## Unit 1

#### Language objectives

The learner:

- can say hello and goodbye appropriately,
- can sing with the group.

#### Other skills

The learner:

- knows her/his Pupil's Book,
- · can follow the teacher's instructions.

#### **Active vocabulary**

Hello. Goodbye. It's nice to see you. See you next time.

#### **Passive vocabulary**

Stand up. Sit down.

#### **Materials required**

Pupil's Book, pages 4–5; CD.

#### **Teaching tip**

It is very important to use English as much as possible in your lessons. If you have a monolingual class and you share their mother tongue, then you can use that as a back-up. Ideally, you will say whatever you want to in English, accompanied by a helping gesture or mimed movement, and then, if necessary, after saying it in English again, say it in the mother tongue. In this way, right from the start, the pupils will see English as a separate system, which is capable of doing the same things as the mother tongue, rather than as something which is a poor substitute for the mother tongue and of secondary importance. Early on, it is essential to build up a series of regularly used pieces of classroom language which are understood by everyone, for example: Open your book to page XX; Look at the photo/picture; Repeat after me; Listen carefully; Thank you; Please . . .

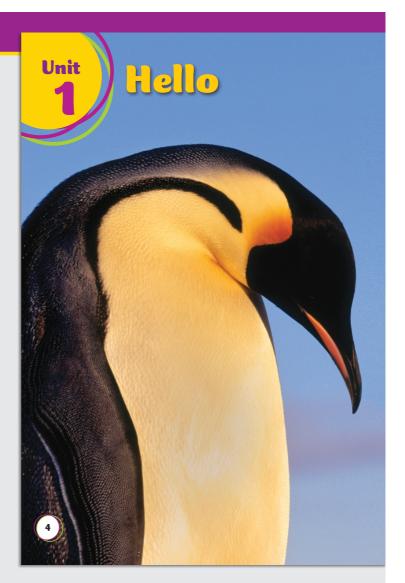
#### Warm-up

• Sit down on a chair at the front of the class, with all the class sitting, too. Say: *Stand up*, showing the pupils what you mean by standing up yourself, and indicating with your hands that they should stand up, too. Then say: *Sit down*, sitting down yourself and gesturing for them to do the same. Repeat this several times.

#### 1 Listen and say.

Recording 1/2
Hello.
Hello.
It's nice to see you.
It's nice to see you, too!

- Draw two stick figures on the board walking towards each other with smiles on their faces.
- Say: Listen carefully. Play the recording all the way through twice.
- Say: Look and listen. Play the recording, and point to the two people in turn as they speak.
- Say: Listen and repeat. Play the recording, pausing after each sentence for the pupils to repeat chorally.
- Once the pupils have mastered the phrases, practise without the recording.



#### Additional activity

- If the class is ready for it, divide them into two groups.
   Indicate that one group is one of the two stick figures on the board and the other group the other one.
- Conduct the conversation between the groups, indicating the pictures as they speak. (If necessary, they can say it along with the recording.)

#### 2 Listen and sing.

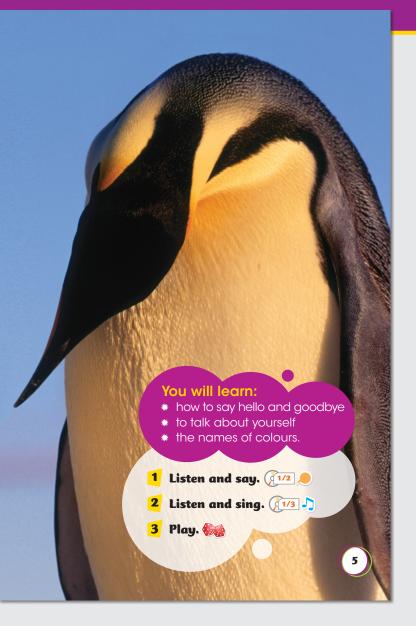
Recording 1/3
Hello, hello, hello!
It's nice to see you!
Hello, hello, hello!
It's nice to see you!

Goodbye, goodbye, goodbye! See you next time! Goodbye, goodbye, goodbye! See you next time!

16







- Below the first two stick figures, draw two more stick figures on the board walking away from each other, perhaps waving a hand.
- Say: Listen carefully. Say the words of the second verse of the song (but with just one goodbye as in a normal conversation): Goodbye. Goodbye. See you next time! See you next time!
- Say: Look and listen. Say the words again, and point to the two people in turn as you speak.
- Say: *Listen and repeat*. Say the words again, pausing after each sentence for the pupils to repeat chorally.
- Once the pupils have mastered the phrases, they practise without your help.
- Say: Listen carefully. Play the song all the way through twice.
- Say: *Listen and sing*. Encourage the pupils to sing along with the recording.
- If possible, have the pupils sing the song by themselves.

#### Additional activity

- If you feel your class is ready for it, put them in pairs and say: *Stand up*.
- Model two people walking towards each other using one pair. Say the *hello* dialogue. Then get all the pairs to do it.
- Repeat the whole process using the words from the *goodbye* song.

#### Play.

- Have the pupils walk around the room (or another suitable large space). You could play some music or clap a rhythm while they walk.
- When the music/clapping stops, they greet the person nearest to them using the *hello* phrases they have been using.
- Then they should use the *goodbye* phrases, and walk around again to the music/clapping.
- Stop the music/clapping again for them to repeat the conversation with another partner.
- Do this several times.

