- 5 This is a wooden chair.
- 6 This is a wooden toy car.

Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** spaghetti, hungry, food, dinner
- **Extra materials:** photocopies of the episode

BEGINNING THE LESSON

Ask students what they remember about Pog and Trog (e.g. *they are brothers*) as well as Popsie (e.g. *she's a pixie who plays tricks on Pog and Trog*). Ask individual students to describe the characters (*hair, eyes, etc.*). Have a discussion, in L1 if necessary, about which character they like best and why.

(Activities to promote reading for pleasure.)

1 Listen and read the story. (TRACK 90)

Students' books open. Ask the students to look at the pictures and guess what the dialogue is going to be about. (e.g. *Popsie eats Pog and Trog's dinner.*)

Play the track. The students listen and follow the lines. Play the track again with pauses for the students to listen and repeat chorally.

★ Now take roles and read.

The students take roles and read the dialogue.

ENDING THE LESSON

Before going into class

Photocopy the episode and tippex out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode and the speech bubbles sheet, one per pair.

The students work in pairs. Hand out to each pair the episode and the speech bubbles. The students, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

Lesson 1

- **Aims:** talking about clothes
- **Vocabulary:** dark cloud, It's hot., It's raining., It's sunny., It's cold., It's snowing., It's windy., shoes, shirt, T-shirt, dress, skirt, trousers
- **Language focus**
Language in use: What are they wearing? Alvin is wearing a (red) hat.
- **Extra materials:** *Progress Report Cards*, *My clothes* poster, photocopies of the *Alvin* template (*Let's play!*) flashcards (43-49), photocopies of the *magic weather* template (*FAIRY FILES*)

BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 91)



POSTER

Students' books closed. Pin the *My clothes* poster on the board. Point to the clothing items (*dress, trousers, shirt, skirt, T-shirt, shoes*) one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Listen and match. (TRACK 92)

Read the instructions and explain the task. Refer the students to the pictures and ask them to describe what each child is wearing.

Explain to the students that they have to match the names (1-4) to the children (A-D) according to the clothes description they are going to hear. Play the track, twice if necessary. The students listen and complete the task. Check their answers.

1 C 2 B 3 A 4 D

TAPESCRIPT

It's Prize Day today. Look at Bill. Bill is wearing his new blue trousers and white shirt. Bill looks nice today.

Can you see Nick? Nick is wearing his new red T-shirt and black trousers.

And look at Kim. Kim is wearing her new pink skirt and purple T-shirt. Kim looks lovely!

Can you see May? May is wearing her new green dress!

★ Let's play!

Before going into class

Photocopy the template of *Alvin* [p.140(T)], one per student.

Hand out the photocopies. Point to the picture in your book and read the title, *Alvin's new clothes!* Explain the activity. The students work in pairs. One student describes what Alvin is wearing and the other colours the corresponding items of clothing. Then, they swap roles and resume the activity. Demonstrate this yourself first.

e.g. *Student 1: Alvin is wearing a red hat. He's wearing a blue shirt. He's wearing green trousers and black shoes. etc*

Module 7 – My New Clothes

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

3 Listen, point and repeat. (TRACK 93)



FLASHCARDS (43-49)

Pin the flashcards (43-49) on the board, one at a time, and say the corresponding word(s). The students repeat, chorally and individually.

Play the track. The students listen to the sentences and point to the pictures. Play the track again. The students listen and repeat, chorally or individually. Check their pronunciation and intonation.

PRACTICE

4 What's the weather like in Russia? Look at the map and complete the sentences.

Read the instructions and explain the task. Refer the students to the map and ask them what the weather is like in St. Petersburg, Omsk, Novosibirsk and Vladivostok. Ask individual students to provide an answer. Allow the students some time to complete the activity. Check their answers.

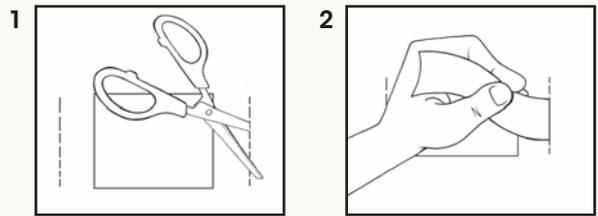
- 2 It's windy
- 3 It's raining
- 4 It's snowing
- 5 It's cold

★ FAIRY FILES

Before going into class

Photocopy the *magic weather* template [p.141(T)], one per student.

Tell the students they are going to learn and act out a magic spell that changes the weather! Show them your model and hand out the photocopies. Guide the students through the cutting of the strip and the vertical slits on the sides of the window. Help them put the strip through the slits.



Then the students slide the strip sideways while reciting the following chant:

(we can see the picture of rain) **Rain, rain, go away, let the sun come out again! Shazam!** (the students slide the strip and the sunny picture appears) **It's sunny today!**

Demonstrate this yourself first. As an extension, they can repeat the chant with other types of weather (e.g. *wind, snow*).

ENDING THE LESSON

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

Ask the students to draw a picture depicting a weather condition and show it to the class. The class tries to guess what weather condition is depicted.

e.g. *Student 1: (holds up a picture of clouds and rain)*
Class: It's raining! etc

Note: For the next lesson, the students should know the new words.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 2 – Grammar Land

- **Aims:** to present and practise Present Continuous (affirmative)
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Present Continuous (affirmative)

PRESENTATION

Students' books closed. Mime, say, then write: ***I am singing***. Underline the phrase and explain that this tense is the *Present Continuous*. Then, say how it is formed (*subject personal pronoun + be + verb + -ing*). Point out that this tense is used to talk about actions happening now, at the moment of speaking. Write under the sentence: ***I'm singing***. Underline the phrase and explain that this is the short form of the tense. Drill your students.

e.g. Teacher: *I'm writing.*
Student 1: *I'm listening.*
Student 2: *I'm sitting.* etc

Follow the same procedure to present all the other persons of the affirmative.

Drill your students.

e.g. Teacher: *I/read*
Student 1: *I'm reading.*
Teacher: *George/sing*
Student 1: *George is singing.* etc

Suggested verbs to be used: colour, jump, play, read, walk, write, sing, drive, run, dance.

Note: You may refer the students to the *Grammar Reference section* at the back of the *Student's Book* for a more detailed explanation of the grammar.

Students' books open. Read through the presentation picture and draw the students' attention to the words in bold. Go through the table on p. 44 with the class.

PRACTICE

1 ★ **Look and make sentences. Use: *pick, listen, jump, play, rain and dance.***

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check their answers.

- 2 They're jumping.
- 3 She's playing.
- 4 He's dancing.
- 5 It's raining.
- 6 He's listening.

Module 7 – My New Clothes

2 What are they doing? Look and complete the sentences.

Read the instructions and explain the task. Refer the students to the picture and ask them to tell you what the people in the picture are doing. Allow the students some time to complete the task. Check their answers.

- 2 He's 4 They're
3 It's 5 She's

3 Read and match. Find the secret word.

Read the instructions and explain the task. Refer the students to sentences 1-5 and to the pictures. Allow the students some time to read the sentences and complete the activity. Check their answers.

- 1 o 3 e 5 h
2 s 4 s

Tell the students to fill in the appropriate letters according to the numbers, in order to find the secret word.

Secret word: **shoes**

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to say and mime an activity.

*e.g. Student 1: (pretending to dance) I'm dancing!
Student 2: (pretending to write) I'm writing. etc*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 3 – Grammar Land

- **Aims:** to present and practise Present Continuous (spelling rules)
- **Extra materials:** slips of paper with the verbs: *dance, sing, draw, drive, run, sit, read*

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Present Continuous (spelling rules)

PRESENTATION

Students' books closed: Say, then write: *They're flying*. Write: *fly – flying*. Follow the same procedure to present *jump – jumping*. Then, write on the board: *dance – dancing, run – running*. Explain the spelling rules.

Drill your students. Write verbs on the board and invite the students to write the continuous form on the board.

Suggested verbs to be used: colour, draw, jump, listen, look, match, play, read, say, stand, write, point, talk, answer, stop, drive, see, use, ask, hide, make.

Students' books open. Read through the presentation picture and draw the students' attention to the words in bold. Go through the table on p. 46 with the class.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

(Activities to practise present continuous.)

★ 1 Put the verbs in their -ing form.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check their answers.

- | | |
|-----------|------------|
| 2 playing | 8 drawing |
| 3 running | 9 writing |
| 4 dancing | 10 reading |
| 5 shining | 11 wearing |
| 6 sitting | 12 driving |
| 7 having | |

★ 2 Look and match the pictures to the sentences.

Read the instructions and explain the activity. Refer the students to sentences 1-3 and make sure there are no unknown words. Refer the students to pictures (a-c) and allow them time to complete the activity. Check their answers.

- 1 c 2 a 3 b

Module 7 – My New Clothes

3 Read and complete the postcard.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check their answers.

- | | |
|--------------|----------------|
| 2 is shining | 5 is getting |
| 3 am sitting | 6 are swimming |
| 4 is playing | |

4 Look at the picture and complete the sentences.

Read the instructions and explain the task. Refer the students to the picture and ask them what everybody is doing.

- e.g. Teacher: *What is Mona doing?*
Student 1: *She's hopping.*
Teacher: *What is Harry doing?*
Student 2: *He's playing the guitar. etc*

Allow the students time to complete the task and check their answers.

- | | |
|-----------|-----------|
| 1 hopping | 4 riding |
| 2 singing | 5 playing |
| 3 dancing | |

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Give students slips of papers with the verbs: *dance, sing, sit, run, draw* and *read*. Tell them to mime these activities. The rest of the class guess the activities.

e.g. Student 1: *You are singing!*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 4

- **Aims:** to listen to and read a story about the children playing outside, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: What are you doing? We're picking flowers. I'm wearing my new trousers! What's the problem? Don't worry. It's just a small, dark cloud. We're getting wet! The sun is shining. We're having a great time!
- **Extra materials:** none

2 Read the dialogue again and find the number of the picture.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the sentences. Allow the students time to complete the activity. Check their answers.

2 picture 7 3 picture 8 4 picture 10

Extension

Play the track again with pauses for the students to listen and repeat chorally. Check the students' pronunciation and intonation.

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Write some verbs on the board and ask students to put them in their *-ing* form, i.e. *play – playing, draw – drawing, etc.*

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 94)

Students' books open. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Are Emma and Mona picking flowers?*

Students: Yes.

Teacher: Are the boys dirty?

Students: Yes, they are.

Teacher: What's the weather like in picture 7?

Students: It's raining. etc

Write on the board:

What are Emma and Mona doing? They're

Ask the students to listen to the dialogue and answer the question. Play the track. The students listen and complete the sentence.

Answer: picking flowers

Module 7 – My New Clothes

Read the question at the bottom of page 49. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

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

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: No, I can't! I'm wearing my ...

Class: new trousers! etc

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 5

- **Aims:** talking about clothes, developing listening, reading and writing skills
- **Vocabulary:** socks, boots, shorts, trainers, jacket
- **Language focus**
Structures: Who's wearing ...
Language in use: Who's wearing glasses?
- **Extra materials:** *My clothes* poster

3 In groups, sing about Jack and Katie.

Read the instructions and explain the activity. Divide the class into two groups. Group 1 sings about Jack and group 2 about Katie. Allow the groups some time to rehearse and then invite them to come to the front and perform their song.

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 95)



POSTER

Students' books closed. Pin the *My clothes* poster on the board. Point to the items of clothing (*socks, boots, shorts, trainers, jacket*), one at a time, read and say the corresponding word. The students listen and repeat, chorally and individually. Point to the clothing items in random order and ask individual students to say the words.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Listen and point to the clothes. (TRACK 96)

Ask the students to look at the picture and tell you what the children are wearing. (*boy with glasses: trainers, trousers, T-shirt/girl with dark hair: socks, trousers, jacket/boy without glasses: trainers, shorts, T-shirt/girl with fair hair: boots, trousers, T-shirt*) Read the instructions and explain the task. Play the song. The students listen and point to the children (*Ben, Pam*).

Now sing along! (TRACK 97)

Play the song again. The students listen and sing along.

Module 7 – My New Clothes

READING & WRITING

(Activities to develop the students' reading and writing skills.)

★ 4 Read the texts and match them to the pictures. (TRACK 98)

Tell the students to look at the pictures and to describe what they see in each (e.g. in picture a – a girl has got a camera, in picture b – it's the girl's birthday and in picture c – it's snowing.). Read the instructions and explain the task. Allow the students some time to read the texts and complete the task. Play the track. The students listen and check their answers.

1 c 2 a 3 b

★ 5 Portfolio: Write about special moments in your life. Draw or stick photos.

Read the instructions and explain the task. Ask students to write a short text about special moments in their lives. Ask them to add pictures or drawings.

(Suggested answer)

This is me. I'm in France. It's very cold. Look at me. I'm wearing trousers and boots.

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Read the proverb. What does it mean? Have you got the same proverb in your language?

Refer the students to the picture. Ask them to describe it. Then, read the proverb and ask the students to tell you what they think the proverb means. Lastly, ask them if the same proverb exists in their L1.

Read the **Did you know?** text and refer the students to the picture of the snowman. Ask the students if they did actually know these two facts. Then, ask: *Have you ever made a snowman? Was he big?* Read the second text. Ask the students if they are aware of other facts regarding the weather. If you wish, ask the students to find more information on the Internet using the key phrase *weather facts*.

ENDING THE LESSON

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

Chinese Whispers

Tell the students they are going to play a game. Explain the rules. Approach the student at the front desk and whisper an item of clothing. Ask him/her to whisper the same word to his/her partner, who then whispers it to the next student, etc. Ask the last student to call out the word. Check if the word said is the correct one. Repeat the procedure as many times as you think necessary.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 6 – My Moscow

- **Aims:** to explore their own culture, to talk about school uniforms in Moscow schools, to present their own school uniform design
- **Vocabulary:** uniform, blouse, pinafore, tights, tie, bow tie

BEGINNING THE LESSON

(An activity to revise the language of Lesson 5.)

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

1 Listen, point and repeat. (TRACK 99)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

2 Look, read and complete. Then listen and check. (TRACK 100)

Point to the picture of the students and elicit the different school uniforms. Ask the students to look at the pictures in the text. Explain that they have to read the text, look at the pictures and complete it with the correct words. Play the CD and ask the students to listen and check their answers. Then choose individual students to read from the text.

- | | | |
|-------------|-----------|------------|
| 1 uniforms | 3 bow tie | 5 T-shirt |
| 2 pinafores | 4 blouses | 6 trainers |

Module 7 – My New Clothes

3 Read again and answer the questions.

Read the instructions and explain the activity. Allow the students enough time to read the text again and answer the questions. Check their answers.

- 1 School uniforms are a good idea for a number of reasons. In the morning you always know what to wear. You feel part of the team in your class and you learn to dress nicely. You also help your parents to save money on clothes.
- 2 They wear blouses, jackets, skirts or trousers or pinafores, tights and smart shoes.
- 3 They wear shirts, jackets, trousers and smart shoes. They can also wear a tie or a bow tie.
- 4 They wear their sports uniform: a T-shirt, sports shorts or trousers, and trainers.

4 This is Dima's design for a new school uniform. Look, read and match.

Read the instructions and explain the activity. Refer the students to the picture of the students wearing uniforms and elicit the different parts. Allow the students enough time to look, read and match the words to the corresponding pictures. Check their answers.

- | | | |
|---------|------------|------------|
| 1 shirt | 3 trousers | 5 skirt |
| 2 tie | 4 bow tie | 6 trainers |

5 Over to you: Design a uniform for your school. Present it to the class.

Read the instructions and explain the activity. Ask the students to design a uniform for their school and write a short text about it. Allow the students time to complete the activity. Then they present it to the class.

Alternatively, you can ask the students to design their uniforms and write their texts as part of their homework.

(Suggested answer)



This is my school uniform. Boys wear a light blue shirt and a blue and white tie. They wear a dark blue jacket and blue trousers, too. They wear smart black shoes. Girls wear a light blue blouse and a dark blue pinafore. They wear blue shoes, too.

ENDING THE LESSON

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

Say one of the vocabulary items depicted in Ex. 1 and Ex. 2 (e.g. *tights*). Ask a student to come to the board and draw its shape. Ask the rest of the class for verification. Repeat the activity with other words and students.

Lesson 7 – Phonics

- **Aims:** to read and pronounce words with the /aɪ/, /ɑː/ and /ɜː/ sounds
- **Extra materials:** none

BEGINNING THE LESSON

Say a word from the previous lesson. Ask a student to come to the board and write it. Ask the rest of the class for verification. Repeat the activity with other words and students.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.

Students' books closed. Write the word *right* on the board. Say the word and point to the *right*. The students repeat after you. Underline the letters **igh**. Then point and say: /aɪ/, /raɪ/. The students repeat after you. Repeat the same procedure with *dark* and *skirt*.

Students' books open. The students, in pairs, read the words and the sentences first to themselves and then aloud. One reads while the other checks and then they swap roles. During this stage, check round the class, offering any necessary help. Finally, ask some students to read the sentences out loud.

Extension

Write the following on the board:

r+ight d+ark sk+irt
l+ight st+art l+ast
sk+irt sh+irt t+urn

Students say the sounds and the words.

e.g. /r/, /aɪ/ – /raɪ/ etc

2 Complete the words. Read them to your friend.

Read the instructions and explain the activity. The students work in pairs. First, they complete the words and then they read the words to their partner. Allow the students some time to complete the activity. Walk around the classroom providing any necessary help.

- 1 light 3 skirt
2 carpet 4 glasses

3 Let's sing. (TRACK 101)

Read the song lyrics and have the students repeat chorally and individually. Play the song as many times as you wish, inviting the students to sing along.

ENDING THE LESSON

(An activity to revise the /aɪ/, /ɑː/ and /ɜː/ sounds.)

Draw the following table on the board:

/aɪ/	/ɑː/	/ɜː/

Divide the class into two teams, A and B. Choose a student from Team A, ask him/her to go to the board and write a word with either the /aɪ/, /ɑː/ or /ɜː/ sounds. A correct answer gets one point. Repeat with a student from Team B. Continue the game until the students have run out of words. The team with the most points wins.

Suggested cues: right, light, fight, high, dark, start, bath, fast, carpet, glasses, can't, Mark, Margaret, skirt, shirt, dirty, turn, curtain

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 7 – My New Clothes

Checkpoint

- **Aims:** consolidating Module 7, obtaining feedback on individual students, monitoring progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: What's the weather like today?*

Student 1: It's hot and sunny.

Teacher: What are you wearing?

Student 2: I'm wearing blue trousers and a red T-shirt.

Note: It is important that the students do not feel they are being tested. The rationale for this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Look, read and match.

Read the instructions and explain the task. Refer the students to the pictures 1-4 and to the sentences a-d and ask them to match them. Allow the students some time to complete the activity. Check their answers.

1 c 2 b 3 d 4 a

2 Look, read and complete.

The students read the sentences, look at the pictures and complete the activity.

1 are playing 3 is playing 5 is reading
2 is singing 4 is riding

3 Read and fill in: *picking, wet, weather, play, shorts.*

The students read the sentences and complete the activity.

1 play 2 shorts 3 wet 4 weather

Now I can ...

Once all the exercises have been completed, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and which exercises, stories or songs they liked the best. Then, refer the students to the *Now I can* box and read through it with them.

