

MINISTERUL EDUCAȚIEI NAȚIONALE

# Comunicare în limba modernă 1 - limba engleză

Clasa a II-a  
Partea I

## Fairyland 2A



Teacher's Book

Jenny Dooley – Virginia Evans



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## 2A

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Programa școlară pentru disciplina Comunicare în limba modernă 1,  
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- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.



# Fairyland 2A

## Introduction Programme (Contents & Syllabus)

p. II  
p. XIII

	Competences	Vocabulary	Structures	Project
<b>My Letters</b> pp. 4-5	2.3 Participate in communication games and reproduce or create rhymes/short messages.	• the English alphabet		
<b>Hello, Magic Friends!</b> pp. 6-7	2.2 Present a familiar person/character giving personal details ( <i>name, gender, age, hobbies</i> ).	• meeting the characters	• Hello, I'm ...	
<b>Module 1</b> <b>1 My family</b> pp. 8-17	1.2 Recognise the basic location ( <i>on, under, in front of, behind, in</i> ) of objects in the surrounding environment. 1.3 Develop interest and general comprehension of films and songs in the English language. 2.2 Present a familiar person/character giving personal details ( <i>name, gender, age, hobbies</i> ). 3.1 Understand short, simple written texts used in everyday situations. 4.1 Participate in group/class projects and create and write short texts.	• mummy, daddy, brother, sister • bedroom, bathroom, living room, kitchen, garden	• This is my mummy, Vicky. • Where's Alvin? • Is he in the kitchen?	Where is (Frosty)?
<b>2 My birthday</b> pp. 18-27	1.1 Respond appropriately (in basic communication situations) to short, simple questions in a clear and concise way. 2.1 Reproduce short and simple songs/poems 3.1 Understand short, simple written texts used in everyday situations.	• robot, clock, computer, bike, TV, lamp • square, circle, triangle, rectangle	• This is for you. • A clock. Thank you. • It's a blue rectangle.	A Birthday Card
<b>3 My body</b> pp. 28-37	1.1 Respond appropriately (in basic communication situations) to short, simple questions in a clear and concise way. 2.2 Present a familiar person/character giving personal details ( <i>name, gender, age, hobbies</i> ). 3.1 Understand short, simple written texts used in everyday situations.	• head, arm, tummy, leg, foot • clap your hands, nod your head, stamp your feet, wave your arms	• What's the matter? • My arm hurts! • Clap your hands!	My Body
<b>Module 2</b> <b>4 I can sing!</b> pp. 38-47	1.1 Respond appropriately (in basic communication situations) to short, simple questions in a clear and concise way. 2.2 Present a familiar person/character giving personal details ( <i>name, gender, age, hobbies</i> ). 2.4 Request and give short and simple information related to the location of objects within the surrounding environment. 4.1 Participate in group/class projects and create and write short texts.	• sing, dance, ride a bike, play football, draw • piano, guitar, triangle, drum, tambourine, recorder	• I can dance! • I can play the guitar!	What I can do
<b>Fun Time</b> pp. 48-63	2.4 Request and give short and simple information related to the location of objects within the surrounding environment. 2.1 Reproduce short and simple songs/poems. 2.3 Participate in communication games and reproduce or create rhymes/short messages.			
<b>Happy New Year!</b> p. 64	2.1 Reproduce short and simple songs/poems. 2.3 Participate in communication games and reproduce or create rhymes/short messages.			
<b>Fun Time Key &amp; Instructions</b> <b>Tapescripts</b>	p. 65(T) p. 69(T)	<b>Instruments for Evaluation</b> <b>Activity Book Key &amp; Instructions</b>	p. 72(T) p. 75(T)	

# Introduction

**Fairyland 2A** is a course specially designed to introduce young pupils to the English language. Young learners will be captivated by the adventures of *Woody* and *Frosty* as they enter the Magic Forest and meet *Erlina*, *Willow* and *Alvin*. Through an array of activities such as stories, songs, games, sticker activities and craftwork, the pupils will be introduced to theme-oriented vocabulary and some simple structures. In this way, the pupils will find the learning process enjoyable as they embark on their journey to discover the English language.

## ★ Pupil's Book

The *Pupil's Book* has been designed to appeal to, as well as involve, the pupils in language learning. New language is presented in a clear and effective way by means of lively dialogues, songs, games and listening activities. The two modules, comprised of four units, contain interesting and captivating topics for young learners, reinforced by meaningful activities, which encourage children to think and speak in English. Each page promotes active participation and interaction on their part, as well as the development of their receptive and productive skills. For those teachers who wish to revise the English alphabet, there is the *My Letters* section at the beginning of the *Pupil's Book*.

- **Our School**

The *OUR SCHOOL* section in the *Pupil's Book* presents the new language with *cross-curricular* material. The pupils use English to complete the tasks related to other subject areas, such as *Art*, *Maths*, *Health and Safety*, etc. This reinforces their language learning and promotes learner independence and peer cooperation.



- Dialogues**

Pupils consolidate the language learnt in simple, yet meaningful and appealing dialogues.



- Go Green!**

The *GO GREEN!* section gives pupils the opportunity to learn about the environment in a fun and creative way.



- Our World**

The pupils are familiarised with culture and ways of life in other countries through the *OUR WORLD* section.



# Introduction

The **Pupil's Book** also includes:

## I Fun Time

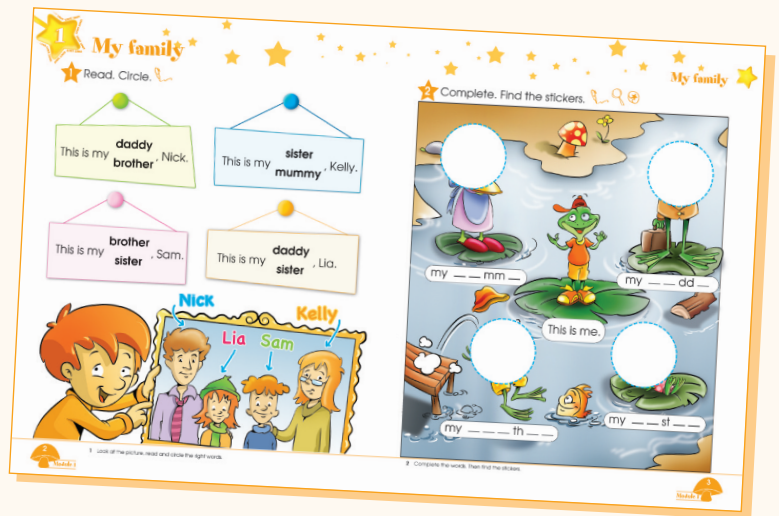
Pupils consolidate the language learnt in the course. The teacher can cover this section upon completion of the course or upon completion of a unit/module.

## II Special Days (Happy New Year!)

There is an optional unit at the back of the book, containing activities for New Year which can be covered as a lead-up to the holiday.

## ★ Activity Book

The *Activity Book* is in full colour and contains fun activities, which consolidate the language taught in each unit. The *Activity Book* can be used either in the class or for homework.



The **Activity Book** also includes:

## I Stickers

There are some exercises with **stickers** in the *Activity Book*. The type and aim of these exercises vary to give pupils the chance to practise the new language in a motivating and appealing way. There are also some reward stickers to give a sense of achievement and satisfaction which can be used whenever the teacher feels that the pupils should be praised, which should be all the time!

## II Board Games

There are four **board games**, one per module. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt.

### *How to play the board games*

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc, as a marker and place it on the **Start** sign. Teams or pairs take it in turns to select a number by throwing a dice, spinning a spinner, etc, and then move along the board according to the number. The pupils must name the item in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on an *Oh no!* square, they must go back to the beginning. If they land on a *Great!* square, they play again.



## III Characters' Cut-outs

There are five full-body cut-outs of the characters in the book, for pupils to use while acting out the dialogues, playing games or in any other communicative activity the teacher wishes to include in the lesson.

## ★ My Junior Language Portfolio

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

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

In practice, *Language Portfolios* may include project work, (with work or drawings completed inside or outside the class), DVDs (with the pupils' favourite story or with performances of songs, school plays, etc), reports from teachers, or even a collection of objects or pictures. It is a collection of material that the learners want to keep as evidence of their learning. The main emphasis is on the process of learning. As a result, while compiling their *Junior Language Portfolios*, pupils learn how to work independently.

### How to make a Junior Language Portfolio

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

## ★ Teacher's Book

The *Teacher's Book* provides step-by-step lesson plans, as well as the answers to the exercises in both the *Pupil's Book* and the *Activity Book*. It also contains extra ideas on how to present new words and language patterns, additional activities and games, as well as tapescripts for the listening activities.



# Introduction

The **Teacher's Book** also includes:

## Instruments for Evaluation

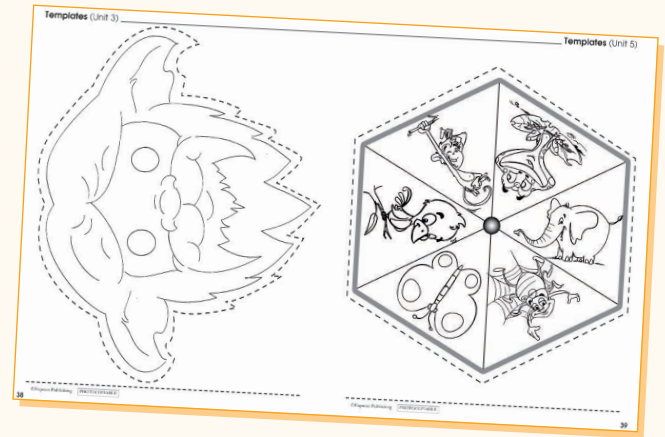
Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

In the **Instruments for Evaluation**, the teacher can find:

- *Formative Evaluation Chart*: The teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code.
- *Cumulative Evaluation Chart*: The teacher uses the chart to evaluate the pupils at the end of each module and writes the marks obtained with the help of a code.

## ★ Teacher's Resource Pack

The *Teacher's Resource Pack* provides the teacher with additional material which may be used in the classroom for further exploitation of the language learnt.



**Fairyland 2 Teacher's Resource Pack** is divided into the following sections:

### I Reinforcement and Extension Activities

These activities are in the form of projects which pupils can do on their own or in groups. The pupils can then file their projects in their *Junior Language Portfolios*.

### II Extras

These extra activities are designed for Halloween, New Year and Easter, and the teachers can use some or all of them before the corresponding celebrations.

**III Templates** for the craftwork activities in the *Pupil's Book*.

### IV Checkpoint section

The teacher has the opportunity to recycle and further consolidate any language items through the *Checkpoint* section of each module.

## ★ Picture Flashcards

The picture flashcards illustrate the new vocabulary items and enable the teacher to use them for the presentation of key words, revision, additional practice and memory games. Flashcards enable pupils to make the connection between the visual prompts and the spoken words and help teachers avoid the use of translation or lengthy explanations.

## ★ Posters

There are four double-sided posters accompanying *Fairyland 2A*. On the first side, there is the vocabulary of the first spread as well as the picture accompanying the song. On the second side there is the dialogue for those teachers who wish to present or practise the dialogue with books closed. The book is also accompanied by an *Alphabet Poster* for those teachers who wish to teach/consolidate the English alphabet. In the *Teacher's Book* there are helpful guidelines as to when and how the posters can be used to present and/or consolidate the new language.



## ★ Class CDs

The Class CDs include all the recordings for the listening activities in the *Pupil's Book*.

## ★ Digital Book

The **Digital Book** is the electronic version of the *Pupil's Book*.

## ★ Typical layout of a module

Each module consists of two units, each of which consists of five lessons.

- **Key features of a unit**

### **I Presentation of the new language**

The new language is presented by first listening to the new vocabulary. In each lesson plan the teacher will find detailed guidance on how to vary the presentation of new vocabulary, as well as further reinforcement and extension activities.

### **II Dialogues**

The pupils are introduced to short dialogues, aimed at gradually improving their reading and listening skills. In this way, the pupils gain an appreciation for reading and are not intimidated by the written word. The dialogues feature the new language which can be used for classroom acting out.

### **III Activities**

There is a great variety of activities catering for all types of learners and learning styles: colouring, pair and group work, matching, games, craftwork, etc. In this way, the pupils use the new language in a meaningful context.

### **IV Games, Chants & Songs**

Pupils at this level need a lot of opportunities to play and explore their surroundings. Playing games and singing songs/chants provides a necessary outlet and ensures that the pupils are learning while having fun. It is also a way of ensuring that the lesson always ends on a high note. In every unit there are songs, chants and games that add a creative and enjoyable element to the language classroom.

### **V OUR SCHOOL**

In the *OUR SCHOOL* section, the pupils explore other fields of study (*e.g. Art, Maths, Health and Safety, etc*) through English. In this way, the pupils learn how to use English as a vehicle to approach other subject matter.

### **VI Go Green!**

The *Go Green!* section promotes an affinity with nature and makes the pupils more aware of the environment we live in.

### **VII OUR WORLD**

Through the *OUR WORLD* section, the pupils have the opportunity to explore aspects of life in other countries.



## ★ Teaching Young Learners

Teaching young learners is an enjoyable experience. The teacher can take his/her time and repeat an activity as many times as he/she feels is necessary for the pupils to understand and have fun with it! Moreover, pupils at this level do not have many inhibitions and can be very imaginative. They are naturally inquisitive, enthusiastic and receptive to new input.

A teacher at this level should always have the following in mind:

- I **Encouragement:** Pupils need to be reassured all the time. Go around as they carry out the various activities and praise them. Do not over-emphasise their mistakes. Just repeat the correct word or phrase. Criticism can be discouraging and produce poor results.
- II **Activities:** In this level, the activities should be simple, as pupils are still developing their eye-hand coordination. On the other hand, pupils should acquire some basic language structures. Therefore, in the early stages, our objective should be to provide an environment of fun and enjoyment for the young learners. This is best achieved by a thematic approach to language teaching.
- III **The fantasy element:** Young pupils' imaginations are very vivid and they have the ability to immerse themselves in a fantasy world, often creating imaginary friends and sometimes pretending to be fictional characters (e.g. Superman, Xena, etc). This rich imagination can be captured and encouraged by the teacher in order to act out the dialogues from the units in **Fairyland 2A**. Pupils are very quick to repeat dialogues that they have heard and this ability should be utilised to its full capacity.
- IV **Social Skills:** Young pupils prefer to play on their own. The sense of being in a social group and obeying rules is not yet fully developed. Thus, the games promote the development of social skills.
- V **Pupils' need for attention:** Young learners will constantly demand your attention. In order to meet their needs, the teacher should go around and talk to them about what they are doing and, at the same time, elicit some vocabulary and language patterns. This is also a good time to see if they have understood everything they have been told or whether there are things which need further explanation.
- VI **Attention span:** A pupil's attention span is very short, so there is a need for a variety of activities. The best way to hold their attention is by changing activities every five to ten minutes. At the same time, they tend to love what is familiar. Thus, you should let a favourite activity go on for as long as they are actively engaged.
- VII **The 'silent' period:** It is possible that young pupils will not produce anything in the target language during the initial stages. This is a period of adjustment and should not alarm teachers. What we should bear in mind is that pupils are absorbing the new language and will reproduce it naturally in their own time.

**VIII Pronunciation:** Young pupils are better at pronunciation than older pupils. That is because they are keener listeners and they are not afraid to make mistakes. Thus, it is vital that teachers speak clearly, but at a **normal** pace. The class should be drilled as a group before moving on to individual practice. In this way, teachers can correct any pronunciation errors without embarrassing individual pupils, while at the same time giving them time to get used to the new sound(s).

## ★ Classroom Management

Creating a pleasant environment in the classroom should be one of the teacher's very first goals. It is a good idea for the teacher to arrive a few minutes early to welcome the pupils and have something interesting for the early comers to do. They can listen to the song from the previous lesson, watch the DVD again or play with the picture flashcards, identifying the book's characters, as well as the vocabulary items already presented.

The teacher should establish his/her policies from the start. Remind pupils to:

- come to class on time,
- bring their *Pupil's Book*, etc,
- raise their hands when they want to ask a question, and
- wait for their classmates to answer the teacher's questions before they raise their hand to give their answer.

The teacher should empower his/her learners by:

- teaching **classroom language**, i.e. the Teacher's instructions, such as *open your books*, *close your books*, etc. Classroom language is the language of communication between teacher and pupils in the classroom and needs to be taught from day one.
- giving brief and clear oral instructions. The teacher should give or read the instructions. He/She reads them at a slower pace, providing examples and eliciting examples from the pupils so he/she can be sure that they know what to do.

## ★ Songs in the Language Classroom

Songs are of great value in language learning. They are vivid examples of how the language taught is used in a real context and highlight both pronunciation and intonation. Furthermore, their rhythm enables the pupils to remember the newly acquired language and stimulates learning.

There are numerous ways to use songs in the language classroom. You can play the CD and invite the pupils to move and clap to the rhythm or hum to the melody. If there are lyrics frequently repeated, pupils will soon start joining in.

Here are some ways to animate the songs:

- a Total Physical Response (TPR) Activities:** Have the pupils stand in a circle and play the song once. Sing and demonstrate the actions, encouraging the pupils to imitate you. Play the song again, this time asking the pupils to listen to the song and repeat after you while doing the actions. Play the song a third time and lead the singing while the pupils join in.
- b Using props:** Bring visuals or realia to class. Hand out these props to your pupils and ask them to hold up the prop as soon as they hear the equivalent word in the song.
- c Song dramatisations:** Having interesting plots and characters, songs frequently offer themselves for further exploitation through drama. The teacher can dramatise the songs into short sketches, thus motivating his/her pupils. Assign roles and have the pupils sing their lines. Simple costumes and props can be prepared and used to make the performance more realistic.

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

## ★ Checking Pupils' Progress

- a Homework:** As pupils are quite young, it is recommended that all work be done in class. However, it is up to the teacher's discretion.
- b Evaluation Chart:** After the pupils have completed the *Checkpoint* section of each unit, the teacher can fill out the *Evaluation Chart*. This enables the teachers to record the pupils' progress in English.

## ★ Types of learning styles

Over the years, teachers have noticed that some of their pupils learn by listening to new information, some pupils prefer to read about it, while others need to do something with the new information. There are many different learning styles. Consequently, a coursebook should offer a variety of exercises and material to stimulate all learning styles and help pupils learn in the way that suits them best.

### • What are the types of learning styles?

#### - Visual Learners

These learners need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays including: diagrams, illustrations, transparencies, videos, flashcards and hand-outs.

#### - Auditory Learners

These learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from using a tape recorder.

## - Tactile/Kinaesthetic Learners

Tactile/Kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye coordination. By interacting with the space around them, they are able to remember and process information. They have to do things on their own to be able to learn the new language.



## ▶▶ Hello

Pupils will be reunited with the characters and listen to the theme song.

## ▶▶ Module 1 (Units 1 & 2)

**In this module pupils will ...**

**talk about ...**

- family members
- parts of a house
- presents
- shapes

**listen to ...**

- a song introducing family members
- a song presenting and practising location and parts of a house
- a dialogue about the characters looking for Ronny
- a song practising a Happy Birthday wish
- children saying how old they are
- a song practising shapes
- a dialogue about Woody and Frosty's birthday

**learn how to ...**

- introduce family members
- identify parts of a house
- say where someone is
- say how old they are
- identify and present presents
- identify shapes

## CRAFTWORK

**Pupils will ...**

- draw their family members
- make a birthday present for their friends

## OUR SCHOOL

**Pupils will ...**

- make a part of a house (Art)
- count the number of shapes and trace the words (Maths)

## GO GREEN!

**Pupils will ...**

- talk about baby animals
- talk about how old trees are

## PORTFOLIO

**Pupils will ...**

- draw a picture of a character in a part of a house
- make a birthday present and a card

## OUR WORLD

**Pupils will talk about ...**

- families in the UK and Mexico
- birthdays in the UK and Spain

## LANGUAGE FOCUS

**Structures**

- This is my mummy.
- Is Daddy in the living room?
- Yes, he is./No, he isn't.
- This is Karen's mummy.
- I'm six today.
- How old are you?
- Happy Birthday! This is for you.
- Wow! A clock. Thank you.
- I can see four squares.
- The yellow clock is in the cupboard.
- Where's the blue robot? It's on the table.

# Programme (Contents & Syllabus)

---

## Vocabulary

- family members: mummy, daddy, brother, sister
- parts of a house: bedroom, bathroom, living room, kitchen, garden
- presents: robot, computer, bike, TV, lamp, clock
- shapes: square, circle, triangle, rectangle

## ►► Module 2 (Units 3 & 4)

### In this module pupils will ...

#### talk about ...

- parts of the body
- commands
- actions
- musical instruments

#### listen to ...

- a song presenting and practising parts of the body and related illnesses
- a song presenting and practising commands
- a dialogue about some animals being ill
- a song presenting and practising actions
- Sally and Roy saying what they can do
- a song practising musical instruments
- a dialogue about the Fairy Band

#### learn how to ...

- identify parts of the body
- talk about illnesses
- give and follow commands
- describe people
- talk about actions

- say what they can/can't do
- identify/talk about musical instruments and which ones they can play

## CRAFTWORK

### Pupils will ...

- make a Nessie/Yeti mask
- make a guitar

## OUR SCHOOL

### Pupils will ...

- sing a song about and follow commands (PE & Drama)
- listen to the sounds some musical instruments make (Music)

## GO GREEN!

### Pupils will ...

- talk about animals that have got paws/hooves
- talk about what sounds you can hear in the country

## PORTFOLIO

### Pupils will ...

- draw and label their body
- draw and write what they can do

## OUR WORLD

### Pupils will talk about ...

- Nessie and Yeti
- Wayne Rooney and Shakira and make a class football team

## LANGUAGE FOCUS

### Structures

- What's the matter? My head hurts.  
Let me see.
- Simon says, clap your hands!
- I've got two heads, four arms and two legs.
- She can dance and she can ride a bike.
- I can play the guitar!
- Can you dance? Yes, I can!

### Vocabulary

- parts of the body: head, arm, tummy, leg, foot
- commands: clap your hands, nod your head, stamp your feet, wave your arms
- actions: sing, dance, ride a bike, play football, draw
- musical instruments: piano, guitar, triangle, drum, tambourine, recorder

## ►► Fun Time

### In this section pupils will ...

- consolidate the key vocabulary of the course

## ►► Happy New Year!

### In this unit pupils will ...

- sing a New Year song
- play a Happy New Year game

# My Letters



Aa



ant

Bb



bat

Cc



cap

Gg



ghost

Hh



hat

Ii



iguana

Mm



mouse

Nn



nut

Oo



orange

Ss



snail

Tt



tomato

Uu



umbrella

Vv




violet





**Dd**  
duck



**Ee**  
elf



**Ff**  
flower



**Jj**  
jaguar




**Kk**  
koala



**Ll**  
lion




**Pp**  
puppet



**Qq**  
queen




**Rr**  
rabbit



**Xx**  
fox



**Yy**  
yo-yo



**Zz**  
zebra



**Ww**  
wizard



## Getting started

### Objectives

To reunite the pupils with the characters.  
To practise introducing oneself and greeting others.

### Language

In this lesson the pupils will learn to **understand**:

- *Who's this?*
- *This is (Erlina).*
- *Open/Close your books.*

In this lesson the pupils will learn to **use**:

- *Hello, I'm (Sue).*
- *What's your name?*

### Extra Materials

- Slips of paper with the pupils' names;
- characters' cutouts.

## ★ Getting started

Welcome your class by saying *Hello!* several times. Present yourself. Say: *Hello, I'm (Mrs Adams).* Encourage the pupils to greet you back. Stand in front of a pupil and say: *Hello, I'm (Mrs Adams). What's your name?* Encourage the pupil to respond.

### Before going into class

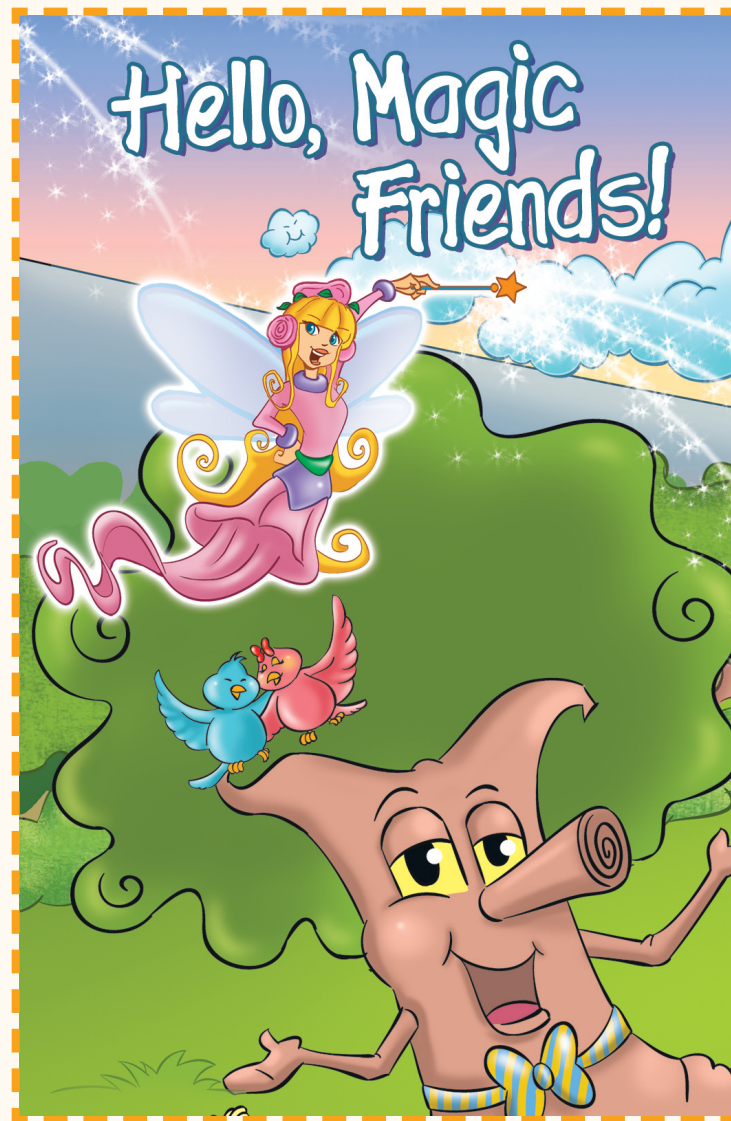
Prepare slips of paper with the names of the pupils.