#### **Homework**

Ask the pupils to tell their parents what they have been learning in English.

#### Materials for the next lesson

Flashcards: *Fred, Kate, Snap, Honey, Chatty;* teacher to make corresponding word cards; masks for the crocodile, bear and parrot (Teacher's Book, pages 135, 137, 139).

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#### **Language objectives**

The learner:

- can say the names of the Pupil's Book characters,
- can ask about names using What's your name?
- can present themselves using I'm (name),
- can read the words learnt.

#### Other skills

The learner:

- can chant with suitable gestures,
- knows what a globe is.

#### **Active vocabulary**

Fred, Kate, Snap, Honey, Chatty; What's your name? I'm (name); It's nice to see you.

#### **Passive vocabulary**

Do you like animals? Welcome to my world. Who's this?

#### **Materials required**

Pupil's Book, pages 6–7; Activity Book, pages 2–3, 69; CD; flashcards: *Fred, Kate, Snap, Honey, Chatty*; teacher to make corresponding word cards; masks for the crocodile, bear and parrot (Teacher's Book, pages 135, 137, 139).

#### Warm-up

- Have one pupil who volunteers go outside the classroom door (but leave it slightly open), and get her/him to knock on the door.
- Say: Come in. Hello. It's nice to see you. Encourage the class to join in with you.
- Have another pupil go outside and repeat it, getting the class to say the phrases by themselves.
- Then get a pupil to leave the room. Say: *Goodbye. See you next time*. Encourage the class to join in with you.
- Repeat this with other pupils.

#### 1 Listen and say.

#### Recording 1/4

Fred, Kate, Snap, Honey, Chatty

- Ask the class: Do you like animals? Elicit some answers about what they like (this can be in the mother tongue if you share it with them).
- Show the pupils the crocodile, bear and parrot masks. Hold up the crocodile mask and say: *Snap*. Do the same for the bear (*Honey*) and the parrot (*Chatty*).
- Say: Open your book to page 6. Look at the pictures at the top. Point to the pictures of the five characters.
- Say: Listen. Play the recording and point to the pictures as each name is said.
- Say: Listen and repeat. Play the recording, stopping after each name for the pupils to say it chorally and individually.
- Hold up the flashcards in turn and elicit the names, helping as necessary.



#### 2 Listen, point and say.

#### Recording 1/5

Frame 1 Frame 2

Hello. I'm Fred. I'm Snap. What's your name? Hello. I'm Kate. I'm Honey. It's nice to see you.

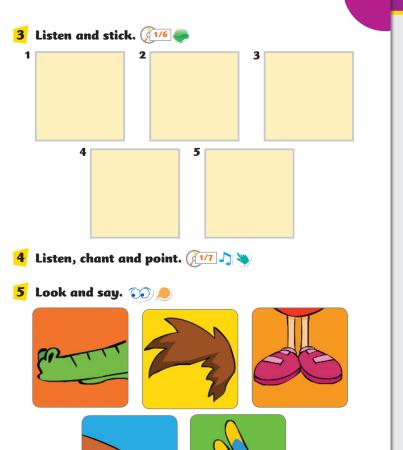
Frame 3 Frame 4

Hello. I'm Chatty. Welcome to my world!

#### **Teaching tip**

Before you start this activity, teach the pupils the word *point*. Point to the crocodile mask and say: *Snap*. Put the mask down, then raise it again. Say: *Point to Snap*. Get the pupils to all point their index fingers towards the mask. Repeat with the *Chatty* and *Honey* masks.

- Say: Look at the four pictures and listen carefully. Indicate the four frames in activity 2. Play the recording twice, saying: Listen again before the second time.
- Say: Look at picture 1. Point to Kate. Point to Fred.
- Say: Listen carefully. Play the Frame 1 recording twice.
- Say: Listen and point. Pause after Hello. I'm Fred and check the pupils are all all pointing to Fred. Repeat with Kate. Play the dialogue all the way through, asking them to point to the correct characters.
- Say: *Listen and repeat*. Play the dialogue, pausing after each sentence for the pupils to repeat chorally and individually.



- Pupils listen to the recording and stick the correct stickers.

  Pupils chant all together and point to the characters above.
- Pupils look at the body parts of the main characters and say their names
- 7
- Repeat this procedure with the other frames. Explain any language they don't understand, using gesture where possible.
- Point to the four pictures one by one and elicit (with help) what the characters say in each.

#### Additional activity

- Have a girl (for Kate), a boy (for Fred) and three other pupils with the Honey, Chatty and Snap masks at the front of the class. Only ask pupils who want to do this.
- Have them say the language of the pictures one by one.
- If possible get them to use *Hello*. *I'm* (*name*). *What's your name*? in pairs as the characters.
- Change pupils several times and repeat.

#### 3 Listen and stick.

#### Recording 1/6

- 1 What's your name? I'm Fred.
- 2 What's your name? I'm Kate.
- 4 What's your name? I'm Honey.
- 5 What's your name? I'm Chatty.
- 3 What's your name? I'm Snap.
- Help pupils find the stickers of the characters they need.
- Say: Look at page 7, activity 3. Show them the five boxes and say the numbers 1–5.