Note: The students can now do *Modular Revision and Assessment 7* in their *Workbooks*.

Module 8 – At the Animal Park

Lesson 1

- **Aims:** talking about animals, routines
- **Vocabulary:** drink, eat, sleep, cross, giraffe, lion, hippo, rhino, elephant, monkey, crocodile, seal, boat
- **Language focus**
Language in use: I've got a long tail and a big mouth. I can swim. What am I?
- **Extra materials:** *Progress Report Cards*, *Animals* poster, a torch

2 Join the animal words to go from the *Start* to the *Finish*.

Read the instructions and explain the task. Allow the students some time to complete the task. Check the student's answers.

Answers: *START* → cat → dog → mouse → rhino → zebra → chicken → lion → giraffe → dog → puppy → bird → bee → ladybird → *FINISH*

BEGINNING THE LESSON

(An activity to revise the language of Module 7.)

Play the song from p. 50, Ex. 2, Lesson 5 (Track 00), encouraging the students to sing along.

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 102)



POSTER

Students' books closed. Pin the *Animals* poster on the board. Point to the animals (*giraffe, lion, hippo, rhino*), one at a time, read and say the corresponding word(s). The students listen and repeat, chorally and individually.

Mime and say: *eat*. The students repeat after you. Follow the same procedure and present the verbs *drink, sleep* and *cross*. Say a verb. Invite individual students to mime it.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally or individually. Check their pronunciation and intonation.

Module 8 – At the Animal Park

(Activities to present and activate the vocabulary of the lesson)

3 Listen, point and repeat. (TRACK 103)



POSTER

Pin the *Animals* poster on the board. Point to the pictures (*monkey, crocodile, elephant, seal, boat*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally or individually. Check their pronunciation and intonation.

4 What am I? Guess!

Refer the students to the text and ask one of them to read it out. Explain that they have to guess which animals the boy is talking about. Check their answers.

Answers: a crocodile, a monkey

Put the students into pairs so that they can continue the game. The students describe an animal and their partner has to guess what it is. Finally, ask the students to describe their animal to the class.

The rest of the class have to guess the animal.

e.g. Student 1: I'm grey. I've got a big body, big ears and short legs. I can swim. What am I?

Class: An elephant! etc

5 Listen and number the pictures. (TRACK 104)

Read the instructions and explain the task. Refer the students to the pictures and ask them what Missy is doing in each picture.

Explain to the students that they will have to number the pictures according to the order in which they are presented. Play the track twice if necessary and check their answers. The students listen and complete the task.

1 c 2 b 3 a

TAPESCRIPT

One

Look at Missy. She is sitting next to the table. She's looking at the cake.

Two

Now Missy is standing on the table. She's eating the cake.

Three

Ssh, everyone! Missy is sleeping!

6 Now act out the story.

Read the instructions and explain the task. The students look at the pictures and act out the story about Missy.

FAIRY FILES

Before going into class

Practise making shadow animals with a torch. Point your torch at the wall. Put your hand between the light and the wall so that your hand makes a shadow. Move the torch around until you get the clearest shadow possible.

Demonstrate how you can make shadow animals (*e.g. rabbit, butterfly*). Ask the students to make their own shadow animals on the wall. The rest of the class tries to guess which animals they are.

ENDING THE LESSON

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

Ask the students to draw an animal of their choice doing an action and then present it to the class.

e.g. Student 1: The monkey is sleeping. etc

Note: For the next lesson, the students should know the new words.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 2 – Grammar Land

- **Aims:** to present and practise Present Continuous (negative & interrogative)
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Present Continuous (negative & interrogative)

PRESENTATION

Students' books closed. Say, then write: *Am I writing?* Explain that this is the *Present Continuous* interrogative form and elicit how it is formed. Say, then write: **Yes, I am writing.** Present all persons of the interrogative form.

Drill your students.

e.g. Teacher: *you/drive?*
Student 1: *Are you driving?*
Teacher: *they/draw?*
Student 2: *Are they drawing?* etc

Suggested verbs: colour, draw, jump, play, read, speak, stand, wave, write, spell, talk, drive, hide, walk, sing, run, dance, eat, drink, sleep.

Say and write on the board: **Am I running?** Underneath this sentence write: **No. I am not running. I am speaking.** Elicit/Explain how the negative form of the present continuous is formed. Drill your students.

e.g. Teacher: *he/not sing*
Student 1: *He is not singing.*
Teacher: *we/not eat*
Student 2: *We are not eating.* etc

Note: You may refer the students to the *Grammar Reference* section at the back of *Student's Book* for a more detailed explanation of the grammar.

Students' books open. Read through the presentation picture and draw the students' attention to the words in bold. Go through the table on p. 60 with the class.

PRACTICE

1★ Spot the differences!

Read the instructions and explain the task. Refer the students to the two pictures and to the example. Tell them that they have to point out the differences in the two pictures as it is done in the example. The students, in pairs, do the task. Go around the class monitoring and offering help when necessary.

e.g. Student 1: *In picture a, Harry is reading a book.*
Student 2: *In picture b, Harry isn't reading a book. He's sleeping.*
Student 1: *In picture a, Missy is running.*
Student 2: *In picture b, Missy isn't running. She's drinking water.*
Student 1: *In picture a, Mona is picking flowers.*
Student 2: *In picture b, Mona isn't picking flowers. She's playing the guitar.*
Student 1: *In picture a, Emma is drawing.*
Student 2: *In picture b, Emma isn't drawing. She's eating.*

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2 Ask and answer, as in the example.

Read the instructions and explain the task. Allow the students some time to complete the activity. Check their answers.

- 2 Are they playing tennis?
No, they aren't playing tennis.
They're playing ...
- 3 Is he eating an apple?
No, he isn't eating an apple.
He's eating ...
- 4 Is he riding a horse?
No, he isn't riding a horse.
He's riding ...

3 Make sentences.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check their answers.

- 2 The monkey is not climbing the tree.
- 3 Are the lions sleeping?
- 4 The rhino is drinking water.
- 5 The birds aren't flying.
- 6 Is the giraffe eating?
- 7 Are the birds sitting on the hippo?
- 8 The zebras are running fast.

4 Read and fill in: *doing, What, Are, time, wearing.*

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check their answers.

- | | |
|-----------|--------|
| 2 wearing | 4 What |
| 3 time | 5 Are |

5 Talk with your friend.

Read the instructions and explain the task. Refer the students to the picture and to the example and ask a pair to read it out. The students, in pairs, ask and answer, as in the example.

- e.g. *Student 1: Look at the monkeys. What are they doing?*
Student 2: They're dancing.
Student 1: Dancing? Cool!
Student 1: Look at the crocodiles. What are they doing?
Student 2: They're singing.
Student 1: Singing? Cool!
Student 1: Look at the elephants. What are they doing?
Student 2: They're playing the piano.
Student 1: Playing the piano? Cool!

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Focus the students' attention on the picture illustrating Ex. 1. Ask individual students to describe what they see. Have them look at the pictures and try to memorise as much as possible. Explain that they are going to play a memory game. Divide the class into two teams, A and B. Ask them to close their books. Ask individual students from both teams questions about the pictures. Each correct answer gets one point. The team with the most points wins.

- e.g. *Teacher: What is Lee doing in picture b?*
Student 1 Team A: He's riding a bike.
Teacher: What is Harry doing in picture a?
Student 1 Team B: He's reading a book. etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 3 – Grammar Land

- **Aims:** to present and practise Present Continuous – short answers
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Present Continuous – Short answers

PRESENTATION

Students' books closed. Say, then write on the board:
Am I eating? Underneath this sentence write: *No, I'm not.* Elicit/Explain how the short form of *Present Continuous* is formed. Drill your students.

e.g. Teacher: you/sleeping
Student 1: Are you sleeping?
Student 2: No, I'm not. etc

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Look and answer the questions.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- 3 B: Yes, he is.
- 4 B: No, they aren't. They are riding a bike.
- 5 B: No, she isn't. She is dancing.
- 6 B: No, they aren't. They are running.

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★ 2 Talk with your friend.

Read the instructions and explain the activity. The students, in pairs, ask and answer while you go around the class monitoring and providing help where necessary.

- Is the giraffe eating?
Yes, it is.
- Are the hippos running?
No, they aren't.
- Are the zebras swimming?
No, they aren't.
- Is the rhino drinking water?
Yes, it is.

★ 3 Make questions and answers.

Read the instructions and explain the activity. Allow the students time to complete the activity. Check the students' answers.

Questions

- 2 Are the children sleeping?
- 3 Is Irina studying in her room?
- 4 Is the sun shining?
- 5 Is Dennis playing the guitar now?

Answers

- No, they aren't. They're watching TV.
- Yes, she's doing her homework.
- No, it isn't. It's raining.
- No, he isn't. He's sleeping.

★ Let's play!

Refer the students to the picture and read the example. Ask a student to come to the front and mime an action. The rest of the class guesses what it is. Whoever guesses correctly comes to the front of the class and mimes the next action.

*e.g. Student 1: (pretending to sleep)
Student 2: Are you sleeping?
Student 1: Yes, I am.*

ENDING THE LESSON

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

Explain the activity. A student thinks of an animal and makes its sound and mimes an action connected with it. The rest of the class tries to guess the animal. Whoever guesses correctly, thinks of another animal and the game continues.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 4

- **Aims:** to listen to and read a story about the children visiting an animal park, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: Let's go on the train! They're running really fast! What are the hippos eating? Why is the train stopping? Let's get on it! They're not moving. They're sitting on a hippo! Time to go home! We're not going home yet.
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Point to a student and ask the class: *Is he sleeping?*
Elicit: *No, he isn't.* Repeat the same procedure as many times as you wish, eliciting the answers to your questions.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 105)

Students' books open. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: Where are the children?*

Students: At an animal park.

Teacher: Are there any zebras?

Students: Yes, there are.

Teacher: What are the seals doing?

Students: They're looking at the children. etc

Write on the board: *giraffe, lion, hippo, rhino.* Explain to the students that they're going to listen to the dialogue and find out which of the animals are mentioned in the story.

Play the track. The students listen, follow the lines and complete the task.

Answers: zebra, hippo, rhino

2 Which of the following animals are the children talking about? Read the dialogue again and choose.

Read the instructions and explain the task. Ask the students to look at the dialogue and complete the task. Check their answers.

zebras, rhinos, seals, hippos

Extension

Play the track again with pauses for the students to listen and repeat chorally. Check the students' pronunciation and intonation. Then, the students take roles and read out the dialogue.

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Read the question at the bottom of page 65. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

*e.g. Teacher: They're not hippos! They're ...
Class: rhinos! etc*

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 5

- **Aims:** talking about farm animals, developing listening skills
- **Vocabulary:** farm, duck, sheep, cow, chicken, goat
- **Language focus**
Structures: consolidation
Language in use: Two funny rabbits are hopping away. I'm having a great time. I love it here!
- **Extra materials:** flashcards (50-55)

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 106)



FLASHCARDS (50-55)

Students' books closed. Pin up the flashcards (50-55) one at a time. Point to each flashcard and say the corresponding words. The students listen and repeat, chorally and individually.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Sing and do! (TRACK 107)

Point to the pictures and have a picture discussion. Ask the students to tell you what the animals are doing (e.g. *The rabbits are hopping*). Read the instructions and explain the task. Play the song. The students listen to the song and follow the lines.

Play the song again, this time demonstrating the actions mentioned in the song (*hopping, flying, running*) while singing, and encouraging the students to imitate you.

Alternative activity

Before you listen to the song, assign roles to the students in pairs. Two of them can be rabbits, two of them can

be ducks and two of them can be sheep. While singing the first verse, the pair of students who are the "rabbits" imitate the action mentioned in the song and they start hopping. While singing the second verse, the pair of students who are the "ducks" spread their arms and pretend to be flying, and while singing the third verse, the pair of students who are the "sheep" imitate the running action. You can repeat the same activity with as many different pairs of students as you wish.

3 Look at the picture again and say yes or no.

Read the instructions and explain the task. Refer the students to the sentences 1-5 and make sure there are no unknown words. Then, refer the students to the picture and ask them to say yes if the sentence is true or no if the sentence is false. Ask the rest of the class for verification.

- | | | | | | |
|---|-----|---|-----|---|----|
| 1 | yes | 3 | yes | 5 | no |
| 2 | no | 4 | yes | | |

Module 8 – At the Animal Park

READING & WRITING

(Activities to develop the students' reading and writing skills.)

4 What's wrong with the picture? Read the text and correct the mistakes. (TRACK 108)

Students' books open. Ask the students to look at the picture. Have a picture discussion as to what they can see. Then read the instructions and explain the task, asking the students to pay special attention to the underlined words while reading. Play the track. The students listen and complete the activity. Check their answers.

blue – **red**
grandpa – **grandma**
cows – **sheep**

Then ask the students questions and elicit responses.

e.g. *Teacher: What's wrong with the picture?*
Student 1: Ben isn't wearing blue shorts.
He's wearing red shorts. etc

Individual students read out from the text.

5 Portfolio: Imagine you are on a farm. Write a letter to your mum and dad. Say what you are doing, what you are wearing, etc. Draw or stick a picture.

Read the instructions and explain the task. Ask the students to prepare something to say about their day on a farm. Tell them to use the text in Ex. 4 as a model. Allow the students time to write a text and make a drawing. Alternatively, ask them to do it at home as part of their homework.

(Suggested answer)

Dear Mum and Dad,

I'm having a great time on the farm. It's sunny today. I'm wearing my pink dress. I'm helping grandpa with the chickens!

See you soon,
Ana

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Say the following tongue twister as fast as you can.

Refer the students to the picture. Ask them to describe it. Then, read the tongue twister and ask the students to read it too.

Refer the students to the **Did you know?** pictures. Ask what is the crocodile wearing. Read the **Did you know?** text. Ask the students if they did actually know these two facts about crocodiles. Then, ask them to tell you if they know any other funny facts about animals. For more funny animal facts you can visit: <http://kids.nationalgeographic.com/kids/animals/>.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students, in pairs/groups, to draw a farm with as many farm animals as they wish. Then, invite the pairs/groups to present their farm to the rest of the class.

e.g. *There are three sheep, two goats and five chickens on the farm. etc*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 6 – My Moscow

- **Aims:** to explore their own culture, to talk about school the Moscow Zoo, to write about some animals from the Moscow Zoo
- **Vocabulary:** : stream, waterfall, rainworm, tiger, wolf, piglet

BEGINNING THE LESSON

(An activity to revise the language of Lesson 5.)

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

1 Listen, point and repeat. (TRACK 109)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

2 Read and complete. Then listen and check. (TRACK 110)

Point to the picture of the Moscow Zoo. Ask the students if they have ever visited it. Explain that they have to read the text and complete it with the correct corresponding sentences below it. Play the CD and ask the students to listen and check their answers. Then choose individual students to read from the text.

1 B 2 D 3 C 4 A

Module 8 – At the Animal Park

3 Read again and complete the sentences.

Read the instructions and explain the activity. Allow the students enough time to read the text again and complete the sentences. Check their answers.

- | | | | |
|---|-----------|---|-------------|
| 1 | 150 | 4 | tiger |
| 2 | 6,000 | 5 | fairy tales |
| 3 | rainworms | 6 | zoo |

4 Listen and read. Then take roles and act out. (TRACK 111)

Refer the students to the dialogue. Elicit/Explain what a zoo keeper is. Play the CD and ask the students to listen and follow along in their books. Pause the CD for the students to repeat, chorally and/or individually.

The students work in pairs. Assign roles to the students. Allow them enough time to rehearse their roles. Go around the classroom monitoring the activity and providing help where necessary. Encourage them to come to the front of the classroom and act out the dialogue.

5 Over to you: Find information about some of the animals that live in the Moscow Zoo. Present it to the class.

Read the instructions and explain the activity. Ask the students to find information about some of the animals that live in the Moscow Zoo and write a short text about it. Allow the students time to complete the activity. Then they present it to the class.

Alternatively, you can ask the students to write their texts as part of their homework.

(Suggested answer)

These are brown bears. They are very popular with visitors to the zoo. One of the bears was a gift to President Yeltsin!

These are Amur leopards. They are very beautiful and there are not many left on the planet. We must protect them!

These are beluga whales. Look how big they are! You can kiss one of the whales and take a picture of it home with you!

ENDING THE LESSON

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

Ask a student to mime an action related to one of the animals from the text in Ex. 2, e.g. *tiger*. The rest of the class tries to guess the name of the animal. Repeat the activity with other animals and students

Lesson 7 – Phonics

- **Aims:** to read and pronounce words with the /ju:/, /æ/ and /ei/ sounds

BEGINNING THE LESSON

Ask two students to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 4). Repeat the activity with other students.

PRESENTATION & PRACTICE

1 Read the words/sentences first to yourself, then aloud.

Students' books closed. Write the word *new* on the board. The students repeat after you. Underline the letters **ew**. Then, point and say: /ju:/, /nju:/. The students repeat after you. Repeat the same procedure with *bag* and *train*.

Students' books open. The students, in pairs, read the words and the sentences first to themselves and then aloud. One reads while the other checks and then they swap roles. During this stage, check round the class offering any necessary help.

Extension

Write the following on the board:

n+ew	b+ag	tr+ain
y+ou	d+ad	w+aif
b+eautiful	b+ack	l+ate

Students say the sounds and the words.

e.g. /n/, /ju:/ – /nju:/ etc

2 Write the words in two groups: a group with the /æ/ sound, and a group with the /ei/ sound. There are words you do not need.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Walk around the classroom providing any necessary help. Check the students' answers.

/æ/: cut, dad, come, land, hand, duck, fun

/ei/: great, train, say

3 Let's sing! (TRACK 112)

Read the song lyrics and have the students repeat chorally and individually. Play the song as many times as you wish, inviting the students to sing along.

ENDING THE LESSON

(An activity to revise the /ju:/, /æ/ and /ei/ sounds.)

Draw the following table on the board:

/ju:/	/æ/	/ei/

Divide the class into two teams, A and B. Choose a student from Team A, ask him/her to go to the board and write a word with either the /ju:/, /æ/ or /ei/ sounds. A correct answer gets one point. Repeat with a student from Team B. Continue the game until the students have run out of words. The team with the most points wins.

Suggested cues: new, you, beautiful, bag, back, dad, that, hand, track, carry, can, cat, train, wait, great, late, safe, brave, say

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 8 – At the Animal Park

Checkpoint

- **Aims:** consolidating Module 8, obtaining feedback on individual students, monitoring progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher:* Are you reading a book?
Student 1: Yes, I am.

Note: It is important that the students do not feel they are being tested. The rationale for this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Read and match.

The students read and complete the activity.

1 a 2 d 3 b 4 c

2 Look and match.

The students look at the pictures and complete the activity.

1 h 3 a 5 b 7 f
2 d 4 c 6 g

3 Read and complete.

The students read the sentences and complete the activity.

1 's picking 3 are you doing
2 's playing 4 'm making

Now I can ...

Once all the exercises have been completed, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and which exercises, stories or songs they liked the best. Then, refer the students to the *Now I can* box and read through it with them.

Note: The students can now do *Modular Revision* and *Assessment 8* in their *Workbooks*.