Pin up the slips of paper with the pupils' names on the classroom walls. Make sure you pin up the slips of paper in sets of two. Explain the activity. The pupils go around looking for their names. When they find the corresponding slips of paper, they act out the following short exchange.

*e.g. Pupil 1: Hello, I'm (Sue). What's your name?*

*Pupil 2: Hello, I'm (Jim).*

Demonstrate this yourself first.



## ★ Meeting the characters

(Activities to reunite the pupils with the characters.)

**Pupils' books closed.** Ask the pupils to look at the cover of their book. Point to the characters, one at a time, and elicit their names.

*e.g. Teacher: (pointing to Willow) Who's this?*  
*Class: Willow. etc*

Have a class discussion, in L1 if necessary, about what the pupils remember from the previous year. Tell the pupils that they are going to learn more about the Magic Forest and their magic friends this year.

**Pupils' books open.** Say: *Open your books at page six.* Write the number 6 on the board and hold up your book. Ask the pupils to look at the picture. Point to Frosty and ask: *Who's this?* Elicit







the answer. Then say: *Hello, Magic Forest! Hello, magic friends! Hello, Frosty!* Follow the same procedure with the rest of the characters.

Play the recording. The pupils listen and point to the characters as their names are mentioned. Play the recording again. The pupils listen and sing along.

### TAPESCRIPT

*(pupils wave their hands throughout the song)*

*Hello, Magic Forest,  
Hello, Magic Friends!  
Hello, Frosty! Hello, Woody!  
Hello, hello again!*

*Hello, Magic Forest!  
Hello, Willow, too!  
Hello, Erlina! Hello, Alvin!  
Hello, hello to you!*

### Extension

Ask the pupils to open their *Activity Books* and cut out the characters' cutouts. Assign the roles of *Frosty*, *Woody*, *Willow*, *Erlina* and *Alvin* to various pupils. Tell the remaining pupils to imagine that they are in the Magic Forest meeting the characters. Play the song. The pupils move around the class singing and waving *hello* to the characters. The pupils who portray the characters wave back.

### ★ Closing activity

Ask the pupils to choose one of their characters' cutouts. Say a name, e.g. *Erlina*. The pupils with the corresponding cutout stand up and leave the class. Encourage them to say *goodbye* as they leave.

# My family

1 Listen and point. 🎧 📍



2 Sing. 🎵

- 🎧 Listen, point to the family members and say.
- 1 Listen and point.
- 2 Listen and sing.



## Lesson 1

### Objectives

To present family members.

### Language

In this lesson the pupils will learn to **understand**:

- *Hello, I'm (Mrs Jackson).*
- *Who's this?*
- *Open/Close your books.*
- *This is Ronny's family. His family is cool.*

In this lesson the pupils will learn to **use**:

- Family members: *mummy, daddy, brother, sister.*
- *This is Ronny's (mummy).*
- *This is my (mummy), (Vicky).*
- *Your (mummy)?*

### Extra Materials

- The *My family* poster for *Presentation & Practice*;
- Slips of paper with words for Ex. 1 (*Extension*).

## BEGINNING THE LESSON

(An ice-breaking activity for the pupils to get to know each other.)

Blindfold one of the pupils. Then choose a pupil to approach the blindfolded pupil and say *hello*. The pupil who is blindfolded must guess who is speaking and respond by saying: *Hello, (Jack)*. Demonstrate this yourself first.

Play the *Hello* song. The pupils sing along.

## PRESENTATION & PRACTICE

(Activities to present family members.)

 **Listen, point and say.**



### POSTER

**Pupils' books closed.** Pin up the *My family* poster on the board. Point to Ronny and ask: *Who's this?* Say: *It's Ronny, Frosty and Woody's friend.* Point to the members of the family, one

at a time, and present them. The pupils repeat after you. Point to the members in random order. Individual pupils name them. Ask the rest of the class for verification. Demonstrate this yourself first.

e.g. Teacher: (*pointing to mummy*)  
*Who's this?*


Pupil 1: *Mummy.*

Class: *Yes! etc*

**Pupils' books open.** Say: *Open your books at page eight.* Write the number 8 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the family members and repeat.

### TAPESCRIPT

*Mummy, daddy, brother, sister.*

 **Listen and point.**

Say the instructions twice as you mime them. Ask the pupils to look at the picture. Say: *This is Ronny's family. His family is cool.* Explain the meaning of *cool* (*wonderful*). Then point to daddy rabbit and ask: *Who's this?* Elicit the answer. Repeat with the rest of the characters.

Explain the activity. Play the recording. The pupils listen and point to the characters.

### TAPESCRIPT

*This is my mummy  
My mummy is cool  
This is my daddy -  
My daddy is cool, too!*

*My family is wow  
My family is cool  
My family is Number One!  
My family is wow  
My family is cool  
My family is Number One!*

*This is my brother  
My brother is cool  
This is my sister -  
My sister is cool, too!*



# Unit 1 - My family

## ★ 2 Sing.

Play the recording again. The pupils listen and sing along.

### Extension

#### Before going into class

Write the words (*mummy, daddy, brother, sister*) from the song on slips of paper.

Hand out the slips of paper to the pupils. Ask them to raise their slips every time they hear the word on their slip. Play the recording. The pupils listen and do the activity.

(Activities to practise family members.)

## ★ 3 Match. Say.

Say the instructions twice as you mime them. Do the first one with them as an example. Point to Ronny's mummy and say: *Who is this?* Elicit from them *MUMMY*. Allow the pupils some time to match the rest of the words (*SISTER, DADDY, BROTHER*) to Ronny's family members. Ask individual pupils to answer. Ask the class for verification.

### Answers

1 B      2 D      3 A      4 C

## ★ 4 Draw in your notebook. Say.

Point to the picture and elicit the family members. Then pointing to the speech bubble, read aloud: *This is my mummy, Vicky*. Ask the pupils to draw a similar picture about their family in their notebook and present it to the class. Make sure you display their work somewhere in the class. Finally, help them file their drawings in their *Junior Language Portfolios*.

e.g. Pupil: *This is my daddy, Sam. This is my brother, Tom. This is my mummy, Liz.*

## ENDING THE LESSON

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

The pupils, in pairs, take it in turns and say a family member's name and the other has to guess who it is. Demonstrate this yourself first.

e.g. Pupil: *Tracy!*  
Teacher: *Your mummy?*  
Pupil: *No!*  
Teacher: *Your sister?*  
Pupil: *Yes! etc*

## ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

**For the next lesson:** If you wish, ask the pupils to bring in materials to make parts of a house (see Ex. 1).



mummy

daddy

brother

sister



3 Match. Say. 



4 Draw in your notebook. Say. 



This is my mummy, Vicky.

- 3 Match the words to Ronny's family members. Then point and say: *This is Ronny's (mummy).*
- 4 Draw a picture of your family in your notebook. Present it to the class. Say: *This is my (mummy, Vicky).*



bedroom



bathroom

★ 1 Read and match. Then make. ✂

1 kitchen

2 bedroom

3 garden

4 bathroom

5 living room



🔊 Listen, point to the parts of the house and say.

1 Read the words and match them to the parts of the house. Then, in groups, choose and make a part of a house.



## Lesson 2

### Objectives

To present parts of a house. To talk about location. To explore other subject areas: Art.

### Language

In this lesson the pupils will learn to

#### understand:

- *What's this?*

In this lesson the pupils will learn to **use**:

- Parts of a house: *bedroom, bathroom, living room, kitchen, garden.*
- *(It's the) kitchen.*
- *Where's Alvin? Is he in the kitchen?*
- *Yes, he is!*

### Extra Materials

- Flashcards (1-5) for *Presentation & Practice*;
- 2-4 shoeboxes, glue, scissors, markers or paint, cardboard, pictures from magazines, scraps of paper, smaller boxes, thread spools, pieces of fabric, etc;
- Magazine pictures of pieces of furniture for the *Ending the Lesson* activity.

## BEGINNING THE LESSON

Play the recording for Ex. 1 from the previous lesson and pause before the name of each family member. Ask the pupils to say who it is.

## PRESENTATION & PRACTICE

(Activities to present and practise parts of a house.)

### ★ Listen, point and say.



#### FLASHCARDS (1-5)

**Pupils' books closed.** Pin up the flashcards on the board, one at a time. Point to the parts of the house (*bedroom, bathroom, living room, kitchen, garden*) and present them. The pupils repeat after you. Point to the parts of the house in random order and ask questions. Elicit the responses from different pupils. Demonstrate this yourself first.

e.g. *Teacher: (pointing to the kitchen)*  
*What's this?*

*Class: (It's the) kitchen. etc*

**Pupils' books open.** Say: *Open your books at page ten.* Write the number 10 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the parts of the house and repeat.

### TAPESCRIPT

*Bedroom, bathroom, living room, kitchen, garden.*

### ★ Read and match. Then make.

Say the instructions twice as you mime them. Elicit the names of the parts of the house by pointing and asking: *What's this?* Explain the activity. The pupils read the words and match them to the parts of the house. Ask individual pupils to answer.

Divide the pupils into five groups. Have each group choose a part of the house to work on. Provide the pupils with the shoeboxes and related materials, e.g. *glue, scissors, pictures from magazines, cardboard, etc.* Alternatively, ask the pupils during the previous lesson to bring the materials needed.

Have a class discussion about how to make the furniture (*i.e. they draw windows on the shoeboxes, they can use straws for taps, empty boxes for furniture, tissues for curtains, tea bags for cushions, etc*). Go around the class and guide them on how to make the furniture and decorate their part of the house. Once they finish, have each group present their model to the class. Make sure you display their work somewhere in the class.

### Variation

Once you have had a class discussion about how the groups can make their allocated rooms, you can ask the groups, as homework, to collect the material needed and continue with the making of their rooms during the next lesson.

# Unit 1 - My family

## 2 Let's Play!

Elicit the parts of the house. Read the speech bubbles as you follow with your finger in the book.

Focus the pupils' attention on the use of **he** for boys/men and **she** for girls/women. Say: *Alvin*. Invite the pupils to say *he*. Repeat the procedure with *Erlina*, *Woody* and *Frosty*.

Explain the game. The pupils think of a place in the picture where Alvin could be. Then the pupils, in pairs, take turns asking and answering questions as in the example.

Alternatively, ask a pupil to be the leader and come to the front of the class. Ask him/her to tell you where Alvin is. The rest of the class in teams tries to guess where Alvin is. Each correct guess wins a point. The team with the most points wins. Keep changing the leaders.

e.g. Leader: *Where's Alvin?*  
Team A Pupil 1: *Is he in the garden?*  
Leader: *No, he isn't.*  
Team B Pupil 1: *Is he in the living room?*  
Leader: *Yes, he is. etc*

**Note:** You can keep changing the characters. It can be *Where's Alvin?*, *Where's Erlina?*, etc.

## 3 Sing.

Say the instructions twice as you mime them. Ask: *Where's Alvin? Where?* The pupils repeat after you. Then point and say: *He's in the kitchen, over there.* The pupils repeat after you. Follow the same procedure with *Erlina - bedroom*, *Woody - bathroom*, *Frosty - living room*. Play the recording. The pupils listen and point to the parts of the house. Play the recording again. The pupils listen and sing along, joining in with the actions.

### TAPESCRIPT

**Where's Alvin?** (shade eyes with hand, look from side to side)

**Where's Alvin?**

**Where? Where? Where?** (hold out both hands in an inquiring gesture)

**He's in the kitchen.**

**He's in the kitchen, over there.** (stretch out arm and point)

**Where's Erlina?** (shade eyes with hand, look from side to side)

**Where's Erlina?**

**Where? Where? Where?** (hold out both hands in an inquiring gesture)

**She's in the bedroom.**

**She's in the bedroom, over there.** (stretch out arm and point)

**Where's Woody?** (shade eyes with hand, look from side to side)

**Where's Woody?**

**Where? Where? Where?** (hold out both hands in an inquiring gesture)

**He's in the bathroom.**

**He's in the bathroom, over there.** (stretch out arm and point)

**Where's Frosty?** (shade eyes with hand, look from side to side)

**Where's Frosty?**

**Where? Where? Where?** (hold out both hands in an inquiring gesture)

**He's in the living room.**

**He's in the living room, over there.** (stretch out arm and point)

## ENDING THE LESSON

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

Pupils think of a room they're in and make up a verse. They sing it to the class.

e.g. Maria: *Where's Maria?*  
*Where's Maria?*  
*Where? Where? Where?*  
*She's in the kitchen.*  
*She's in the kitchen, over there.*

## ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3, 4 and 5 from the *Activity Book* during this lesson or the next one.





living room



kitchen



garden



2 Let's play!



Where's Alvin?

Is he in the kitchen?

3 Sing. 🎵

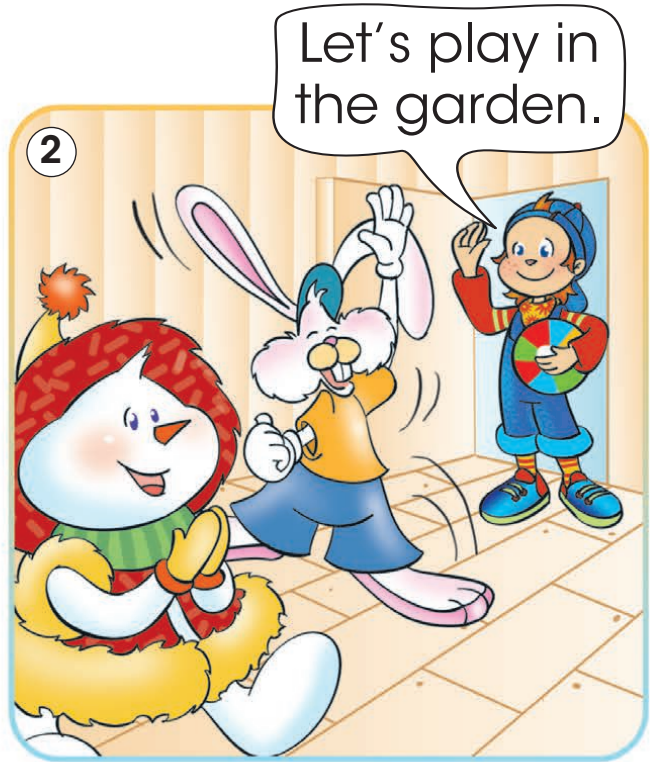
Yes, he is!

- 2 Play the *Where's Alvin?* game.
- 3 Listen and sing.





1 Let's listen. 🎧



1 Listen to the dialogue and point to the pictures.

## Lesson 3

### Objectives

To listen to a story about Frosty and Alvin looking for Ronny. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

### Language

In this lesson the pupils will learn to **understand**:

- *Who's this?*
- *Where is (Ronny)?*

In this lesson the pupils will learn to **use**:

- *Be good!*
- *Let's play in the garden.*
- *This is fun!*
- *Where's Ronny?*
- *I don't know.*
- *Is he in the (living room)?*
- *No, he isn't.*

### Extra Materials

- The *My family* poster for *Presentation & Practice*.

## BEGINNING THE LESSON



### POSTER

Pin up the *My family* poster on the board. Point to a room. Ask a pupil to name it. Ask the rest of the class for verification. Repeat with the rest of the rooms.

## PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)



### 1 Let's listen.



### POSTER

**Pupils' books closed.** Use the *My family* poster

to present the story. Explain to the pupils, in L1 if necessary, that Ronny is going out to play with Woody and Frosty. Point to Ronny in the first picture and ask: *Who's this?* Elicit: *Ronny.* Say as you wave: *Bye, Ronny. Be good!* The pupils repeat after you. Point to Woody in the second picture and say: *Let's play in the garden.* Point to Ronny in the third picture and ask: *Where is Ronny?* Elicit: *He's in the garden.* Pointing to the fourth picture, ask: *Where's Ronny?* Elicit: *I don't know.* Repeat with the remaining pictures.

**Pupils' books open.** Say: *Open your books at page twelve.* Write the number 12 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to identify the parts of the house.

e.g. Teacher: (pointing to Frosty in Frame 5)  
*Where's Frosty?*

Pupil 1: *He's in the living room! etc*

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again with pauses for the pupils to listen and follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. Teacher: *Bye Ronny! Be ...*  
Class: *good! etc*

### Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with the rest of the pictures.

# Unit 1 - My family

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Ask the pupils to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

## ENDING THE LESSON

Ask the pupils to draw a new nose for Frosty in their notebook. They can decorate it with a ribbon and/or attach a short message.

*e.g. Dear Frosty,  
This is for you.  
Love,  
Kelly*

Make sure you display their work somewhere in the class.

## ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.










# Go Green!

1 Where's Mummy? Follow and say. 



**lamb**



**puppy**



**kitten**



**foal**



**horse**



**sheep**



**dog**



**cat**

1 Help the babies find their mummies. Then say: A (*lamb*) is a baby (*sheep*).

## Lesson 4

### Objectives

To talk about baby animals and their mummies. To consolidate the language learnt in the unit. To draw a picture about where a character is.

### Language

In this lesson the pupils will learn to **understand**:

- *Where's mummy?*

In this lesson the pupils will learn to **use**:

- *lamb, puppy, kitten, foal*
- *horse, cat, dog, sheep*
- *A (lamb) is a baby (sheep).*
- *Is Ronny's mummy in the living room?*
- *Yes, she is./No, she isn't.*

### Extra Materials

- Slips of paper with the words *lamb, puppy, kitten, foal, horse, sheep, dog, cat* for Ex. 1;
- Flashcards 1-5 for the *Ending the Lesson* activity.

**Pupils' books open.** Say: *Open your books at page fourteen.* Write the number 14 on the board and hold up your book. Say the instructions twice as you mime them. Ask the pupils to follow the lines with their finger so the baby animals can find their mummies. Then have them say, e.g. *A lamb is a baby sheep. etc*

As an extension, you can ask the pupils to trace the words.

**Answers:** A lamb is a baby sheep.  
A puppy is a baby dog.  
A kitten is a baby cat.  
A foal is a baby horse.

### Extension

#### Before going into class

Prepare slips of paper with the words *lamb, puppy, kitten, foal, horse, sheep, dog* and *cat*.

Hand out the slips of paper in random order. The pupils circulate to find their matching pair, e.g. *lamb - sheep*.

## BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

## PRESENTATION & PRACTICE

(Activities to talk about baby animals and their mummies.)

### ★ Where's mummy? Follow and say.

**Pupils' books closed.** Tell the pupils that some baby animals have different names than their parents. For example, a baby dog is called a *puppy*. Write the word *puppy* on the board. Next write the words *lamb, kitten* and *foal* on the board. Explain/Elicit what they are.

## ★ 2 Listen and choose.

(An activity to consolidate talking about location.)

Point to the first set of pictures and ask: *Where's Ronny's mummy?* Elicit the possible answers: *(she's in the) living room, (she's in the) kitchen.* Repeat with the remaining pictures. Say the instructions twice as you mime them. Play the recording, twice if necessary. The pupils listen to the sounds and choose the correct picture. Ask individual pupils to answer. Ask the rest of the class for verification.

### Answers

- 1 b - in the kitchen
- 2 b - in the living room
- 3 b - in the bedroom
- 4 b - in the bathroom

Then, in pairs, the pupils ask and answer questions,

e.g. Pupil 1: *Is Ronny's mummy in the living room?*

Pupil 2: *No, she isn't.*

Pupil 1: *Is she in the kitchen?*

Pupil 2: *Yes, she is. etc*

## ★ 3 Portfolio: Draw in your notebook and write.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture and ask: *Where's Frosty?* Elicit: *Look! He's in the garden!* Ask the pupils to draw a similar picture in their notebook and write about one of the characters then, present it to the class. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

## ENDING THE LESSON



### FLASHCARDS (1-5)

Write numbers 1-5 on the board. Below each number put a flashcard, e.g. 1 - *bedroom*, 2 - *bathroom*, etc. Allow the pupils some time to look at the flashcards and then remove them. Ask a pupil to tell you where each flashcard was. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

### ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 7 from the *Activity Book* during this lesson or the next one.

**For the next lesson:** If you wish, ask the pupils to bring pictures of their family and home (see Ex. 1 *Optional Activity*).

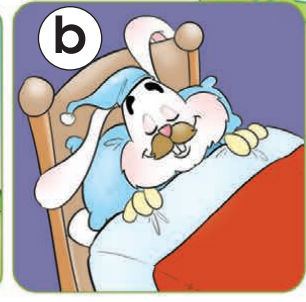
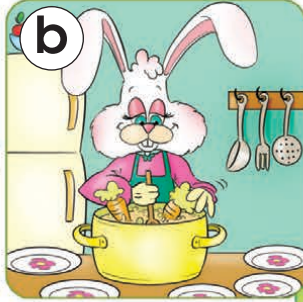




2 Listen and choose.

1 Where's my mummy?

3 Where's my daddy?



2 Where's my brother?

4 Where's my sister?



3 Portfolio: Draw in your notebook and write.



- 2 Listen to the sounds and choose the correct picture. Then talk with your friend: *Is Ronny's mummy in the living room? Yes, she is. or No, she isn't.*
- 3 Draw in your notebook and write. Present your picture to the class.



1 Look and say. 

Karen



This is Karen's daddy.

This is Karen's mummy.



This is Karen's brother.

This is Karen's house.



1 Read, then talk about Pedro's family.



## Lesson 5

### Objectives

To consolidate the language of the unit. To familiarise pupils with British and Mexican culture. To talk about family and houses in the UK/Mexico.

### Language

In this lesson the pupils will learn to **understand**:

- *UK, Mexico*

In this lesson the pupils will learn to **use**:

- *This is (Karen)'s (daddy).*

### Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- Sheets of paper with family tree drawings for the *Ending the Lesson* activity.

Point to the Mexican flag and say: *Mexico*. If you have a map of the world, put it up on the board and show where Mexico is. Point to Pedro and say: *This is Pedro*. Point to his house and elicit: *This is Pedro's house*. Next, point to his mum and elicit: *This is Pedro's mummy. etc*

### Optional Activity

Ask the pupils to bring pictures of their family and home. Have a class discussion.

## BEGINNING THE LESSON

Ask the pupils to present the drawing they made in the previous lesson.

## OUR WORLD

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

### ★ Look and say.

**Pupils' books open.** Say: *Open your books at page sixteen*. Write the number 16 on the board and hold up your book. Point to the British flag and say: *the UK*. If you have a map of the world, put it up on the board and show where the UK is. Ask the pupils if they know anything about the UK and have a class discussion in L1 (*e.g. famous people, cities, houses, etc*). Explain to the pupils that in this section they will be learning a lot of interesting things about this country. Point to Karen and her family. Read the sentences. The pupils repeat after you.

# Unit 1 - My family

(Activities to consolidate the language of the unit.)

## 2 Look, read and say yes or no.

Say the instructions twice as you mime them. Elicit the numbers. Point to the pictures and elicit what the pupils can see. Then the pupils read the words and say if they match the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

e.g. Teacher: One!

Pupil 1: Yes! etc

### Answers

- 1 yes      3 yes      5 no  
2 no      4 yes

As an extension, name a part of a house. Ask a pupil to tell you the number of the circle.

e.g. Teacher: Kitchen!

Pupil 1: Two! etc

## 3 Look, read and choose.

Say the instructions twice as you mime them. Point to the characters in the picture and elicit their relationship. Explain the activity. Allow the pupils some time to choose the right words and write them in their notebook. Check the pupils' answers.

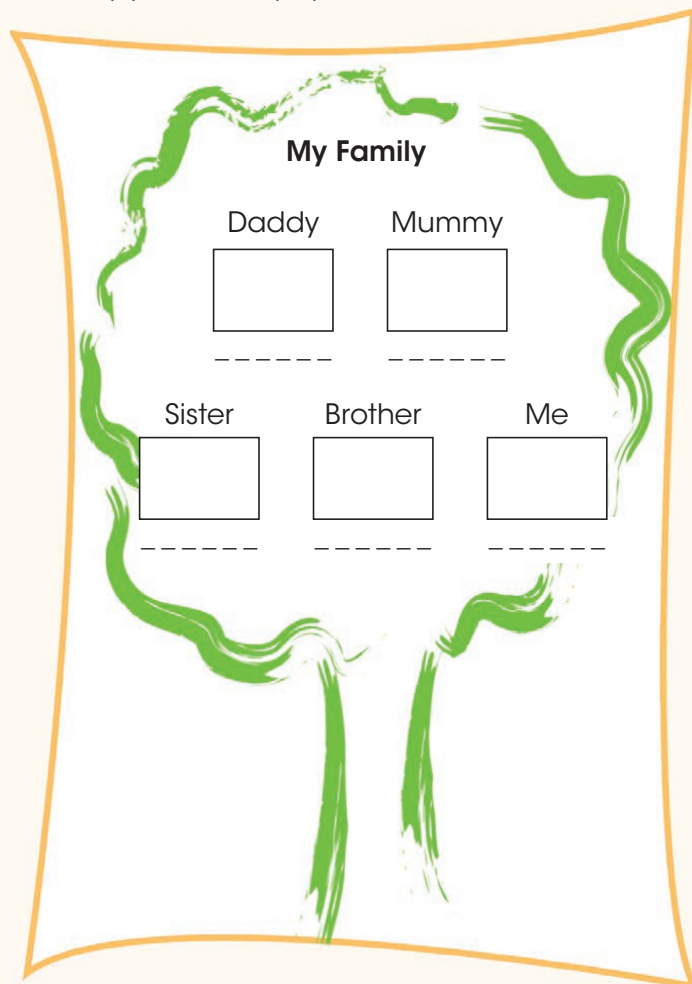
### Answers

- b sister  
a brother  
b mummy  
a daddy

## ENDING THE LESSON

### Before going into class

Draw a family tree on a sheet of paper. Make a copy for each pupil.