- Say: Listen and put the pictures in the correct box. Don't let
  the pupils stick the pictures immediately to ensure they get
  them in the correct place first. Play the recording all the way
  through, pausing after each piece of information so pupils
  can put their pictures down.
- Check they all have the pictures in the correct place.
- When all the pictures are correct, say: Stick in the pictures.

#### 4 Listen, chant and point.

#### Recording 1/7

What's your name? (x3) What's your name? (x3)

I'm Fred. I'm Kate.

What's your name? (x3)

I'm Snap. I'm Honey.

What's your name? (x3)

What's your name? (x3)

I'm Chatty.

- Say: Listen carefully. Play the recording all the way through.
- Say: Listen, chant and point. Play the recording and encourage the pupils to point to the correct picture and join in with the chant. They can also clap/tap gently to the beat.
- If you feel they are ready, they could chant with you, but without the recording.
- Activity Book, page 2, activity 1. Say: Look at the pictures.
   Complete them, then colour them. When they have done this, point to each of the characters and ask: Who's this?

#### 5 Look and say.

#### Teaching tip

Teach the pupils the words that are important for focusing their attention.

Listen. You can initially show this with a hand cupped behind one ear.

Look. You can illustrate this by pointing two fingers (index and middle, held in a V) to your eyes and then away from you.

- Say: Look at the five pictures. Point to them. Talk to the
  first picture, pointing to it and ask: What's your name?
  Elicit: (I'm) Snap from the class. Gesture/elicit that it's the
  crocodile's nose we can see.
- Do the same with the other four pictures, eliciting: (Fred's hair; Kate's legs/feet/shoes; Honey's arm/hand; Chatty's wing.)
- If the pupils are ready, put them in pairs to ask and answer What's your name? about themselves.
- Activity Book, *More Fun*, page 69, activity 1. Say: *Match the characters and say the names*. Have the pupils point to the pictures and say: (*It's*) *Snap*, etc.

#### **Homework**

- Ask the pupils to practise asking and answering *What's your name?* questions at home.
- Ask the pupils to do Activity Book, page 3, activity 2 at home. They need to find the correct head stickers to put on the characters' bodies. Then they should say the names.

#### Materials for the next lesson

Flashcards: Fred, Kate, Snap, Honey, Chatty, kite, red, yellow, orange; teacher to make corresponding word cards; pieces of orange, yellow and red card; cocktail sticks.

#### Language objectives

The learner:

- can say the colours: red, yellow, orange,
- can understand and use the question: What colour is this?
- knows the word kite and recognises it in a sentence,
- repeats the sentences in the recording,
- can read the words learnt.

#### Other skills

The learner:

- · can cut out carefully,
- knows what colour you get by mixing red and yellow (orange),
- knows the rules of the Missing Game.

#### **Active vocabulary**

Tell me, please. Red, yellow, orange. Kite. What colour is it?

#### **Passive vocabulary**

What's missing? What colour is your spinning top?

#### **Materials required**

Pupil's Book, pages 8–9; Activity Book, pages 4–5 and cut-out pages; CD; flashcards: *Fred, Kate, Snap, Honey, Chatty, kite, red, yellow, orange*; teacher to make corresponding word cards; pieces of orange, yellow and red card cocktail sticks.

#### **Teaching tip**

Introduce reading in English to the pupils as a sort of detective game. The letters hide a meaning, which is there to be discovered. They can ask themselves: What is this word like? What could it be? Explain that the words around a new word (the context) and the whole situation (the context) can help them to discover the meaning. They need to learn the skill of inference to help them. If you have a monolingual class and share their mother tongue, you can usefully show them how this works with a clear example in their mother tongue.

#### Warm-up

• Practise meeting, greeting and asking names. Model it with two pupils at the front:

A: Hello. What's your name?

B: Hello. I'm (name). What's your name?

A: I'm (name). It's nice to see you.

B: It's nice to see you, too.

 Put the pupils in pairs to practise. Do it with all the As and Bs, saying it at the same time once or twice, then let them practise with a new partner more freely if you feel they are ready.

#### 1 Listen and say.

Recording 1/8

red, yellow, orange, kite

- Use the colour flashcards to introduce the names of the colours: *red*, *yellow*, *orange*.
- Play the recording. Say: *Listen and look*. As the recording plays the three colours, hold up the card for each colour. Repeat this two or three times.



- Say: Listen and repeat. Play the recording again, pausing after each word for the pupils to repeat it chorally and individually.
- Say: Look at page 8 in your book. Listen and point. Play the recording again and have them point to the correct colour at the top of the page.
- Say: Look at the kite. Point to the photo at the top right.
- Say: *Listen and repeat*. Play the recording for *kite* and let them repeat it chorally and individually.

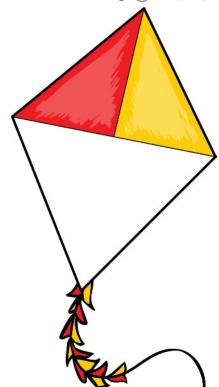
#### 2 Listen, point and say.

#### Recording 1/9

Look at the kite. What colour is it? It's yellow. It's red. It's orange. It's a yellow, red and orange kite.