Our World/My World

- **Aims:** talking about people having fun at three famous theme parks
- **Vocabulary:** have breakfast, take a picture
- **Extra materials:** none

BEGINNING THE LESSON

Write 'Disneyland', 'Alton Towers' and 'Movie World' on the board. Point to them and explain/ elicit what 'theme park' means. Ask the students if they know/ have heard of/ have been to either of these two places. Tell the students that Disneyland, Paris is in France, Alton Towers is in England and Movie World is in Brisbane, Australia.

1 Read and match.

Students' books open. Ask the students to look at the pictures and say where they think the people are, what they are doing and who they are with [*the girl is in Disneyland posing for a picture with Tigger (a character from the Winnie the Pooh cartoon series); the five friends are at Alton Towers riding on the Log Ride; the children are at Movie World in Australia*]. Refer the students to the sentences (*They're in a car and they're waving at us. I'm having breakfast with Tigger. We're riding on the Log Ride.*). Elicit/ Explain what these sentences mean by imitating the actions.

Read the instructions and explain the task. Allow the students time to read the texts and complete the task. Check their answers.

1 C 2 B 3 A

Ask students to read the completed texts out loud.

2 Choose. Then read the text quickly and check your answers.

Read the instructions and explain the task. Allow students some time to complete the task. Check the students' answers.

Answer: a

3 Read the text and find the sentences that describe the pictures.

Read the instructions and explain the activity. Tell the students to read the text and find the sentences that describe the pictures. Allow the students some time to complete the activity. Check the students' answers.

Picture A: You can go to the eco-club.

Picture B: During the winter you can go ice-skating ...

Picture C: ... ride their bikes.

4 Answer the questions.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

(Suggested answer)

There is a park in my town. During the winter you can go ice-skating and during the summer you can enjoy the sun!

5 Portfolio: ICT - Write about a park where you live. Draw or stick a photo.

Read the instructions and explain the activity. Ask the students to draw a picture or stick a photo of a park where they live. Explain that they may use the Internet to find further information about it. Tell the students that they can also use the text in Ex. 3 to help them. Allow the students some time to prepare what they will say and ask them to present it to the class.

You can also ask the students to prepare their presentation at home and talk about it in the next lesson. Then, they can add it to their *Junior Language Portfolios*.

(Students' own answers)

ENDING THE LESSON

Ask the students, in pairs or groups, to draw a sign of a famous theme park they always wanted to visit. Make sure you display their work somewhere in the class.

Go Green

- **Aims:** to raise the students' environmental awareness, to identify farm animals and things found on a farm
- **Vocabulary:** tractor, turkey
- **Extra materials:** pictures of animals and items you can find on a farm (from magazines, etc) for Exs 1 and 3, slips of paper with animal words on, blank sheets of paper, glue

BEGINNING THE LESSON

Present the new vocabulary (*tractor, turkey*) by using pictures/photos. Pin the pictures onto the board, point to each one and say the word. The class repeats, chorally and individually. Point to each picture and write the word underneath. Point to each word and let the students read it out. Use L1 to explain to the students that many people live on farms, grow their own vegetables and keep various animals.

1 Which animals are *farm animals*? Look and say.

Students' books open. Read through the title and have the students look at the picture.

Read the instructions and explain the task. The students point and say which animals are farm animals. Ask the rest of the class for verification.

Farm animals: cow, sheep, chicken, horse

2 What's on a farm? Look and choose.

Ask the students to look at the six pictures and the words underneath each one. Read the instructions and explain the task. Allow the students time to complete the activity. Check their answers.

Answers: tractor, turkey, carrots, tomatoes

3 Portfolio: In groups, make your own farm. Present it to the class.

Read the instructions and explain the task. Depending on your class size, divide the students into two or three groups. Give each group a blank sheet of paper and pictures of animals and other farm items (*tractor, trees, vegetables, etc*). Ask them to make their own farm by sticking pictures and/or by drawing as many farm animals and objects as they like on the piece of paper. Allow them time to make their farm. When the students finish, ask each group to come to the board and present their farm to the class.

(Suggested answer)

This is our farm. There are three horses, five goats and two chickens. On our farm there are carrots and tomatoes. We have got a yellow tractor, too.

You can also ask the students to make their own farm at home as part of their homework and add it to their *Junior Language Portfolio*.

★ 4 Look at the pictures and complete the poem.

Read the instructions and explain the activity. The students look at the pictures and complete the activity. Check their answers.

- 2 sheep 4 chicken 6 cow
3 eggs 5 milk

★ 5 Complete the lists.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check their answers.

- 1 chocolate 2 omelette 3 scarf
butter croissants coat
cheese pie socks

ENDING THE LESSON

Before going into class

Prepare slips of paper with the words: lion, hippo, giraffe, monkey, cat, dog, mouse, crocodile, elephant, seal, duck, sheep, cow, chicken, goat, horse.

Write the following table on the board:

pets	farm animals	wild animals

Hand out the slips of paper you have prepared. The students come to the board and pin their slip of paper in the correct column.

Our School (Geography)

- **Aims:** talking about hot and cold climates
- **Vocabulary:** pack a suitcase
- **Extra materials:** none

BEGINNING THE LESSON

Ask about the weather today. Say: *What's the weather like today?* Elicit appropriate responses. Look around the classroom at the kind of clothes everyone is wearing, i.e. heavy clothes if it is cold, light clothes if it is hot. Elicit the fact that people wear clothes depending on the climate.

1 ★ Pack your suitcase! Look and match.

Students' books open. Refer the students to the pictures of Alaska and Australia. Before reading, ask the students what they think the weather is like in each country. Read the short texts and ask if their guesses were correct. Look at the items of clothing and elicit the words. Explain the task: the students imagine they are packing a suitcase for each country and match the items to the appropriate suitcase. Allow the students some time to complete the task. Check their answers.

Alaska: ski jacket, ski trousers, woolly hat, ski boots, socks, raincoat

Australia: sandals, sun hat, shorts, T-shirt

2 ★ Portfolio: Choose a country. Pack your suitcase. Present your picture to the class.

Read the instructions and explain the task. The students think of a country they would like to visit. They draw a picture of a suitcase, labelled with the country of choice, with the chosen items of clothing around it. Allow the students some time to complete the task. Ask the students to present their picture to the class.

ENDING THE LESSON

Ask the students, in pairs or groups, to draw a picture of a place where it's hot/cold and draw a picture of themselves wearing relevant items of clothing. Make sure you display their work somewhere in the class.

Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** catch, happen
- **Extra materials:** photocopies of the episode

BEGINNING THE LESSON

Ask the students to tell you what the previous episode was about (*Popsie eating Pog and Trog's dinner.*). Ask them if they remember any of the phrases from that dialogue and ask them to say them out loud (e.g. *I'm hungry! Where's my food? That's our dinner!*).

(Activities to promote reading for pleasure.)

1 Listen and read the story. (TRACK 113)

Students' books open. Refer the students to the dialogue. Ask them to look at the pictures and guess what it is going to be about (e.g. *Popsie is angry because Pog and Trog are catching butterflies.*)

Play the track. The students listen and follow the lines. Play the track again with pauses for the students to listen and repeat chorally.

★ Now take roles and read.

The students take roles and read the dialogue.

ENDING THE LESSON

Before going into class

Photocopy the episode and tippex out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode and the speech bubbles sheet, one per pair.

The students work in pairs. Hand out to each pair the episode and the speech bubbles. The students, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

Lesson 1

- **Aims:** talking about meals and food, telling the time
- **Vocabulary:** it's one o'clock, breakfast, lunch, dinner, tea, sausage, hot dog, sandwich, burger, fairy cakes, sugar, ice cream, juice, milk, rice, meat, bread
- **Language focus**
Structures: It's eight o'clock.
Language in use: What time is it? It's eight o'clock. Eight o'clock? Yes. It's breakfast time!
- **Extra materials:** *Progress Report Cards*, *Food poster*, slips of paper with the words of Ex. 4, pictures of fairy cakes

BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 114)



POSTER

Students' books closed. Pin the *Food poster* on the board. Point to the food items (*tea, sausage, hot dog, sandwich, burger*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Draw simple sketches of the different meals on the board and elicit the meaning. You may use L1 to explain what each word means. The students listen and repeat, chorally and individually. Point to the sketches in random order. Individual students say the meals presented.

Draw a clock on the board and draw the time (1 o'clock). Ask: *What time is it?* Answer: *It's one o'clock.* The students repeat after you, chorally and individually. Draw 5 o'clock on a clock template and ask a student to come to the board. Ask the student: *What time is it?* and elicit the answer: *It's five o'clock.* Ask the rest of the class for verification.

Students' books open. Read the title of the module and explain what a fairy cake is (*a small cake for one person usually made in a small paper cup container*).

Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

(Activities to practise telling the time.)

2 What's the replay? Read and match.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

B 3 C 5 D 2 E 6 F 4

3 Now take roles and act out the short dialogues.

Read the instructions and explain the activity. Divide the students in pairs. Walk around the classroom monitoring and providing help when necessary.

Let's play!

Invite the students to look at the picture and read the example. Explain the game. Appoint a student to be Mr Wolf, who must stand with his/her face to the wall. The rest of the class stand in a row along the opposite wall, facing Mr Wolf. They must ask the time by taking one step forward and saying: *What's the time, Mr Wolf?* Mr Wolf turns and gives a time. If Mr Wolf says: *It's twelve o'clock. It's dinner time!*, everyone must run back to the wall before getting caught by Mr Wolf. Whoever gets caught becomes Mr Wolf and the game continues.

Module 9 – Fairy Cakes

(Activities to present and activate the vocabulary of the lesson.)

4 Listen, point and repeat. (TRACK 115)



POSTER

Pin the *Food* poster on the board. Point to the food items (*fairy cakes, sugar, ice cream, juice, milk, rice, meat, bread*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the food items in random order. Individual students say the food items presented.

Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

★ Let's play!

I spy with my little eye!

Explain the game. Think of an item in Ex. 4, e.g. *hot dog*. Say: *I spy with my little eye something beginning with 'h'*. Ask for guesses as to which item it is (*hot dog*). Divide the class into two teams, A and B. The teams take turns guessing the food item. Each correct guess wins a point. The team with the most points wins.

e.g. Teacher: *I spy with my little eye something beginning with 'm'.*

Team A Student 1: *meat*

Teacher: *No.*

Team B Student 1: *milk*

Teacher: *Correct. 1 point for Team B. etc*

Alternatively, have a student be the leader and take your role. Resume the game. Keep changing the leaders.

5 When do you eat or drink the following things? Complete.

Read the instructions and complete the activity. Allow the students some time to complete the activity. Check the students' answers.

(Suggested answers)

I eat cake and eggs for breakfast.

I eat hot dogs, chicken and meat for lunch.

I eat sandwiches and pizza for dinner.

I eat ice cream, oranges and apples anytime.

I never eat rice, oranges and tomatoes.

I drink milk and juice for breakfast.

I never drink tea.

★ FAIRY FILES

Tell students they are going to make fairy cakes. Ask students to be as imaginative and creative as they want. If you wish, you can bring pictures of fairy cakes to class so that students can have a look at them. When the students finish their drawings, you can decorate the classroom walls and make an art exhibition. Then the students file them in their *Junior Language Portfolios*.

ENDING THE LESSON

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

Before going into class

Write the words from Ex. 4 on slips of paper, one per student.

Hand out the slips of paper. Spell the words, one at a time. The students who have the corresponding slips of paper, say the word, stand up, come to you, hand in the slips and leave the class.

e.g. Teacher: *S - U - G - A - R!*

Students: *Sugar! etc*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 2 – Grammar Land

- **Aims:** to present and practise Present Simple
- **Extra materials:** Food poster

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Present Simple

PRESENTATION



POSTER

Students' books closed. Pin the *Food* poster on the board. Point to the carrot on the poster, say and then write: ***I like*** carrots. *Yummy!* rubbing your tummy at the same time. The students repeat, chorally and individually, miming your action. Underline ***I like*** and explain its meaning. Then, point to the tomato on the poster, say and then write: ***I don't like*** tomatoes. *Yuk!* making the appropriate facial expression. The students repeat, chorally and individually, copying your expression. Underline ***I don't like*** and explain its meaning.

Write on the board:

Do you like sausages? < ***Yes, I do.***
No, I don't.

Read the question and the short answers and the students repeat, chorally and individually.

Students' books open. Read through the presentation picture on p. 82 and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Complete the sentences. Use *like* or *likes*.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- | | | | |
|---------|--------|---------|--------|
| 2 likes | 4 like | 6 likes | 8 like |
| 3 like | 5 like | 7 like | |

★ 2 Complete the sentences with *like* or *don't like*.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- | | |
|--------------|--------------|
| 2 like | 6 don't like |
| 3 don't like | 7 like |
| 4 like | 8 don't like |
| 5 like | |

★ 3 Make sentences.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- Nikolay likes the guitar.
- Does Yuliya like sausages?
- I like sandwiches.
- She doesn't like apples.
- Do they like tea?
- Igor doesn't like basketball.
- They like blue T-shirts.

Module 9 – Fairy Cakes

4 Ask and answer, as in the example.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- 2 **A:** Do you like carrots?
B: No, I don't.
- 3 **A:** Do you like bananas?
B: Yes, I do.
- 4 **A:** Do you like hot dogs?
B: Yes, I do.
- 5 **A:** Do you like eggs?
B: No, I don't.
- 6 **A:** Do you like burgers?
B: Yes, I do.

5 What about you? Make sentences about the food items in Ex. 4.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

(Suggested answers)

I like apples.
I don't like carrots.
I like bananas
I like hot dogs.
I don't like eggs.
I like burgers.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Draw different food items on the board. Ask the students to come to the board, one at a time, identify the food item and write the word on the board. Ask the student if he/she likes this food item.

*e.g. Teacher: (draws a banana on the board)
Student 1: Banana! (writes the word banana on the board)
Teacher: Do you like bananas?
Student 1: Yes, I do. etc*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 3 – Grammar Land

- **Aims:** to present and practise 'some/any/no'
- **Extra materials:** Food poster

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Some/Any/No

PRESENTATION



POSTER

Students' books closed. Pin the *Food* poster on the board. Point to the meat, say and write: *I've got **some** meat.* Point to the eggs, say and write: *I haven't got **any** eggs.* The students repeat, chorally and individually. Explain that we use **some** in the affirmative, whereas we use **any** in the negative. Ask the students: *Have you got **any** biscuits?* Write the sentence on the board. Explain that **any** is used in the interrogative, too. The students make sentences with **some** and **any** in the affirmative, negative and interrogative, using the food items on the poster as prompts.

Students' books open. Read through the presentation picture on p. 84 and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Complete. Use: *a, an* or *some*.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- | | |
|--------|--------|
| 2 a | 6 an |
| 3 some | 7 some |
| 4 a | 8 some |
| 5 some | |

★ 2 Look at the picture in Ex. 1 again and complete the sentences.

Read the instructions and explain the activity. Refer the students to the picture of Ex. 1. Allow the students some time to complete the activity. Check the students' answers.

- | | | |
|-------------|-------------|-----------|
| 2 any, no | 4 any, any | 6 any, no |
| 3 any, some | 5 any, some | |

★ 3 Ask and answer, as in the example.

Read the instructions and explain the activity. Divide students into pairs. Tell the students to ask and answer questions, as in the examples. Walk around the classroom monitoring and providing help when necessary

- | | |
|----|--|
| 3 | A: Can I have some ice cream, please?
B: Sorry, there isn't any ice cream. |
| 4 | A: Can I have some milk, please?
B: Yes, there is some milk. |
| 5 | A: Can I have some burgers, please?
B: Yes, there are some burgers. |
| 6 | A: Can I have some sandwiches, please?
B: Sorry, there aren't any sandwiches. |
| 7 | A: Can I have some cheese, please?
B: Yes, there is some cheese. |
| 8 | A: Can I have some carrots, please?
B: Sorry, there aren't any carrots. |
| 9 | A: Can I have some sugar, please?
B: Yes, there is some sugar. |
| 10 | A: Can I have some bread, please?
B: Yes, there is some bread. |
| 11 | A: Can I have some hot dogs, please?
B: Sorry, there aren't any hot dogs. |
| 12 | A: Can I have some fairy cakes, please?
B: Yes, there are some fairy cakes. |

Module 9 – Fairy Cakes

4 What is there in the fridge? Memory game.

Read the instructions and the example and explain the game. Tell the students to look at the picture and then close their books. The students, in pairs, ask and answer questions about what is in the fridge. Go around the classroom, monitoring and making sure that the students take turns asking and answering. Offer help when necessary.

e.g. Student 1: *Is there any water?*
Student 2: *No, there isn't.*
Student 1: *Correct!* etc

Somebody – Something

PRESENTATION

Students' books closed. Point to a student and say and write: **somebody**. Then, point to an object, i.e. a pen, and say and write: **something**. Say: *There is somebody at the door! There is something under the table.* The students repeat, chorally and individually. Explain that we use **somebody** when we talk about people, whereas we use **something** when we talk about objects. The students make sentences with **somebody** and **something**. Repeat the same procedure with *anybody/anything* and *nobody/nothing*. Explain that we use **anybody/nobody** for people and **anything/nothing** for objects.

Students' books open. Read through the table on p. 85 and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

5 Complete the sentences. Use: **somebody, anybody, nobody,** **something, anything or nothing.**

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- | | |
|---------------------|-------------|
| 2 nobody | 6 somebody |
| 3 anything, nothing | 7 anybody |
| 4 something | 8 something |
| 5 nothing | |

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

The students work in pairs. Tell the students to draw a fridge with any food items they want in it. When the drawing is finished, the students present their drawings to the class.

Go around the classroom monitoring the activity and providing help where necessary.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 4

- **Aims:** to listen to and read a story about the children having lunch at school and helping Mona's mum make fairy cakes, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: It's lunchtime! I don't like carrots! Do you like tomatoes, Harry? Yes, I do. Here you are, Harry. What a mess! I'm making some cakes. Are there any eggs in the fridge? Yes, there are. Is there any sugar in the cupboard? There aren't any fairy cakes in them!
- **Extra materials:** pictures of food items and slips of paper with food words written on them

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Before going into class

Have the food pictures and the pieces of paper ready to use.

Draw a fridge on the board and pin some food pictures on it. Also, put the pieces of paper (with the food words on) in a box. Make sure some of the words on the pieces of paper are not in the pictures on the board. Invite the students, in pairs, to come to the board. Student 1 picks a piece of paper from the box and asks Student 2 if this food item is in the fridge. Then, they switch roles. The game continues with as many students as you think necessary.

- e.g. *Student 1: (picks a piece of paper) Is there any milk in the fridge?*
Student 2: Yes, there is some milk. (picks a piece of paper) Are there any fairy cakes?
Student 1: No, there aren't any fairy cakes. etc

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 116)

Students' books open. Go through the pictures of the dialogue and set the scene by asking questions.

- e.g. *Teacher: What's in Lee's lunchbox in picture 3?*
Students: Three tomatoes.
Teacher: What is Harry eating in picture 5?
Students: A big sandwich.
Teacher: What is Mona's mum doing in picture 7?
Students: She's making cakes. etc

Write on the board:

- 1 Harry doesn't like tomatoes.
- 2 Mona likes eggs.

Explain to the students that they will listen to the dialogue and decide whether the sentences are *True* or *False*.

Play the track. The students listen, follow the lines and complete the task.

