

Aim To revise the alphabet.
To identify classroom objects.

Vocabulary

book, pen, pencil, ruler

Materials

- the letters of the alphabet (capital and lower case) on different pieces of paper, e.g. Aa, Bb etc.
- Blu tack

Warm up

- Enter the classroom and say, *Hello* while waving. After you've done it a couple of times, invite Ss to wave hello back to you.
- Stand in front of the class, point to yourself and say, *Hi, I'm...* and your name a couple of times. Invite Ss to do the same. Repeat until all Ss have introduced themselves.
- Pick up your book. Show it to Ss and say, *book*. Gesture to Ss to hold up their books, too.
- Do the same with *pen*, *pencil* and *ruler*. Repeat a couple of times.

Vocabulary Track 2

- Have Ss open their books to page 4.
- Point out the classroom objects in the vocabulary section (page 5). Play the CD a few times and have Ss point to the corresponding objects and repeat.
- Say the objects again in random order and have Ss repeat and point.

1



Track 3



- Ask Ss (in L1) to tell you what they can see in the picture. (Kids are on their way to school. A girl and a boy are greeting each other.) Point to the blonde girl - Meg, the boy with the black hair - Jack and the bird - Cody and explain to Ss that these are the new characters of the book.)
- Tell Ss they're going to listen to a song. Ask them to guess what it's going to be about.
- Play the song once and have Ss listen.
- Play the song a second time and have Ss follow along in their books as they listen.
- When Ss feel comfortable, invite them to sing the song.

1a

We're back!

1

Listen and sing.



Back to school ABCs

A B C D E F G

Spell 'girl' G - I - R - L

H I J K L M N

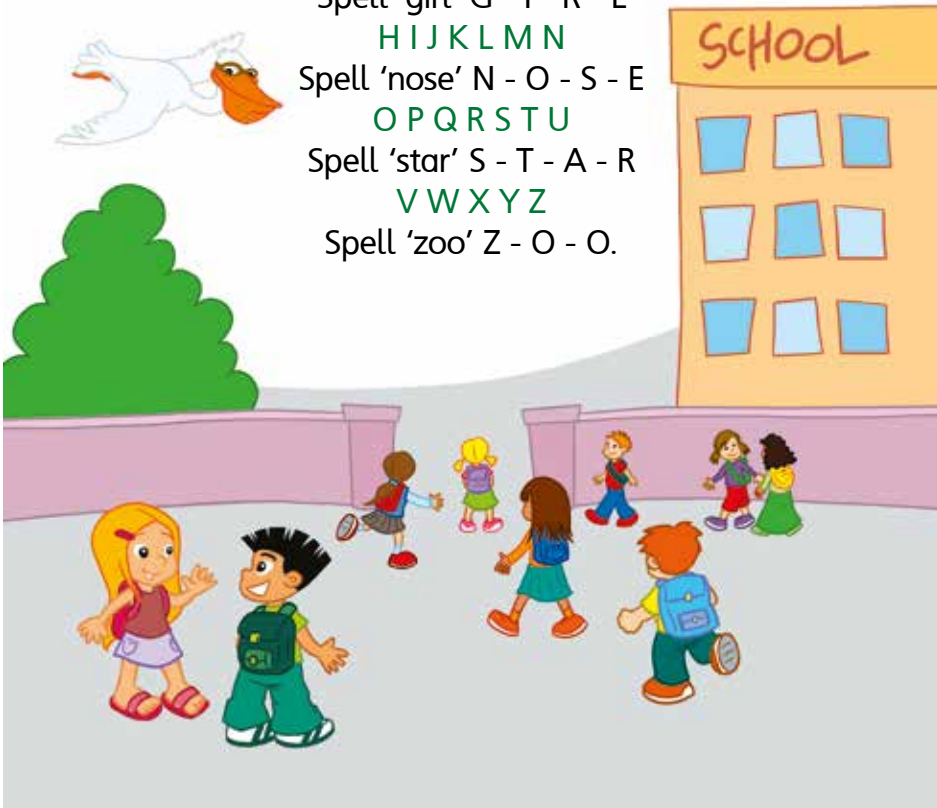
Spell 'nose' N - O - S - E

O P Q R S T U

Spell 'star' S - T - A - R

V W X Y Z

Spell 'zoo' Z - O - O.