- Say: Look at the photo and listen. Play the recording all the way through.
- Say: Listen and point. Play the recording, pausing after each sentence for the pupils to point at the key elements: kite, yellow, red, orange. Check where their fingers are and help them.
- Play the recording again, pausing after each sentence for the pupils to point and repeat chorally.
- Activity Book, page 4, activity 1. Ask the pupils to colour the kite. When they have finished, ask: What colour is the tail? Point to the tail on the kite on page 9 of the Pupil's Book if they don't understand the word.

- Colour, make and say. 🦋 🔫 🚚
- Listen, colour and sing. (1/10 🚀 🎝



- Pupils play the Missing Game.

  Pupils cut out a spinning top, spin it and say what colour they can see.

  Pupils listen to the song, colour the kite accordingly and sing all together.



#### Additional activity

• Practise the colours red, yellow, orange in the classroom. Say: Point to orange/red/yellow. Check what the pupils are pointing to in the classroom (e.g. a book, part of a picture, a toy). Say: Yes, this is red/yellow/orange.

#### 3 Play.

- Put some flashcards down on the table (red, yellow, orange, kite).
- Point to each card and ask the pupils to say what it is.
- Say: Close your eyes. Remove one card. Ask: What's missing? Elicit which card you removed.
- Put the card back and do it again a few times with different
- If a pupil is able to take over your role and ask the question, let her/him do so.

#### 4 Colour, make and say.

· Ask the pupils to cut out the red and yellow circle from the Activity Book cut-out pages in the centre of the book.

- Give each pupil half of a cocktail stick (the kind with a point at each end). They should stick this through the centre of the circle.
- Ask: What colour is your spinning top? Elicit: (It's) red and
- Say: Spin your top. Ask: What colour can you see now? Elicit: (It's) orange.

#### Additional activity

 Have pairs of pupils spin their tops together (count down: 3-2-1-Go!). The one whose top spins the longest is the winner. You could make it a competition, with the winners each time playing each other until you get to the last two winners to find the champion spinning top.

#### 5 Listen, colour and sing.

#### Recording 1/10

Yellow and red Tell me please Yellow and red What colour is this? Orange! Orange! (x2)

- Say: Look at the picture of a kite on page 9. Point to the red triangle. Ask: What colour is this? Elicit: (It's) red. Repeat with the yellow triangle.
- Say: Listen and look at the kite. Play the recording.
- Point to the white bottom part of the kite. Ask: What colour is this? Elicit the answer: (It's) orange.
- Say: Colour the kite orange.
- When they have finished, say: Listen, point and sing. Play the recording. The pupils should sing with the recording, and point to the colours as they are named.
- Activity Book, page 5, activity 3. Say: Stick the stickers on the kite. Say the names of the colours you use.

#### Additional activity

Cut three kite shapes out of orange, yellow and red card. You can attach tails to them if you wish. Throw one of the kites into the air, and have the pupils repeat, e.g.: red kite, red kite as it falls to the floor. Do it with the other coloured kites. Then you can let a pupil throw the kite up into the air.

#### Homework

- Say: For homework, sing the song we learnt in the lesson.
- Activity Book, page 5, activity 2. Ask the pupils to complete the picture of the kite, colour it in, and say the colours. (Red, yellow and orange.)

#### Materials for the next lesson

Flashcards: blue, green, flower, tree; teacher to make corresponding word cards.

#### Language objectives

The learner:

- can use the colour words: blue, green,
- can point to photos when listening to the recording,
- knows the words: tree, flower and repeats them in the chant,
- can draw from information given in the recording,
- can read the words learnt.

#### Other skills

The learner:

- · can chant with suitable gestures,
- can draw trees and flowers.

#### **Active vocabulary**

Blue, green, tree, flower; It's a tree; It's a green tree. Yes. No.

#### **Passive vocabulary**

What can you see? What's this? What's her/his name? What colour is it? Touch yellow. Look.

#### **Materials required**

Pupil's Book, pages 10–11; Activity Book, pages 6–7, 69; CD; flashcards: *blue, green, flower, tree;* teacher to make corresponding word cards.

#### Warm-up

- Point to red, yellow, orange things around the classroom and ask: What colour is it?
- Teach *touch*, by touching something with your hand. Say: *I touch red* and touch something red in the classroom. Say: *(Name)*, *touch yellow* and have the child stand up and touch something yellow in the classroom. Repeat with other pupils and other colours.
- Note: ensure the pupils move around the class safely for themselves and others.

#### 1 Listen and say.

Recording 1/11

blue, green, flower, tree

- Say: Open your book to page 10. Look at the four photos at the top
- Say: Look at the photos and listen. Play the recording all the way through a couple of times.
- Say: Listen, point and repeat. Play the recording, pausing after each word, getting the pupils to point to the photo and say the word chorally and individually.
- Show the flashcard of the green tree. Ask: What is it? Elicit: (It's a) green tree.

#### Teaching tip

It is important in a game-like activity like the one above that the pupils' excitement does not get out of hand, especially if there is a potential for accidents. You may want to say that pupils who wait quietly and politely at their desks for their turn will have a chance sooner than those who clamour and wave. Part of the pupils' general education is about self-control and respect in the group, and this is one way to reinforce the correct attitudes and values.