- 1 F 2 F

2 Read the dialogue again and find the number of the picture.

Read the instructions and explain the task. Ask the students to read the sentences 1-4 and allow them some time to complete the activity. Check their answers.

- 2 picture 5 3 picture 9 4 picture 12

Extension

Play the track again with pauses for the students to listen and repeat chorally. Check the students' pronunciation and intonation.

Module 9 – Fairy Cakes

Read the question at the bottom of page 87. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: Hooray! It's one ...

Class: o'clock! etc

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 5

- **Aims:** talking about food items, developing reading, writing and listening skills, talking about favourite meals
- **Vocabulary:** toast, honey, butter, cereal, pineapple, peas, banana, chocolate, tummy, supper
- **Language focus**
Structures: consolidation
Language in use: In my fridge there are some pineapples.
- **Extra materials:** Food poster

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

e.g. *Student 1: In my fridge there is some milk.*

Student 2: In my fridge there is some milk and some juice.

Student 3: In my fridge there is some milk, some juice and some chocolate. etc

★ Sing and do! (TRACK 118)

Read the instructions and explain the task. Refer the students to the picture, asking them to tell you what they think the song is about (*a hungry boy*). Elicit/Explain what *tummy* and *supper* mean. Play the song. The students listen and follow the lines. Play the song again. The students listen and sing along, while miming the actions mentioned in the song. You can demonstrate this yourself first (*rub your tummy, etc*).

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

★ 1 Listen, point and repeat. (TRACK 117)



POSTER

Students' books closed. Pin the *Food poster* on the board. Point to the food items (*toast, honey, butter, cereal, pineapple, peas, bananas, chocolate*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the food items in random order and ask individual students to say the words.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen, point and repeat, chorally and individually. Check their pronunciation and intonation.

★ Let's play!

Invite the students to look at the picture and read the example. Explain the game. Have the students sit in a circle and choose a student to start the game. The aim of the game is for each student to remember what the previous student has said and add one extra food item, so that a "chain" is formed. The student who breaks the "chain" either by forgetting one of the food items mentioned or by failing to add one item of his/her own, is out of the "chain" or pays a forfeit. Then, the game starts again.

Module 9 – Fairy Cakes

READING & WRITING

(Activities to develop the students' reading and writing skills.)

3 Who is who? Read the text and find out. (TRACK 119)

Students' books open. Ask the students to look at the pictures. Have a picture discussion as to what they can see. Then, read the instructions and explain the task. Allow the students some time to complete the activity. Play the track. The students listen and check their answers.

A Emily B Ben C Katie

4 Portfolio: Write about your favourite food. Draw or stick pictures.

Explain to the students that they have to prepare something to say about their favourite food. Ask individual students to report back to class.

Allow the students time to make a drawing and write a text about their favourite meal.

You can ask the students to make the drawing and write the text at home as part of their homework.

(Suggested answer)

My favourite food is pizza! I love pizza! It's yummy!

Note: Once you have corrected their writing activities guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Ask: *Do you like chocolate?* Refer the students to the picture with the astronaut. Ask them to describe it. Then, read out the text. Ask the students if they know more facts about chocolate. Then, read the third question and ask the students if they like strawberries. You can also ask them to use the Internet and find recipes of desserts with chocolate and strawberries.

ICT: Find more facts about chocolate. Present them to the class.

Explain the activity. Ask the students to use the Internet and find more facts about chocolate. Tell the students that they may do this at home, as part of their homework. During the next lesson, the students present their findings to the class.

(Students' own answers)

Read the *Did you know?* text and refer the students to the picture. Ask students if they did actually know this information. Then, ask them to visit:

www.fieldmuseum.org to find one more facts about the chocolate plant and present it to the class. Tell them to use the key phrase *chocolate facts*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Students work in pairs. Each student writes their favourite food on a piece of paper. Their partner must guess what food it is.

e.g. Student 1: *Is it ice cream?*
Student 2: *Yes! etc*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Lesson 6 – My Moscow

- **Aims:** to explore their own culture, to talk about Golden Autumn in Moscow, to write about Taste of Moscow
- **Vocabulary:** autumn, north, south, soup

BEGINNING THE LESSON

(An activity to revise the language of Lesson 5.)

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

1 Listen, point and repeat. (TRACK 120)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

2 Listen and read. (TRACK 121)

Refer the students to the title of the text and ask the students if they have ever heard of this festival. Explain to the students that Golden Autumn in Moscow is a famous food festival. Play the CD and ask the students to listen and follow along in their books. Then choose individual students to read from the text.

Module 9 – Fairy Cakes

3 Read again and complete the sentences.

Read the instructions and explain the activity. Allow the students enough time to read the text again and complete the sentences. Check their answers.

- | | |
|-----------|---------------|
| 1 October | 4 masterclass |
| 2 cheese | 5 orange jam |
| 3 south | |

4 Role play: Take roles and act out.

Read the instructions and explain the activity. Refer the students to the information for Student A and Student B. Explain to the students that Student A has got information about Taste of Moscow. Also explain that Student B doesn't know anything about the food festival, so he/she is going to ask Student A about it.

The students work in pairs. Assign roles to the students. Allow them enough time to rehearse their roles. Go around the classroom monitoring the activity and providing help where necessary. Encourage them to come to the front of the classroom and act out the role play. Time permitting, ask the students to swap roles.

(Suggested answers)

Student B: Where is the food festival?

Student A: It's at Luzhniki Stadium, in Prestizhnaya Alley.

Student B: When is the food festival?

Student A: It's in June.

Student B: How much are the tickets?

Student A: Tickets are 500 rubles per person and 300 rubles for children 6-14.

Student B: Why should I go to the food festival?

Student A: Because famous chefs prepare their dishes and even make a special menu for the festival! People can also take part in more than 200 masterclasses!

Student B: Where can I learn more about the food festival?

Student A: For more information, visit www.tastefestival.ru.

5 Over to you: Make a poster about Taste of Moscow. You can use the information from Ex. 4 and the text in Ex. 2 as a model.

Read the instructions and explain the activity. Ask the students to make a poster about Taste of Moscow and write some information about it. Tell them to use the information from Ex. 4 and Ex. 2. Allow the students time to complete the activity.

Alternatively, you can ask the students to make their posters as part of their homework.

(Suggested answer)

Come and get a Taste of Moscow this summer in June!

Tickets:
500 rubles per person
and 300 rubles for children 6-14

✓ **Watch famous chefs cook some delicious dishes. There is even a special menu for the festival!**

✓ **There are over 200 masterclasses – come and take part!**

The Taste of Moscow festival is at Luzhniki Stadium, Prestizhnaya Alley.

ENDING THE LESSON

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

Say a few food items from the text in Ex. 2 (e.g. *cheese, butter, meat, fish, etc*) and ask the students to draw them on a piece of paper. If you wish, ask the students to colour and label their food items.

Lesson 7 – Phonics

- **Aims:** to revise phonics
- **Extra materials:** none

BEGINNING THE LESSON

Ask the students to present their posters from Lesson 6, Ex. 5.

PRESENTATION & PRACTICE

1 Read the story first to yourself, then to your friend.

Students' books open. The students, in pairs, read the text first to themselves and then aloud. One reads while the other checks and then they swap roles. During this stage, check round the class offering any necessary help.

2 Read the story again and answer the questions.

Read the instructions and explain the activity. The students read the story again and answer the questions. Allow the students some time to complete the activity. Walk around the classroom providing any necessary help. Check the students' answers.

- 1 Mrs Mouse has got three children. Their names are: Billy, Becky and Bobby.
- 2 Old Black Cat.
- 3 Flour.
- 4 The mice are now white.
- 5 The rain washes the flour away.

3 Read the story again and find the words.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Walk around the classroom providing any necessary help. Check the students' answers.

- | | |
|------------|-----------|
| 1 children | 6 flour |
| 2 play | 7 ear |
| 3 there | 8 mouth |
| 4 field | 9 home |
| 5 hear | 10 washes |

ENDING THE LESSON

Divide the class into two teams, A and B. Choose a student from Team A, ask him/her to go to the board and write a word from the text in phonic symbols. A correct answer gets one point. Repeat with a student from Team B. The team with the most points wins.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 9 – Fairy Cakes

Checkpoint

- **Aims:** consolidating Module 9, obtaining feedback on individual students, monitoring progress

Do a quick revision of what the students have learnt in the module.

- e.g. *Teacher: What's your favourite meal?*
Student 1: Breakfast.
Teacher: What do you eat for breakfast?
Student 2: Cereal and juice.
Teacher: What time do you have breakfast?
Student 3: At eight o'clock in the morning.
Teacher: What's your favourite day?
Student 4: Sunday!

Note: It is important that the students do not feel they are being tested. The rationale for this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

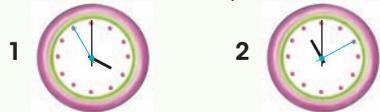
1 Read and put a tick (✓) or a cross (X).

The students read the sentences and complete the activity.

b	X	d	✓	f	✓	h	X
c	✓	e	X	g	✓	i	✓

2 Copy the clock in your notebook. Read and draw the times.

Allow the students some time to copy the clock in their notebooks. Then the students read the sentences and complete the activity.



3 Read and choose.

The students read the sentences and complete the activity.

- | | |
|--------|------------|
| 1 no | 5 anybody |
| 2 some | 6 nothing |
| 3 any | 7 anything |
| 4 some | |

Now I can ...

Once all the exercises have been completed, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the students to the *Now I can* box and read through it with them.

Note: The students can now do *Modular Revision and Assessment 9* in their *Workbooks*.

Module 10 – Another Lovely Day!

Lesson 1

- **Aims:** talking about daily routines, talking about seasons
- **Vocabulary:** get up, go to bed, have a shower, go jogging, listen to music, watch TV, go to work, do homework, grow, baby, bird, give, summer, autumn, winter, spring
- **Language focus**
Structures: present simple
Language in use: I *pip pop* in the morning. What time do you *pip pop*? Do you get up?
- **Extra materials:** Food poster, Progress Report Cards, Everyday Activities poster, various pictures of nature (e.g. the sun, water, flowers, trees, etc) (FAIRY FILES), flashcards (56-63)

Students' books open. Play the track. The students listen to the phrases and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Complete the phrases. Then match them to the pictures.

Read the instructions and explain the activity. Tell the students to unscramble the letters and complete the phrases. Then, they match the phrases to the pictures. Allow the students some time to complete the activity. Check the students' answers.

- | | | | |
|---|-------------|---|------------|
| 2 | g shower | 6 | b music |
| 3 | c breakfast | 7 | i jogging |
| 4 | e work | 8 | d homework |
| 5 | h lunch | 9 | f bed |

BEGINNING THE LESSON

(Activities to revise the language of Module 9.)



POSTER

In Alphabetical order

Pin the Food poster on the board. Point to two or three food/drink items at a time, in random order. Ask individual students to call them out in alphabetical order.

e.g. Teacher: (points to the honey, chocolate and peas)

Student: Chocolate, honey and peas. etc

Hand out the completed Progress Report Cards for the previous module and ask the students to file them in their Junior Language Portfolios.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 122)



POSTER

Students' books closed. Pin the Everyday Activities poster on the board. Point to the activities (*get up, go to work, watch TV, go jogging, have a shower, listen to music, go to bed, do homework*), one at a time, read and say the corresponding phrase. The students listen and repeat, chorally and individually. Point to the words in random order and ask individual students to say the words.

Module 10 – Another Lovely Day!

3 Listen, point and repeat. (TRACK 123)



FLASHCARDS (56-63)

Students' books closed. Pin up the flashcards (56-63), one at a time. Point to each flashcard, write the word underneath and say the corresponding word. The students listen and repeat, chorally and individually. Point to the words in random order and ask individual students to say the words.

Students' books open. Play the track. The students listen to the words and point to the pictures. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

4 Fairies in the forest! Read and complete.

Read the instructions and explain the activity. The students read the sentences and complete the activity. Check the students' answers.

- a kites, flowers c snow, branches
b umbrellas, nuts d swim, sing

5 Now read again and match the sentences to the pictures.

Read the instructions and explain the task. Refer the students to the pictures 1-4 and to the sentences a-d in Ex. 4. Allow the students some time to complete the task. Check their answers.

- 1 b 2 d 3 c 4 a

★ FAIRY FILES

Before going into class

Have the pictures of nature ready to use.

Tell the students, in L1 if necessary, that our world is magic. There are so many things we should be grateful for. Divide the class into groups/pairs. Provide the students with the pictures. Ask the students to produce a poster with the pictures or a collage showing all the things our planet gives us that we should be thanking nature for. You can decorate the classroom walls and make an art exhibition.



Note: You can talk to your students about Environment Day (*a day celebrated all over the world once a year, which involves parades, concerts, essay and poster competitions in schools, tree planting, recycling efforts and much more*).

ENDING THE LESSON

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

Ask the students to draw a picture of their favourite season and present it to the class.

e.g. Student 1: My favourite season is summer. etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Another Lovely Day!

Lesson 2 – Grammar Land

- **Aims:** to present and practise Present Simple and prepositions of time
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

Present Simple

PRESENTATION

Students' books closed. Write: *in the morning, in the evening, in the afternoon, at night* on the board and explain/ elicit their meaning. Say, then write: **I listen to music in the afternoon.** The students repeat, chorally and individually. Elicit the use of the *Present Simple* for things we do every day (routines). Underline the word in bold and follow the same procedure to present the other persons of the affirmative. Drill your students using various verbs:

e.g. Teacher: *I listen to music. Emma ...*
Student 1: *listens to music.*

Present interrogative and negative in the same way as affirmative.

Explain how the short answers are formed. The students ask and answer questions about everyday activities.

e.g. Student 1: *Do you go jogging in the morning?*
Student 2: *Yes, I do./No, I don't. etc.*

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

Students' books open. Read through the presentation picture on p. 98 and draw the students' attention to the words in bold.

1 Read and make sentences about Fiona.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- 2 She doesn't work ...
She works ...
- 3 She plays ...
She doesn't play ...
- 4 She doesn't eat ...
She eats ...

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★ Prepositions of time

PRESENTATION

Students' books closed. Write: *Do you sleep **at** night?* on the board and explain/ elicit the meaning. Say, then write: *I wake up **in** the morning.* The students repeat, chorally and individually. Elicit the use of different time prepositions. Drill your students.

e.g. Teacher: *When do you go to school?*
Student 1: *I go to school in the morning.*

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

★ 2 Read and fill in: *in* or *at*.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

2 in 3 at 4 in 5 at 6 in

★ 3 What does Mark do every day? Look and say.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- 2 Mark plays tennis in the afternoon.
- 3 Mark goes to school at 8 am.
- 4 Mark has lunch at noon.
- 5 Mark watches TV in the evening.
- 6 Mark goes to bed at 10 pm.

ENDING THE LESSON

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

Write question sentences on blank pieces of paper. Cut out the words of the sentence and assign students in teams to come to the board. Give each student a piece of paper with a word on it, and tell them to arrange themselves so that the sentence parts are in the right order. When the sentence is finished, the team reads it out loud and chooses a student who is sitting to answer it.

e.g. Teacher: (give pieces of paper with the following words)

in Do winter? swim
fairies

Students' team: Do fairies swim in
winter?

Do fairies swim in winter?

Student 1: *No, they don't.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Another Lovely Day!

Lesson 3 – Grammar Land

- **Aims:** to present and practise Present Simple
- **Extra materials:** none

Note: Depending on your students' needs, you can spend more than one lesson on Grammar Land.

★ Present Simple

PRESENTATION

Students' books closed. Write: *in the morning, in the evening, in the afternoon, at night* on the board and explain/ elicit their meaning. Say, then write: *I **listen** to music in the afternoon.* The students repeat, chorally and individually. Elicit the use of the *Present Simple* for things we do every day (routines). Underline the word in bold and follow the same procedure to present the other persons of the affirmative (singular form **ONLY**) focusing the students' attention on the **-s** ending in the third person singular. Point out that there are exceptions to the rule and explain that some verbs take **-es** in the third person (give examples, e.g. *watch – watches, go – goes, do – does*) while some other verbs are irregular (e.g. *have – has*). Focus the students' attention on the pronunciation of the suffixes (e.g. *gets /s/, goes /z/, has /z/, watches /ɪz/*).

Drill your students using various verbs:

e.g. *Teacher: I listen to music. Emma ...*
Student 1: listens to music. etc

Present the interrogative and negative in the same way as the affirmative (singular form **ONLY**). Point out that we need **do** to form the first and second person singular and **does** to form the third person singular. Draw special attention to the fact that the verb in the third person singular, in the interrogative and negative form, does **NOT** take **-s/-es**.

Note: You may refer the students to the *Grammar Reference* section at the back of the Student's Book for a more detailed explanation of the grammar.

★ 1 What does Emma do every day? Look at the pictures and say.

Read the instructions and explain the task. Refer the students to the pictures and ask them to say what Emma does every day.

(Suggested answers)

In the morning

Emma gets up at seven o'clock and has breakfast. She goes to school at nine o'clock.

In the afternoon

Emma does her homework and watches TV.

In the evening

Emma listens to music and plays computer games.

At night

Emma drinks milk and goes to bed.

★ 2 Memory game

Tell the students they are going to play a game. Have a pair of students read the exchange and explain the game. Give the students some time to look at the pictures in Ex. 1 and then, ask them to close their books. The students, in pairs, ask and answer questions about what Emma does every day, based on what they remember from the pictures. Go around the class monitoring and providing any necessary help.

e.g. *Student 1: Does Emma listen to music at night?*
Student 2: No, she doesn't. She drinks milk at night. etc

★ 3 Complete the sentences with **do, does, don't or doesn't.**

Read the instructions and explain the activity. Refer the students to the pictures and allow them some time to complete the activity. Check the students' answers.

- | | | | | | |
|---|------------|---|----------|---|---------|
| 2 | A: Does | 3 | A: Do | 4 | A: Does |
| | B: doesn't | | B: don't | | B: does |

Module 10 – Another Lovely Day!

★4 What does Wendy do every day? Read and choose the right words.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- | | | | | |
|-----|-----|-----|-----|------|
| 2 b | 4 a | 6 b | 8 a | 10 b |
| 3 a | 5 a | 7 b | 9 b | 11 a |

★5 Read again and make questions.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check the students' answers.

- 2 *When does Wendy go to school?*
- 3 *When does Wendy come home?*
- 4 *When does Wendy go to bed?*

ENDING THE LESSON

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

Write scrambled sentences on the board and invite individual students to unscramble them and then read them out loud.

e.g. Teacher: *(writes on the board)*
afternoon/TV/ Lisa/the/watches/in
Student 1: *Lisa watches TV in the afternoon.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Another Lovely Day!

Lesson 4

- **Aims:** to listen to and read a story about Alvin's daily routine and the children celebrating Environment Day, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: Alvin gets up at seven o'clock every day. Every evening he has a shower. I love the forest in the summer! The bees help the flowers grow! What do birds do? They make nests for their babies! Today's a very special day. Happy Environment Day!
- **Extra materials:** none

Write some sentences from the dialogue on the board, with certain words missing. Explain to the students that they have to listen to the dialogue and find the missing words. Play the track. The students listen, follow the lines and complete the task.

Extension

Play the track again with pauses for the students to listen and repeat chorally. Check the students' pronunciation and intonation.

BEGINNING THE LESSON

(Activities to revise the language of Lessons 2 & 3.)