Tell the pupils they are going to make a family tree. Hand out a sheet of paper with the family tree drawing to each pupil. Explain the activity. The pupils can either draw or stick on photos of each family member. Go around the class as the pupils complete the activity, providing any necessary help with the spelling of the names of the family members.

**Note:** If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.



2 Look, read and say **yes** or **no**. 



garden



bedroom



bathroom



living room



kitchen

3 Look, read and choose.



**a** mummy  
**b** sister



**a** brother  
**b** daddy



**a** sister  
**b** mummy



**a** daddy  
**b** brother

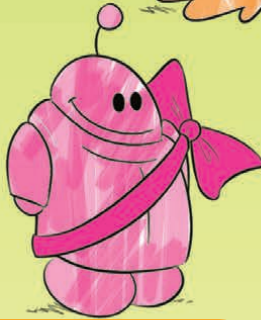
2 Look at the pictures. Read the words and say *yes* or *no*.  
3 Look at the pictures. Choose the right words.





robot

## 1 Sing.

I'm seven  
today.I'm seven  
today, too!

## 2 Point and say.

Listen, point to the presents and say.

1 Listen and sing.

2 Point to the presents and say: *It's a blue bike.*



## Lesson 1

### Objectives

To present and practise the names of different presents.

### Language

In this lesson the pupils will learn to **understand**:

- *It's Woody and Frosty's birthday!*
- *How old is (Woody)?*
- *blow out the candles, birthday wish, kiss*

In this lesson the pupils will learn to **use**:

- Toys: *robot, computer, bike, TV, lamp, clock.*
- *It's a (blue robot).*
- *How old are you? I'm (six).*
- *Happy Birthday! This is for you.*
- *Wow! A clock. Thank you.*

### Extra Materials

- The *My birthday* poster for *Presentation & Practice*.

## BEGINNING THE LESSON

Ask the pupils to take out their family trees from the previous lesson and present them to the class. Elicit: *This is my mummy and daddy.* etc

## PRESENTATION & PRACTICE

(An activity to present toys.)

★ Listen, point and say.



### POSTER

**Pupils' books closed.** Pin up the *My birthday* poster on the board. Point to the presents, one at a time, and say the words. The pupils repeat after you. Point to the presents in random order and name them. The pupils repeat after you.

**Pupils' books open.** Say: *Open your books at page eighteen.* Write the number 18 on the board and hold up your book. Say the

instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

### TAPESCRIPT

*Robot, computer, bike, TV, lamp, clock.*

### Extension

Say the beginning of a word. Invite guesses as to what the word is.

e.g. Teacher: *bi /baɪ/*

Pupil 1: *bike etc*

### ★ Sing.

Say the instructions twice as you mime them. Ask the pupils to look at the picture. Say: *It's Woody and Frosty's birthday!* Read the sentences. Then ask: *How old is Woody? How old is Frosty?* Elicit: *Seven.* Then say: *Happy Birthday! Have a happy day!* The pupils repeat after you. Then mime as you say: *Make a birthday wish. Blow out the candles. Blow a birthday kiss.* The pupils repeat after you.

Play the recording. The pupils listen and point to the characters. Play the recording again. The pupils listen and sing along, joining in with the actions.

### TAPESCRIPT

***Have a Happy Birthday,*** (*wave arms in air*)

***Have a happy day!***

***How old are you?*** (*count on fingers from one to ten*)

***How old are you?***

***How old are you today?***

***Have a Happy Birthday,***

***Make a birthday wish,*** (*close eyes*)

***Blow out the candles,*** (*mime blowing candles*)

***Blow a birthday kiss!*** (*blow a kiss*)

### ★ Point and say.

(An activity to practise toys and revise colours.)

Say the instructions twice as you mime them. Point to the presents and elicit their names.

## Unit 2 - My birthday

Explain the activity. Then individual pupils point to and present the toys, e.g. *It's a (pink robot).*

### Answers

It's a red lamp.  
It's an orange clock.  
It's a green computer.  
It's a yellow TV.  
It's a pink robot.  
It's a blue bike.

(An activity to practise talking about age.)

### 3 Listen and match.

Revise numbers 1-10. Say a number, e.g. *one*. Ask the pupils to hold up a corresponding number of fingers. Point to the pictures of the children and the birthday cakes. Point to the number candles and elicit the numbers. Say the instructions twice as you mime them. Play the recording, twice if necessary.

### Answers

1 C      2 B      3 D      4 A

The pupils listen and write the answers in their notebooks. Then, in pairs, the pupils play a guessing game. Demonstrate this yourself first.

e.g. Pupil 1: *How old are you?*  
Pupil 2: *I'm six.*  
Pupil 1: *You're Sam. etc*

### TAPESCRIPT

A: *How old are you today, Sam?*  
Sam: *I'm six.*  
A: *Six?*  
Sam: *Yes. I'm six.*  
A: *Happy Birthday, Sam.*  
  
A: *How old are you today, Anna?*  
Anna: *I'm ten.*  
A: *Ten?*  
Anna: *Yes. I'm ten.*  
A: *Happy Birthday, Anna.*  
  
A: *How old are you today, Lucy?*  
Lucy: *I'm seven.*

A: *Seven?*

Lucy: *Yes. I'm seven.*

A: *Happy Birthday, Lucy.*

A: *How old are you today, Tom?*

Tom: *I'm nine.*

A: *Nine?*

Tom: *Yes. I'm nine.*

A: *Happy Birthday, Tom.*

### 4 Make. Talk with your friend.

(An activity to develop fine motor skills and consolidate the language of the lesson.)

Point to the pictures and read out the speech bubbles. Ask the pupils to make a birthday present for their friends. Allow the pupils some time to finish their drawings/craftwork.

Then, in pairs, the pupils give their presents to each other.

e.g. Pupil 1: *Happy Birthday! This is for you.*  
Pupil 2: *Wow! A robot. Thank you.*

**Note:** If you wish, you can recycle some of the toys the pupils have learned in the previous level (*doll, ball, car, train, plane, teddy*).

### ENDING THE LESSON

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

Ask the pupils to draw a birthday cake with a number candle on it for their friend's next birthday. In pairs, the pupils act out short exchanges.

e.g. Pupil 1: *Wow! A birthday cake!*  
Pupil 2: *It's for (Kate's) birthday.*  
Pupil 1: *How old is Kate?*  
Pupil 2: *Eight.*

### ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1, 2 and 3 from the *Activity Book* during this lesson or the next one.



computer



bike



TV



lamp



clock



**3** Listen and match.

<b>1</b> 	<b>2</b> 	<b>3</b> 	<b>4</b> 
<b>A</b> 	<b>B</b> 	<b>C</b> 	<b>D</b> 

**4** Make. Talk with your friend.

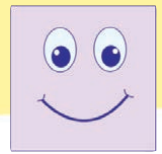
Happy Birthday!  
This is for you.

Wow! A clock.  
Thank you.



- 3 Listen and match. Then play with your friend: *How old are you? I'm (six). You're ...!*
- 4 Make a present for your friend and give it to him/her.





square

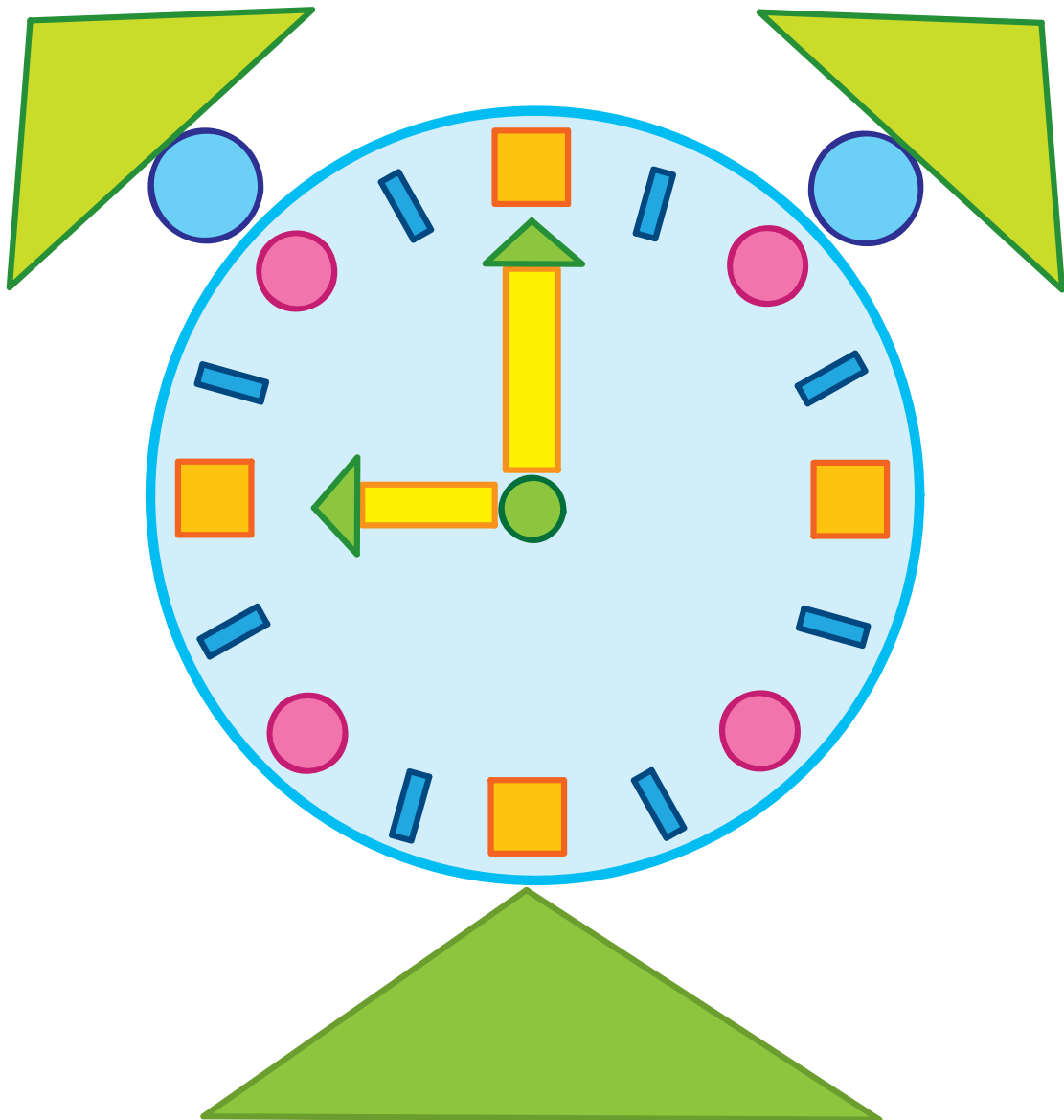
1 Count and say. 


squares

circles

rectangles

triangles



 Listen, point to the shapes and say.

1 Count the shapes and say: *I can see ... squares.*

## Lesson 2

### Objectives

To present shapes. To explore other subject areas: Maths.

### Language

In this lesson the pupils will learn to **understand**:

- *What's this?*
- *How many (squares) can you see?*

In this lesson the pupils will learn to **use**:

- Shapes: *square, circle, rectangle, triangle.*
- *I can see (four) (squares).*
- *I'm a (circle) like a (ball).*

### Extra Materials

- Flashcards (6-9) for *Presentation & Practice*;
- A set of cards for the *Ending the Lesson* activity.

## BEGINNING THE LESSON

Ask a pupil to come to the board. Call out an item from the previous lesson, e.g. *TV*, and tell the pupil to draw a rough sketch of the item on the board. Ask the rest of the class for verification. Repeat with the remaining items (*robot, computer, bike, lamp, clock*).

## PRESENTATION & PRACTICE

(Activities to present shapes.)



**Listen, point and say.**



**FLASHCARDS (6-9)**

**Pupils' books closed.** Pin up the flashcards on the board, one at a time. Point to the shapes (*square, circle, triangle, rectangle*) and present them. The pupils repeat after you. Point to the shapes in random order and ask

questions. Elicit the responses from different pupils. Demonstrate this yourself first.

e.g. *Teacher: (pointing to the square)*  
*What's this?*

*Class: (It's a) square. etc*

**Pupils' books open.** Say: *Open your books at page twenty.* Write the number 20 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point to the shapes and repeat.

### TAPESCRIPT

*Square, circle, triangle, rectangle.*

(An activity to practise shapes.)



**Count and say.**

Say the instructions twice as you mime them. Tell the pupils to look at the picture of the clock. Point to a square in the picture and ask: *What's this?* Elicit the shape. Then point to the word *squares* as you read it. Follow the same procedure with the rest of the shapes. Then the pupils count the shapes and write the correct number in their notebooks.

**squares: 4**

**circles: 8**

**rectangles: 10**

**triangles: 5**

Check the pupils' answers. Ask: *How many squares can you see?* Elicit: *I can see four squares.* Repeat for the remaining shapes:

*I can see eight circles.*

*I can see ten rectangles.*

*I can see five triangles.*

## Unit 2 - My birthday

### ★ 2 Look and say.

Say the instructions twice as you mime them. Ask the pupils to look at the pictures. Elicit the items and the shapes (*ball - circle, box - square, roof - triangle, door - rectangle*) and the colours (*red, blue, yellow, green*). Then say: *I'm a circle like a ball. It's a red circle.* The pupils repeat after you. Point to the second picture and say: *I'm a square like a box.* etc The pupils repeat after you. Repeat with the rest of the items.

### ★ 3 Sing and do.

Say the instructions twice as you mime them. Play the recording. The pupils listen and point to the shapes. Play the recording again. The pupils listen and sing along, joining in with the actions.

#### TAPESCRIPT

***I'm a circle like a ball,*** (make a circle in air with both arms outstretched)

***Like a ball, like a ball.***

***I'm a circle like a ball,***

***I go round and round.*** (make repeated circular movement in air with pointed finger)

***I'm a square like a box,*** (draw a square in the air with both index fingers)

***Like a box, like a box.***

***I'm a square like a box,***

***My sides are all the same.*** (bend arms at elbows, hands straight up)

***I'm a triangle like a roof,*** (draw a triangle in the air with both index fingers)

***Like a roof, like a roof.*** (touch hands together over head)

***I'm a triangle like a roof,***

***I have got three sides.*** (count to three on fingers)

***I'm a rectangle like a door,*** (draw a square in the air with both index fingers)

***Like a door, like a door.*** (stand to attention, both arms at side)

***I'm a rectangle like a door,***  
***My sides are long and short.*** (stretch arms in air, then down again)

#### Extension

- 1 Divide the class into four groups and assign each group a stanza. Play the recording again. When their stanza is being played, encourage the pupils to sing along while performing the actions.
- 2 Prepare some simple costumes with your class, one for each shape. For example, you can take two long pieces of paper and string them together. Draw a big circle on one of them. Ask a pupil to put the 'costume' on with the drawing facing the class. Follow the same procedure with the rest of the shapes. The pupils sing the song while they are wearing their costumes!

#### ENDING THE LESSON

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

##### Before going into class

Prepare a set of 8 cards: 2 squares, 2 circles, 2 triangles and 2 rectangles.

Explain the activity. Show the cards you have prepared to the class. Place them on your desk in random order. Divide the class into two teams, A and B. Ask a pupil from Team A to come to your desk. Allow him/her to look at the cards for some time, then blindfold him/her. The pupil has to pick up the cards, one at a time, name the shape and group them, *i.e. the two squares together, etc.* Time him/her. Repeat with a pupil from Team B. The winner is the first to finish. Repeat with as many pupils as you think is necessary.

#### ACTIVITY BOOK (Optional)

If you wish, you can do Exs 4, 5 and 6 from the *Activity Book* during this lesson or the next one.





circle



triangle

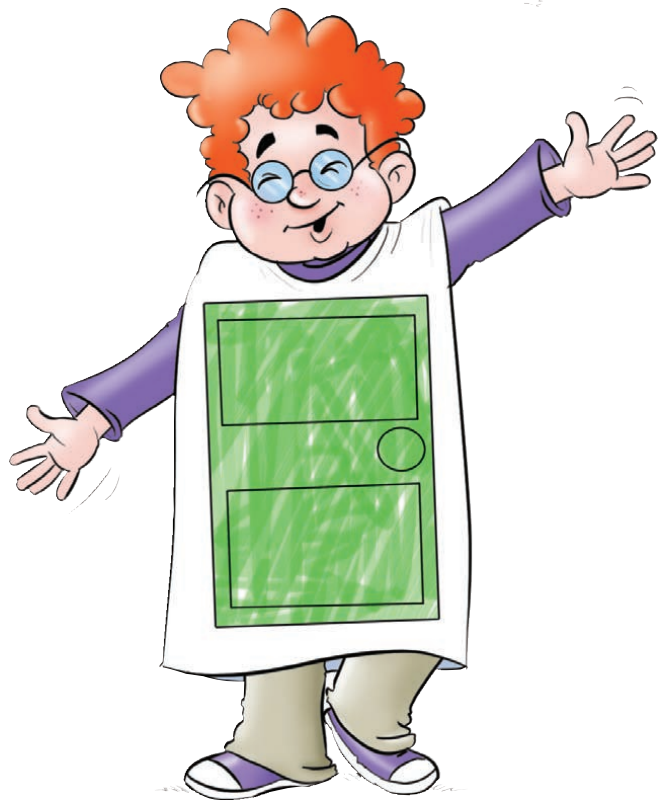


rectangle

# My birthday



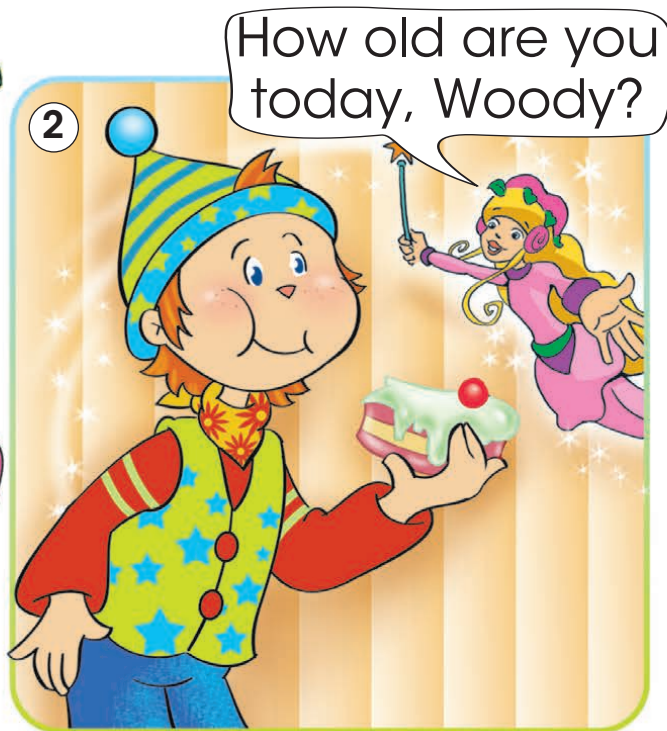
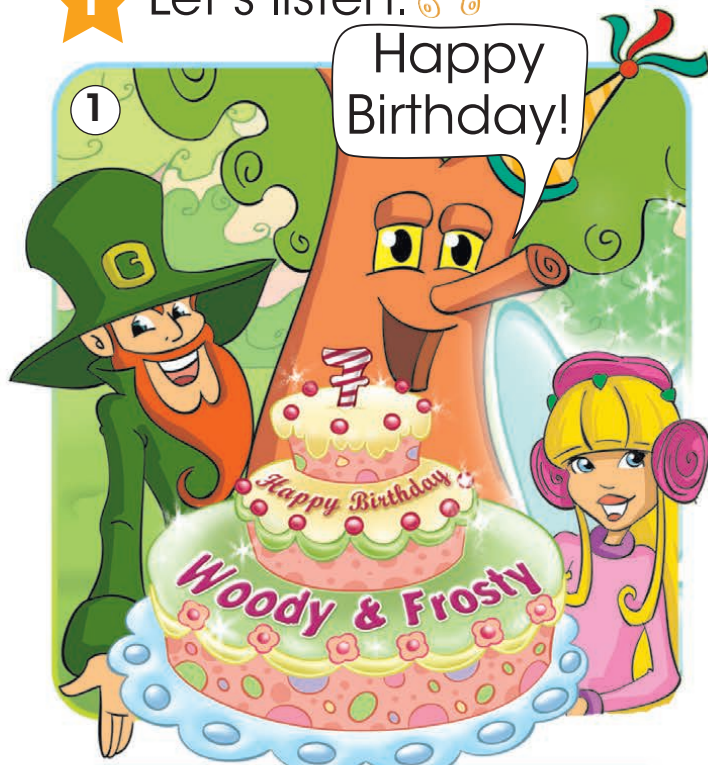
2 Look and say. 



3 Sing and do. 

- 2 Look at the shapes. Say: *It's a red circle.*
- 3 Sing and do.

1 Let's listen.



1 Listen to the dialogue and point to the pictures.



## Lesson 3

### Objectives

To listen to a story about Woody and Frosty's birthday. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

### Language

In this lesson the pupils will learn to **understand**:

- *Whose birthday is it?*

In this lesson the pupils will learn to **use**:

- *How old are you today?*
- *Look! I'm seven today!*
- *This (clock) is for you!*

### Extra Materials

- The *My birthday* poster for *Presentation & Practice*.

## BEGINNING THE LESSON

Point to different objects in the classroom and ask pupils to name their shape. Alternatively, hold up the shapes flashcards, one at a time, and ask individual pupils to name them.

## PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)



### Let's listen.



### POSTER

**Pupils' books closed.** Use the *My birthday* poster to present the story. Explain to the pupils, in L1 if necessary, that it's Woody and Frosty's birthday. Point to the names on the cake in the first picture and ask: *Whose birthday is it?* Elicit: *Woody and Frosty's*. Say: *Happy Birthday, Woody and Frosty!* The pupils repeat after you. Point to the third

picture and ask: *How old are you today, Woody?* Point to the circle on Woody's foot, count and then answer: *Look! I'm seven today!* If you wish, you can explain to the children that Woody is made of wood. We can tell how old trees are by counting the rings of their trunks. Repeat with the remaining pictures.

**Pupils' books open.** Say: *Open your books at page twenty-two.* Write the number 22 on the board and hold up your book. Say the instructions twice as you mime them. Ask pupils to name their presents.

e.g. Teacher: (pointing to the clock in Frame 5) *What's this?*

Pupil 1: *It's a clock! etc*

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again with pauses for the pupils to listen and follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. Teacher: *Happy ...*

Class: *Birthday! etc*

### Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with the rest of the pictures.



## Unit 2 - My birthday

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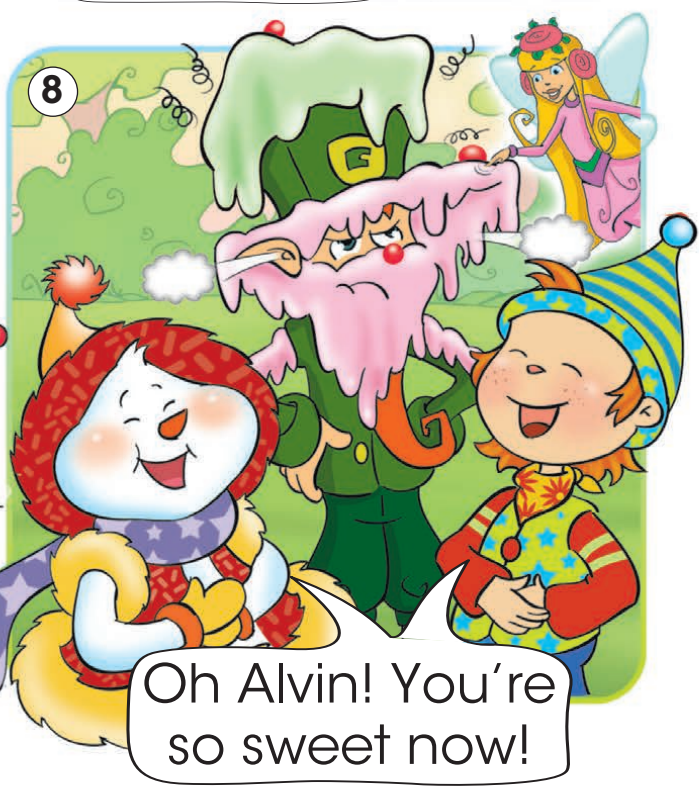
Ask the pupils to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

### **ENDING THE LESSON**

Ask the pupils to draw a birthday present/cake for Woody and Frosty. Encourage them to present their drawings to the class by saying: *This (robot/cake) is for you! Happy Birthday!*

### **ACTIVITY BOOK (Optional)**

If you wish, you can do Ex. 7 from the *Activity Book* during this lesson or the next one.