## In the garden



- 1 Listen and say. 🕕
- 2 Listen, tick and say. [1/12]





10

Pupils learn and say the new words. The Pupils listen to the dialogues, tick the correct photos and say the words.

#### Additional activity

Put papers of the five known colours (red, yellow, orange, blue, green) into plastic folders on the floor. Ask a volunteer to come and step onto one colour. S/he and the class then call out the colour. S/he then steps onto another colour and the class call it out, and so on. You can also play the game so that the class calls out the colour for the individual pupil to step onto.

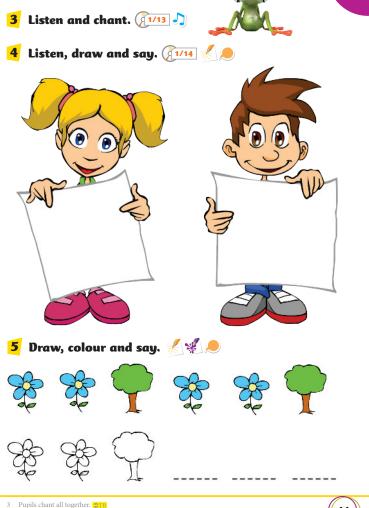
#### 2 Listen, tick and say.

Recording 1/12

Hello. What's your name? Hello. What's your name?

I'm Alice.I'm Ben.Hello, Alice.Hello, Ben.Look. It's a tree.Look. It's a flower.Yes. A green tree.Yes. A blue flower.

- Say: Look at the two photos. What can you see? Elicit: (It's a) (green) tree/(blue) flower.
- Say: Look at the photos and listen. Play the recording for photo 1 (Alice) all the way through twice.
- Ask: Which photo? When they tell you correctly, say: Tick the box.
- Repeat with photo 2 (Ben).



- Pupils chant all together. Of the Pupils chant all together. Of the words and say the words are the children speaking, draw the pictures and say the words
- Pupils complete the pattern, colour it in and say the word

- Play the dialogues again, pausing after each line for the pupils to repeat chorally and individually.
- Point and ask some questions about the photos: What's this? What colour is it? What's her/his name?
- Activity Book, page 6, activity 1. The pupils should follow the lines from the photos and colour the flowers in the centre the same colour. You can then point and ask: What colour is this flower?

#### 3 Listen and chant.

#### Recording 1/13

Tree, tree. It's a tree. (x2) It's a green tree. It's a green tree. Flower, flower. It's a flower. (x2) It's a blue flower. It's a blue flower.

- Say: Listen and look. Play the recording and hold up the appropriate flashcard as the pupils listen.
- Play the recording all the way through a couple of times, then say: *Now listen and chant*. Play the recording a few more times and encourage the pupils to join in. You could have them tap the rhythm lightly on their desks, or with two fingers on their palms.

#### Additional activity

- On a large piece of brown paper, draw a tree trunk. Elicit what it is from the pupils.
- Give each pupil a large marker or crayon in red, yellow, orange, green or blue. Ask them to draw a branch with leaves onto the tree trunk.
- When they have finished, they should write their name next to their branch.
- Display the picture on the wall. Have the pupils stand in front of it, point to individual branches and say: It's yellow/green, etc.

#### 4 Listen, draw and say.

#### Recording 1/14

Kate: It's a flower. Fred: It's a tree.

- Say: Look at the picture on page 11. Who is it? Elicit: It's Kate/Fred.
- Say: Look and listen. Play the recording and point to the pictures in turn. Play it again.
- Say: *Draw the pictures*. Circulate and check that the pupils are drawing the correct things in the correct place. Ask them individually: What is it? as they draw and elicit
- Activity Book, page 7, activity 3. Have the pupils look at the picture. Ask them to find the flowers among the leaves and then colour them in. When they have finished, have them point to their flowers and say the correct colour, e.g.: red flower. Circulate and monitor their production.

#### 5 Draw, colour and say.

- Point to the picture in activity 5 and ask: What can you see? Elicit the pattern: blue flower - blue flower - green tree blue flower - blue flower - areen tree.
- Point to the first uncoloured flower and ask: What's this? What colour is it? Elicit that it's a blue flower.
- Say: Colour the flowers and trees to complete the pattern. Circulate and check that they are doing it correctly. Elicit information about what they have drawn.
- Activity Book, More Fun, page 69, activity 2. Say: Complete the pictures and colour them in. Have the pupils point to the pictures and say, e.g.: yellow flower.

#### Homework

- Activity Book, page 7, activity 2. Explain that the pupils have to colour the picture according to the key, and say the names of the objects. You might want to teach them brown.
- Ask the pupils to see what they can find out about the life of crocodiles and parrots.

#### Materials for the next lesson

Photos or pictures of wild animals from magazines or the Internet; flashcards: crocodile (Snap), bear (Honey), parrot (Chatty); teacher to make corresponding word cards; a piece of A4 card with a 5 cm hole in the middle; photocopies from the Teacher's Book, pages 141–142; scissors; pieces of different coloured paper; glue; a large sheet of green or brown paper.

#### Language objectives

The learner:

- can use the words crocodile, parrot, bear,
- understands the phrase wild animals.

#### Other skills

The learner:

- learns something about the life of crocodiles and parrots,
- can name various other wild animals,
- knows that it is dangerous to get near wild animals' cages.