Write prompts on the board, e.g. *spring fairies/collect fruit/autumn* and ask the students, in pairs, to make questions and answer them. Repeat with as many students as you think necessary.

e.g. *Student 1: Do spring fairies collect fruit in autumn?*

Student 2: Yes, they do. etc

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 124)

Students' books open. Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *Teacher: What does Alvin do in the afternoon?*

Students: He goes jogging.

Teacher: What does he make in picture 2?

Students: Shoes.

Teacher: Where are the children in picture 8?

Students: In the Magic Forest. etc

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Read the question at the bottom of page 103. Ask the students to choose the appropriate face, depending on whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

ENDING THE LESSON

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: Alvin gets up at seven o'clock ...

Class: every day! etc

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Another Lovely Day!

Lesson 5

- **Aims:** presenting days of the week, consolidating everyday actions, developing listening, reading and writing skills
- **Vocabulary:** days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)
- **Language focus**
Structures: consolidation
Language in use: Harry's favourite day is Friday.
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 125)

Students' books closed. Ask the students: *What day is it today?* Answer: *(Monday)*. Write the day on the board. Point to it and say the day again. The students repeat after you. Then, say: *The day after (Monday) is (Tuesday)*. Write the day on the board. Point to it and say the day again. The students repeat after you. Follow the same procedure to present the rest of the days. Say the days of the week from Monday to Sunday. The students repeat after you.

Students' books open. Play the track. The students listen to the days of the week and point to the words. Play the track again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Listen and point. Then sing and do! (TRACK 126)

Ask the students to tell you what they think the song is about (*a squirrel's day*). Read the instructions and explain the task. Play the song. The students listen to the song and point to the corresponding pictures.

Play the song again. Demonstrate the following miming actions and encourage the students to imitate you as they sing.

Tick Tock, it's eight o'clock, (point to your wrist as if you're wearing a watch and show eight fingers)

Another lovely day! (make a circle with your arms open, as if admiring the day)

I have a shower, I go to school, (imitate having a shower and carrying a rucksack to school)

I'm happy it's today! (smile widely) etc

3 Look and say.

Ask the students to look at the pictures and identify the four characters (Harry, Mona, Lee, Emma). Then, read the instructions and the example and explain the task. The students follow the lines, find and say each character's favourite day.

2 Mona's favourite day is Sunday.

3 Lee's favourite day is Saturday.

4 Emma's favourite day is Wednesday.

Extension

Ask the students to tell you what their favourite day is.

e.g. Teacher: *What's your favourite day?*

Student 1: *My favourite day is Saturday.* etc

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4 Read the text and choose the best title. (TRACK 127)

Students' books open. Ask the students to look at the pictures and identify the actions shown (*have breakfast, play football, etc*). Elicit/Explain the phrase go to the cinema. Draw the students' attention to the three titles. Read the instructions and explain the task. Allow the students some time to read the text and complete the tasks. Play the track. The students listen and check their answers.

Title: My favourite day

5 Portfolio: Write about your favourite day. Draw or stick photos.

Ask the students to write a text about their favourite day. Tell them to use the text in Ex. 4 as a model.

Allow the students time to write a text about things they do on their favourite day and make a drawing.

You can ask the students to write the text and make the drawing as part of their homework.

(Suggested answer)

My favourite day is Saturday. On Saturdays, I have a big breakfast! Then, I play outside with my friends. In the afternoon, I watch TV with my brother. I love Saturdays!

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Read out the two jokes. Ask the students to tell you if they liked the jokes. Ask the students to tell you if they know any other jokes related to astronomy. Tell them to visit <http://www.kidsastronomy.com/jokes> and choose the funniest joke. They then will present it to the rest of the class.

Point to the picture and ask: *What does the Earth look like?* Elicit the answer: *It looks like a pumpkin!* Read the **Did you know?** text. Ask the students if they know any other information about Earth.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Tell the students that they have to guess what you do on any given day. Brainstorm for ideas and write them on the board (*e.g. go to the cinema, play football, etc*). Divide the class into two teams, A and B. Each team takes turns to choose a day and guess what you do on that day (*they have only three guesses*). If the team does not guess correctly, the other team is given the chance to guess. Each correct guess wins a point. The team with the most points wins.

e.g. Teacher: Which day do you want?
Team A Student 1: Friday.
Teacher: What do I do on Fridays?
Team A Student 2: Do you play football?
Teacher: No, I don't.
Team A Student 3: Do you go jogging?
Teacher: Yes, I do. 1 point for Team A.
etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Another Lovely Day!

Lesson 6 – My Moscow

- **Aims:** to explore their own culture, to talk about Saturday on the Moskva River, to present a plan of a new building/place along the Moskva River
- **Vocabulary:** engineer, river, factory, bike lane, path, bridge

BEGINNING THE LESSON

(An activity to revise the language of Lesson 5.)

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the new language.)

1 Listen, point and repeat. (TRACK 128)

Point to the pictures, one at a time, and present the words. The students repeat, chorally and/or individually. Point to the pictures in random order and ask individual students to say the words.

Play the CD. The students listen, point to the pictures and repeat, chorally and/or individually. Check their pronunciation and intonation.

2 Look, read and complete. Then listen and check. (TRACK 129)

Point to the pictures of the rivers and ask the students if they know which river it is. Ask the students to look at the pictures in the text. Explain that they have to read the text, look at the pictures and complete it with the correct words. Play the CD and ask the students to listen and check their answers. Then choose individual students to read from the text.

- | | | |
|------------|-------------|-----------|
| 1 school | 3 river | 5 bridges |
| 2 engineer | 4 factories | |

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3 Read again and answer the questions.

Read the instructions and explain the activity. Allow the students enough time to read the text again and answer the questions. Check their answers.

- 1 He usually walks along the Moskva River with his dad.
- 2 He's an engineer.
- 3 It's 201 kilometres long.
- 4 The Moscow government plans to build modern houses, parks, bike lanes and beautiful paths.

4 Read, choose and complete.

Read the instructions and explain the activity. Refer the students to the words and the speech bubble with the gaps. Allow the students enough time to read the text again and complete the speech bubble with the correct words. Check their answers.

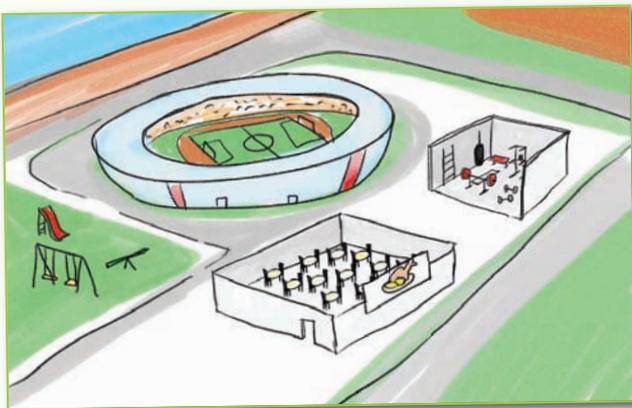
- | | |
|---------|------------|
| 1 park | 3 swim |
| 2 River | 4 concerts |

5 Over to you: Think of and draw the plan of a new building/place along the Moskva River. Present it to the class.

Read the instructions and explain the activity. Ask the students to think of and design a plan of a new building/place along the Moskva River and write some information about it. Tell them to use the information from Ex. 2. Allow the students time to complete the activity. Then they present it to the class.

Alternatively, you can ask the students to write their plans as part of their homework.

(Suggested answer)



This is a new stadium along the Moskva River. At the new stadium you can do sports and gymnastics. There is a children's playground near the stadium too, and a big restaurant!

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to draw the Moskva River in the middle of a piece of paper. Ask them to follow your instructions about what to draw along the river. Upon completion, check their drawings.

e.g. Teacher: There are three bridges across the river. There are two modern houses and a bike lane. There is a big beautiful park and two paths, too. etc.

Module 10 – Another Lovely Day!

Lesson 7 – Phonics

- **Aims:** to revise phonics
- **Extra materials:** none

BEGINNING THE LESSON

Divide the class into two teams. Ask the students to close their books. Write a few words from the previous lesson on the board but misspell one of them. In teams, the students have to identify the wrong word and spell it correctly. Each correct answer wins a point. Give an extra point if the word is pronounced correctly, too. Repeat the activity with other words. The team with the most points wins.

PRESENTATION & PRACTICE

1 Read the story first to yourself, then aloud.

Students' books open. The students, in pairs, read the text first to themselves and then aloud. One reads while the other checks and then they swap roles. During this stage, check round the class offering any necessary help. Finally, ask some students to read the sentences out loud.

2 Read the story again and answer the questions.

Read the instructions and explain the activity. The students read the story again and answer the questions. Allow the students some time to complete the activity. Walk around the classroom providing any necessary help. Check the students' answers.

- 1 Her name is Faye.
- 2 The water is clear and warm.
- 3 She thinks he is fat and ugly.
- 4 So that people are kind to us.

3 Read the story again and find the words.

Read the instructions and explain the activity. The students read the text again and answer the questions. Allow the students some time to complete the activity. Walk around the classroom providing any necessary help. Check the students' answers.

- | | |
|------------|------------|
| 1 daughter | 6 starts |
| 2 water | 7 kind |
| 3 warm | 8 tail |
| 4 seal | 9 strange |
| 5 ugly | 10 morning |

ENDING THE LESSON

Divide the class into two teams, A and B. Choose a student from Team A, ask him/her to go to the board and write a word from the text in phonic symbols. A correct answer gets one point. Repeat with a student from Team B. The team with the most points wins.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Another Lovely Day!

Checkpoint

- **Aims:** consolidating Module 10, obtaining feedback on individual students, monitoring progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: Do you watch television in the morning?*

Student 1: No, I don't. I go to school in the morning.

Teacher: Do you go to bed late?

Student 2: No, I don't.

Note: It is important that the students do not feel they are being tested. The rationale for this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Look, read and complete the sentences.

The students look at the pictures and complete the activity.

- | | | |
|---------|----------|-----------|
| 1 music | 3 watch | 5 jogging |
| 2 work | 4 shower | |

2 Look and find the words.

The students look at the pictures and complete the activity.

- | | | |
|----------|----------|----------|
| 1 summer | 2 spring | 3 autumn |
|----------|----------|----------|

3 Read and choose the right words.

The students read the sentences and choose the right words.

- | | | |
|---------|-----------|---------|
| 1 drink | 3 doesn't | 5 Do |
| 2 Do | 4 get up | 6 don't |

Now I can ...

Once all the exercises have been completed, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and which exercises, stories or characters they liked the best. Then, refer the students to the *Now I can* box and read through it with them.

Note: The students can now do *Modular Revision and Assessment 10* in their *Workbooks*.

Our World/My World

- **Aims:** talking about cartoon characters from different countries
- **Extra materials:** none

BEGINNING THE LESSON

Write: *Winnie the Pooh*, *Bugs Bunny* and *Smurfette* on the board. Ask the students if they know/have heard of these cartoon characters and ask them to describe them to you.

1 Read and match the texts to the pictures.

Students' books open. Ask the students to look at the pictures and say what each cartoon character is eating (*Winnie the Pooh is eating honey; Bugs Bunny is eating carrots and Smurfette isn't eating anything*).

Read the instructions and explain the task. Allow the students some time to read the texts and complete the task. Check their answers. Individual students read the texts out loud.

1 b 2 a 3 c

2 Read the text again and answer the questions.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check their answers.

- 1 He is from the UK.
- 2 He lives in the Hundred Acre Wood.
- 3 He likes playing jokes on people.
- 4 His favourite phrase is "What's up, Doc?"
- 5 They live in the Smurf village.
- 6 Their favourite word is 'smurf'.

3 Find the words in the texts.

Read the instructions and explain the activity. Allow students some time to complete the activity. Check their answers.

- | | |
|---------|-------------|
| 1 hare | 3 wolf |
| 2 skate | 4 motorbike |

4 Portfolio: Draw or stick a picture of your favourite cartoon character. Present it to the class.

Read the instructions and explain the task. Ask the students to draw a picture or stick a photo of their favourite cartoon character and talk about it. Tell the students that they can use the texts in Ex. 1 to help them. Allow the students some time to prepare what they will say and ask them to present it to class.

You can also ask the students to prepare their presentation at home and talk about it in the next lesson. Then, they can add it to their *Junior Language Portfolio*.

(Students' own answers)

ENDING THE LESSON

Ask the students to vote for the most popular cartoon character in class and then ask them, in groups, to draw this cartoon character. Display their work somewhere in the class.

Go Green

- **Aims:** to raise the students' environmental awareness to identify vegetables and the parts which we eat
- **Vocabulary:** garlic, lettuce, corn, bulb, root, leaves, seeds
- **Extra materials:** pictures of vegetables (from magazines, etc), realia (garlic, lettuce, corn, tomatoes, etc), blank sheets of paper

BEGINNING THE LESSON

Before going into class

Bring in pictures from magazines or realia (garlic, lettuce, corn, carrot, tomatoes, etc).

Write the word *VEGETABLES* on the board and explain/ elicit what it means. Tell the students that they are going to learn about different fruit and vegetables and about what part of them we eat. Present the new vocabulary (*garlic, lettuce, corn, bulb, root, leaves, fruit, seeds*) by using pictures from magazines, realia or simple sketches on the board. Pin the pictures onto the board, point to each one and say the word. The class repeats chorally and individually.

★ Say which part we eat!

Read through the title. Use L1, if necessary, to explain that fruits/vegetables grow in nature and that they are very good to eat (either in salads or on their own), as they make us healthy and strong. Explain to the students that we eat different parts of each fruit/vegetable.

Read the instructions and explain the task. The students say which part of the vegetables we eat. Ask the rest of the class for verification.

Carrot – root

Tomato – fruit

Garlic – bulb

Corn – seeds

Lettuce – leaves

★ Make your Veggie Power salad!

Read the instructions and explain the task. Depending on your class size, divide the students into two or three groups. Tell the students to draw a salad with as many vegetables of their choice as they want. Allow them time to draw their salad. When the students finish, ask each group to come to the board and present their Veggie Power salad to the class.

You can also ask the students to make their own Veggie Power salad at home as part of their homework.

3 Read and find the words.

Read the instructions and explain the activity. Allow the students some time to complete the activity. Check their answers.

- | | | | | | |
|---|---------|---|--------|---|------|
| 1 | lettuce | 3 | garlic | 5 | corn |
| 2 | tomato | 4 | carrot | | |

Let's play! Veggie Bingo!

Veggie Bingo!

Brainstorm for vegetables and write their names on the board. Explain the game. The students first copy the Bingo card in their notebooks, then choose four vegetables and write their names in any of the six squares. Call out the vegetables in random order. The student who first crosses out all the vegetables on his table, says *Bingo* and is the winner.

ENDING THE LESSON

Ask the students, in pairs or groups, to draw a picture of a vegetable. Make sure you display their work somewhere in the class.

Our School (Science)

- **Aims:** talking about a bee's life cycle
- **Vocabulary:** move, home
- **Language focus**
Language in use: consolidation
- **Extra materials:** photocopies of the bees templates (Ex.2), paper plates, a ball of string or a reel of cotton

BEGINNING THE LESSON

Write the word *bee* on the board. Ask the students to tell you, in L1 if necessary, what they know about bees (*e.g. where they live, what they produce, etc.*).

1 Read and complete the sentences.

Students' books open. Read the instructions and explain the task. Allow the students some time to complete the task. Check their answers.

2 flower 3 honey 4 home/house

2 Portfolio: Make a honey bee mobile.

Before going into class

Photocopy the *bees* templates [p. 142(T)], one per student. Bring paper plates, one per student, and a ball of string or a reel of cotton.

Tell the students they are going to make a honey bee mobile. Show them your model and hand out the photocopies. Guide the students through the colouring and cutting of the bees. Then, ask the students to decorate their plate as though it were a beehive and cut it in a spiral starting from the outside in. Then, they attach the bees with pieces of cotton/string. They can use the mobile as a decoration for their rooms.

Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** fair, tasty, strawberry
- **Extra materials:** photocopies of the episode

BEGINNING THE LESSON

Ask the students to tell you what the previous episode was about (*Pog and Trog catching butterflies and Popsie getting angry*). Ask them if they remember any of the phrases they acted out from that dialogue. Ask them to say them out loud (e.g. *It's a sunny day! We're catching butterflies. etc.*).

(Activities to promote reading for pleasure.)

1 Listen and read the story. (TRACK 130)

Students' books open. Refer the students to the dialogue and ask them to look at the pictures and guess what it is going to be about (e.g. *Pog and Trog are at the fair and Popsie makes Trog look like a strawberry.*).

Play the track. The students listen and follow the lines. Play the track again with pauses for the students to repeat chorally.

★ Now take roles and read.

The students take roles and read the dialogue.

ENDING THE LESSON

Before going into class

Photocopy the episode and tippex out the speech bubbles. Put the speech bubbles in random order on a separate piece of paper. Photocopy the episode and the speech bubbles sheet, one per pair.

The students work in pairs. Hand out to each pair the episode and the speech bubbles. The students, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

- **Aims:** reading and talking about Mother's Day
- **Vocabulary:** Mother, Mummy, happy, funny, sunny, love
- **Language focus**
Language in use: This is for you, Mum. Happy Mother's Day!
- **Extra materials:** sheets of paper

This unit is optional. It is designed to be taught just before Mother's Day.

BEGINNING THE LESSON

Greet the students as they arrive. Write the date of Mother's Day on the board and encourage the students to guess why that date is special. Have a general discussion about how they usually celebrate Mother's Day.

PRESENTATION & PRACTICE

(Activities to present the concept of Mother's Day.)

1★ Let's sing! (TRACK 131)

Students' books open. Go through the song and explain any unknown words. Play the song. The students listen and sing along. Play the song again, encouraging the students to sing along with the accompanying actions.

I love you, Mummy, (put hand on heart)

I really do!

You're always happy (mime painting a big smile on your face)

And funny, too!

When it is sunny, (draw a sun in the air with both index fingers)

I think of you, (tap side of forehead with index finger)

I love you, Mummy, (put hand on heart)

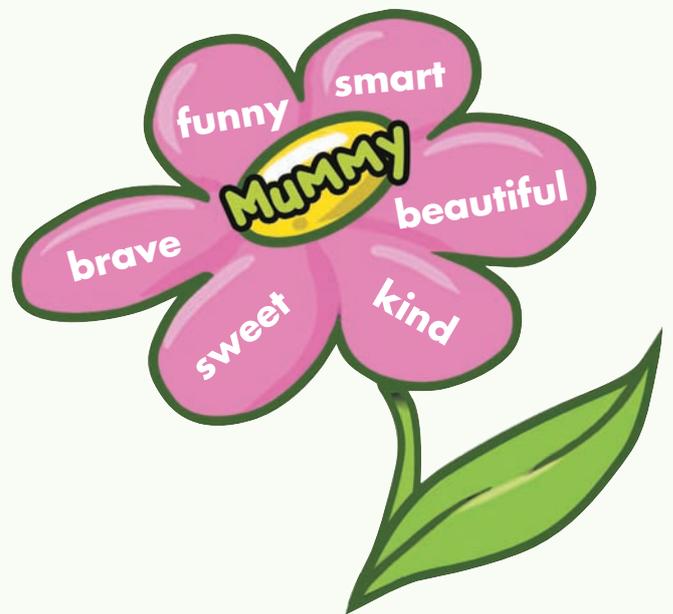
You love me, too! (point outward and then back to self)

2★ My mummy!