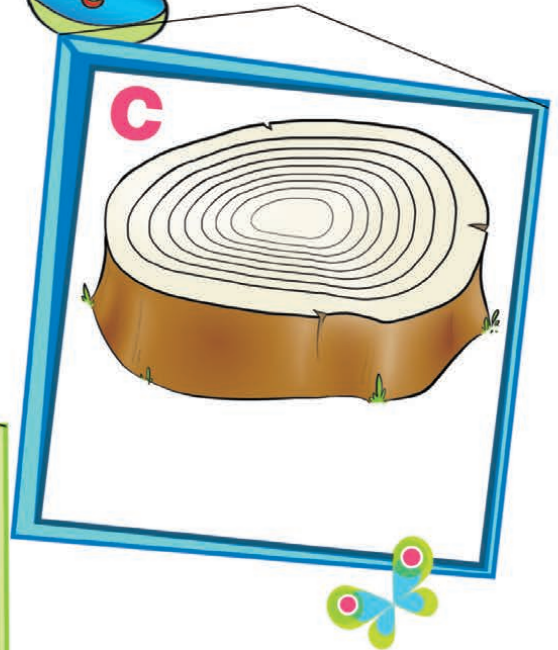
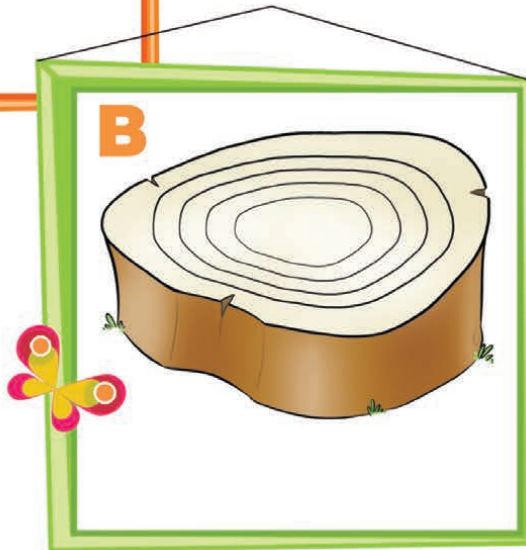
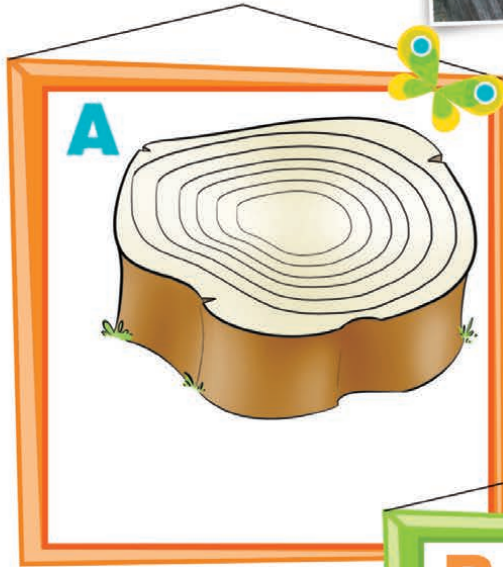




# Go Green!

1 Count. Say. 

How old are the trees?





## Lesson 4

### Objectives

To talk about how old trees are. To consolidate the language learnt in the unit. To make a birthday card.

### Language

In this lesson the pupils will learn to **understand**:

- *Let's count the rings!*

In this lesson the pupils will learn to **use**:

- *How old are the trees?*
- *Where's the (yellow clock)?*
- *It's (on) the (table).*

### Extra Materials

- None.

## BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

## PRESENTATION & PRACTICE

(Activities to talk about trees and how old they are.)

### ★ Count. Say.

**Pupils' books closed.** Initiate a class discussion about trees. Ask pupils, in L1 if necessary, if they have ever wondered how old certain trees are and how we can tell a tree's age. Remind them about Woody from the dialogue. Tell the pupils that each year, a tree adds a new ring to its trunk and by counting the rings of its trunk we can determine how old a tree is.

**Pupils' books open.** Say: *Open your books at page twenty-four.* Write the number 24 on the board and hold up your book. Say the instructions twice as you mime them. Point to the picture of Woody and read the speech bubble. Explain the activity. Allow some time for the pupils to count the rings. Point to the first trunk and ask: *How old is this tree? Let's count the rings!* Elicit: *(It's) 6 years old.* Repeat for the second tree (*4 years old*) and the third one (*8 years old*).

### Extension

Tell the pupils that they can adopt a tree. Explain to the pupils that we can show the world that we care about our trees and forests by adopting a tree. What they can do is keep a *Tree Journal (book)* with some samples from the tree they have adopted (e.g. *leaves, needles, etc*); how tall it is and how much it grows; draw pictures with their tree in different seasons, etc. Explain to the pupils that by taking care of their tree over the years, they will see it grow along with them.

## Unit 2 - My birthday

### 2 ★ Talk with your friend.

(An activity to revise colours and talking about location.)

**Pupils' books closed.** Revise the colours by pointing to different items around the class and eliciting the colours. Then place a book on the desk and ask: *Where's the book?* Say: **On the desk.** The pupils repeat after you. Place the book in a bag and ask: *Where's the book now?* Say: **In the bag.** The pupils repeat after you. Repeat with other examples.

Say the instructions twice as you mime them. Refer the pupils to the picture, point to the objects and elicit their names. Read the sentences as you follow with your fingers in your book. Then, in pairs, the pupils ask and answer. Demonstrate this yourself first.

#### (Suggested answers)

**A:** Where's the yellow clock?

**B:** It's in the cupboard.

**A:** Where's the blue robot?

**B:** It's on the table.

**A:** Where's the green lamp?

**B:** It's on the chair.

### 3 ★ Portfolio: Make a birthday card.

(An activity to develop fine motor skills and consolidate the language of the unit.)

Point to the picture of the birthday card. Ask: *What is it?* Elicit: *It's a birthday card.* Read the card aloud. Ask the pupils to make a similar birthday card for a friend. Once they finish, the pupils present their cards to the class. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

## ENDING THE LESSON

Ask the pupils to take out a piece of paper. Explain the activity. The pupils will follow your instructions and draw a picture. Say the following instructions as many times as you think is necessary for the pupils to follow them:

*Draw a table. Colour the table yellow.*

*Now draw a TV on the table. Colour the TV blue.*

### ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 8 from the *Activity Book* during this lesson or the next one.

**For the next lesson:** If you wish, ask the pupils to bring in pictures of past birthday parties (see Ex. 1 *Optional Activity*).

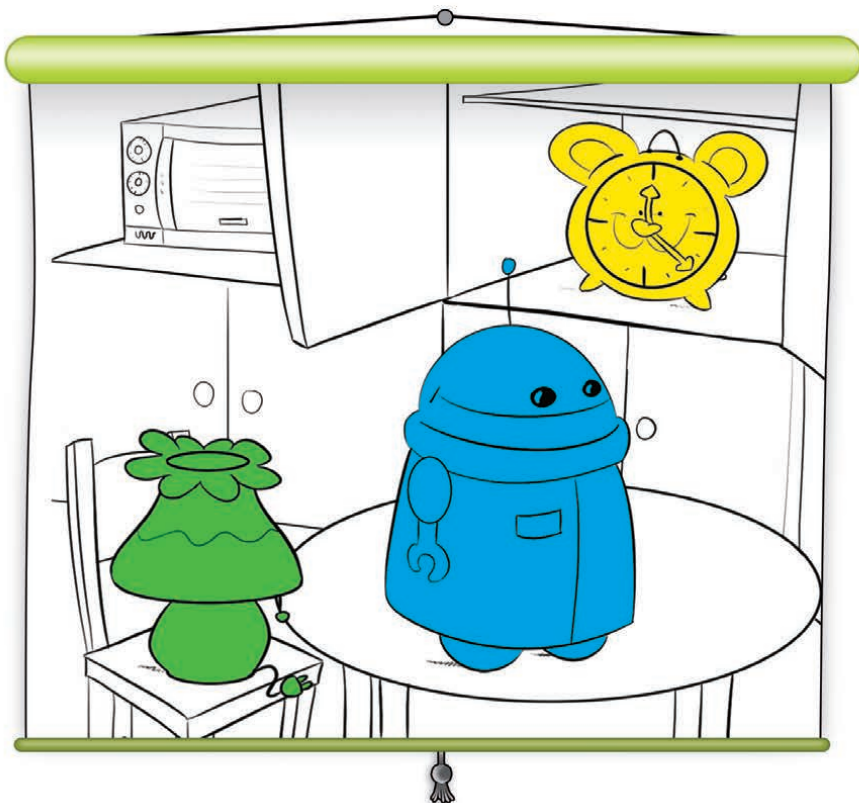


2 Talk with your friend. 

Where's the yellow clock?



It's in the cupboard.



3 **Portfolio:** Make a birthday card.



- 2 Talk with your friend: *Where's the yellow clock? It's in the cupboard.*
- 3 Make a birthday card for your friend.



1 Read. Then sing. 



Hello, I'm Amy.  
It's my birthday  
today. I'm five!



Hello, I'm Maria. It's  
my birthday today.  
My family and  
friends are here!

Happy Birthday to you,  
Happy Birthday to you,  
Happy Birthday Amy and Maria,  
Happy Birthday to you!

1 Read, then sing the *Happy Birthday* song to Amy and Maria.

## Lesson 5

### Objectives

To consolidate the language of the unit. To familiarise pupils with British and Spanish culture. To talk about birthdays in the UK/ Spain.

### Language

In this lesson the pupils will learn to **understand**:

- *UK, Spain*

In this lesson the pupils will learn to **use**:

- *It's my birthday today.*
- *My family and friends are here.*

### Extra Materials

- A map of the world for Ex. 1 (*Optional*).

Point to the Spanish flag and say: *Spain*. If you have a map of the world, put it up on the board and show where Spain is. Point to the picture of Maria and read the sentences. Say: *It's Maria's birthday today*. The pupils repeat after you.

Ask the pupils if they know the *Happy Birthday* song in English. If they do, ask for volunteers to sing it to you as if you had your birthday today. If they do not know the song, it is a good opportunity to teach it to them.

Play the recording. The pupils listen and follow along in their books. Play the recording again. The pupils listen and sing along.

### Optional Activity

Ask the pupils to bring pictures of their birthday parties. Have a class discussion.

## BEGINNING THE LESSON

Ask pupils, in pairs, to come to the front of the class and present each other with the cards they made in the previous lesson (*make sure you have an extra card to participate yourself in case there is an odd number of pupils*). Have them say, e.g. *Happy Birthday, Nick!* etc

## OUR WORLD

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

### ★ Read. Then sing.

**Pupils' books open.** Say: *Open your books at page twenty-six*. Write the number 26 on the board and hold up your book. Point to the British flag and say: *the UK*. Point to the first picture of Amy and read the sentences. Then ask: *How old is Amy?* Elicit: *Five*. Next, ask the pupils to tell you what they see in the picture and what they usually do on their birthdays. Elicit relevant vocabulary (*birthday cake, hat, candles, balloons, streamers, presents, etc*).

## Unit 2 - My birthday

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(Activities to consolidate the language of the unit.)

### ★ 2 Look, read and choose.

Say the instructions twice as you mime them. Elicit the numbers. The pupils look at the pictures and choose the correct word that matches the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

#### Answers

1 a      3 b      5 a  
2 b      4 a      6 b

As an extension, name an item. Ask a pupil to tell you the number of the circle.

e.g. Teacher: Robot!  
Pupil 1: Six! etc

### ★ 3 Let's Play!

Tell the pupils they are going to play the *Guess the shape* game. Explain the game. The pupils work in pairs. One pupil draws an imaginary shape with his/her finger on his/her partner's back who, in turn, guesses the name of the shape and writes it on the board. The game continues with more pairs.

## ENDING THE LESSON

Divide the class into four groups: squares, triangles, circles, rectangles. Have them mime their shapes. Dismiss the class by saying: *Goodbye, (circles)!* etc. They must exit the classroom miming their appointed shape.

**Note:** If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.





2 Look, read and choose. 

1



- a lamp
- b bike

2



- a robot
- b computer

3



- a lamp
- b clock

4



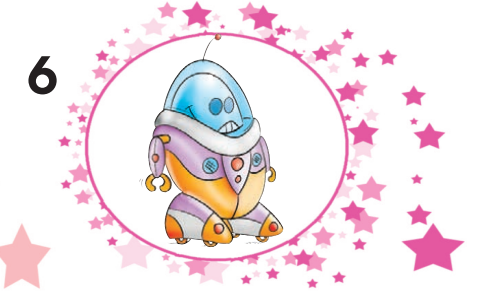
- a TV
- b computer

5



- a bike
- b clock

6



- a lamp
- b robot

3 Let's play!



- 2 Look at the pictures. Say the right words.
- 3 Play the *Guess the Shape* game.



# My body



1 Listen and point. Then sing.



2 Find and say.



- Listen, point to the parts of the body and say.
- 1 Listen to the song and point to the parts of the body mentioned. Then sing.
- 2 Find the parts of the body, mime and say: *My (tummy) hurts.*

## Lesson 1

### Objectives

To present and practise parts of the body.

### Language

In this lesson the pupils will learn to **understand**:

- *It's a (square).*
- *My (head) hurts, right here.*

In this lesson the pupils will learn to **use**:

- Parts of the body: *head, arm, tummy, leg, foot.*
- *What's the matter?*
- *Let me see!*
- *No, it isn't./Yes, it is.*
- *My (head) hurts.*

### Extra Materials

- Flashcards (6-9) for the *Beginning the Lesson* activity;
- The *My body* poster for *Presentation & Practice*.

## BEGINNING THE LESSON



### FLASHCARDS (6-9)

Hold up the flashcards (*square, circle, triangle, rectangle*), one by one, and ask for verification.

e.g. *Teacher: (holding the triangle flashcard) It's a square.*

*Pupil 1: No, it isn't. etc*

*Teacher: (holding the circle flashcard) It's a circle.*

*Pupil 2: Yes, it is. etc*

## PRESENTATION & PRACTICE

(Activities to present parts of the body.)



### Listen, point and say.



### POSTER

**Pupils' books closed.** Pin up the *My body*

poster on the board. Point to the parts of the body (*head, arm, tummy, leg, foot*), one at a time, and present them. The pupils repeat after you. Then point to the different parts of the body in random order. Pupils name the parts of the body.

**Pupils' books open.** Say: *Open your books at page twenty-eight.* Write the number 28 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

### TAPESCRIPT

*Head, arm, tummy, leg, foot.*

(Activities to practise parts of the body.)



### 1 Listen and point. Then sing.

Look concerned as you ask: *What's the matter?* Then hold your head and as if you are in pain say: *My head hurts, right here.* Ask the pupils to do the same and repeat after you. Follow the same procedure with: *My arm hurts. My leg hurts.* Say the instructions twice as you mime them. Explain the activity. Play the recording. The pupils listen to the song and point to the parts of the body mentioned (*head, arm, leg*).

Play the recording again. The pupils listen, sing along and join in the actions.

### TAPESCRIPT

**What's the matter?**

**My head hurts!** (*hold head*)

**My head hurts!**

**Oh dear! Let me see.**

**My head hurts!**

**My head hurts, right here!** (*point to a specific place on head*)

**What's the matter?**

**My arm hurts!** (*hold arm*)

**My arm hurts!**

**Oh dear! Let me see.**



## Unit 3 - My body

**My arm hurts!**

**My arm hurts, right here!** (point to a specific place on arm)

**What's the matter?**

**My leg hurts!** (hold leg)

**My leg hurts!**

**Oh dear! Let me see.**

**My leg hurts!**

**My leg hurts, right here!** (point to a specific place on leg)

### Extension

Divide the class into two groups. One group pretends to be doctors and sings the corresponding parts (*What's the matter? Oh, dear! Let me see.*) and the other group is the patients who mime and sing the rest of the song.

### ★ 2 Find and say.

Tell the pupils to look at the pictures in their books. Explain the activity. The pupils, in pairs, find the corresponding parts of the body in Ex. 1, mime and say.

#### Answers

*My tummy hurts.*

*My head hurts.*

*My leg hurts.*

*My arm hurts.*

*My foot hurts.*

### ★ 3 Read and choose.

Say the instructions twice as you mime them. Point to the pictures and the sentences. The pupils look at the pictures, read the sentences and choose the right words. Allow them some time to complete the activity in their notebooks. Check their answers and write them on the board.

#### Answers

1 a      2 b      3 b      4 a

### ★ 4 Look and act.

Say the instructions twice as you mime them. Ask the pupils to look at the pictures. Read the speech bubbles as you follow with your finger in the book. The pupils repeat after you. Invite pupils, in pairs, to come to the front and act out the dialogue, each time choosing a different part of the body.

#### (Suggested answers)

**A:** (holding his/her foot) Ouch!

**B:** What's the matter?

**A:** My foot hurts!

**B:** (touching the other pupil's foot) Let me see!

**A:** (holding his/her tummy) Ouch!

**B:** What's the matter?

**A:** My tummy hurts!

**B:** (touching the other pupil's tummy) Let me see!

**A:** (holding his/her head) Ouch!

**B:** What's the matter?

**A:** My head hurts!

**B:** (touching the other pupil's head) Let me see!

**A:** (holding his/her leg) Ouch!

**B:** What's the matter?

**A:** My leg hurts!

**B:** (touching the other pupil's leg) Let me see!

### ENDING THE LESSON

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

Name a part of the body, e.g. *head*. The pupils touch the corresponding part of their body. Keep changing the rhythm to make the activity fun.

#### ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.



arm



tummy



leg



foot



**3** Read and choose.

1



My **a** arm hurts.  
**b** leg

2



My **a** foot hurts.  
**b** head

3



My **a** tummy hurts.  
**b** foot

4



My **a** leg hurts.  
**b** arm

**4** Look and act. 

Ouch!

What's the matter?

My arm hurts!

Let me see!



- 3 Look, read and choose the right words.
- 4 Look at the pictures and act out.



clap your hands

1 Sing and do. 





## Lesson 2

### Objectives

To present and practise commands. To explore other subject areas: PE & Drama.

### Language

In this lesson the pupils will learn to **understand**:

- *Simon says, (clap your hands)!*

In this lesson the pupils will learn to **use**:

- *Clap your hands, nod your head, stamp your feet, wave your arms.*

### Extra Materials

- Flashcards (10-13) for *Presentation & Practice*.

## BEGINNING THE LESSON

Ask a pair of pupils to come to the board and act out Ex. 4 from the previous lesson. Repeat with as many pairs as you think is necessary.

## PRESENTATION & PRACTICE

*(Activities to present and practise commands.)*



**Listen, point and say.**



**FLASHCARDS (10-13)**

**Pupils' books closed.** Pin up the flashcards (10-13) on the board, one at a time. Point to the commands (*clap your hands, nod your head, stamp your feet, wave your arms*), one at a time, and present them. The pupils repeat after you.

Hand out the flashcards (*clap your hands, nod your head, stamp your feet, wave your arms*) to various pupils. Ask the pupils to come to the board, one at a time, show their flashcard and say the corresponding phrase or action. Ask the rest of the class for verification.

**Pupils' books open.** Say: *Open your books at page thirty.* Write the number 30 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

### TAPESCRIPT

*Clap your hands, nod your head, stamp your feet, wave your arms.*



**Sing and do.**

Say the instructions twice as you mime them. Point to the pictures of the monkeys following different commands and elicit the commands. Then clap your hands as you say: *If you're happy and you know it, clap your hands!* Ask the pupils to do the same. Repeat with the following commands, *nod your head, stamp your feet and wave your arms.* Play the recording. The pupils listen and point to the monkeys that follow the corresponding commands. Play the recording again. The pupils listen and perform the actions as they sing along.

### TAPESCRIPT

*If you're happy and you know it,  
Clap your hands! (clap hands)  
If you're happy and you know it,  
Clap your hands!  
If you're happy and you know it,  
And you really want to show it,  
If you're happy and you know it,  
Clap your hands!*

*... Nod your head (nod head)*

*... Stamp your feet (stamp feet)*

*... Wave your arms (wave arms)*

## Unit 3 - My body

### ★ 2 Listen and number in your notebook.

Say the instructions twice as you mime them. Explain the listening activity. The pupils listen and number the commands in their notebook. Play the recording as many times as you feel is necessary for the pupils to complete the activity. Check the pupils' answers.

#### Answers

a 3      b 2      c 4      d 1

#### TAPESCRIPT

**One:** Clap your hands.

**Two:** Wave your arms.

**Three:** Stamp your feet.

**Four:** Nod your head.

### ★ 3 Let's Play!

*Simon says*

Ask the pupils to look at the picture and read the exchange. Tell the pupils they are going to play the *Simon says* game. Tell the pupils to follow your commands only when they are preceded by the phrase *Simon says*.

e.g. *Teacher: Simon says, wave your arms!*

*Class: (pupils wave their arms)*

*Teacher: Nod your head!*

*Class: (pupils remain still) etc*

**Suggested cues:** clap your hands, nod your head, stamp your feet, wave your arms, sit down, stand up, touch your head, etc.

#### ENDING THE LESSON

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

Say, then write on the board: *one - clap your hands*. Ask the pupils to clap their hands. Say, then write on the board: *two - nod your head*. Ask the pupils to nod their heads. Follow the same procedure with the rest of the commands. Explain the activity.

The pupils walk around, preferably in a circle. Say a number. The pupils follow the corresponding command.

e.g. *Teacher: three*

*Class: (they start stamping their feet)  
etc*

#### ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.



nod your head



stamp your feet

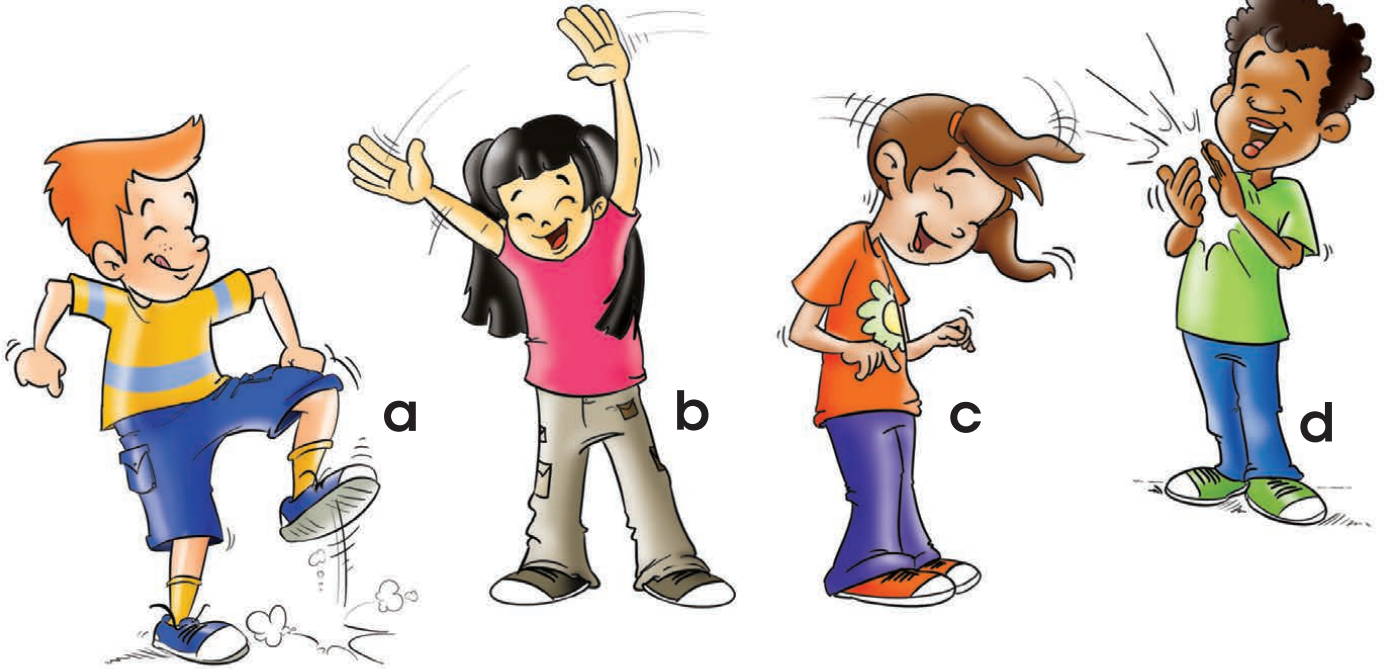


wave your arms

# My body



2 Listen and number in your notebook. 🎧



3 Let's play!

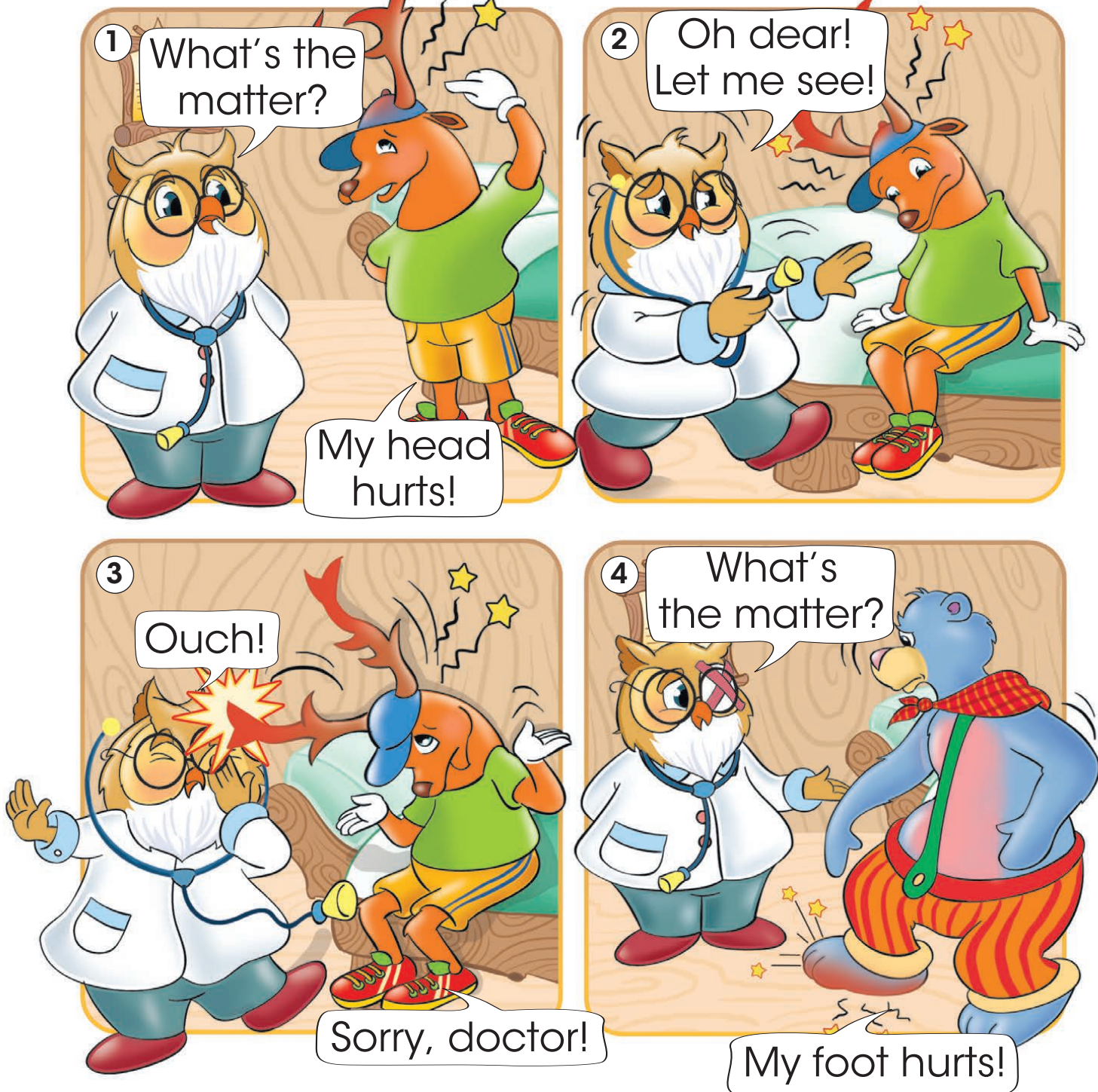
Simon says, clap your hands!