#### **Active vocabulary**

Red, yellow, orange, blue, green. Hello! What's your name? It's nice to see you. Bye. See you next time.

#### **Passive vocabulary**

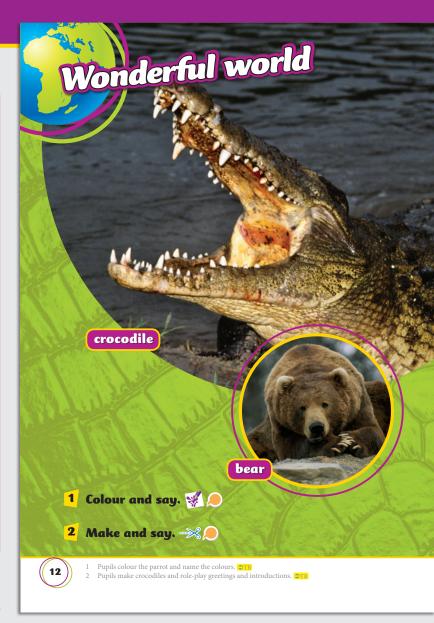
Wild animals. crocodile, parrot, bear. What colour is the parrot? What colour is your parrot? I'm a crocodile. Brown.

#### **Materials required**

Pupil's Book, pages 12–13; Activity Book cut-out pages; photos or pictures of wild animals from magazines or the Internet; flashcards: *crocodile (Snap), bear (Honey), parrot (Chatty)*; teacher to make corresponding word cards; a piece of A4 card with a 5 cm hole in the middle photocopies from the Teacher's Book, pages 141–142; scissors; pieces of different coloured paper; glue; a large sheet of green or brown paper.

#### Warm-up

- Put your flashcards, photos and pictures of wild animals (with crocodile, parrot and bear at the top) in a pile on a desk and say: Wild animals. Cover the pile with the A4 card with the hole in it. Ask the pupils to come around and look. Ask: What animal is it? What colour is it? Move the card around so the pupils can see different parts of the animal. If they use the mother tongue, then answer them in English, e.g.: No, it's not a lion. Yes, that's right. It's a crocodile.
- Say: Open your book to page 12. Look at the photos. What can you see? Point to the word crocodile (or hold up a word card) and say: Crocodile. It's a crocodile. Have the pupils repeat chorally and individually. Repeat with bear and parrot.
- Ask: What colour is the parrot? (point to one) Elicit: (It's) blue and yellow. Ask: What colour is the crocodile? Elicit: (It's) green. Ask: What colour is the bear? Teach brown if you haven't already done so.



#### Additional activity

- Introduce some gestures for the three animals; for example, *crocodile*: hold both arms straight out in front of your head, one above the other, and open and close them; *bear*: hold both hands with fingers curved liked claws and open your mouth and say: *grrrr*; *parrot*: hold both hands out to the sides of your body with your fingers spread straight and flap them. Practise these gestures with the pupils.
- Have the flashcards of the crocodile, bear and parrot ready. Have the pupils standing up; then hold up the cards in random order, for the pupils to do the appropriate gesture.
- Say the words: *parrot, bear, crocodile* in random order for the pupils to do the appropriate gesture.
- Finally, hold up the word cards of the three animals in random order, and again the pupils do the appropriate gesture.
- Invite some pupils, one by one, to say an animal name for the others to react to.

# parrots Class Project Wild animals Prepare pictures of wild animals living in forests and meadows. Make a poster. Say the names of the animals and colours in English. Pupils do a class project. TB

#### 1 Colour and say.

- Hand out a photocopy of the parrot and the bear to each pupil (alternatively, let them choose which they want, so each pupil only has one picture).
- Say: Colour your animal with blue, green, yellow, red, orange, (brown). Circulate and talk to the pupils as they colour. Ask: What colour is your parrot?
- When they have finished they can walk around and ask different partners those questions about their picture(s).

#### 2 Make and say.

- Ask the pupils to colour in the picture of the crocodile in the Activity Book cut-out pages. When they have finished colouring, give them scissors to cut out the larger picture of the crocodile's body and head. They should also cut slits along the dotted lines at the top of the crocodile's head. Circulate and help those who find the cutting difficult.
- Ask the pupils to fold the crocodile's body in half along the length of its back, but they should not fold the head section.
   The crocodile should stand up by itself on four legs.
- Then pupils cut out the smaller picture of the crocodile's eyes and teeth and fold the eyes forward along the dotted line. They push the eyes through the slits that they have cut on the head so that the crocodile's mouth opens and closes.

## **Wonderful world**

- Say: I'm a crocodile. Snap! Snap! Repeat it several times and have the pupils repeat it after you chorally and individually. They can use their paper crocodiles to make a 'snapping' gesture at the same time.
- Remind them of the *hello / goodbye* dialogue and have them do it in pairs with their crocodiles. Model it with two pupils; one has the crocodile (B), the other doesn't (A):

A: Hello! What's your name?

B: I'm a crocodile. Snap! Snap!

A: It's nice to see you.

B: It's nice to see you, too.

A: Goodbye. See you next time.

B: Goodbye.

• Pupils should keep their crocodiles to use in Unit 5, Wonderful world (Additional activity).