(An activity to practise writing skills and vocabulary.)

Refer the students to the flower spidergram and brainstorm what the word *Mummy* means to them. Ask them to close their eyes and picture their mummy standing in front of them. Encourage them to tell you what words they think of and write them on the board. This is a good opportunity to teach some new words, as you may have to translate from L1. Explain the task. The students write the words that remind them of their mother on each petal.

(Students' own answers)



Mother's Day

3 What's the secret message? Use the code to find out.

Explain the task. Go through the code with the students. Allow some time for the students to complete the task. Check the students' answers.

Answer: Have a wonderful day!

4 Write a secret Mother's Day message. Ask your friend to read it.

Ask the students to write their own secret message. In pairs, ask them decode and read each other's messages.

4 Give your mum an award.

Refer the students to the award and read through it together. Have a discussion, in L1 if necessary, as to why each student thinks their mum is the greatest mum on Earth. Provide each student with a piece of paper and ask them to design an award for their mother. They can copy the wording and decorate their own award however they wish, then sign their name.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Invite the students to show their awards to the rest of the class. Practise how to say *This is for you, Mum. Happy Mother's Day!* As each student is leaving the classroom, have them practise individually, with you in the role of Mum.

Evaluation plays an integral part in the learning process, and it is more efficient when based on systematic observation of the students throughout the course. It provides valuable information that reflects their progress in the acquisition of receptive and productive skills as well as their attitude towards their own learning experience. It also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial evaluation* at the beginning of the course, *formative evaluation* which is done on a daily basis, and *cumulative evaluation* upon finishing a module.

In *City Stars 3* the evaluation activities are included in both the *Teacher's Book* and the *Workbook*.

Initial evaluation

This evaluation centres mainly on the students' reports from the previous school year, as the information should help the teacher find out about the strategies they are able to use.

Formative evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's *formative evaluation chart* [page 132(T)].

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (for example, the dialogues, language games, craft activities, and so on) and write the marks obtained with the help of the following code:

c (*competence – green*): the student has a full understanding of the task and responds appropriately

w (*working on – yellow*): the student has an understanding of the task but the response is not fully accurate

n (*non-competence – red*): the student does not understand the task and is unable to respond appropriately

Cumulative evaluation

In order to obtain useful information regarding the students' progress, the cumulative evaluation takes into account the work the students have done throughout the module as well as their participation and attitude. The course is accompanied by two forms of cumulative evaluation:

- *Student's Self-Assessment Forms* [page 134(T)]
The students give their personal opinion about their own results upon completion of each module. They file these forms in their *Language Portfolios*.
- *Progress Report Cards* [page 137(T)]
The teacher completes them, one per student, after each test and they are given to the students to file in their *Language Portfolios*.

Instruments for Evaluation

Evaluation chart for games and activities (formative evaluation)

Name of game/activity:

Aim of game/activity:

Module: Lesson: Course:

Students' names	Mark and comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

Evaluation criteria: c (green) w (yellow) n (red)

Instruments for Evaluation

- Student's Self-Assessment Forms

Student's Self-Assessment Form

Name:							Module 5		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• What colour is his TV? Blue.									
• Where's the picture? It's next to the bookcase.									
• Where's Alvin? Is he behind the sofa?									
Draw how you feel!									
  									

Student's Self-Assessment Form

Name:							Module 6		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
• There's one in <i>frog</i> , but two in <i>bathroom</i> .									
• There's a mouse in the bedroom!									
• Is there a fridge in your kitchen? Yes, there is. It's next to the cupboards.									
Draw how you feel!									
  									

Student's Self-Assessment Form

Name:									Module 7		
I can ...	remember			say			read and write				
	very well	OK	read and write	very well	OK	read and write	very well	OK	read and write		
• I'm wearing my new shirt.											
• It's raining.											
• Who's wearing red socks?											
Draw how you feel! 											

Student's Self-Assessment Form

Name:									Module 8		
I can ...	remember			say			read and write				
	very well	OK	read and write	very well	OK	read and write	very well	OK	read and write		
• Are the lions sleeping? No, they aren't.											
• I'm brown! I've got a long tail. I can climb. What am I?											
• Look at the hippos. What are they doing? They're eating. Eating? Cool!											
Draw how you feel! 											

Instruments for Evaluation

Student's Self-Assessment Form

Name:							Module 9		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
<ul style="list-style-type: none"> What time is it? It's eight o'clock. Eight o'clock? Yes. It's breakfast time! 									
<ul style="list-style-type: none"> Do you like carrots? Yes, I do. Yummy!/ No, I don't. Yuk! 									
<ul style="list-style-type: none"> Are there any tomatoes? Yes, there are. 									
<ul style="list-style-type: none"> In my fridge there are some pineapples. 									
Draw how you feel!   									

Student's Self-Assessment Form

Name:							Module 10		
I can ...	remember			say			read and write		
	very well	OK	not very well	very well	OK	not very well	very well	OK	not very well
<ul style="list-style-type: none"> Does Emma go to school in the afternoon? No, she doesn't. 									
<ul style="list-style-type: none"> What's your favourite season? Spring. What do you do in spring? I fly my kite. 									
<ul style="list-style-type: none"> Harry's favourite day is Friday. 									
Draw how you feel!   									

- Progress Report Cards

Progress Report Card

..... (name) can:		Module 5	
	very well	OK	not very well
talk about things in a house/room			
talk about possession			
say where things are			
write about his/her room			

Progress Report Card

..... (name) can:		Module 6	
	very well	OK	not very well
name the rooms			
say what there is in a room			
write about his/her house			

Progress Report Card

..... (name) can:		Module 7	
	very well	OK	not very well
talk about clothes			
say what they're wearing			
talk about the weather			
say what people are doing			
write about his/her magic moments			

Instruments for Evaluation

- Progress Report Cards

Progress Report Card

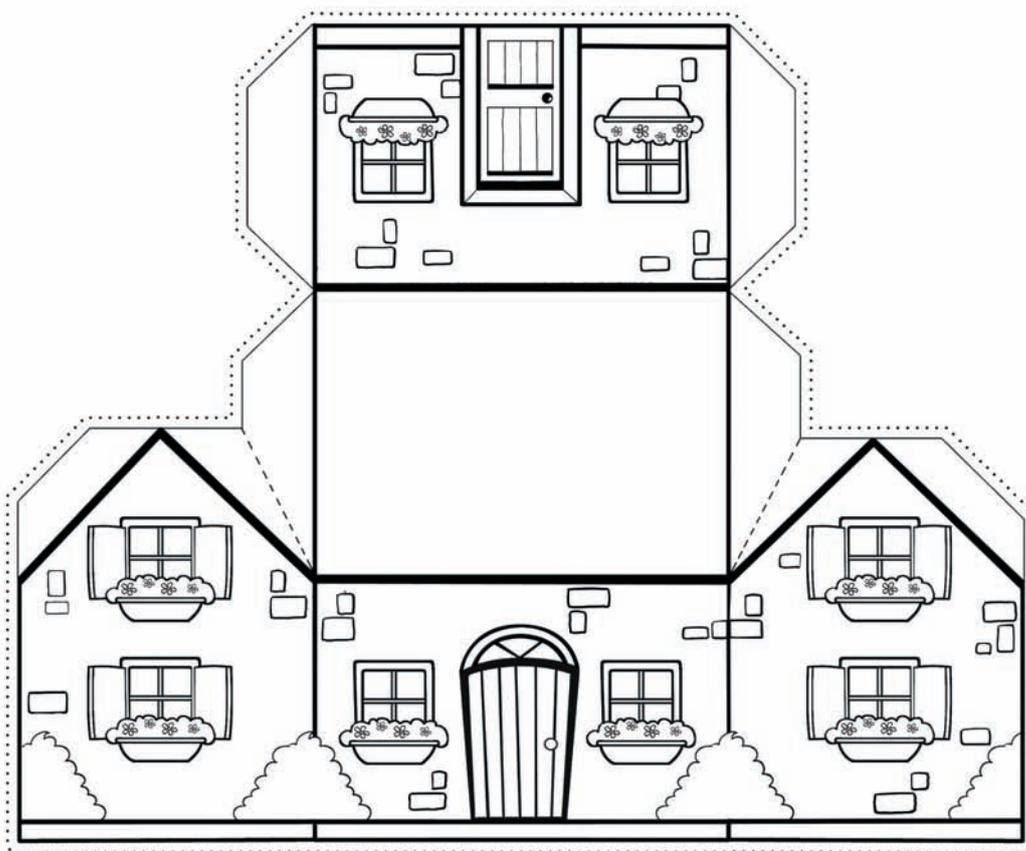
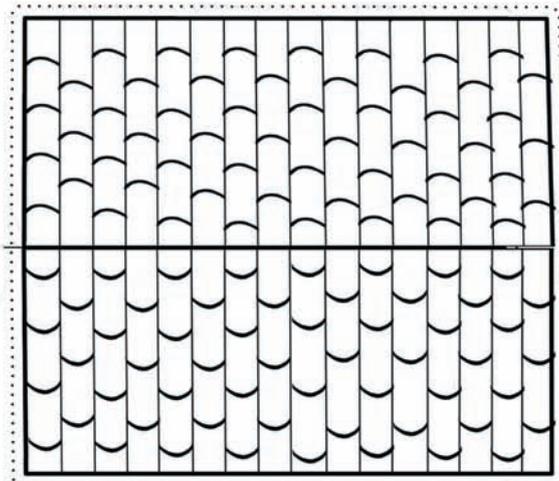
..... (name) can:		Module 8	
	very well	OK	not very well
talk about animals			
talk about actions			
write a letter			

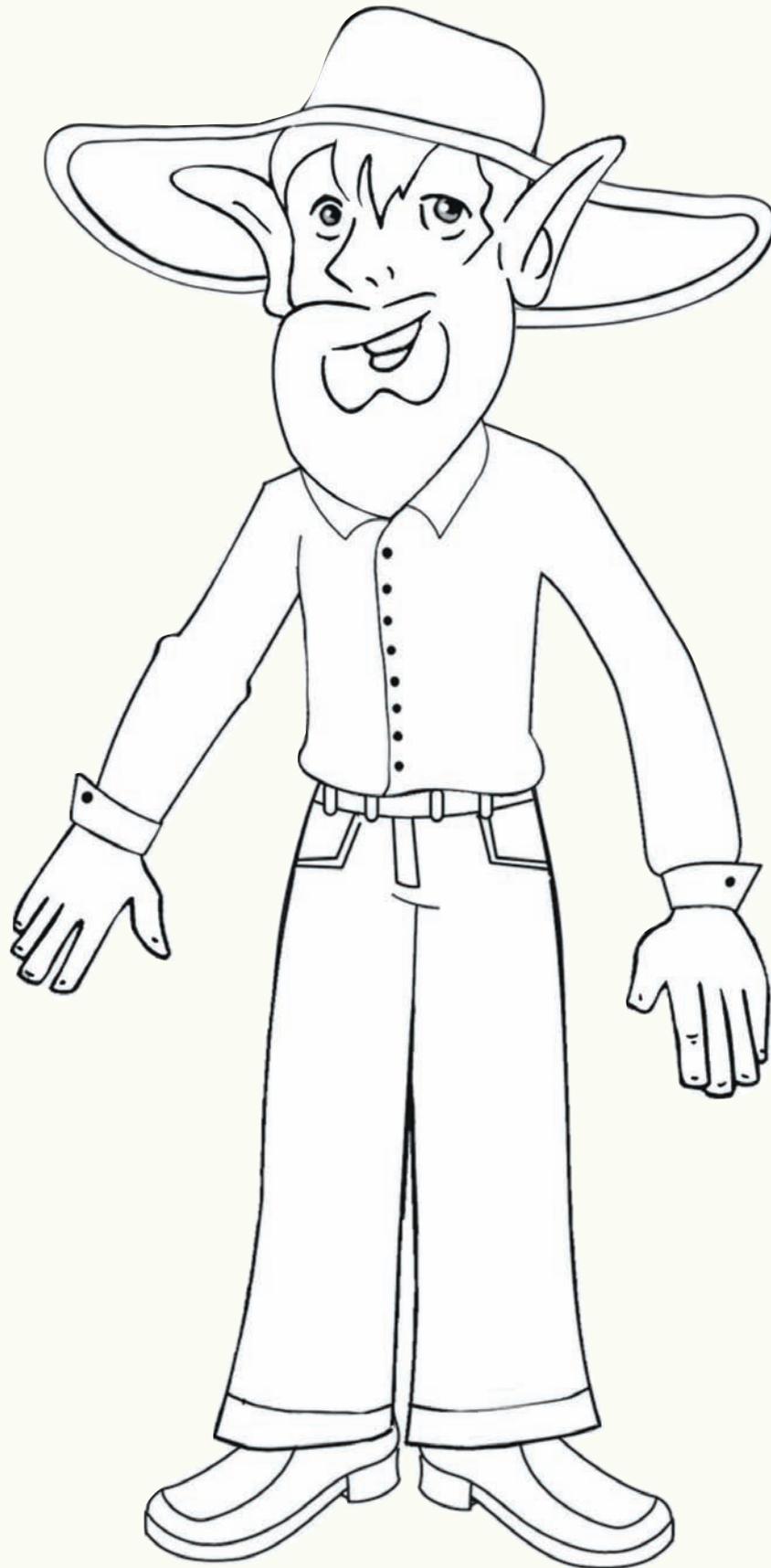
Progress Report Card

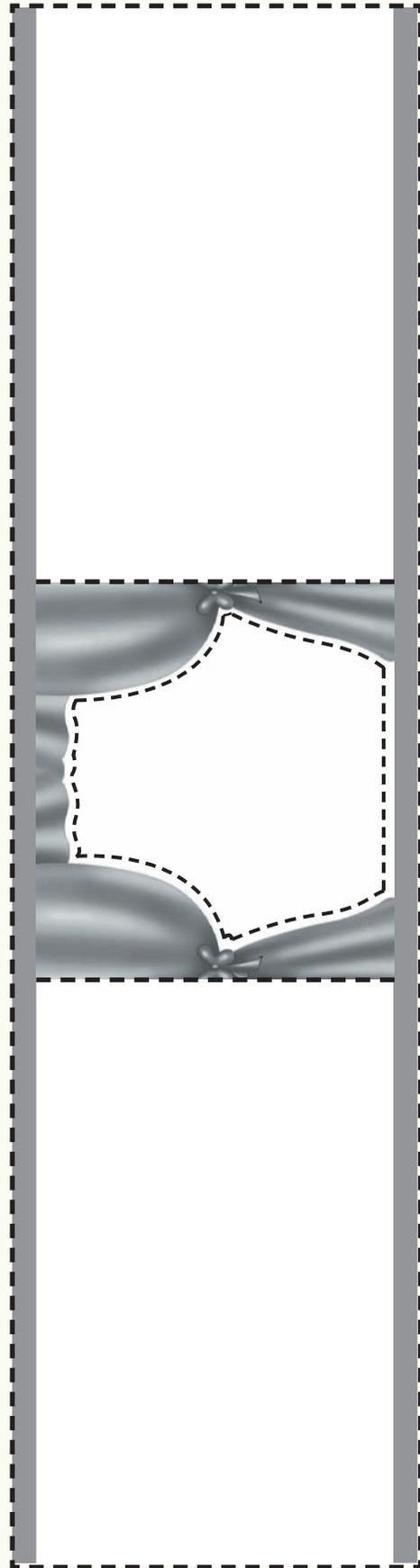
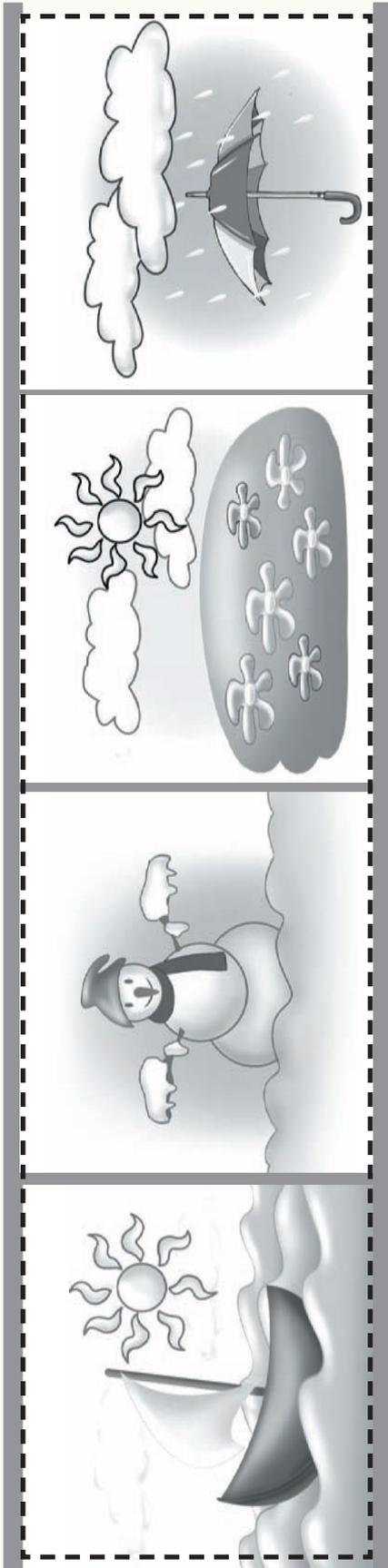
..... (name) can:		Module 9	
	very well	OK	not very well
talk about food			
tell the time			
talk about likes and dislikes			
write about his/her favourite meal			

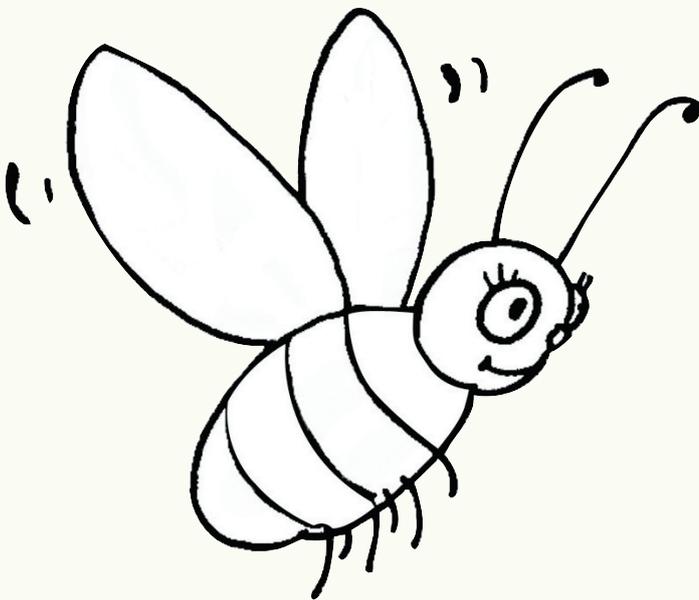
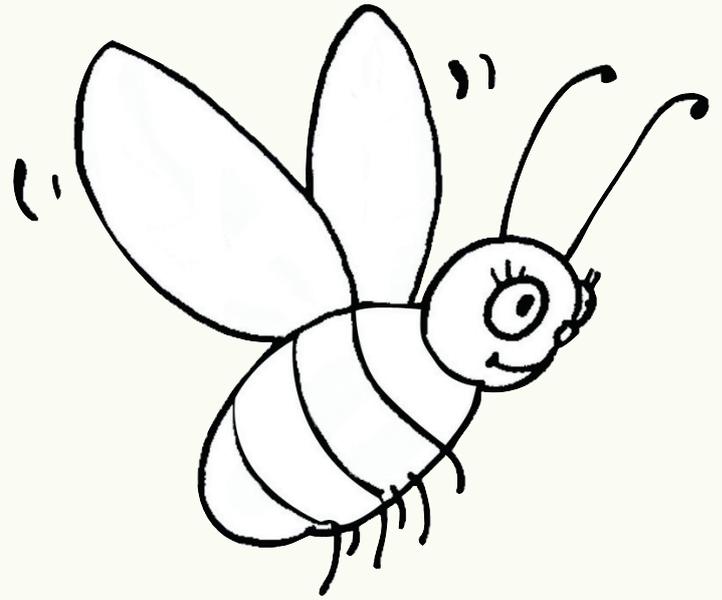
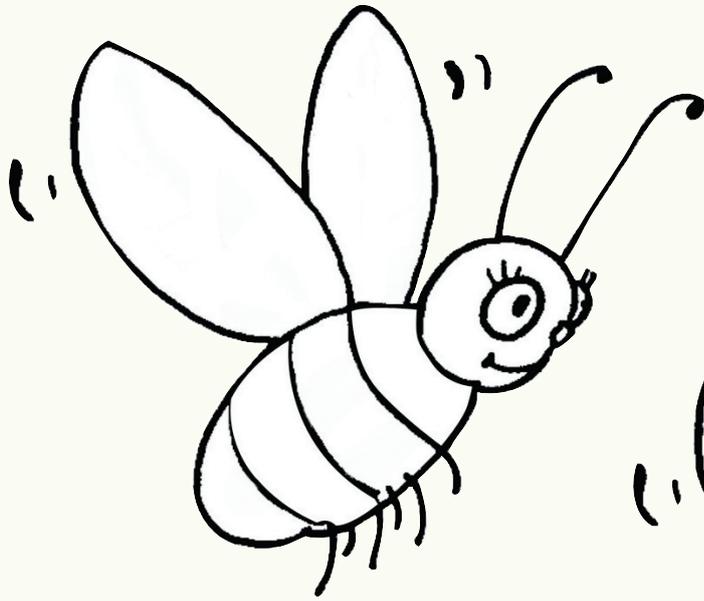
Progress Report Card

..... (name) can:		Module 10	
	very well	OK	not very well
talk about everyday activities			
talk about seasons			
talk about Environment Day			
say the days of the week			
write about his/her favourite day			









MODULE 5 – Where's Alvin?