- 2 Listen and number the pictures in your notebook.
- 3 Play the *Simon says* game.



# 1 Let's listen.



1 Listen to the dialogue and point to the pictures.

## Lesson 3

### Objectives

To listen to a story about the animals going to the doctor's. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

### Language

In this lesson the pupils will learn to **understand**:

- *Oh dear!*
- *Sorry, doctor!*

In this lesson the pupils will learn to **use**:

- *What's the matter?*
- *My (head) hurts!*

### Extra Materials

- Flashcards (10-13) for the *Beginning the Lesson* activity;
- The *My body* poster for *Presentation & Practice*.

## BEGINNING THE LESSON



### FLASHCARDS (10-13)

Hold up a flashcard (*clap your hands, nod your head, stamp your feet, wave your arms*) and partially cover it with a piece of paper. Invite the pupils to guess what the command is.

## PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)



### Let's listen.



### POSTER

**Pupils' books closed.** Use the *My body* poster to present the story. Explain to the pupils, in L1 if necessary, that the forest animals go to the doctor to make them well.

Point to the owl in the first picture and say: *This is the doctor.* Point to the doctor in the first picture and ask: *What's the matter?* The pupils repeat after you. Point to the deer in the first picture and say: *My head hurts!* The pupils repeat after you. Repeat with the rest of the pictures.

**Pupils' books open.** Say: *Open your books at page thirty-two.* Write the number 32 on the board and hold up your book. Say the instructions twice as you mime them. Tell the class to look at the story and talk about it with them.

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again with pauses for the pupils to listen and follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. Teacher: *What's the ...*  
Pupil 1: *matter? etc*

### Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

## Unit 3 - My body

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Ask the pupils to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

### **ENDING THE LESSON**

Ask one pupil to be the doctor and the rest of the pupils to be the patients. The patients go to the doctor and he/she helps them get well. Tell the pupils to act out similar dialogues to the one in the story.







# Go Green!

1 Look. Choose: **A** or **B**. 

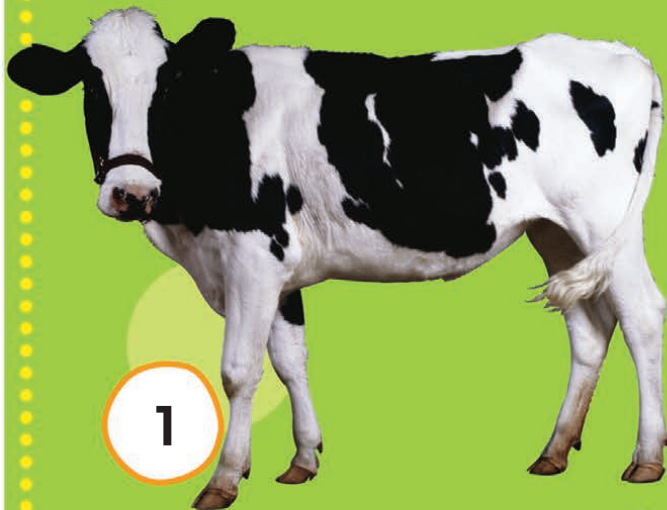
**A**

It has got paws.



**B**

It has got hooves.



1 Look and say A or B. Then point and say: A (cow) has got ...



## Lesson 4

### Objectives

To talk about animals with paws/hooves. To consolidate the language learnt in the unit. To draw a picture of one's body and identify parts of the body.

### Language

In this lesson the pupils will learn to **understand**:

- *What's this?*
- *This is a (cow).*
- *It has got (hooves).*
- *How many (legs)?*

In this lesson the pupils will learn to **use**:

- *A (cat) has got (paws).*
- *I've got two heads, four arms and two legs.*
- *This is me. Look! My (head), my (arms), my (tummy), my (legs) and my (foot)!*
- *It has got five heads, two arms and six legs.*

### Extra Materials

- Pictures of a cow, a dog, a cat and a horse.

## BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

## PRESENTATION & PRACTICE

(Activities to talk about animals with paws/hooves.)



**Look. Choose: A or B.**

**Pupils' books closed.** Pin up the pictures of the animals (*cow, dog, cat, horse*) on the board. Point to the picture of the cow and ask: *What's this?* Elicit: (*This is*) a cow. Repeat with the rest of the pictures.

Point to the cow's hooves and say: *It has got hooves.* The pupils repeat after you. Explain

to the pupils that some animals, such as cows, haven't got feet, like humans have, but instead they've got hooves. Ask pupils to tell you some more animals that have got hooves. Then point to the cat's paws and say: *It has got paws.* The pupils repeat after you. Explain that some other animals, such as cats, have got *paws* instead of *feet*. Ask pupils to tell you some more animals that have got paws.

**Pupils' books open.** Say: *Open your books at page thirty-four.* Write the number 34 on the board and hold up your book. Say the instructions twice as you mime them. Point to the pictures and elicit the names of the animals. Read sentences A and B and ask the pupils to choose A or B, depending on whether the animal shown has got *hooves* or *paws*. Ask individual pupils to say their answers. Ask the rest of the class for verification.

### Answers

- 1 B – hooves
- 2 A – paws
- 3 A – paws
- 4 B – hooves

Then pupils point to the animals and say: A (*cow*) has got (*hooves*).

### Extension (Optional)

The pupils in groups can make a collage with different animals that have got paws or hooves. They can decorate their class with them.



### 2 Choose and say.

(An activity to practise the verb 'have got'.)

Say the instructions twice as you mime them. Point to the pictures and elicit the parts of the body of each creature depicted. Ask: *How many (legs)?* and elicit the answers. Point to the speech bubbles and read them out loud, focusing the pupils' attention on the missing words. Then point to the words in the box (a, b, c) and tell the pupils to select the right word to complete the sentences. Ask some pupils to read out the completed speech bubbles. Ask the rest of the class for verification.

#### Answers

1 a      2 c      3 b

### 3 Portfolio: Draw in your notebook and write.

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

Say the instructions twice as you mime them. Point to the picture and ask a pupil to read the words. Explain the activity. Ask the pupils to draw a similar picture of their body in their notebook, label the different parts of their body, and present it to the class.

*e.g. Pupil: This is me! Look! My (head), my (arms), my (tummy), my (legs) and my (feet).*

Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

## ENDING THE LESSON

Hand out a piece of paper to each pupil and tell them to draw a strange creature's body. Then, in pairs, the pupils take turns describing their creature, *e.g. It has got five heads, two arms and six legs.*

### ACTIVITY BOOK (Optional)

If you wish, you can do Exs 5 and 6 from the *Activity Book* during this lesson or the next one.

**For the next lesson:** If you wish, ask the pupils to bring pictures of unusual creatures that are said to exist/have existed in their country (see Ex. 1 *Optional Activity*).



2 Choose and say.

a heads    b tummy    c arms

I've got two **?**, four arms and two legs.



I've got two legs, two arms and a big **?**.

1



I've got three legs and four **?**.

3



3 Portfolio: Draw in your notebook and write.



2 Look, read and say the right words.

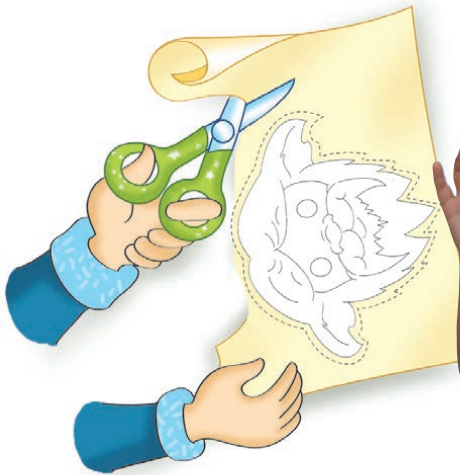
3 Draw your body in your notebook. Present it to the class. Say: *This is me. Look! My ...*

1 Read. Then make and say. ✂️ 🧑

Hello, I'm Nessie.  
I've got a small  
head and a big  
body.



Hello, I'm Yeti. I've got  
a big head, a big body  
and lots of hair!



1 Read about Nessie and Yeti. Then make a Nessie/Yeti mask in pairs. Introduce yourselves to each other.



## Lesson 5

### Objectives

To consolidate the language of the unit. To familiarise pupils with British and Nepali culture: to talk about strange creatures in the UK/Nepal.

### Language

In this lesson the pupils will learn to **understand**:

- *UK, Nepal*

In this lesson the pupils will learn to **use**:

- *big/small*
- *Hello, I'm (Nessie). I've got a (small) head and a (big) body.*

### Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- Templates of Nessie and Yeti masks from the *Teacher's Resource Pack* for Ex. 1 (*Craftwork*).

## BEGINNING THE LESSON

Ask the pupils to present the drawing they made in the previous lesson.

## OUR WORLD

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

### ★ Read. Then make and say.

**Pupils' books open.** Say: *Open your books at page thirty-six.* Write the number 36 on the board and hold up your book. Point to the British flag and elicit the country's name: *UK.* Point to the Nepali flag and say: *Nepal.* If you have a map of the world, put it up on the board and show where Nepal is. Ask the pupils if they know anything about this country (*e.g. stories, animals, etc.*). Explain to the pupils that in this section they will learn about strange creatures that are said

to exist/have existed in these countries. Tell the pupils to look at the picture of the strange British creature. Tell them that this is **Nessie**, a creature that is said to live in Loch Ness, a lake in Scotland. Ask a pupil to read the text about Nessie.

Then tell the pupils to look at the picture of the strange Nepali creature. Tell the pupils that this is **Yeti**, a creature that is said to live in the Himalayas, in Nepal. Ask the pupils if they have ever heard of it. Ask a pupil to read the text about Yeti.

### Before going into class

Photocopy the mask templates of Nessie and Yeti from the *Teacher's Resource Pack*, one per pupil.

Hand out the photocopies. Tell the pupils that they are going to make a Nessie/Yeti mask and guide them through the cutting and colouring of their masks. Then the pupils wear their masks and, in pairs, introduce themselves to each other, using the texts in Ex. 1.

*e.g. Pupil 1: Hello, I'm Nessie. I've got a small head and a big body.*

*Pupil 2: Hello, I'm Yeti. I've got a big head, a big body and lots of hair! etc*

### Optional Activity

Ask the pupils if they know/have heard of any strange/unusual creatures that live(d) in their country. Ask the pupils to bring pictures/drawings of those creatures and have a class discussion.

## Unit 3 - My body

(Activities to consolidate the language of the unit.)

### ★ 2 Look, read and choose.

Say the instructions twice as you mime them. Elicit the numbers. Ask the pupils to tell you what they see in the pictures, e.g. *arm*. The pupils look at the pictures and choose the correct word that matches the picture. Ask individual pupils to answer. Ask the rest of the class for verification.

#### Answers

1 a    2 b    3 b    4 a    5 a

#### Extension

Say a number. Ask a pupil to tell you what part of the body is in the circle.

e.g. *Teacher: One!*

*Pupil 1: Arm. etc*

### ★ 3 Match in your notebook.

Say the instructions twice as you mime them. Refer the pupils to the pictures and the phrases. Allow the pupils some time to read and match the phrases to the corresponding pictures in their notebooks. Check their answers and write them on the board.

#### Answers

1 c    2 d    3 a    4 b

## ENDING THE LESSON

Tell the pupils you are going to play a game. Ask them to put on the masks they made for the activity in Ex. 1. Call out instructions for different groups to perform, e.g. *Yetis, stamp your feet! Nessies, nod your head! etc.* The pupils follow your instructions.

**Note:** If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.



2 Look, read and choose.



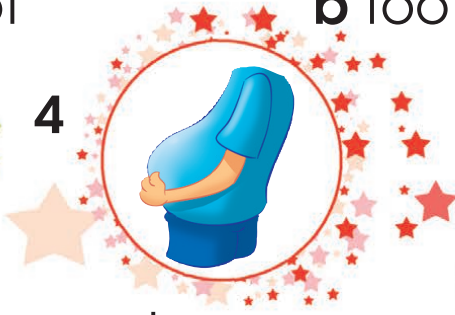
a arm  
b foot



a leg  
b foot



a leg  
b head



a tummy  
b head



a leg  
b arm

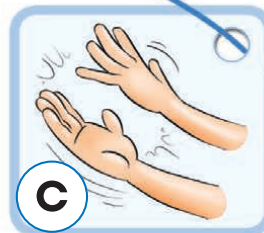
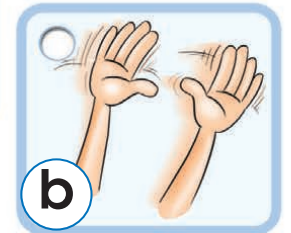
3 Match in your notebook.

1 Clap your

2 Nod your

3 Stamp your

4 Wave your



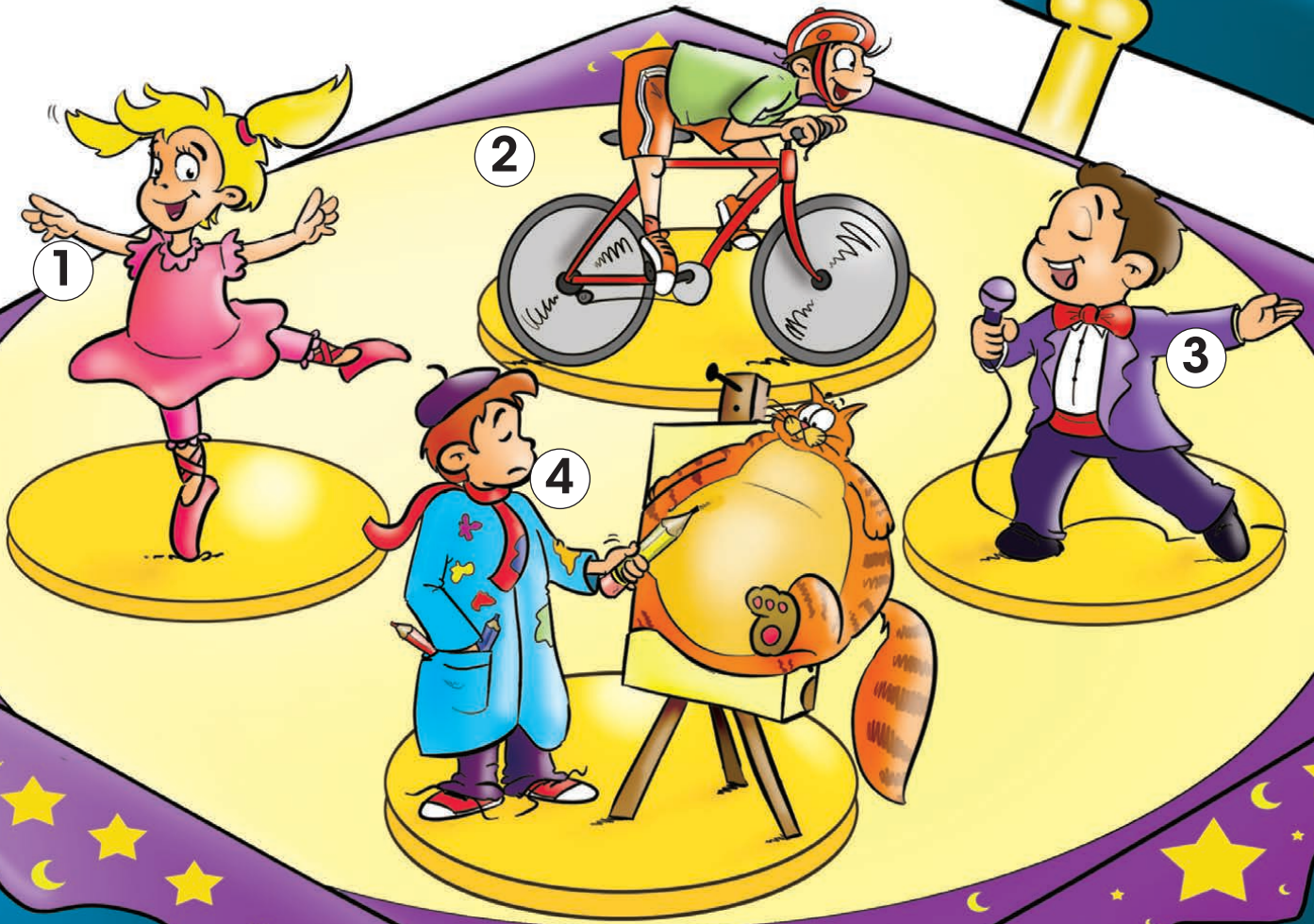
2 Look at the pictures. Choose the right words.

3 Look, read and match the phrases to the pictures in your notebook.



## I can sing!

1 Listen and point. Then sing.   



2 Read and match. 

**a** sing

**b** dance

**c** ride a bike

**d** draw

 Listen, point to the actions and say.

1 Listen and point. Then sing.

2 Match the words to the pictures. Then say: *Number (3). (He) can (sing).*

## Lesson 1

### Objectives

To present and practise actions. To talk about ability.

### Language

In this lesson the pupils will learn to **understand**:

- *What can he/she do?*
- *Can (you) (sing)? Yes, I can./No, I can't.*
- *What can Sally/Roy do? Let's listen!*

In this lesson the pupils will learn to **use**:

- *Actions: sing, dance, ride a bike, play football, draw.*
- *I can (dance). (He) can (sing).*
- *(She) can (sing) and (she) can (ride a bike)!*

### Extra Materials

- The *I can sing!* poster for *Presentation & Practice*.

## BEGINNING THE LESSON

Play *Simon says*. Explain to the pupils that they should follow your commands only if they are preceded by the phrase *Simon says*.

*e.g. Teacher: Simon says, clap your hands.  
Class: (pupils clap their hands) etc*

## PRESENTATION & PRACTICE

*(Activities to present actions.)*

### ★ Listen, point and say.



#### POSTER

**Pupils' books closed.** Pin up the *I can sing!* poster on the board. Point to the actions (*sing, dance, ride a bike, play football, draw*), one at a time, and present them. The pupils repeat after you. Then point to the actions in random order. The pupils repeat after you.

#### Extension

Mime an action, *e.g. dancing*, and say: *I can...*. Invite pupils to complete your sentence (*dance*).

**Pupils' books open.** Say: *Open your books at page thirty-eight.* Write the number 38 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

#### TAPESCRIPT

*Sing, dance, ride a bike, play football, draw.  
(Activities to practise actions.)*

### ★ 1 Listen and point. Then sing.

Elicit the different actions by pointing and asking: *What can he/she do?* Elicit: *(He can) ride a bike. (She can) dance.* etc. Next hold up your book, point to the pictures and ask: *Can you sing and can you dance?* Have the pupils repeat after you. Then answer: *I can do that! I can do that!* The pupils repeat after you. Follow the same procedure and present the rest of the song. Explain the activity. Play the recording. The pupils listen to the song and point to the actions (*sing, dance, ride a bike, draw*).

Play the recording again. The pupils listen and sing as they join in the actions.

#### TAPESCRIPT

***Can you sing and can you dance?*** (*mime singing and dancing*)

***I can do that! I can do that!*** (*point to self*)

***Can you ride a bike like that?*** (*mime riding a bike*)

***I can do that! I can do that!*** (*point to self*)

***Can you draw a big fat cat?*** (*mime drawing in the air*)

***I can do that! I can do that!*** (*point to self*)

### ★ 2 Read and match.

Say the instructions twice as you mime them. Ask pupils to read the words/phrases aloud. Explain the activity. The pupils match the words/phrases to the children in Ex. 1 in their notebooks.

**Answers:** a 3 b 1 c 2 d 4

Point to the child singing and say: *Number 3. He can sing.* The pupils repeat after you.

## Unit 4 - I can sing!

Remind the pupils that we use **he** for boys/men and **she** for girls/women. Invite individual pupils to point to the children, say the number, and what the child can do.

**Answers:** *Number 1. She can dance.  
Number 2. He can ride a bike.  
Number 4. He can draw.*

*(Activities to develop pupils' aural/oral skills and practise talking about ability.)*

### ★ Listen and choose.

Say, then write on the board: *Can you dance?* The pupils repeat after you. Now, nod your head, say and write on the board: *Yes, I can.* The pupils repeat after you. Shake your head, write and say: *No, I can't.* The pupils repeat after you. Drill your pupils by asking them questions and eliciting responses.

*e.g. Teacher: Can you sing?  
Pupil 1: Yes, I can./No, I can't. etc*

Point to the children and read their names. Point to the pictures and elicit the actions (*sing, dance, etc*). Explain the activity. Say: *What can Sally do? What can Roy do? Let's listen!* Play the recording, twice if necessary. The pupils listen and say what Roy and Sally can do.

**Answers:** **Sally:** dance, ride a bike  
**Roy:** sing, play football

Point to Sally and encourage pupils to complete your sentence:

*e.g. Teacher: She can ...  
Class: dance. etc*

Ask a pupil to say what Roy can do (*sing, play football*).

### TAPESCRIPT

*A: Sally, what can you do?  
Sally: I can dance and I can ride a bike!  
A: You can dance and ride a bike?  
Sally: Yes, I can.  
A: Roy, what can you do?  
Roy: I can sing and I can play football.  
A: You can sing and play football?  
Roy: Yes, I can.*

### Extension

The pupils, in pairs, ask and answer to find out which of these activities they can do. Check round the class. Ask some pairs to report back to the class. Demonstrate this yourself first.

*e.g. Peter: Kelly, what can you do?*

*Kelly: I can dance and I can play football. What can you do?*

*Peter: I can play football and I can sing.  
etc*

### ★ Let's Play!

Say the instructions twice as you mime them. Ask the pupils to look at the picture and read the speech bubble. Tell the pupils they are going to play the *Follow the Leader* game. Brainstorm for what they can do. Have the pupils walk, preferably in a circle. Choose a pupil to be the leader. The leader mimes an action and says it out loud, *e.g. I can dance.* The rest of the pupils have to do the same action. Keep changing the leaders.

**Suggested cues:** I can sing, I can dance, I can ride a bike/a horse, I can play football, I can play the piano/etc, I can draw, I can climb, I can run, I can swim, etc.

## ENDING THE LESSON

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

Ask a pupil to come to the front of the class. Whisper an action. The pupil mimes the action. The rest of the class guesses what the action is.

*e.g. Teacher: (whispering) sing  
Pupil 1: (mimes singing)  
Pupil 2: (You can) sing!  
Teacher: That's right. Your turn! etc*

### ACTIVITY BOOK (Optional)

If you wish, you can do Exs 1 and 2 from the *Activity Book* during this lesson or the next one.

**Note:** Ask the pupils to have with them an empty tissue box, some rubber bands, cardboard and Sellotape in the next lesson.





sing



dance



ride a bike



play football



draw



3 Listen and choose.  



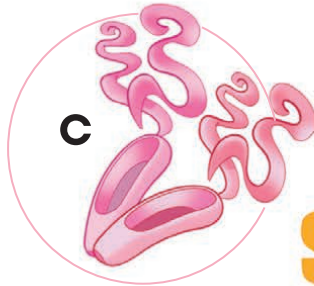
Roy



a



b



c



d



Sally

4 Let's play!

I can dance!



- 3 Listen and choose. Then say: *She can ... and she can ...!*
- 4 Play the *Follow the Leader* game.



piano



guitar

1 Listen and number in your notebook. 




2 Let's play!

What's number 1?

A piano!



-  Listen, point to the musical instruments and say.
- 1 Listen and number the pictures in your notebook. Then say: *One a. I can hear the piano.*
- 2 Play the *Memory* game.



## Lesson 2

### Objectives

To present and practise the names of musical instruments. To explore other subject areas: Music.

### Language

In this lesson the pupils will learn to **understand**:

- *(The monkey) can play (the guitar).*

In this lesson the pupils will learn to **use**:

- Musical instruments: *piano, guitar, triangle, drum, tambourine, recorder.*
- *(One). I can hear (the piano).*
- *What's (number 1)? A (piano)!*
- *I can (play the guitar)!*

### Extra Materials

- Flashcards (14-19) for *Presentation & Practice*;
- Some rubber bands, empty tissue boxes, Sellotape and cardboard for Ex. 4 (*Craftwork*).