#### **Class Project**

- Say: Look at the picture on page 13. Tell the pupils that they are going to make a picture like that.
- Elicit the names of some local wild animals from the class (in the picture there are a hedgehog, squirrel, fox, beaver, brown bear, which may be helpful in some European contexts).
- Ask each pupil to draw a local wild animal, and ask some
  of them to draw trees. If possible, give them different
  materials to colour their animal (pieces of coloured
  paper for collage, glue, coloured pens/pencils, crayons,
  etc.) and encourage them to do something original.
- When they have finished, stick the trees and animals onto a large sheet of green or brown paper and display it on the wall.
- Have the pupils come around and talk about the animals and the colours using the language they have learnt.

#### Materials for the next lesson

Flashcards: *crocodile* (*Snap*), *bear* (*Honey*), *parrot* (*Chatty*); teacher to make corresponding word cards; DVD.

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#### Language objectives

The learner:

- understands the dialogues and the contexts of situations,
- can say what colour things in the DVD are,
- can repeat words during the slideshows.

#### Other skills

The learner:

- · can watch a DVD carefully,
- · can say the things seen in the DVD,
- can colour pictures precisely.

#### **Active vocabulary**

Hello. Look. Kite. Tree. Flower. Red, yellow, blue, green, orange. Goodbye.

#### **Passive vocabulary**

Boy, girl, grass, sky, crocodile, parrot. What's this? What colour is the tree? What is green in the DVD? Colour the kite like in the DVD. What's your name? It's nice to see you. A boy with a kite. It's orange.

#### **Materials required**

Pupil's Book, pages 14–15; DVD; flashcards: *crocodile* (*Snap*), *bear* (*Honey*), *parrot* (*Chatty*); teacher to make corresponding word cards

#### Warm-up

- Practise the names of the animals using the flashcards: *crocodile, bear, parrot.*
- Hold up the flashcards, say the names, then hold up the word cards of the three animals randomly and have the pupils do the gestures you agreed on in the last lesson.
- Say: Open your book to page 14. Look at the photo. Ask: What can you see? Elicit answers (probably in the mother tongue) and answer in English: Yes, that's right. There are green trees, white clouds and yellow flowers. There is green grass, blue sky, a boy and girl.

#### 1 Watch, tick and say.

- Say: Look at page 15, activity 1. Ask: What can you see?
   Elicit: kite(s), tree(s), sky, cloud(s), flower(s). You can elicit the correct colours, too.
- Say: Watch the DVD carefully. Play the DVD.

Hello!

Hello! What's your name? I'm Tina. What's your name? I'm Tom. It's nice to see you. It's nice to see you, too.

Look! A boy with a kite! It's a red and yellow and blue kite!

Look! It's a tree. Yes, it's a green tree, green grass and a blue sky.



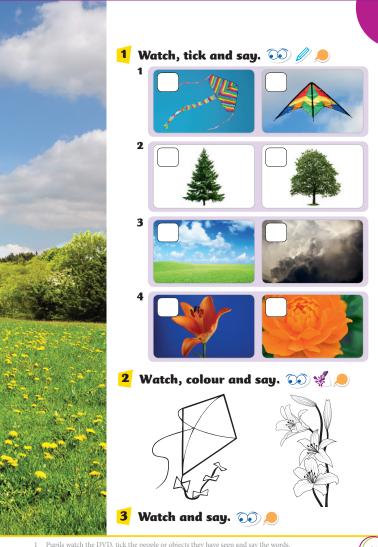
It's a flower. It's an orange flower! Wow!

Goodbye! See you next time! Goodbye! See you!

- Say: Look at the photos on page 15. Tick what you see in the DVD. Play the DVD again for them to complete the task. Play it again, with pauses if necessary.
- Ask various questions, e.g.: What's this? (pointing to the small photos). What colour is the kite? What colour is the tree? What colour is the sky? What colour is the grass? What colour is the flower?

#### 2 Watch, colour and say.

- Say: Look at the pictures in activity 2. Ask: What can you see? (kite/flower).
- Say: Watch the DVD again. Colour the kite and flower like in the DVD. Play the DVD again. You might pause it where they can see the kite and flower clearly. Circulate and help if necessary. Ask: What colour is the kite? ((It's) red, yellow and blue.) What colour is the flower? ((It's) orange.)



- Pupils watch the DVD, tick the people or objects they have seen and say the words. Pupils watch the DVD again, colour the pictures and say the words. Pupils watch the slideshows and repeat the words.





Notes:

#### Additional activity

- Have the girls in the class sit together, and the boys sit together. Tell them that they are going to say the dialogue in chorus as the girl and boy. Play the DVD again, pausing after each scene for the boys and girls to repeat their parts. Repeat if you feel it is necessary.
- Ask the pupils to say the whole dialogue without the DVD (or you might play the DVD with the sound on mute).
- If individual pairs of boys and girls would like to say the dialogue, encourage them.

#### 3 Watch and say.

• Say: Watch the slideshows and repeat the words. Play the slideshows and pause after each word so that the pupils can repeat chorally and individually.

#### Additional activity

• Play the DVD and slideshows again. As the pupils watch, ask questions, e.g.: What is green in the DVD? What is blue? What is red, yellow and blue?

#### Materials for the next lesson

Flashcards and corresponding word cards from Unit 1.