1 Find the stickers for these.

Brainstorm with the students. Elicit the names of some objects that they have in their bedrooms. Then, read the instructions and explain the task. Ask the students to find the corresponding stickers, one at the time, and show them to you for verification before sticking them in.

2 Complete the sentences. Use possessive adjectives.

Revise all of the possessive adjectives. Read the examples and do the rest of the exercise orally before asking the students to fill in the missing words. Check their answers.

2 Your 4 His 6 Their 8 her
3 my 5 Our 7 Its

3 Look at the pictures and complete the sentences.

Draw the student's attention to the family and the table of objects. Allow the students some time to complete the task in writing, then check their answers.

3 her 5 his 7 their 9 their
4 their 6 her 8 his 10 his

4 Look at the pictures and then unscramble the letters. Write the words.

Write some furniture anagrams on the board and ask the students to solve them. Read the instructions and explain the task. The students complete the exercise by writing the correct word. Check their answers.

1 table 3 clock 5 armchair
2 bookcase 4 cupboard 6 wardrobe

5 Look, read and complete the sentences. Use: *in, on, under, behind, next to*.

Revise prepositions of place. Point at the pictures, one by one, and ask: *Where's Sammy?* Elicit the correct answer, e.g. *Sammy is behind the computer*. Allow the students time to read the sentences and write in the correct word. Then, check their answers.

2 on 4 under 6 under
3 in 5 next to

6 Listen and draw a line.

Point to each item in turn and elicit the correct word. Tell the students to listen to the recording carefully. Explain that they will be told where to put each item. The students draw lines as directed by the recording.

TV – on the cupboard
computer games – under the chair
radio – in the cupboard
clock – next to the lamp

TAPESCRIPT (TRACK 144)

Narrator: Listen and look. There is one example.

Woman: Put the computer on the desk.

Boy: Pardon? Put the computer where?

Woman: On the desk.

Boy: Right.

Narrator: Can you see the line? This is an example. Now you listen and draw lines.

One

Woman: Put the TV on the cupboard.

Boy: Sorry? Put the TV where?

Woman: On the cupboard.

Boy: OK.

Two

Woman: Now put the computer games under the chair.

Boy: The computer games?

Woman: Yes. Put the computer games under the chair.

Boy: All right.

Three

Woman: And now, please put the radio in the cupboard.

Boy: Where?

Woman: Put the radio in the cupboard.

Boy: OK.

Four

Woman: Now the clock! Put the clock next to the lamp.

Boy: Where?

Woman: Put the clock next to the lamp.

Boy: OK.

7 Look, read and answer the questions.

Read the instructions and explain the task. The students read the questions, look at the picture and write the answers in the spaces provided. Check their answers.

2 books 4 teddy bear 6 ball
3 wardrobe 5 clock

Workbook (Key & Instructions)

8 Go to the Student Book and read the story on pages 10-11. Then put the pictures in order and match them to the speech bubbles.

Ask students to read the story on pages 10-11. Then, they look at the pictures in Ex. 8 and put them in the order as they happen in the story. They then match the speech bubbles to the pictures. Check their answers.

Lines should be drawn between:

Picture 2 – Oh, no! It's my dad!

Picture 3 – Where's Alvin?

Picture 4 – He's on the wardrobe!

9 Where's your radio? Draw it and then colour the picture. Talk with your friend.

Tell the students to draw a radio in the room and colour the picture. Put the students into pairs and have them practice the question/answer dialogue that the boys are having in the picture. Tell them to write their answers in the spaces provided.

(Students' own answers)

10 Look at the picture and answer the questions.

Read out the names of the children. Then, ask the students to tell you where each child is.

e.g. Teacher: Where's Jeff?

Students: He's in the wardrobe.

The students then read through the questions and write their answers in the spaces provided.

- | | |
|-----------------------|-------------------|
| 2 behind the sofa | 5 in the wardrobe |
| 3 under the bed | 6 under the table |
| 4 behind the bookcase | |

11 Look, read and choose the right answer.

Read the instructions and explain the task. Ask students to look at the pictures and choose the correct word for each item. Check their answers.

- | | | |
|------------|---------|--------|
| 1 DESK | 3 RADIO | 5 LAMP |
| 2 COMPUTER | 4 PHONE | 6 CD |

12 Read and colour the picture.

Ask the students to read through the text then colour the picture. Check their completed work.

bed – yellow vase – purple
wardrobe – blue flowers – orange
clock – red

• Now, answer the questions.

Read through the questions and elicit the correct answer from individual students. Allow them time to write the answers in the spaces provided. Then, put the students into pairs and have them practise the question/answer dialogue.

- 1 (The bed is) yellow.
- 2 In the vase.
- 3 A clock and a vase (with flowers).
- 4 (The wardrobe is) blue.

13 Rhyme time! Where are the fairies? Read and complete.

Read the instructions and explain the task. Read through the example then, allow the students a short amount of time to complete the exercise. Check their answers. Ask individual students to say the rhymes and check their pronunciation.

- 2 bed 3 radio 4 armchair

14 Find the words with /ŋ/, /æ/ or /tʃ/ sounds and write them in the columns.

Ask the students to look for words and write them in the correct columns. Tell them to read the words out loud. Check their answers.

/ŋ/: KING, RING, THING

/æ/: BROWN, TOWER, FLOWER

/tʃ/: CHAIR, CHAMPION, TOUCH

MODULE 6 – In the Old House

1 Find the stickers for these.

Revise rooms with the students. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

2 There are ghosts in the house! Look and complete the sentences.

Ask the students to look at the picture and read through the example. Elicit similar sentences for the other rooms. Check for correct use of *there is/there's* and *there are*. Have the students complete the exercise in writing.

- 2 There are five ghosts in the living room.
- 3 There are four ghosts in the bedroom.
- 4 There's one ghost in the kitchen.

3 Spot the differences between the pictures. Then write the sentences.

Revise there *is/there are*. Ask the students to look at the two pictures and elicit some of the differences. Read the example and explain the task. The students use the prompts to produce similar sentences. Check their answers.

- 2 In Harry's living room there are two mirrors. In Lee's living room there is one mirror.
- 3 In Harry's living room there is one lamp. In Lee's living room there are two lamps.
- 4 In Harry's living room there are two armchairs. In Lee's living room there are three armchairs.
- 5 In Harry's living room there is one table. In Lee's living room there are two tables.

4 Read and circle the odd one out.

Read the instructions and explain the task. The students circle the odd one out. Ask them to justify their answers.

- | | | |
|---------|---------|-------|
| 2 bath | 4 ghost | 6 bed |
| 3 water | 5 TV | |

5 How many? Find and colour the picture.

Explain the task. The students colour the picture according to the prompts provided. Students show their pictures to the class.

• Now write questions and answers.

Put the students into pairs. Read the example and explain the task. Allow them to practise in pairs. Ask some pairs to perform their exchanges to the class.

- 1 A: How many fridges are there?
B: There's one.
- 3 A: How many spiders are there?
B: There's one.
- 4 A: How many tables are there?
B: There are three.
- 5 A: How many frogs are there?
B: There are five.

6 Look at the pictures, then read and correct the sentences.

Read through the example sentences and write them on the board. Read through the other sentences and elicit a suitable correction orally. Ask the students to write their own correction sentences in the spaces provided, then check their answers.

- 2 No, there aren't. There is one frog.
- 3 No, there isn't. There are two radios.
- 4 No, there aren't. There is one table.

7 Read and match the questions to the answers.

Explain the task. The students match the two halves of the exchanges by drawing lines. Check their answers.

- 1 C 2 B 3 A

8 Go to the Student's Book and read the story on pages 26-27. Then read and correct the sentences.

Ask students to read the story on pp. 26-27. Then, they look at the sentences and correct the mistakes.

- 1 There are **spiders** in the living room.
- 2 There is a **frog** in the kitchen.
- 3 There are **mice** in the bathroom.
- 4 There is a **ghost** in the bedroom.
- 5 Missy is in the old **cooker**.
- 6 Missy is **dirty**.

9 Look and draw Missy.

Ask students to look at the story again and find Missy. Ask them how Missy was before her bath and how she was after her bath. Students draw Missy clean.

10 Read and write yes or no.

Ask the students to look at the picture. Make some statements and encourage students to respond by saying *yes* if they are true and *no* if they aren't. Then, read through the sentences and elicit *yes/no* answers. The students complete the task in writing.

- 2 no 3 no 4 no 5 yes

11 Read and colour the picture.

The students colour the picture according to the instructions provided. Check their completed work.

- | | |
|--------|---|
| yellow | - curtains, cooker, cupboard, cushions, clock, carpet, computer |
| blue | - sofa, spider |
| red | - bed, books, bookcase |
| green | - fridge, frog |
| black | - phone |

Workbook (Key & Instructions)

12 Listen and tick (✓) the circle.

Ask the students to look at the pictures and have some picture discussion.

e.g. *Teacher: Where is the ghost in this picture?*
Students: In the kitchen.

Tell the students to listen carefully to the recording and tick one box in each row. Play the recording, twice if necessary. Check their answers.

1 2nd pic 2 1st pic 3 3rd pic

TAPESCRIPT (TRACK 145)

Narrator: *Look at the pictures. Now listen and tick the box.*

One

Where's the ghost?

Boy: *Is there a ghost in the kitchen?*

Girl: *No, there isn't. There's one in the living room.*

Boy: *Pardon? In the bathroom?*

Girl: *In the living room. There's a ghost in the living room!*

Boy: *No!!!*

Two

What's in Anna's bedroom?

Woman: *Is there a carpet in your bedroom, Anna?*

Anna: *Yes, there is.*

Woman: *And are there pictures on the wall?*

Anna: *No, there aren't.*

Three

Where are the spiders?

Man: *Where are the spiders?*

Boy: *In the kitchen.*

Man: *Are they in the fridge?*

Boy: *No, they're in the sink.*

13 Read and complete the sentences.

Read the instructions and explain the task. Read through the example, then allow the students a short amount of time to complete the exercise. Check their answers.

- | | |
|-----------------|-------------------|
| 1 fridge | 4 toy/thank |
| 2 sharpener/bag | 5 jumper/Sheila's |
| 3 boy/Roy | |

MODULE 7 – My New Clothes

1 Look, read and tick (✓) the right picture.

Revise clothes. Read the instructions and explain the task. The students read the word and tick the correct picture. Check their answers.

2 B 3 B 4 A

2 Read and write the letter.

Have (a) picture discussion. Point to each picture in turn and ask the students to tell you what the child is wearing. The students then read the sentences and match them to the correct picture.

2 f 3 b 4 a 5 e 6 c

3 Make the sentences.

Revise the *Present Continuous* tense. Read the instructions and explain the task. The students reorder the words and write correct sentences. Check their answers.

- Ken is playing in the park.
- Mary is picking flowers.
- We are going to school.
- They are playing in the garden.
- You are singing my favourite song.

4 What are you and your friend wearing today? Draw and colour the pictures.

Ask individual students to tell you what they are wearing. Then, ask them to describe what their friend is wearing. Check for correct use of the *Present Continuous*, e.g. *I am wearing, He/She is wearing etc.* Tell the students to draw clothes on the silhouettes and colour them.

(Students' own answers)

5 Find the stickers for these.

Revise weather. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

6 What's the weather like today? Write the questions, then circle the right answer.

Read the instructions and explain the task. Read through the example, then allow the students a short amount of time to complete the task. Check students' answers.

Workbook (Key & Instructions)

(Suggested answers)

- 1 Yes, it is.
- 2 Is it raining today?/No, it isn't.
- 3 Is it snowing today?/No, it isn't.

7 Match the pictures to the sentences.

Read the instructions and explain the task. The students match the sentences to the pictures. Check their answers.

- | | | | |
|-----|-----|-----|-----|
| 1 f | 3 d | 5 a | 7 h |
| 2 c | 4 b | 6 g | 8 e |

8 Complete the letter and read it.

Drill your students on the *Present Continuous*.

- e.g. *Teacher: I am having a great time.*
Students: We are having a great time. etc

Read through the text and pause for the students to fill in the gaps orally. Then allow them time to write the correct form of the verb in brackets. Check their answers.

- | | |
|--------------|---------------|
| 2 is shining | 5 are sitting |
| 3 am wearing | 6 is playing |
| 4 am walking | |

9 Go to the Student's Book and read the story on pages 48-49. Then read and complete the sentences.

Ask students to read the story on pages 48-49. Then they complete the sentences with the correct answers.

- | | | |
|-----------|-----------|----------|
| 1 picking | 3 playing | 5 having |
| 2 wearing | 4 getting | |

10 Circle the differences. Then write.

Ask the students to look at the two pictures and spot the differences. Ask the students to complete the exercise in writing. Check their answers.

- 2 picking flowers.
- 3 Harry and Lee are playing football.
- 4 Alvin is sleeping.

11 Look and complete the crossword puzzle.

Point to each picture in turn and elicit the correct word. Explain the task. Allow the students time to complete the puzzle before checking their answers.

- | | |
|---------------|-------------|
| Across | Down |
| 2 TRAINERS | 1 JACKET |
| 4 BOOTS | 3 SHORTS |
| 5 GLASSES | 6 SOCKS |

12 Listen and tick (✓) the right picture.

Ask the students to look at the pictures and have a picture discussion.

e.g. *Teacher: What's the boy wearing in this picture?*

Students: A white shirt.

Tell the students to listen carefully to the recording and tick one box in each row. Play the recording, twice if necessary. Check their answers.

- | | | |
|-----------|-----------|-----------|
| 1 1st pic | 2 3rd pic | 3 2nd pic |
|-----------|-----------|-----------|

TAPESCRIPT (TRACK 146)

Narrator: *Look at the pictures. Listen and look. There is one example.*

What's Adam wearing?

Woman: *Are you wearing a T-shirt, Adam?*

Boy: *No, I'm wearing a shirt.*

Woman: *Is it a white shirt?*

Boy: *No, it's a purple shirt.*

Narrator: *Can you see the tick? Now, you listen and tick the box.*

One

What's the weather like?

Woman: *What's the weather like today?*

Boy: *It's snowing.*

Woman: *Is it windy, too?*

Boy: *No, but it's very cold.*

Two

What is Emily wearing?

Woman: *What is Emily wearing?*

Boy: *A dress.*

Woman: *Is it a pink dress?*

Boy: *No, it's an orange dress.*

Three

What is Peter wearing?

Woman: *Are you wearing blue shorts, Peter?*

Boy: *No, I'm wearing blue trousers.*

Woman: *And are you wearing white trainers?*

Boy: *Yes, I am.*

13 Look, complete the sentences and read the texts.

Ask the students to look at the pictures and have a picture discussion. Then, read through the texts, pausing for the students to fill in the gaps. The students complete the exercise by filling in the spaces. Check their answers.

- 2 hot, riding, purple, green
- 3 raining, playing, pink, pink
- 4 snowing, pink, green

Workbook (Key & Instructions)

14 Think of words with the /ɑ:/ and /ɜ:/ sounds and write them in the two columns.

Read the instructions and explain the task. Elicit answers from the students and write them on the board. Have the students write the words in the correct column in their books. Check they have written them correctly.

(Suggested answers)

/ɑ/: car, armchair, star, carpet, dark, sharpener, guitar

/ɜ:/: girl, dirty, purple, shirt, skirt, word

15 Write the words to the transcription.

Ask the students to look at the table in their books and to read the words out loud. Have them check their answers with their partner. They then write them correctly in their books. Check their answers.

- shelf, mushroom, she
- dirty, turn, skirt
- lamp, table, glass
- ship, bin, it
- mouse, jump, men
- dark, carpet, last

- Which sound is the same in each column? Look again and write.

Column 2: /ɜ:/

Column 3: /l/

Column 4: /i/

Column 5: /m/

Column 6: /ɑ:/

MODULE 8 – At the Animal Park

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

Ask the students to look at the pictures and say whether the statements are correct or incorrect. Allow them time to do the exercise. Check their answers.

- 1 ✓ 2 X 3 X 4 ✓ 5 X

2 Complete the dialogue. Then read it.

Drill the students on the formation of the *Present Continuous*. Read through the dialogue and pause for the students to fill in the gaps orally. Then, allow them time to write the *Present Continuous* form of the verbs in brackets. Check their answers.

- | | |
|---------------|------------------|
| 2 is playing | 5 Are you having |
| 3 is eating | 6 'm having |
| 4 is drinking | |

3 Read and circle the right answer.

Look at the pictures and have a picture discussion. Then, read out the questions and elicit the correct response. The students complete the exercise by circling the correct answer.