## BEGINNING THE LESSON

Write an incomplete word/phrase on the board, e.g. *s\_ ng*. Ask a pupil to come to the board, complete the word/phrase, and say and mime the action. Ask the rest of the class for verification. Repeat the activity with as many pupils as you think is necessary.

## PRESENTATION & PRACTICE

*(Activities to present and practise musical instruments.)*

### ★ Listen, point and say.



#### FLASHCARDS (14-19)

**Pupils' books closed.** Pin up the flashcards 14-19 on the board, one at a time. Point to the musical instruments (*piano, guitar, triangle, drum, tambourine, recorder*), one at a time, and present them. The pupils repeat after you.

**Pupils' books open.** Say: *Open your books at page forty.* Write the number 40 on the board and hold up your book. Say the instructions twice as you mime them. Play the recording. The pupils listen, point and repeat.

### TAPESCRIPT

*Piano, guitar, triangle, drum, tambourine, recorder.*

### ★ 1 Listen and number in your notebook.

Say the instructions twice as you mime them. Point to the different musical instruments in the picture and elicit their names. Explain the listening activity to the pupils. Tell them they are going to listen to some sounds and number the musical instruments in their notebooks. Play the recording as many times as you feel is necessary for the pupils to complete the activity. Check the pupils' answers.

#### Answers

- |                   |                       |
|-------------------|-----------------------|
| <b>a</b> 1 piano  | <b>d</b> 2 tambourine |
| <b>b</b> 5 drum   | <b>e</b> 4 triangle   |
| <b>c</b> 3 guitar | <b>f</b> 6 recorder   |

### ★ 2 Let's Play!

Say the instructions twice as you mime them. Ask the pupils to look at the picture and read the exchange. Tell the pupils they are going to play the *Memory* game. Ask them to take a careful look at the picture in Ex. 1 and try to memorise the musical instruments that correspond to each letter and number in their notebooks. Allow the pupils time to look at the pictures and the matches in their notebooks and then ask them to close their books. The pupils, in pairs, take turns and ask each other about the picture. Demonstrate this yourself first. If you wish, you can leave the flashcards on the board to help the pupils remember the musical instruments. You can also play the recording again to help them remember.



# Unit 4 - I can sing!

## Answers

**A:** What's number 2?

**B:** A tambourine!

**A:** What's number 3?

**B:** A guitar!

**A:** What's number 4?

**B:** A triangle!

**A:** What's number 5?

**B:** A drum!

**A:** What's number 6?

**B:** A recorder!

## 3 Sing and do.

Say the instructions twice as you mime them. Ask the pupils to look at the picture. Ask them to point and say what the animals can play. Then point to and say: *I can play the pi-a-no, pi-a-no, pi-a-no, I can play the pi-a-no, pi-a-pi-a-no!* The pupils repeat after you. Repeat with the rest of the musical instruments mentioned in the song.

Play the recording. The pupils listen and point to the animals playing the musical instruments mentioned in the song. Play the recording again. The pupils sing along and do the actions (*mime playing the musical instruments mentioned*).

## TAPESCRIPT

*I can play the pi-a-no,*

*Pi-a-no, pi-a-no.*

*I can play the pi-a-no,*

*Pi-a-pi-a-no!*

*I can play the tam-bou-rine,*

*Tam-bou-rine, tam-bou-rine.*

*I can play the tam-bou-rine,*

*Tam-bou-tam-bou-rine!*

*I can play the tri-ang-le,*

*Tri-ang-le, tri-ang-le.*

*I can play the tri-ang-le,*

*Tri-a-tri-angle!*

## 4 Make and play.

Point to the picture of the child with a guitar and read out the speech bubble. Explain to the pupils that they are going to make a guitar. Show them your model and ask them to take out the material you told them to bring (*some rubber bands, an empty tissue box, Sellotape, cardboard*). Guide the pupils through the making of their guitars:

- 1 Take an empty tissue box and decorate it.
- 2 Stretch some rubber bands around the box and over the hole.
- 3 Attach a long piece of cardboard for the handle and some pins for the tuners.

Then the pupils form a band and 'play' their guitars as they sing the song from Ex. 3.

## ENDING THE LESSON

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

Ask a pupil to come to the board, mime playing a musical instrument of his/her choice and say: *I can play the...* The rest of the pupils have to guess which musical instrument it is. Repeat with as many pupils as you like.

*e.g. Pupil 1: (mimes playing the recorder)*

*I can play the...*

*Class: recorder! etc*

## ACTIVITY BOOK (Optional)

If you wish, you can do Exs 3 and 4 from the *Activity Book* during this lesson or the next one.



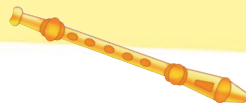
triangle



drum



tambourine



recorder

I can sing!

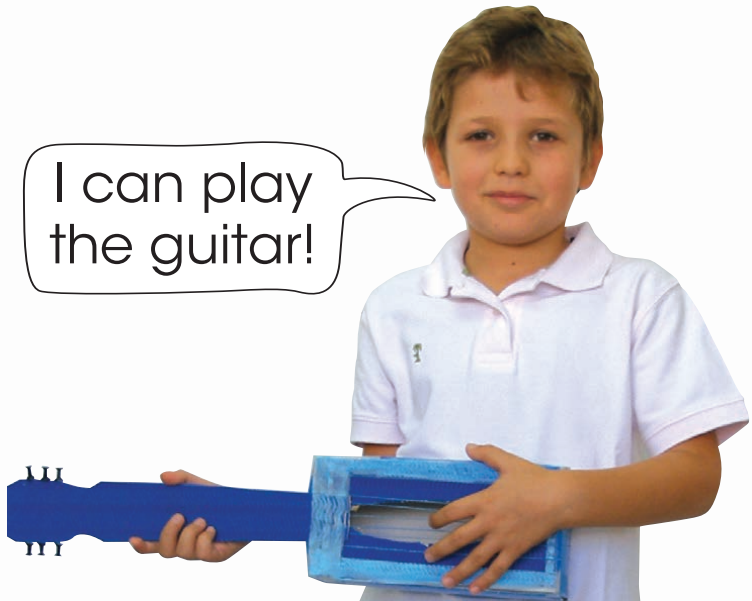


3 Sing and do. 



4 Make and play.  

I can play the guitar!



- 3 Sing and do.
- 4 Make a guitar. Then sing as you play.

# 1 Let's listen. 🎧

1 Look, Woody!  
What is it?

It's a recorder!

2 Listen! I can play the recorder!

You're good!

3 I can play the drum!

You're good!

4 I can play the guitar!

You're good!

1 Listen to the dialogue and point to the pictures.



## Lesson 3

### Objectives

To listen to a story about the characters and the animals playing in the Fairy Band. To develop listening comprehension skills through a dialogue. To consolidate the language used in the unit.

### Language

In this lesson the pupils will learn to **understand**:

- *What is it?*
- *You're good!*
- *What can I do?*
- *We are in the Fairy Band!*

In this lesson the pupils will learn to **use**:

- *It's a recorder!*
- *I can play (the guitar)! Listen!*

### Extra Materials

- The *I can sing!* poster for *Presentation & Practice*.

## BEGINNING THE LESSON

Play the song from the previous lesson. The pupils listen, sing along and mime the actions.

## PRESENTATION & PRACTICE

(Activities to present the story and develop pupils' listening skills.)



### Let's listen.



### POSTER

**Pupils' books closed.** Use the *I can sing!* poster to present the story. Explain to the pupils, in L1 if necessary, that Woody, Frosty and the forest animals form a band. Point to Frosty in the first picture and ask: *Who's this?* Elicit: *Frosty*. Say, as you point to the recorder: *What is it?* Elicit the correct answer. Point to Woody in frame 2 and mime as you say: *Listen! I can play the*

*recorder!* The pupils repeat after you. Then say in amazement: *You're good!* The pupils repeat after you. Repeat with the rest of the pictures.

**Pupils' books open.** Say: *Open your books at page forty-two.* Write the number 42 on the board and hold up your book. Say the instructions twice as you mime them. Ask the pupils to identify the characters and the animals they know.

e.g. *Pupil 1: (pointing to Woody in frame 1) (This is) Woody! etc*

Play the recording and ask the pupils to point to each picture in their book in turn. Show them what to do by holding up your book and pointing. Play the recording again with pauses for the pupils to listen and follow with their fingers in the book. Play the recording again. The pupils listen and repeat, chorally and/or individually. Then individual pupils take roles and read out the dialogue.

Point to the first picture on the poster. Ask the pupils to complete your sentences.

e.g. *Teacher: It's a ...*

*Class: recorder! etc*

### Extension

Ask for a volunteer to come and point to the first picture on the poster. Encourage him/her to say the dialogue. Ask the rest of the class for verification. Repeat with different pupils for the rest of the story.

## Unit 4 - I can sing!

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Ask the pupils to say whether they like the story or not. Ask them to tell you, in L1 if necessary, what they like most.

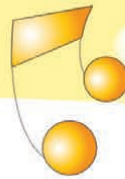
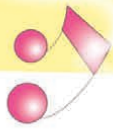
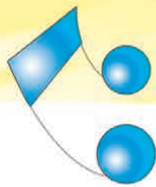
### ENDING THE LESSON

Tell the pupils that you are holding an audition for the *Fairy Band*. One by one, the pupils come to the board, say which musical instrument they can play (e.g. *I can play the guitar. etc*) and mime playing this instrument. Say to each one of them: *You're good!* Once all the instrument players have been found, ask the class: *Who can sing?* Select a pupil to be the singer of the band. He/She comes to the board and says: *I can sing!* Now the Fairy Band is ready. Play the song from the previous lesson and have the pupils perform the song.

**Note:** You can have as many players and singers as you wish. The important thing is for the pupils to join in and have fun. If there are pupils who do not wish to participate, they can be the 'fans' of *Fairy Band* and can clap their hands.

### ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 5 from the *Activity Book* during this lesson or the next one.

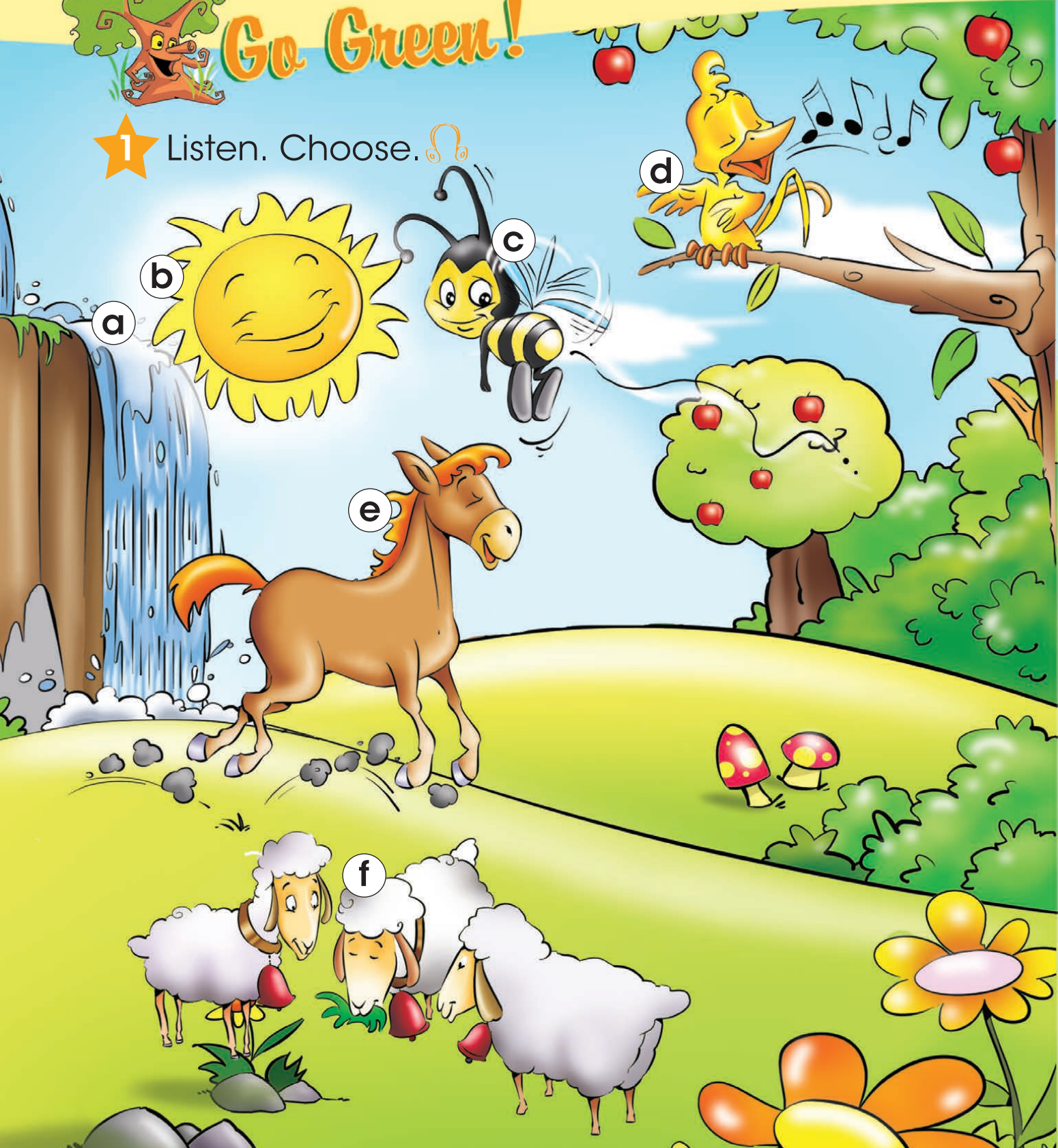






# Go Green!

1 Listen. Choose. 



1 In the country! Listen and choose what you hear. Then point and say: *I can hear the ...*

## Lesson 4

### Objectives

To talk about sounds we can hear in the country. To consolidate the language learnt in the unit.

### Language

In this lesson the pupils will learn to **understand**:

- *What can you hear (in the country)?*

In this lesson the pupils will learn to **use**:

- *I can hear the (horse).*
- *Can you (dance)? Yes, I can!*
- *I can (draw).*

### Extra Materials

- None.

**Pupils' books open.** Say: *Open your books at page forty-four.* Write the number 44 on the board and hold up your book. Say the instructions twice as you mime them. Point to the picture and elicit known vocabulary, e.g. *horse, bird, sheep, sun, apples, tree.* Elicit/ Present the words *bee* and *water.* Explain the activity. The pupils listen to the sounds and write the answers in their notebooks. Then pupils point to and say what they can hear.

### Answers

I can hear the water. - a  
I can hear the bird. - d  
I can hear the bee. - c  
I can hear the horse. - e  
I can hear the sheep. - f

## BEGINNING THE LESSON

Play the dialogue from the previous lesson. The pupils listen and follow in their books.

## PRESENTATION & PRACTICE

*(Activities to talk about sounds we can hear in the country.)*

### 1 Listen. Choose.

**Pupils' books closed.** Ask your pupils, in L1 if necessary, how often they go to the country with their family and friends. Have a discussion about what they can see/hear in the country, e.g. *birds, bees, water,* etc. Explain that in this lesson they will learn about sounds they can hear in the country.

### ★ 2 Read and act.

*(An activity to practise talking about abilities.)*

Say the instructions twice as you mime them. Point to the pictures and elicit the actions (*swim, draw, sing, play football, ride a bike*). Ask a pair of pupils to read the exchange out loud. Explain the activity. The pupils, in pairs, ask and answer as in the example. Check round the class. Ask some pairs to report back to the class.

#### **(Suggested answers)**

**A:** Can you draw?

**B:** No, I can't.

**A:** Can you sing?

**B:** Yes, I can.

**A:** Can you play football?

**B:** No, I can't.

**A:** Can you ride a bike?

**B:** Yes, I can.

### ★ 3 Portfolio: Draw and write in your notebook.

*(An activity to consolidate the language of the unit.)*

Say the instructions twice as you mime them. Point to the picture and ask a pupil to read the sentences. Explain the activity. Ask the pupils to draw a similar picture in their notebooks and write about what they can do and present it to the class. Make sure you display their work somewhere in the class. Then help them file their drawings in their *Junior Language Portfolios*.

### ENDING THE LESSON

Divide the class into two teams, A and B. Each team sends a pupil to the front of the class to mime and action. The other team has to guess the action with only two questions. Otherwise, they do not get the point. The team with the most points wins.

*e.g. Team A Pupil 1: (mimes dancing)*

*Team B Pupil 1: Can you sing?*

*Team A Pupil 1: No, I can't.*

*Team B Pupil 2: Can you dance?*

*Team A Pupil 1: Yes, I can. etc*

### ACTIVITY BOOK (Optional)

If you wish, you can do Ex. 6 from the *Activity Book* during this lesson or the next one.

**For the next lesson:** If you wish, ask the pupils to bring pictures of famous people from their country (see Ex. 1 *Optional Activity*).





2 Read and act. 

Can you swim?

Yes, I can!  
Look!



3 Portfolio: Draw and write in your notebook.

I can draw. Look!



- 2 Read and talk with your friend.
- 3 Draw what you can do in your notebook. Present it to the class.

1 Look and read.

This is Wayne  
Rooney.  
He can play  
football  
really well!



This is Shakira.  
She can sing and play  
the guitar.  
She can dance, too!

2 Make. 



- 1 Read about Wayne Rooney and Shakira.
- 2 Make a class football team. Give your football team a name.

## Lesson 5

### Objectives

To consolidate the language of the unit. To familiarise pupils with British and Colombian culture: to talk about famous people in the UK/Colombia.

### Language

In this lesson the pupils will learn to **understand**:

- UK, Colombia
- famous peoples' names (*Wayne Rooney, Shakira*)

In this lesson the pupils will learn to **use**:

- *It's a blue (drum).*

### Extra Materials

- A map of the world for Ex. 1 (*Optional*);
- A large piece of cardboard;
- Flashcards (14-19) for the *Ending the Lesson* activity.

## BEGINNING THE LESSON

Ask the pupils to present the drawing they made in the previous lesson.

## OUR WORLD

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

### 1 Look and read.

**Pupils' books closed.** Ask the pupils, in L1 if necessary, who the most popular athletes and singers in their country are. Explain to them that today they are going to learn about a famous football player and a famous singer. Invite guesses as to who they think these people are.

**Pupils' books open.** Say: *Open your books at page forty-six.* Write the number 46 on the board and hold up your book. Point to the British flag and elicit the country: *UK.* Point to

the Colombian flag and say: *Colombia.* If you have a map of the world, put it up on the board and show where Colombia is. Ask the pupils if they know anything about this country (*e.g. capital city, famous people, etc.*). Explain to the pupils that in this section they will learn about famous people that live in these countries. Point to the picture of Wayne Rooney and read out his name. The pupils repeat after you. Tell them that he is a famous British football player. Ask the pupils if they have ever heard of him (*e.g. football team he plays in, other football players from his team, etc.*). Then point to the picture of Shakira and read out her name. The pupils repeat after you. Tell the pupils that she is a Colombian singer. Ask the pupils if they have ever heard of her and what they know about her (*famous songs, etc.*).

Say the instructions twice as you mime them. Ask the pupils to read the texts about Wayne Rooney and Shakira.

### Optional Activity

Ask the pupils if they know any famous people from their country and what they can do. Ask pupils to bring pictures/drawings of those famous people and have a class discussion.

### 2 Make.

Refer pupils to the example and explain the activity. The pupils make a class football team. In the centre of a large piece of cardboard they draw and write their football team's logo. Then the pupils draw/attach a picture of a football and their names around their football team's logo. The teacher can participate by writing his/her name as the 'coach' of the football team.



# Unit 4 - I can sing!

(Activities to consolidate the language of the unit.)

## ★ 3 Look, read and match in your notebook.

Say the instructions twice as you mime them. Point to the pictures and elicit the actions. The pupils look at the pictures, read the words and match them in their notebooks. Check their answers.

### Answers

1 c    2 d    3 e    4 a    5 b

### Extension

Say a number. Ask a pupil to tell you the action in the circle.

e.g. Teacher: Five!

Pupil 1: Dance! etc

## ★ 4 Look and say.

Say the instructions twice as you mime them. Refer the pupils to the picture and ask them what musical instruments they can see in it. Elicit answers (*guitar, piano, recorder, drum, triangle, tambourine*). Then pupils point to an instrument and say, e.g. *It's a blue recorder*.

### Answers

*It's a yellow piano.*

*It's an orange guitar.*

*It's a green drum.*

*It's a red triangle.*

*It's a pink tambourine.*

## ENDING THE LESSON



### FLASHCARDS (14-19)

Place the flashcards 14-19 in obvious places around the class. Ask a pupil to come to the front and say: *(Tom), play the tambourine!* The pupil has to find the tambourine flashcard, pick it up and mime playing the musical instrument shown. Repeat with as many pupils as you think is necessary.

**Note:** If you wish, you can do some or all of the *Reinforcement & Extension Activities* from the *Teacher's Resource Pack*.

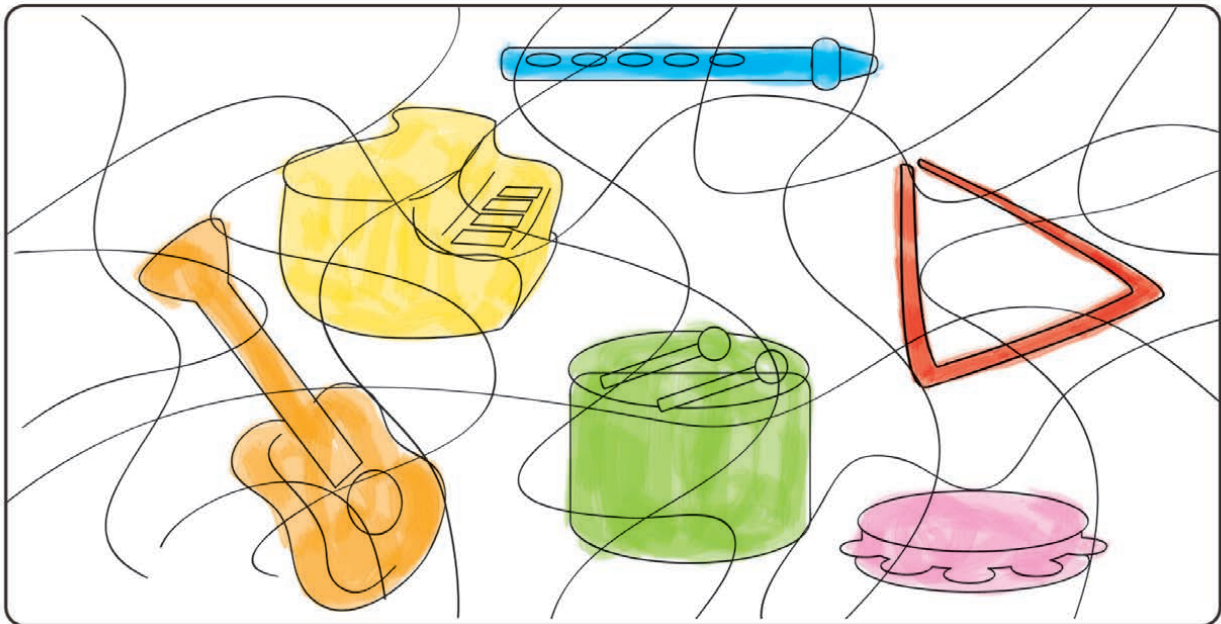


3 Look, read and match in your notebook.



- a draw
- b dance
- c ride a bike
- d play football
- e sing

4 Look and say. 🐣



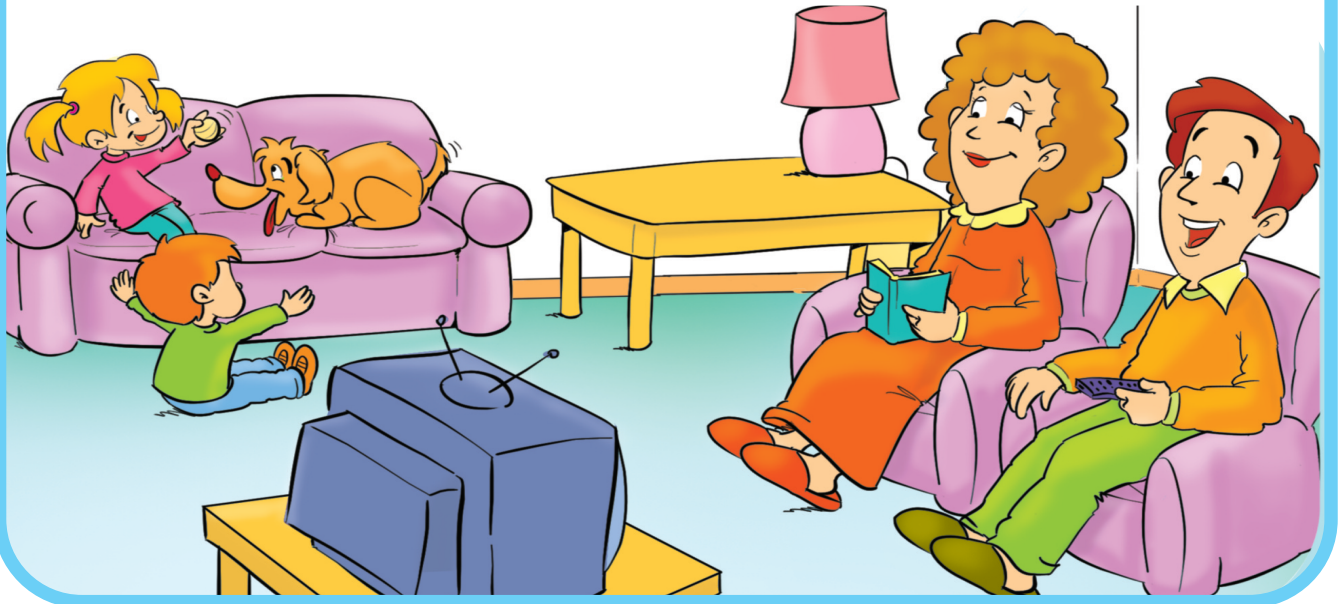
3 Look at the pictures. Match them to the words in your notebook.  
4 Say: *It's a blue ...*

# Fun Time 1

(see Fun Time Key & Instructions Section)

1 Read and choose.

This is Linda and **1) she/her** family. **2) They/Their** are in the living room. Sara is **3) Linda/Linda's** mum. **4) She/Her** is a teacher. Joe is Linda's dad. **5) He/His** is a teacher, too. Look at Linda's brother. **6) His/He's** name is Harry. This is **7) their/they're** dog, Spot. They are a nice family!