#### Language objectives

The learner:

- can colour pictures using information from the recording,
- can identify the correct pictures from the recording,
- can name known colours,
- can greet people, say goodbye and identify her/ himself,
- can read words.

#### Other skills

The learner:

- can carry out the self-evaluation of their skills,
- can colour pictures carefully.

#### **Active vocabulary**

Red, green, yellow, blue, orange. Tree, flower, kite. Hello. Goodbye. What's your name? I'm ... Nice to meet you.

#### **Passive vocabulary**

Bring me a kite, please. What can you see in the pictures?

#### **Materials required**

Pupil's Book, pages 16–17; Activity Book, pages 8–9; CD; flashcards and corresponding word cards from Unit 1.

#### Warm-up

- Put the flashcards around the classroom. Ask individual pupils, e.g.: Bring me a parrot/tree/flower, please.
- When the pupil brings it, hold up the card and elicit: It's a parrot/tree/flower, etc.

#### 1 Listen and colour.

#### Recording 1/15

It's a flower. It's red. It's a red flower. It's a flower. It's orange. It's an orange flower. It's a flower. It's yellow. It's a yellow flower. It's a tree. It's green. It's a green tree. It's a kite. It's red, yellow, blue and green. It's a red, yellow, blue and green kite.

- Say: Look at page 16, activity 1. Point to the pictures and ask: What can you see in the pictures? (flowers, tree, kite).
- Say: Listen and colour the pictures. Play the recording while the pupils colour. You might play it again if necessary and/or pause it after each piece of information.
- When they have finished, ask: What colour are the flowers? What colour is the tree/kite?

#### 2 Listen, point and sing.

#### Recording 1/16

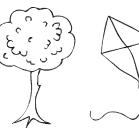
Hello. What's your name? I'm Honey. I'm Honey. *Hello. What's your name?* I'm Chatty. I'm Chatty.

Hello. What's your name? I'm Kate. I'm Kate.



1 Listen and colour. 🕕 🕊





Listen, point and sing. (1/16 👋 🎝



- Pupils listen to the recording and colour the pictures accordingly.

  Pupils listen to the song, point to the correct character and sing all together.

Pupils role-play greetings

Hello. What's your name? I'm Fred. I'm Fred.

Hello. What's your name? I'm Snap. I'm Snap.

- Say: Look at the picture in activity 2. Ask: Who can you see? Elicit the characters' names.
- Say: Listen, point to the character when you hear their name, and sing. Play the recording. Look and check that the pupils are pointing to the correct picture.
- Sing: Hello. What's your name? and point to a pupil, who should sing in reply: I'm (name), I'm (name). Repeat with all the pupils.

#### 3 Say.

• Model the following dialogue with one pupil: You: Hello. What's your name?

Pupil: I'm (name).

You: Nice to meet you, (name).

Pupil: *Nice to meet you, too.* 

- Then have pupils say the dialogue in pairs. Circulate and check their production.
- · Change pairs and repeat.



Pupils do the self-evaluation.

\* say my name.

## Additional activity

- If you have some photos of famous actors, musicians or sports people that the pupils know, give one to each child; otherwise, just give them a piece of paper with the name written on. They mustn't show their photo/paper to anyone.
- Ask them to repeat the dialogue using the name of the person in the photo/on the paper. They can then show their photo/paper to their partner.
- They can circulate and repeat it with new partners.

## I can! Hello

- Ask the pupils to check their skills. Say: Look at the top of page 17. Explain how to use the three face icons (smiling, expressionless, sad).
- Ask the pupils to do the tasks independently. Explain that in this way they will find out what they can do, and what they still need to work on.

#### 1 I can hear, understand and point.

Recording 1/17

tree, flower, kite, Snap, Chatty

• Use the flashcards to revise the five items (*tree, flower, kite, Snap, Chatty*).

• Say: Look at the pictures in activity 1 carefully and listen to the recording. Play the recording while the pupils draw the mouth which is correct for them underneath each picture.

#### 2 I can name the colours.

- Say: Look at activity 2. Say: What colours can you see? Have the pupils point to each one and say the name chorally and individually.
- They should then draw the mouths in the face icons, as appropriate.

#### 3 I can say hello, say goodbye and say my name.

- Say: Look at activity 3. Remind the pupils of: Hello! Goodbye. I'm (name).
- Ask each pupil to approach a partner, say hello, say their name and say goodbye to them.
- Say: Open your Activity Book to page 8. Look at activity 1. Say: Read the names of the characters and draw them in the correct boxes.
- Say: Look at activity 2. Circle the odd one out in each column and say the word.
  - (Answers: 2 Fred; 3 Kate; 4 Honey)
- Say: Draw the mouth on the faces in activity 3.

#### Additional activity

Ask a volunteer to go outside the classroom. Hide one of the flashcards somewhere in the classroom. When the pupil knocks, have the pupils call *Come in!* You and the other pupils can then help the volunteer to find the card.

#### Homework

Motos

17

Activity Book, page 9 *Active Dictionary*. Ask the pupils to colour the pictures and practise saying the words.

#### Materials for the next lesson

Flashcards: *tree, flower, kite*; teacher to make corresponding word cards; flashcards: *red, yellow, orange, blue, green*.