- | | |
|--------------------|----------------|
| 1 Yes, she is | 4 Yes, we are. |
| 2 No, they aren't. | 5 Yes, he is. |
| 3 No, she isn't. | |

4 Read and colour the pictures.

Read the instructions and explain the task. The students colour the pictures according to the instructions provided. Ask the students to present their drawings to the class.

Picture 1

kite – red

trousers – blue

T-shirt – yellow

Picture 2

umbrella – blue

shorts – green

cap – orange

5 Find the stickers for these.

Revise animals. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at the time, and show them to you for verification before sticking them in.

6 Correct the sentences.

Ask the students to look at the picture then read through the example. Read the other statements and elicit some corrections from the class. Allow the students time to write correct sentences, then check their answers.

- No! Debbie isn't dancing! She's drawing/painting.
- No! Ralph isn't writing. He's reading.
- No! Mandy isn't eating. She's playing the guitar.
- No! Scott isn't playing with his plane. He's playing with his boat.

7 Listen and draw a line.

Point to the children in the picture and ask the students to tell you what they are doing. Then explain that they must listen carefully to the recording and draw lines to match the names with the pictures. Play the recording, twice if necessary. Check the students answers.

Workbook (Key & Instructions)

Lines should be drawn between:

Tina – girl picking flowers

Mark – boy sleeping

Lisa – girl riding horse wearing yellow hat

TAPESCRIPT (TRACK 147)

Narrator: *Look at the picture! There is one example.*

Anna: *Can you see Jim?*

Girl: *No, where is he?*

Anna: *He's eating an apple.*

Girl: *Oh, yes, he's eating an apple.*

Narrator: *Can you see the line? Now, you listen and draw lines.*

Anna: *Can you see Tina?*

Girl: *Tina? Is she picking flowers?*

Anna: *Yes, she is.*

Girl: *Where is Mark?*

Anna: *He's sleeping, can you see him?*

Girl: *Yes.*

Anna: *Look, Lisa is riding a horse, can you see her?*

Girl: *Is Lisa wearing a yellow hat?*

Anna: *Yes, she's riding a horse and wearing a yellow hat.*

8 Look and write the questions and the answers.

Point to the pictures and ask the students to tell you what the animals are doing. Read through the example. Demonstrate the exchange with several students, then put them into pairs so that they can practise the dialogue. Ask some pairs to report back to class.

(Suggested answers)

2 What are the hippos doing?
They're dancing.

3 What are the elephants doing?
They're jumping.

4 What are the crocodiles doing?
They're singing.

5 What are the seals doing?
They're playing the piano.

9 Go to the Student's Book and read the story on pages 64-65. Then complete the sentences and match them to the pictures.

Ask the students to read the story on pages 64-65. Then, they use the words to fill in the sentences in the speech bubbles. They then match the speech bubbles to the pictures. Check their answers.

2 zebras – picture with zebras

3 hippo – picture with seals/hippo

4 home – picture with face painting

10 Draw an animal face!

Ask the students to draw and colour an animal face and to show their picture to the rest of the class. Ask the students to say what animal it is.

11 Where are the animals? Look and complete the crossword puzzle.

Point to each animal in turn and elicit the correct word. Allow the students time to complete the puzzle, then check their answers. Ask them if they can tell you where the animals are.

- | | |
|-----------|-------------|
| 1 SEAL | 6 CROCODILE |
| 2 ANT | 7 SHEEP |
| 3 GIRAFFE | 8 GOAT |
| 4 MONKEY | 9 RHINO |
| 5 ZEBRA | 10 DUCK |

The animals are at the **ANIMAL PARK**.

12 Make the sentences and the questions.

Read the instructions and explain the task. The students reorder the words and write correct sentences. Check their answers.

- Is the cow eating?
- The cats aren't sleeping in the house.
- We are drinking milk.
- Stella is swimming next to the boat.
- Are you going home?

13 Look at the pictures and read the questions. Write the answers.

Read through the examples and explain the task. The students read the questions and write the answers.

- | | |
|---------------------|-----------------------------|
| 3 They are walking. | 6 In the box. |
| 4 On the table. | 7 They are eating the cake. |
| 5 A big cake. | |

14 Colour the words with the /æ/ sound blue and the words with the /eɪ/ sound pink.

Ask students to look at the objects and say what they are out loud. Read the instructions and explain the task. Check they have coloured the pictures correctly.

Words coloured blue: bag, cat, hand, lamp

Words coloured pink: cake, rain, train, plane

Workbook (Key & Instructions)

- **Now write the words in the correct column.**

/æ/: bag, cat, hand, lamp
/eɪ/: cake, rain, train, plane

15 Circle the odd one out.

Ask the students to look at the words and elicit which one is the odd one out. Allow them time to circle the words before checking their answers.

- 1 flower
- 2 dark
- 3 juggle
- 4 turn
- 5 cat
- 6 book

MODULE 9 – Fairy Cakes

1 Unscramble the letters and write the words.

Write some food anagrams on the board and ask the students to solve them. Read the instructions and explain the task. The students complete the exercise by writing the correct words. Check their answers.

- 2 hot dogs
- 3 sandwiches
- 4 sausages
- 5 chips

2 Read and match the pictures to the dialogues.

Ask the students, in pairs, to read out the exchanges. The students match each exchange to the correct picture. Check their answers.

- 2 D
- 3 A
- 4 B

3 Look, read the questions and write the answers.

Read the examples and explain the task. Do the exercise orally first, then allow the students time to complete the task in writing. Check their answers.

- 3 Yes, I do. Yummy!
- 4 Yes, I do. Yummy!
- 5 No, I don't. Yuk!
- 6 No, I don't. Yuk!

4 Read and draw the hands of the clock to read the correct times.

Draw a clock on the board (without the hands). Say a time, e.g. *twelve o'clock*, then ask the students to come to the front and draw hands on the clock.

Read the instructions and explain the exercise. Check the students' drawings.



5 Look and circle the words.

Point to each item in turn and elicit the correct word. Read the instructions and explain the task. Allow the students some time to complete the puzzle. Check their answers.

S	A	N	D	W	I	C	H
A	B	J	U	I	C	E	A
U	U	R	X	M	E	A	T
S	R	I	Y	D	C	L	B
A	G	C	Q	B	R	T	R
G	E	E	J	Z	E	X	E
E	R	C	D	F	A	G	A
M	I	L	K	F	M	B	D

6 Read and write A or B.

Ask the students to look at the pictures and identify the food items. Have a picture discussion. Then, read the instructions and explain the task. Check their answers.

- 2 A
- 3 B
- 4 A
- 5 A
- 6 B
- 7 B
- 8 B

7 Complete the dialogue. Use *some* or *any*. Then read.

Revise the different uses of *some* and *any*. Read the instructions, then go through the dialogue, pausing for the students to fill the gaps orally. Allow them some time to complete the exercise in writing. Check their answers.

- 2 any
- 3 any
- 4 any
- 5 any
- 6 some

• Where are Bob and Ann? Look, read again and choose.

Explain the task. Ask the students, in pairs, to read through the two different menus. Then ask them to read again the dialogue in Ex. 7 and decide where Bob and Ann are. Check their answers.

Bob and Ann are at **Burger Hut**.

Workbook (Key & Instructions)

8 Go to the Student's Book and read the story on pages 86-87. Then read and write the food items.

Ask students to read the story on pages 86-87. Then, they complete the sentences with the correct information.

- | | | |
|------------|------------|---------|
| 1 carrots | 3 eggs | 5 cakes |
| 2 tomatoes | 4 sandwich | |

9 Put your favourite food in the sandwich! Then write what you like and don't like.

Ask students to think about what they would like to put in a big sandwich. Tell them to draw their favourite food inside the sandwich and then write what they like and don't like. Ask students to show their pictures to the class and say what they like and don't like.

(Students' own answers)

10 Find the stickers for these.

Revise food. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

11 Read and choose the right answer.

Read each short exchange and elicit the correct response from the students. Allow them time to complete the task by circling the correct letter. Check their answers.

- | | | |
|-----|-----|-----|
| 1 a | 3 b | 5 b |
| 2 b | 4 a | 6 a |

12 What's in the fridge? Listen and put a tick (✓) or a cross (X).

Point to each item and elicit the correct word. Tell the students to listen carefully to the recording and tick only the items that are in the fridge. Play the recording, twice if necessary. Check their answers.

- | | |
|-------------|------------|
| fish X | meat ✓ |
| ice cream ✓ | eggs ✓ |
| tomatoes ✓ | cheese X |
| carrots X | sandwich ✓ |

TAPESCRIPT (TRACK 148)

Mum: Let's make some lunch, Tom. What's in the fridge? Is there any fish?

Tom: Well...no... there isn't any fish. But there's some meat and some eggs.

Mum: Oh, ok. Is there any cheese?

Tom: Hmm... No, there isn't any cheese. There's only a cheese sandwich.

Mum: I see. And are there any carrots?

Tom: No, there aren't any carrots, but there are some tomatoes.

Mum: I see. What else is there?

Tom: There is some ice cream! Yum! Can I have ice cream for lunch, Mum? Pleeeeease!

Mum: No, Tom, you cannot! Come on, let's cook.

Tom: Oh, Mum!

13 Read and complete the text. Use: meal, you, do.

The students read and complete the poem. Ask the students to read the poem out loud.

- | | |
|------|-------|
| 2 do | 3 you |
|------|-------|

14 Read and match each transcription to the pictures.

Read the instructions and explain the task. The students match the phonics to the pictures. Check their answers.

- | | |
|---------------|--------------|
| 1 - 'tʃɪldrən | 7 - 'flaʊə |
| 2 - maʊs | 8 - læmp |
| 3 - kæt | 9 - bɑ:θ |
| 4 - tʃeə | 10 - skɑ:t |
| 5 - 'mʌʃrəm | 11 - 'brɪndʒ |
| 6 - treɪn | |

MODULE 10 - Another Lovely Day!

1 Look, read and match the pictures to the activities.

Read the instructions and explain the task. Look at the example and then allow the students a short amount of time to complete the exercise. Check their answers.

- | | | | |
|-----|-----|-----|-----|
| 2 c | 4 e | 6 h | 8 d |
| 3 a | 5 b | 7 g | |

2 Write the missing letters to complete the short text.

Read the instructions and explain the task. The students fill in the missing letters and then read the short text.

I get up at seven o'clock in the morning. I have a shower and then I eat my breakfast. At eight o'clock, I go to school by bus.

Workbook (Key & Instructions)

3 Read and circle the right item.

Read through the example. Then, read the other sentences, pausing for the students to select the correct form of the verb. The students then circle the correct option. Check their answers.

2 listens 4 doesn't 6 do 8 goes
3 have 5 Does 7 doesn't 9 Does

4 Look, read and write yes or no.

Read the example and explain the task. The students complete the exercise orally first, then in writing. Check their answers.

2 yes 4 yes 6 no
3 no 5 no

• Now ask questions and answer them.

Ask a pair of students to read out the exchange. Demonstrate some similar exchanges with the students. Put them into pairs and have them practise exchanges based on Ex. 4 and the model provided.

(Students' own answers)

5 Unscramble the words to find the names of the seasons.

Point to each season in turn and ask the students to tell you what season they think it is. Explain the task. The students solve the anagrams and write the correct word in the space provided.

spring summer winter autumn

6 Read, choose and complete the dialogue.

Draw the students' attention to the bullet point answers below the drawing. Read through the text and pause to allow the students to fill in the gaps orally. Allow them some time to complete the exercise in writing. Check their answers.

2 In summer we swim all day
3 No, we don't
4 They ski down the branches of the trees

7 Read and match.

Read the instructions and explain the task. Students match the two columns to form complete sentences. Check their answers.

2 d 3 e 4 b 5 c 6 a

8 Make the questions.

Read the instructions and explain the task. The students reorder the words and write the correct questions. Check their answers, then ask the students to practise these exchanges in pairs.

2 Does he fly planes?
3 Does he like chocolate?
4 Do they grow in winter?
5 Does she go to school?
6 Do you go jogging in the evening?

9 Go to the Student's Book and read the story on pages 102-103. Then read and draw the hands of the clock to read the correct times.

Draw a clock on the board (without the hands). Say a time, e.g. *twelve o'clock*, then ask the students to come to the front and draw hands on the clock. Ask the students to read the story on pages 102-103. Then, they draw the times on the clocks for each of Alvin's activities. Check the students' drawings.

Students should draw the following times on the clocks:

1 seven o'clock 3 one o'clock
2 eight o'clock 4 ten o'clock

10 Read and match the pictures to the speech bubbles.

Ask the students to look at the pictures and have a picture discussion. Then, read through the sentences, pausing for the students to match each one to the correct picture.

1 c 2 a 3 b 4 d

11 Read and tick (✓) the correct sentence.

Revise the affirmative, negative and interrogative forms of the *Present Simple*. Read the example and explain the task. The students select the correct sentence and tick the box. Check their answers.

2 B 3 B 4 A

12 Listen and write the days.

Revise the days of the week. Point to each picture and elicit the activity. Tell the students they are going to listen to a girl talking about what she does during the week. Tell them they have to listen carefully and write the correct day under each picture. Play the recording, twice if necessary, then check their answers.

Workbook (Key & Instructions)

- 1 Tuesday 3 Wednesday 5 Monday
2 Friday 4 Thursday 6 Saturday

TAPESCRIPT (TRACK 149)

Woman: What do you do on Mondays, Sally?

Sally: On Mondays I go jogging in the morning.

Narrator: Can you see the answer? Now, you listen and write the days.

Woman: And what do you do on Tuesdays?

Sally: Well, every Tuesday I have a piano lesson at home.

Woman: A piano lesson? What about Wednesdays?

Sally: Mmm... on Wednesdays I go swimming.

I love swimming!

Woman: Mm, that's nice! And what about Thursdays?

Sally: Every Thursday I play football with my friends. And on Fridays I go to the cinema with my mum and dad.

Woman: So what do you do on Saturdays then?

Sally: Saturday is my favourite day! I meet my friends and we play in the park all day!

13 Read and find the stickers for these.

Read through the text and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

14 Read and complete the crossword puzzle.

Point to each phonetic transcription that is circled and elicit the word. Explain the task and allow the students some time to fill in the crossword.

Across

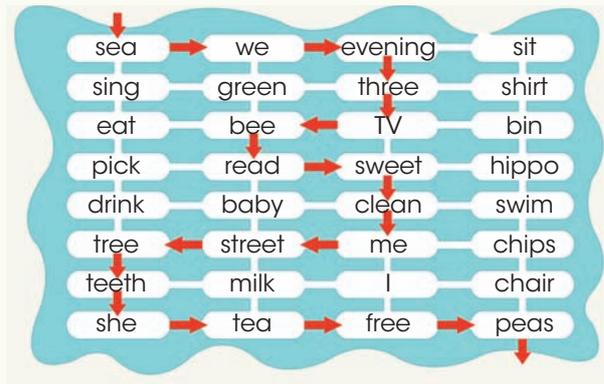
- 1 jam
4 water
5 tower
7 kind

Down

- 1 jungle
2 shirt
3 seal
6 rain
7 king

15 Find a path. Match the words with the /i:/ sound.

Read the instructions and explain the task. The students follow a path connecting the words with the /i:/ sound.



Mother's Day

• Draw and write

Explain to students that they are going to draw a picture of their mother and write some details about her. Allow the students some time to complete the task. Go around the class, giving any help where necessary.

(Students' own answers)

CONSOLIDATION

Do a quick revision of what the students have learned in this module. Praise their efforts during this stage of the lesson and encourage everyone to participate. Ask the students which modules they enjoyed the most and why.

Do all the exercises on pages 53-55 orally in class. Then, allow students to work on their own and complete the exercises in writing. Alternatively, you can assign the exercises as written homework.

Check the students' answers.

1 Look and write yes or no.

- 2 no 3 yes 4 yes 5 yes 6 no

2 Find the animals! There are 12.



Workbook (Key & Instructions)

- **Now write them in a list. Put your favourite on the top, and so on.**

(Students' own answers)

3 Look and tick (✓) the right picture.

- 2 Picture B
- 3 Picture A
- 4 Picture A
- 5 Picture A
- 6 Picture B

4 Read and tick (✓) the right sentences.

The students tick the following:

(In the morning): I have a shower, I go to school, I have breakfast. (In the evening): I watch TV, I have dinner, I go jogging, I do my homework.

- **Now write about your day.**

(Suggested answer)

In the morning, I have a shower and then I have breakfast. Then, I go to school. In the evening, I go jogging and I have my dinner. Then, I do my homework and I watch TV.

5 Picnic time! Look and answer the questions.

- 1 Yes, there is some juice.
- 2 No, there aren't any burgers.
- 3 No, there isn't any milk.
- 4 Yes, there are some bananas.
- 5 No, there isn't any butter.
- 6 No, there aren't any pineapples.
- 7 Yes, there is some chocolate.
- 8 Yes, there are some sandwiches.
- 9 No, there isn't any ice cream.
- 10 Yes, there are some fairy cakes.

6 Colour the clothes and footwear to reach the suitcase.

The students colour the following words: shorts, trainers, jacket, T-shirt, boots, shoes, shirt, dress, cap.

BOARD GAME 1 (MODULES 5-6)

- 1 suggested answers: cooker, sink, fridge, table
- 2 Where's
- 3 curtains
- 4 suggested answers: bedroom, bathroom, kitchen, living room

- 5 Student goes back to *Start*.
- 6 armchair
- 7 my
- 8 Student goes back to *Start*.
- 9 Student sings the song.
- 10 Student goes back to *Start*.
- 11 bookcase
- 12 are
- 13 is
- 14 Student's own answer.
- 15 mirror
- 16 Student goes back to *Start*.
- 17 there
- 18 suggested answers: ant, spider, ladybird, worm
- 19 wardrobe

BOARD GAME 2 (MODULES 7-8)

- 1 suggested answers: cow, sheep, chicken, turkey, horse
- 2 doing
- 3 trousers
- 4 suggested answers: shoes, boots, trainers
- 5 Student goes back to *Start*.
- 6 monkey
- 7 wearing
- 8 Student goes back to *Start*.
- 9 Student sings the song.
- 10 Student goes back to *Start*.
- 11 shirt
- 12 aren't
- 13 having
- 14 Student's own answer.
- 15 jacket
- 16 Student goes back to *Start*.
- 17 like
- 18 Student's own answer.
- 19 giraffe

BOARD GAME 3 (MODULES 9-10)

- 1 suggested answers: breakfast, lunch, dinner
- 2 time
- 3 cereal
- 4 Student sings the song.
- 5 Student goes back to *Start*.
- 6 ice cream
- 7 do
- 8 Student goes back to *Start*.
- 9 Student's own answer.
- 10 Student goes back to *Start*.
- 11 milk
- 12 in
- 13 some
- 14 Monday, Tuesday... etc

- 15 bread
- 16 Student goes back to *Start*.
- 17 any
- 18 suggested answers: carrot, lettuce, corn, peas, potato
- 19 orange juice

My Pictionary

My bedroom

- **Find the stickers for these.**

Brainstorm with the students. Elicit the names of some objects that they have in their bedrooms. Then, read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

My house

- **Find the stickers for these.**

Revise rooms. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

My clothes

- **Find the stickers for these.**

Revise clothes. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

Animals

- **Find the stickers for these.**

Revise animals. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

Food

- **Find the stickers for these.**

Revise food. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.

Everyday activities

- **Find the stickers for these.**

Revise everyday activities. Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them in.