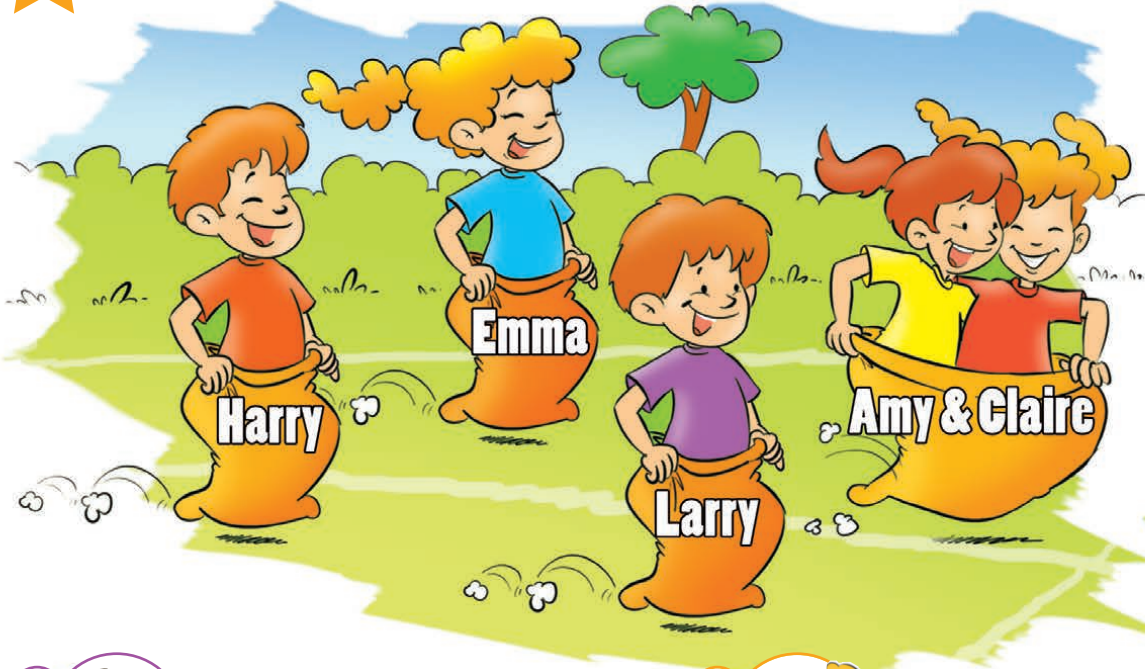






2 Read and answer.

- 1 What's your name?
- 2 What's your mummy's name?
- 3 What's your daddy's name?
- 4 What's your best friend's name?



3★ Look and answer.



- 1  What's his name?
- 2  What's her name?
- 3  What are their names?
- 4  What's his name?

4★ Look and match in your notebook.

- 1 bedroom
- 2 bathroom
- 3 kitchen
- 4 garden
- 5 living room



5 Look and answer.



- 1 Where's Jill?
- 2 Where are Karen and Jen?
- 3 Where's the dog?
- 4 Where's Ben?



6★ Look, read and match in your notebook.

- 1 Jim's hats are blue.
- 2 Jim's puppet is yellow.
- 3 Jim's puppets are green.
- 4 Jim's hat is red.

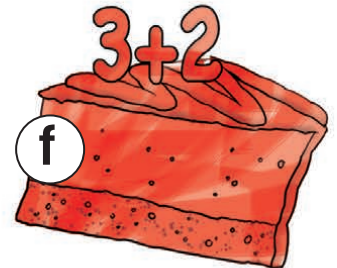
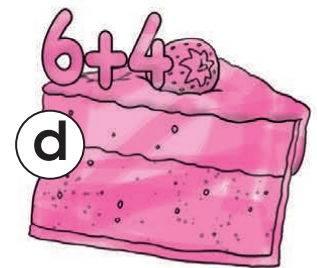
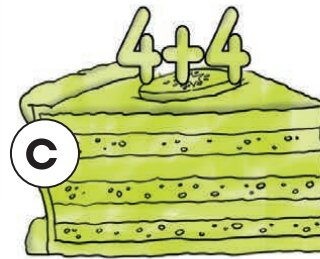
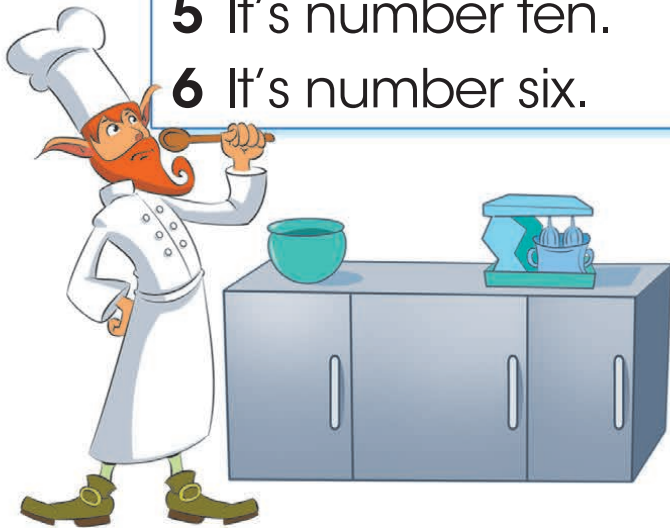




# Fun Time 2

1 Read and match in your notebook.

- 1 It's number five.
- 2 It's number eight.
- 3 It's number nine.
- 4 It's number seven.
- 5 It's number ten.
- 6 It's number six.



2 Look, read and say **yes** or **no**.



- 1 The bike is blue.
- 2 The computer is yellow.
- 3 The lamp is pink.
- 4 The clock is orange.
- 5 The TV is green.
- 6 The robot is red.



3 Say the shapes.



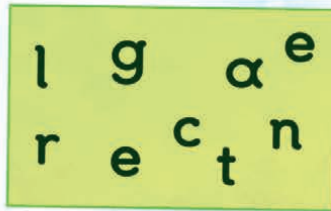
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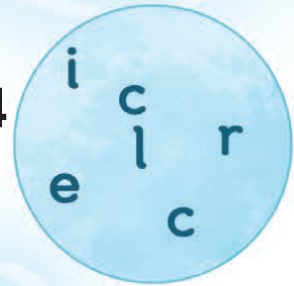
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3



4



4 Look, read and match in your notebook.

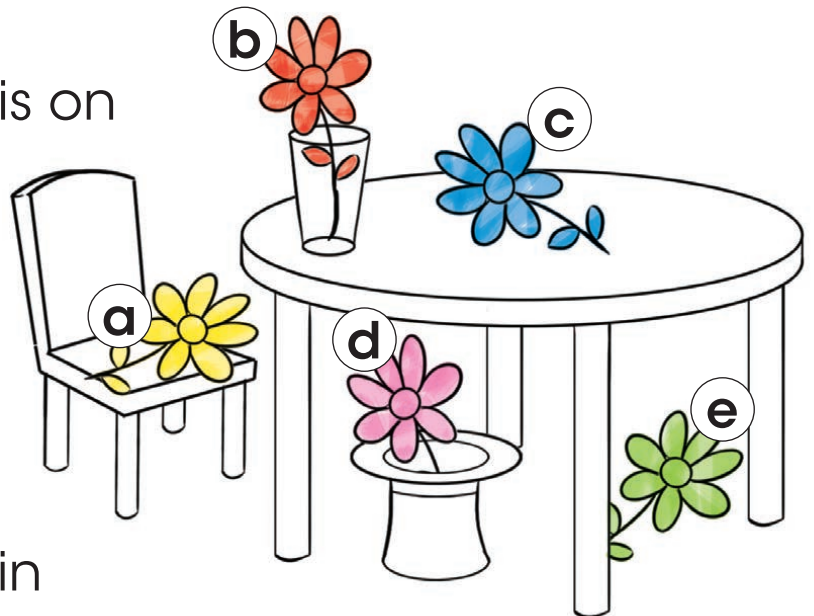
1 The blue flower is on the table.

2 The yellow flower is on the chair.

3 The green flower is under the table.

4 The red flower is in the glass.

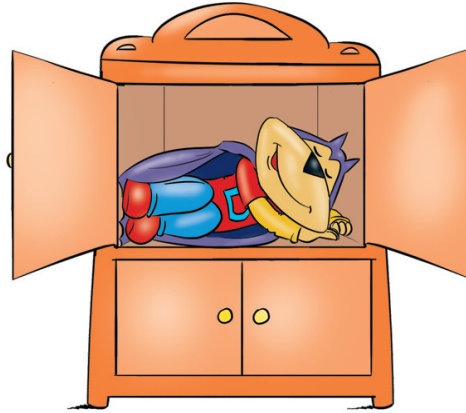
5 The pink flower is in the hat.



5 Look and answer.



1 Is Bertie under the bed?



2 Is Bertie in the cupboard?



3 Is Bertie on the chair?



4 Is Bertie under the hat?



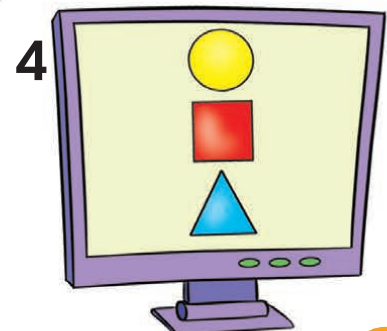
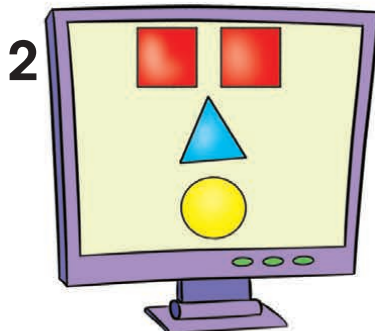
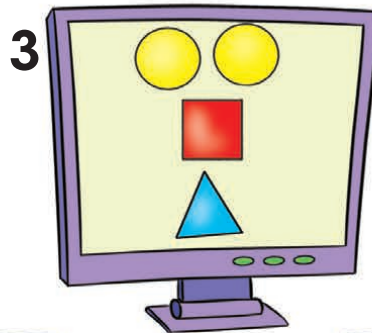
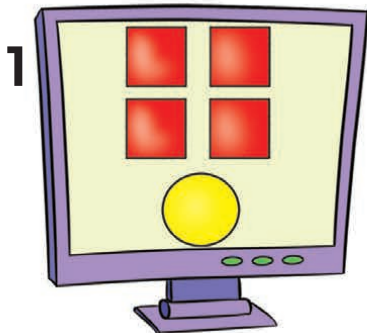
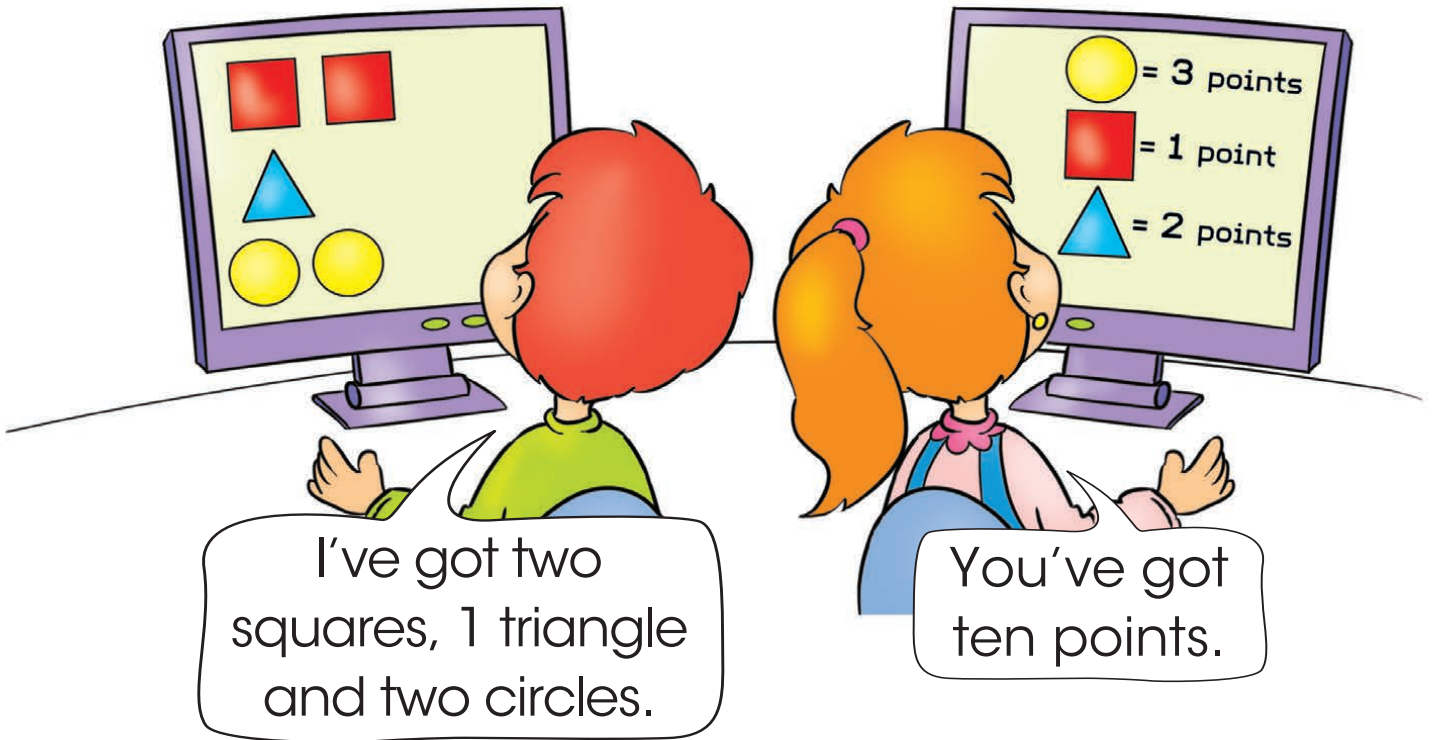
5 Is Bertie on the table?



6 Is Bertie under the umbrella?

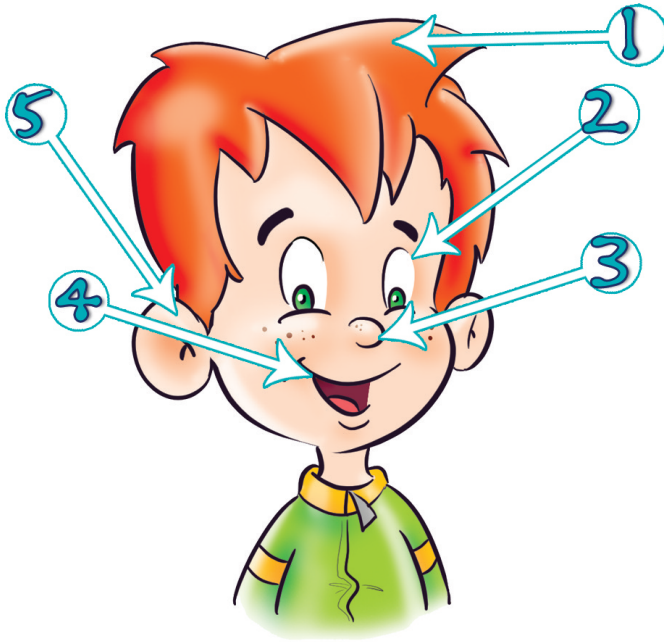


6 How many points have they got? Talk with your friend.



# Fun Time 3

1 Look, read and match in your notebook.



a nose

b eye

c hair

d ear

e mouth

2 Look, read and choose.



1 My **arm**/  
**foot** hurts!



2 My **leg**/  
**head** hurts!



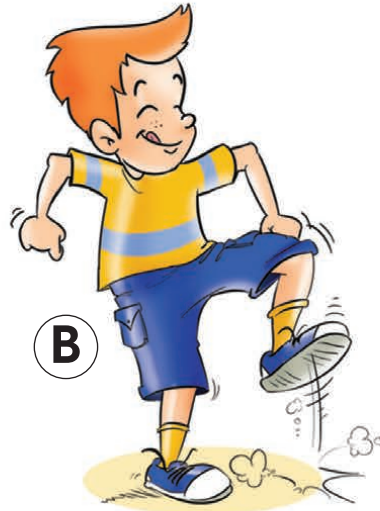
3 My **foot**/  
**tummy** hurts!



3★ Match the phrases. Then number the pictures.



A



B



C



D

1 wave

a your feet

2 clap

b your arms

3 nod

c your hands

4 stamp

d your head

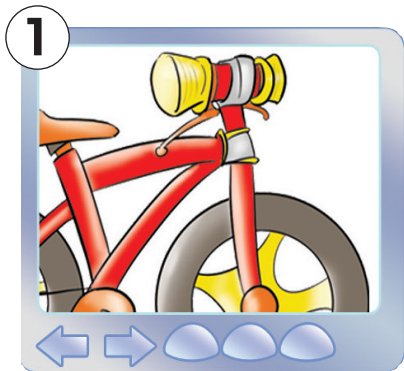


4 Look, read and answer.

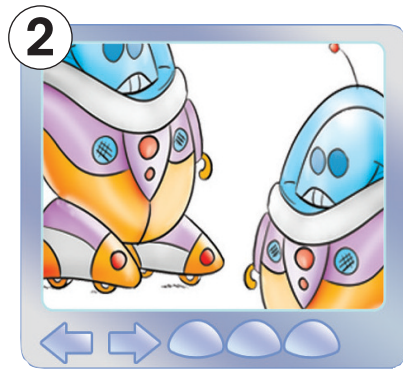
- 1 Has it got a big nose?
- 2 Have they got big ears?
- 3 Have they got three eyes?
- 4 Has she got red hair?
- 5 Has he got big feet?



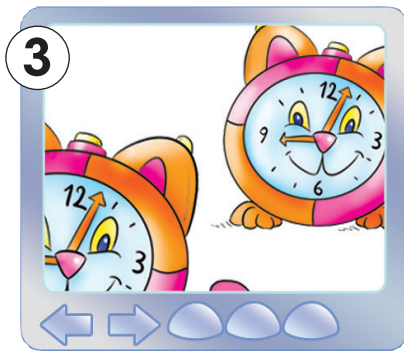
5 Look and choose.



- a bike
- b bikes



- a robot
- b robots



- a clock
- b clocks



- a lamp
- b lamps

6★ Look, read and match in your notebook.

1



2



3



4



5



6



a

Don't open  
the door!

b

Stamp  
your feet!

c

Clap your  
hands!

d

Come in!

e

Close your  
book!

f

Stand up!

# Fun Time 4

1 Look and say **yes** or **no**.

1 She can ride a bike.



4 She can climb.



2 He can play the guitar.



5 She can play football.



3 She can play the piano.



6 He can dance.



2 Let's play!



1 sing



2 swim



3 draw



4 play football

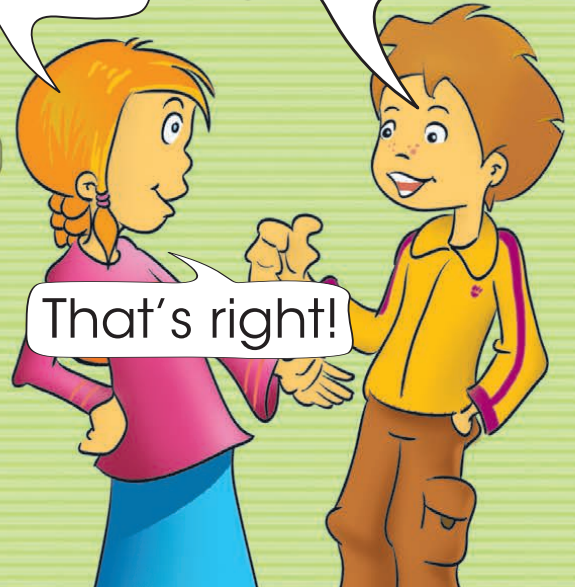


5 ride a bike

Five and three!

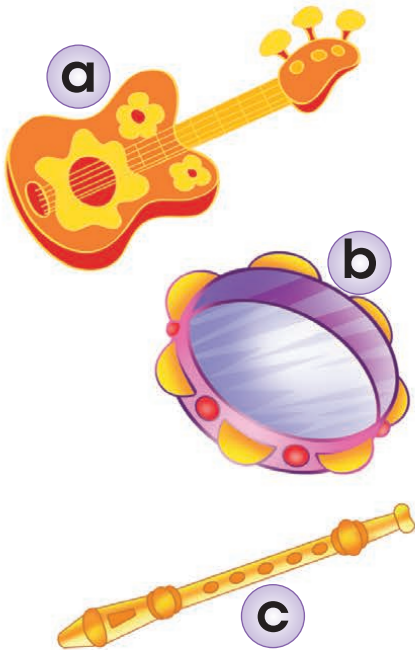
You can ride a bike and you can draw!

That's right!

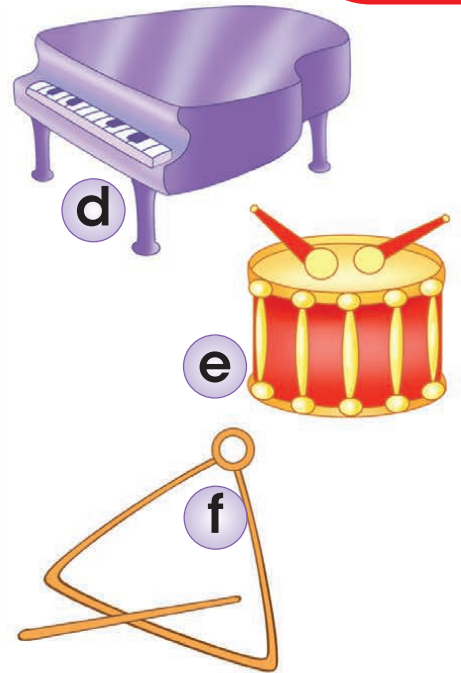




3 Look and match in your notebook.



- 1 triangle
- 2 drum
- 3 guitar
- 4 recorder
- 5 tambourine
- 6 piano



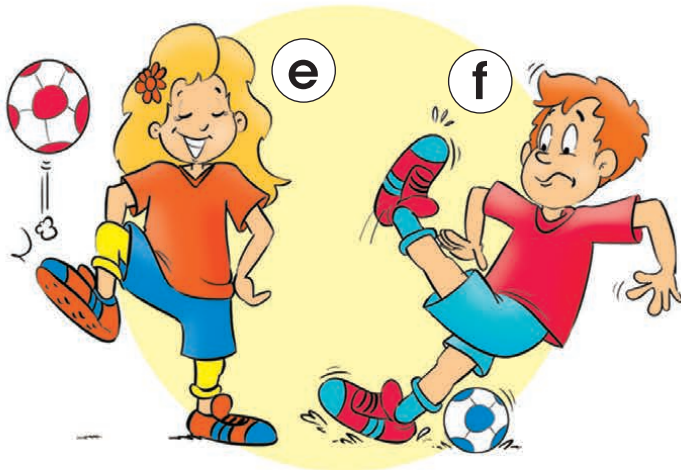
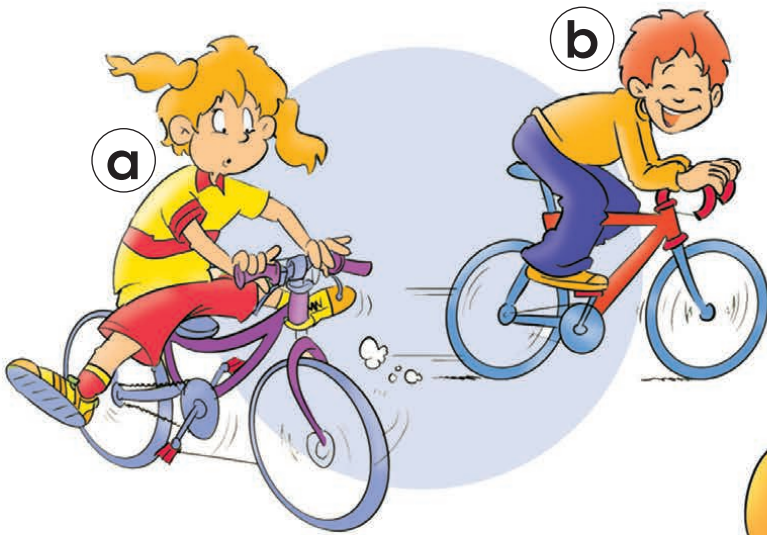
4 Look and say **yes** or **no**.



- 1 Luke can sing.
- 2 Paul can play the drum.
- 3 Julie can play the recorder.
- 4 Natalie can sing.
- 5 Amy can play the guitar.



5 Look, read and match in your notebook.



1 She can sing.

2 He can't play football.

3 He can ride a bike.

4 She can't ride a bike.

5 He can't sing.

6 She can play football.

6★ Say the musical instruments.

1



2



3



4



5



6



7



8



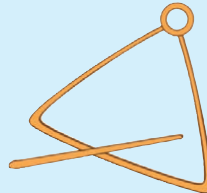
9



10



11



12





# Happy New Year!

1 Sing.



2 Let's Play!



- 1 Listen and sing.
- 2 Play the *Happy New Year* game.



## Objectives

To talk about New Year. To sing a New Year song.

## Language

In this lesson the pupils will learn to **understand**:

- *fun, snow, triangles, presents, sing*

In this lesson the pupils will learn to **use**:

- *Happy New Year!*

## Extra Materials

- None.

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

## BEGINNING THE LESSON

Play the song *Happy New Year* from Ex. 1 as the pupils are arriving. Greet them with *Happy New Year*.

## PRESENTATION & PRACTICE

### 1 Sing.

**Pupils' books closed.** Have a class discussion, in L1 if necessary, about what we usually do when we celebrate New Year and what comes to their mind when they hear the words *New Year*. Ask the pupils to tell you how they spend their holidays.

**Pupils' books closed.** Say: *Open your books at page sixty-four.* Write the number 64 on the board and hold up your book.

Point to the picture and ask the pupils to say what they see (snow, triangles, presents). Say: *Ding, dong, diggy, diggy, dong! Happy New Year to everyone!* The pupils repeat after you. Repeat with the rest of the song. Play the recording as many times as you think is necessary for the pupils to start singing along.

Encourage the pupils to nod their heads from side to side in unison as they sing.

## TAPESCRIPT

Ding Dong,  
Diggy Diggy Dong!  
Happy New Year  
To everyone!

*Ding Dong Diggy Diggy Dong,  
Diggy Diggy Ding Dong Dong!*

Ding Dong,  
Diggy Diggy Dong!  
Happy New Year  
Let's all have fun!

### 2 Let's Play!

Say the instructions twice as you mime them. Refer the pupils to the picture and tell them they are going to play the *Happy New Year* game. Explain the game. The pupils sit in a circle. Start by saying a number, e.g. 12. Point to a pupil in the circle to continue the count down by saying the next lowest number and so on until the last pupil shouts *Happy New Year* and takes a sweet from a jar in the centre of the circle. Continue until everyone has had a sweet.

**Note:** If you wish, you can do some or all of the *Extra Activities* from the *Teacher's Resource Pack*.

## Fun Time 1

### 1 Read and choose.

Read the instructions and explain the task. Allow the pupils some time to read the text and complete the task in their notebooks. Check the pupils' answers.

- |           |         |
|-----------|---------|
| 1 her     | 5 He    |
| 2 They    | 6 His   |
| 3 Linda's | 7 their |
| 4 She     |         |

### 2 Read and answer.

(Pupils' own answers)

### 3 Look and answer.

Point to the picture of Harry and ask: *What's his name?* Elicit: *His name is Harry.* Follow the same procedure with the rest of the children. Explain the task. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- 1 His name is Larry.
- 2 Her name is Emma.
- 3 Their names are Amy and Claire.
- 4 His name is Harry.

### 4 Look and match in your notebook.

Read the instructions and explain the task. Elicit the rooms in the picture. The pupils look and match in their notebooks. Check the pupils' answers.

- 1 c    2 b    3 e    4 a    5 d

#### Extension (Optional)

Ask the pupils to look at the picture for one minute before they close their books. Say a room, e.g. *bathroom*. Ask the pupils to tell you the corresponding letter, e.g. *b*.

### 5 Look and answer.

Point to the picture of Jill and ask: *Where's Jill?* Elicit: *She's in the bedroom.* Follow the same procedure and elicit where the rest of the characters are. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- 1 She's in the bedroom.
- 2 They're in the living room
- 3 It's in the garden.
- 4 He's in the kitchen.

#### Extension

Ask the pupils to answer your questions.

e.g. *Teacher: Is Ben in the bedroom?*

*Pupil 1: No, he isn't. He's in the kitchen.*

*Teacher: Are Karen and Jen in the living room?*

*Pupil 1: Yes, they are. etc*

### 6 Look, read and match in your notebook.

Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- 1 B    2 C    3 D    4 A

## Fun Time 2

### 1 Read and match in your notebook.

Read the instructions and explain the task. Tell the pupils to read the sentences and then add the numbers on the pieces of cake. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- |     |     |     |
|-----|-----|-----|
| 1 f | 3 a | 5 d |
| 2 c | 4 e | 6 b |



## 2 Look, read and say yes or no.

Read the instructions and explain the task. Elicit the items in the pictures. Allow the pupils some time to read the sentences and complete the task in their notebooks. Check the pupils' answers.

- 1 no            3 yes            5 no  
2 no            4 yes            6 no

## 3 Say the shapes.

Read the instructions and explain the task. Allow the pupils some time to look at the letters in the shapes and say what they are. Ask individual pupils to answer. Ask the rest of the class for verification.

- 1 square        3 rectangle  
2 triangle      4 circle

## 4 Look, read and match in your notebook.

Have a picture discussion. Hold up your book, point to the flowers and elicit their location. Read the instructions and explain the task. Allow the pupils some time to read and match the sentences to the flowers, in their notebooks. Check the pupils' answers.

- 1 c    2 a    3 e    4 b    5 d

## 5 Look and answer.

Hold up your book, point to the bat in the first picture and say: *Look. This is Bertie the bat. Where is he?* Elicit the answer (*under the bed*). Allow the pupils some time to look at the pictures. Ask individual students to answer. Ask the rest of the class for verification.

- 1 Yes, he is.            4 No, he isn't.  
2 Yes, he is.            5 Yes, he is.  
3 No, he isn't.        6 No, he isn't.

## 6 How many points have they got? Talk with your friend.

Read the instructions and the example, and explain the task. The pupils, in pairs, ask and answer as in the example. Check round the class. Ask some pairs to report back to the class.

- 1 seven points        3 nine points  
2 seven points        4 six points

A: I've got four squares and one circle.

B: You've got seven points.

A: I've got two squares, one triangle and one circle.

B: You've got seven points.

A: I've got two circles, one square and one triangle.

B: You've got nine points.

A: I've got one circle, one square and one triangle.

B: You've got six points.

### Extension

The pupils draw the shapes they want on a piece of paper and repeat the task.

## Fun Time 3

### 1 Look, read and match in your notebook.

Read the instructions and explain the task. Allow the pupils some time to look at the picture and complete the task in their notebooks. Check the pupils' answers.

- 1 c    2 b    3 a    4 e    5 d

### 2 Look, read and choose.

Read the instructions and explain the task. Allow the pupils some time to look at the pictures, read, and complete the

# Fun Time Key & Instructions

task in their notebooks. Check the pupils' answers.

1 arm      2 head      3 tummy

### 3 Match the phrases. Then number the pictures.

Read the instructions and explain the task. Point to the pictures and elicit the commands. Allow the pupils some time to match the phrases and number the corresponding picture in their notebooks. Check the pupils' answers.

1 b - A      3 d - C  
2 c - D      4 a - B

### 4 Look, read and answer.

Read the instructions and explain the task. Point to the pictures and ask the pupils to describe them. Allow the pupils some time to complete the task in their notebooks.

1 Yes, it has.  
2 Yes, they have.  
3 No, they haven't.  
4 No, she hasn't.  
5 Yes, he has.

### 5 Look and choose.

Read the instructions and explain the task. Point to the pictures and ask the pupils to describe them. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

1 a      2 b      3 b      4 a

### 6 Look, read and match in your notebook.

Read the instructions and explain the task. Point to the pictures and elicit the commands. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

1 b      3 d      5 c  
2 e      4 f      6 a

## Fun Time 4

### 1 Look and say yes or no.

Read the instructions and explain the task. Point to the first picture and say: *She can ride a bike. Yes or No?* Elicit the answer: Yes. Allow the pupils some time to look at the sentences and the pictures. Ask individual students to read a sentence out loud and say yes or no. Ask the rest of the class for verification.

1 yes      3 no      5 yes  
2 yes      4 no      6 yes

### 2 Let's Play

Read the instructions and the example. Explain the game. Ask the pupils to look at the pictures. Ask a pupil to tell the class what he/she can do by saying only the numbers that relate to the corresponding pictures. Choose another pupil to name the actions that correspond to the numbers. The first pupil responds by either saying *That's right!* or *That's wrong!* The game continues until everyone has had a turn.

### 3 Look and match in your notebook.

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

1 f      3 a      5 b  
2 e      4 c      6 d

### 4 Look and say yes or no.

Hold up your book, point to the children and elicit what they can/can't do. Read the instructions and explain the task. Allow the pupils some time to look at the sentences and the pictures. Ask individual

pupils to answer. Ask the rest of the class for verification.

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

## 5 Look, read and match in your notebook.

Elicit the actions. Read the instructions and explain the task. Allow the pupils some time to complete the task in their notebooks. Check the pupils' answers.

- |     |     |     |
|-----|-----|-----|
| 1 c | 3 b | 5 d |
| 2 f | 4 a | 6 e |

## 6 Say the musical instruments.

Read the instructions and explain the task. Allow the pupils some time to look at the pictures. Remind pupils that they should only identify the musical instruments. Ask individual pupils to answer. Ask the rest of the class for verification.

- |              |             |
|--------------|-------------|
| 1 piano      | 8 drum      |
| 3 tambourine | 9 recorder  |
| 6 guitar     | 11 triangle |



## Hello, Magic Friends!

p. 6

*Hello, Magic Forest,  
Hello, Magic Friends!  
Hello, Frosty! Hello, Woody!  
Hello, hello again!*

*Hello, Magic Forest!  
Hello, Willow, too!  
Hello, Erlina! Hello, Alvin!  
Hello, hello to you!*

## Unit 1

**Exs 1 & 2 p. 8**

*This is my mummy  
My mummy is cool  
This is my daddy –  
My daddy is cool, too!*

*My family is wow  
My family is cool  
My family is Number One!  
My family is wow  
My family is cool  
My family is Number One!*

*This is my brother  
My brother is cool  
This is my sister –  
My sister is cool, too!*

**Ex. 3 p. 11**

*Where's Alvin?  
Where's Alvin?  
Where? Where? Where?  
He's in the kitchen.  
He's in the kitchen, over there.*

*Where's Erlina?  
Where's Erlina?  
Where? Where? Where?  
She's in the bedroom.  
She's in the bedroom, over there.*

*Where's Woody?  
Where's Woody?  
Where? Where? Where?  
He's in the bathroom.  
He's in the bathroom, over there.*

*Where's Frosty?  
Where's Frosty?  
Where? Where? Where?  
He's in the living room.  
He's in the living room, over there.*

## Unit 2

**Ex. 1 p. 18**

*Have a Happy Birthday,  
Have a happy day!  
How old are you?  
How old are you?  
How old are you today?  
Have a Happy Birthday,  
Make a birthday wish,  
Blow out the candles,  
Blow a birthday kiss!*

**Ex. 3 p. 19**

*A: How old are you today, Sam?  
Sam: I'm six.  
A: Six?  
Sam: Yes. I'm six.  
A: Happy Birthday, Sam.*

*A: How old are you today, Anna?  
Anna: I'm ten.  
A: Ten?  
Anna: Yes. I'm ten.  
A: Happy Birthday, Anna.*

*A: How old are you today, Lucy?  
Lucy: I'm seven.  
A: Seven?  
Lucy: Yes. I'm seven.  
A: Happy Birthday, Lucy.*

A: How old are you today, Tom?  
 Tom: I'm nine.  
 A: Nine?  
 Tom: Yes. I'm nine.  
 A: Happy Birthday, Tom.

### Ex. 3 p. 21

*I'm a circle like a ball,  
 Like a ball, like a ball.  
 I'm a circle like a ball,  
 I go round and round.*

*I'm a square like a box,  
 Like a box, like a box.  
 I'm a square like a box,  
 My sides are all the same.*

*I'm a triangle like a roof,  
 Like a roof, like a roof.  
 I'm a triangle like a roof,  
 I have got three sides.*

*I'm a rectangle like a door,  
 Like a door, like a door.  
 I'm a rectangle like a door,  
 My sides are long and short.*

## Unit 3

### Ex. 1 p. 28

*What's the matter?  
 My head hurts!  
 My head hurts!  
 Oh dear! Let me see.  
 My head hurts!  
 My head hurts, right here!*

*What's the matter?  
 My arm hurts!  
 My arm hurts!  
 Oh dear! Let me see.  
 My arm hurts!  
 My arm hurts, right here!*

*What's the matter?  
 My leg hurts!*

*My leg hurts!  
 Oh dear! Let me see.  
 My leg hurts!  
 My leg hurts, right here!*

### Ex. 1 p. 30

*If you're happy and you know it,  
 Clap your hands!*

*If you're happy and you know it,  
 Clap your hands!*

*If you're happy and you know it,  
 And you really want to show it,  
 If you're happy and you know it,  
 Clap your hands!*

*... Nod your head*

*... Stamp your feet*

*... Wave your arms*

### Ex. 2 p. 31

**One:** Clap your hands.

**Two:** Wave your arms.

**Three:** Stamp your feet.

**Four:** Nod your head.

## Unit 4

### Ex. 1 p. 38

*Can you sing and can you dance?  
 I can do that! I can do that!  
 Can you ride a bike like that?  
 I can do that! I can do that!  
 Can you draw a big fat cat?  
 I can do that! I can do that!*

### Ex. 3 p. 39

A: Sally, what can you do?

Sally: I can dance and I can ride a bike!

A: You can dance and ride a bike?

Sally: Yes, I can.

A: Roy, what can you do?

Roy: I can sing and I can play football.

A: You can sing and play football?

Roy: Yes, I can.

## Ex. 3 p. 41

I can play the pi-a-no,

Pi-a-no, pi-a-no.

I can play the pi-a-no,

Pi-a-pi-a-no!

I can play the tam-bou-rine,

Tam-bou-rine, tam-bou-rine.

I can play the tam-bou-rine,

Tam-bou-tam-bou-rine!

I can play the tri-ang-le,

Tri-ang-le, tri-ang-le.

I can play the tri-ang-le,

Tri-a-tri-angle!

## Happy New Year!

### Ex. 1 p. 64

Ding Dong,

Diggy Diggy Dong!

Happy New Year

To everyone!

Ding Dong Diggy Diggy Dong,

Diggy Diggy Ding Dong Dong!

Ding Dong,

Diggy Diggy Dong!

Happy New Year

Let's all have fun!



Evaluation plays an integral part in the learning process, and it is more efficient when based on the systematic observation of the pupils throughout the course. It 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 unit.

In Fairyland 2A the evaluation activities are included in both the *Teacher's Book* and the *Pupil's Book*.

## Initial evaluation

This evaluation centres mainly on the pupils' 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 pupil does can be used for this type of evaluation. The results are then recorded on the pupil's *formative evaluation chart* [page 73(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:

★★★★★ – the pupil recognises and produces the language

★★★ – the pupil recognises but does not produce the language correctly

★ – the pupil does not recognise the language

## Cumulative evaluation

The results of cumulative evaluation are recorded on the pupil's *cumulative evaluation chart* [page 74(T)].

In the Pupil's Book the last page of the unit is used for cumulative evaluation. However, in order to obtain reliable information, the formative evaluation marks, work done throughout the unit participation and attitude should also be taken into account.

In order to complete the chart, write down the pupils' names and record the results using numbers or letters in the corresponding columns. The code for formative evaluation can also be used here.

# Evaluation chart for games and activities (formative evaluation)

Name of game/activity: .....

Aim of game/activity: .....

Unit: ..... Lesson: ..... Course: .....

Pupils' name:	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: ★★★★★      ★★★      ★

# Evaluation chart for each unit (cumulative evaluation)

Unit: .....

Date: .....

Course: .....

Aims: The pupil is able to ...	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
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									

Marking criteria: ★★★★★★ ★★★ ★

Attitudes:																									
1																									
2																									
3																									

Marking criteria: ✓ Yes ✗ No I Improving



## MODULE 1

### Unit 1 – My family

#### 1 Read. Circle.

Ask the pupils to look at the picture and elicit the family members' names and their relationship to each other. Explain the activity. Allow the pupils some time to read the sentences and choose the correct answer. Check their answers.

daddy, mummy, brother, sister

#### 2 Complete. Find the stickers.

Read the instructions and explain the activity. Allow the pupils some time to complete the words. Check their answers. Then ask the pupils to find the corresponding stickers, from the sticker section, and show them to you for verification before sticking them in the appropriate spaces.

mummy, daddy, brother, sister

#### 3 Look. Answer.

Revise the parts of a house. Direct the pupils' attention to the cross section of Ronny's house. Point to the different parts of the house and elicit their names. Explain the activity. Tell the pupils to look at the picture and answer the questions. Ask: *Where's Ronny?* Elicit: *(In the) kitchen.* Repeat the procedure for the remaining rooms. Allow the pupils some time to complete the activity. Check their answers.

kitchen, living room, bathroom, bedroom, garden

#### 4 Look. Circle.

Revise the use of **he** for boys/men and **she** for girls/women. Say: *Paul.* Elicit: *He.* Then say: *Mary.* Elicit: *She.* Ask the pupils

to look at the pictures and circle the correct words. Check their answers.

1 He      2 He      3 She      4 She

#### 5 Where's Ronny? Follow. Colour.

Revise the colours. Point to the example and ask: *What colour is this?* Elicit: *red.* Repeat for the remaining pictures. Direct the pupil's attention to the maze and the pictures of Ronny in the different rooms of the house. Explain the activity. The pupils follow and colour the carrots. Then point to the pictures and ask: *Where's Ronny? What colour is the carrot?*

#### 6 Read and (✓).

Point to Woody in the first picture and read the question. Read the answer choices. Tell the pupils to put a tick next to the correct answer. Allow the pupils some time to complete the activity. Check their answers.

1 No, he isn't.      3 No, she isn't.  
2 No, he isn't.      4 Yes, she is.

#### 7 Read. Draw. Colour.

Explain the activity. Read the first sentence. Ask: *Where's the yellow ball?* Elicit: *It's in the bathroom.* Ask the pupils to draw a yellow ball in the bathroom. Allow the pupils some time to complete the activity. Once they finish, check their work. Then in pairs, the pupils ask and answer.

e.g. Pupil 1: *Where's the red ball?*  
Pupil 2: *It's in the garden.*

### Unit 2 – My birthday

#### 1 Trace. Colour.

Explain the activity. The pupils look at the pictures and trace the correct words. Then ask them to colour the pictures. Check

their answers. As an extension, you can ask the pupils to present their pictures, e.g. a (red) robot, a (blue) computer, a (yellow) lamp, a (green) clock.

## 2 Draw.

Revise the numbers 1-10. Point to the picture of the birthday boy and girl and read the speech bubbles. Ask the pupils to draw the right number of candles on their cakes. Check their answers.

**A** six candles      **B** ten candles

## 3 Write.

Point to the picture and explain the activity. Tell the pupils to use the code to decipher the speech bubble. Allow them some time to complete the activity and check their answers. Ask a pupil to read out the speech bubble: *HAPPY BIRTHDAY, PAM!*

## 4 Look and (✓).

Revise the names of the shapes. Point to the pictures and ask the pupils to name the shapes they see in each picture. Explain the activity. The pupils tick the shapes shown in each picture. Check their answers.

- 1 square, triangle, rectangle
- 2 triangle, circle, square
- 3 triangle, circle, rectangle
- 4 square, rectangle, circle

## 5 Circle. Write.

Point to the shapes and elicit their names. Explain the activity. Tell the pupils to circle and write the name of the shape that is different. Allow the pupils some time to complete the activity and check their answers.

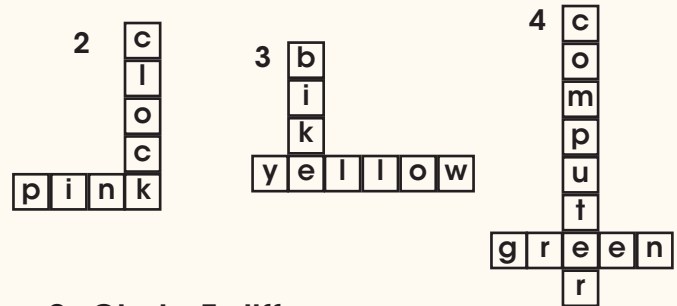
- 1 triangle                      3 rectangle
- 2 square                        4 circle

## 6 Read and find the stickers.

Read the instructions and explain the activity. Read the sentences. Ask the pupils to find the corresponding stickers, from the sticker section, and show them to you for verification before sticking them in.

## 7 Choose. Write. Colour.

Read the names of the colours and the presents. Refer the pupils to the example and explain the activity. The pupils look at the pictures, choose the corresponding words from above and complete the puzzles. Check their answers.



## 8 Circle 5 differences.

Ask the pupils to look at the two pictures and elicit the differences. Allow the pupils some time to circle the differences. Then individual pupils point to each of the differences and say, e.g. *The robot is on the TV in picture A. The robot is on the bed in picture B.*

### Answers

The robot is on the TV in picture A.  
The robot is on the bed in picture B.

The bike is on the bed in picture A.  
The bike is in the cupboard in picture B.

The clock is on the table in picture A.  
The clock is in the schoolbag in picture B.

The computer is in the schoolbag in picture A.

The computer is on the TV in picture B.

## MODULE 2

### Unit 3 – My body

#### 1 Write.

Revise the parts of the body. Read the instructions and explain the activity. Allow some time for the pupils to write the words using the letters. Check their answers.

- 1 head      3 tummy      5 leg  
2 arm      4 foot

#### 2 What's the matter? Read. Circle.

Point to picture 1A and ask: *What's the matter?* Elicit: *My head hurts!* Then point to picture 1B and elicit: *My tummy hurts!* Repeat for the remaining pictures. Explain the activity and allow the pupils some time to circle the correct picture. Check their answers.

- 1 A      2 B      3 A      4 B

#### 3 Look and (✓).

Revise the commands by miming an action (*clap hands, stamp feet, nod head, wave arms*) and elicit the correct answer. Direct the pupils' attention to the pictures and explain the activity. Allow the pupils some time to tick the correct sentence. Check their answers.

- 1 Clap your hands.  
2 Nod your head.  
3 Wave your arms.  
4 Stamp your feet.

#### 4 Read and find the stickers.

Read the instructions and explain the activity. Read the speech bubbles. The pupils repeat after you. Ask the pupils to find the corresponding stickers, from the sticker section, and show them to you for verification before sticking them in the appropriate spaces. Then individual pupils read out the speech bubbles.

#### 5 Read. Choose.

Read the instructions and explain the activity. Direct the pupils' attention to the pictures and elicit the names of the parts of the body. Ask a pupil to read the sentence. Allow the pupils some time to look at the monsters in pictures A and B and choose the correct picture.

**Answer:** A

#### 6 Look. Trace.

Revise the use of **he** for boys/men and **she** for girls/women. Explain the activity. The pupils read the sentences and trace the correct words. Check their answers.

**Answers**

- 1 She's got a big nose.  
2 He's got a big tummy.  
3 He's got big ears.

### Unit 4 – I can sing!

#### 1 Trace. Find the stickers.

Read the instructions and explain the activity. Read the words, e.g. *sing*. The pupils repeat after you. Have the pupils trace the words. Ask the pupils to find the corresponding stickers, from the sticker section, and show them to you for verification before sticking them in the appropriate spaces.

#### 2 Read. Complete.

Direct the pupils' attention to the picture. Point to Nick and ask: *What can Nick do?* Elicit: *He can sing.* etc. Explain the activity. Allow the pupils some time to read and complete the sentences. Check their answers.

- 1 sing      3 dance      5 draw  
2 play      4 ride



### 3 Circle 6 differences.

Ask the pupils to look at the two pictures and elicit the differences. Allow the pupils some time to circle the differences. Then individual pupils point to each of the differences and say, e.g. *I can see a red guitar in picture A. I can see a green guitar in picture B.*

#### Answers

I can see a red guitar in picture A.  
I can see a green guitar in picture B.  
I can see a blue drum in picture A.  
I can see a red drum in picture B.  
I can see a yellow triangle in picture A.  
I can see a blue triangle in picture B.  
I can see a green piano in picture A.  
I can see a pink piano in picture B.  
I can see a pink tambourine in picture A.  
I can see an orange tambourine in picture B.  
I can see an orange recorder in picture A.  
I can see a yellow recorder in picture B.

### 4 Trace. Circle.

Read the instructions and explain the activity. Allow the pupils some time to trace the musical instruments. Point to the picture of the drum and say: *I can play the...* Elicit the correct answer: *drum*. The pupils circle the word. Allow the pupils some time to complete the activity. Check their answers.

2 recorder      3 triangle      4 piano

### 5 Match. Say.

Point to and elicit the actions. Then direct the pupils' attention to the pictures of the hands and feet. Explain the activity. Point to the picture of the child playing football and ask: *Can you play football with your hands or feet?* Elicit: *feet*. Say: *I can play football with my feet. I can't play football*

*with my hands.* Allow the pupils some time to complete the activity and check their answers. Then pupils point to each picture and make sentences orally in class.

#### Answers

I can draw with my hands.  
I can't draw with my feet.  
I can jump with my feet.  
I can't jump with my hands.  
I can run with my feet.  
I can't run with my hands.  
I can play the guitar with my hands.  
I can't play the guitar with my feet.  
I can play the drum with my hands.  
I can't play the drum with my feet.

### 6 Look and (✓).

Point to the pictures of the animals performing different actions. Elicit the actions. Point to the first picture and ask: *Can he ride a bike?* Elicit the correct answer. Explain the activity. Allow the pupils some time to read the questions and tick the correct answer. Check their answers.

1 Yes, he can.                      3 Yes, he can.  
2 No, she can't.                    4 No, she can't.

### Board Games (1-2)

For rules on how to play the board games, see the *Introduction*, p. IV.



# Fairyland 2A

Fairyland 2A is a course for young learners of English. Pupils follow the adventures of Woody and Frosty and their friends from the *Magic Forest*.

## Components

- Pupil's Book
- Digital Book
- Activity Book
- Teacher's Book
- Picture Flashcards
- Posters
- Teacher's Resource Pack



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