4

TPR Activity

- Hand out photocopies of the alphabet to Ss so that each S has got one or more letters, depending on your class size.
- Invite Ss to stand up and explain that they will listen to the song again and that they will have to sing and raise the letter they have got when they hear it being sung.

2

- Draw Ss' attention to each photo and ask them to say the item.

- Tell Ss that they will have to listen to the CD, point to the items in the order they hear them and say them aloud.
- Play the CD twice and check Ss' answers.

Transcript Track 4

- It's a pencil.
- It's a pen.
- It's a ruler.
- It's a book.



1. c 2. b 3. d 4. a



book



pen

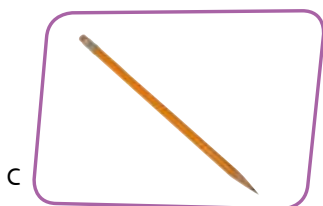


pencil



ruler

2 Listen, point and say.



3 Let's play!



Spell 'book'.

B - O - O - K.



5

- You can play the song from the lesson while Ss are playing for extra help.
- The fastest team to put the letters of the alphabet in the correct order, wins the game.
- Play the game for as long as time permits.

Workbook (OPTIONAL)

- 1 Explain to Ss that they will have to circle the letter they hear being said on the CD out of all of the letters in the row going horizontally. Point out that the first one has been done for them.

Transcript Track 5



1. O 2. D 3. B 4. A 5. R 6. W

Key 1. O 2. D 3. B 4. A 5. R 6. W

- 2
- Explain to Ss that they will have to match the classroom objects to the correct words.
 - Check answers as a class by pointing to the objects and asking Ss, *What's this?* Encourage Ss to call out their answers.

Key 1. book 2. pencil 3. pen 4. ruler

Ask Ss to open their bags when they go home, take out a classroom object, and spell the word.

3



- Direct Ss' attention to the two children in the photo and ask them to guess what's happening. (One girl is asking another to spell one of the words from the vocabulary section.)
- Read the exchange and have Ss repeat it chorally. Have individual Ss model the exchange.
- Divide Ss into pairs.
- Explain to Ss that they are going to take turns choosing a word from the vocabulary section or any other word they know and spelling it.

- Have pairs of Ss play the game in front of the whole class.

OPTIONAL Alphabet mix-up

- Stick the pieces of paper with the letters of the alphabet, in mixed order, on the board.
- Divide Ss into teams.
- Explain to Ss that they will have to cooperate with their teammates in order to put all of the letters of the alphabet in the correct order.
- Teams take turns.
- Make sure you time Ss.

1b

Aim To identify classroom objects.
To ask and answer questions about objects that are close to us or further away.

Vocabulary

bag, rubber, computer, pencil case

Structures

What's this? It's a (bag).
What's that? It's a (rubber).

Revision

- Play *The Spelling game*.
- Invite Ss to stand in a line in front of the board.
- Explain to Ss that you are going to call out a word learnt in the previous lesson and that each S will have to call out a letter in order to spell the word down the line.
- If a S calls out the wrong letter or doesn't know the letter when his/her turn comes, he/she is out of the game.
- The Ss to stay in the line until the end are the winners.

Warm up

- Hold up a pencil case and say, *pencil case*. Repeat this with the words *bag* and *rubber*. Do this a couple of times and encourage Ss to do the same.
- If you have a computer in class, touch it and say the word, otherwise introduce the word with a flashcard.

Vocabulary Track 6

- Have Ss open their books to page 6.
- Point out the classroom objects in the vocabulary section.
- Play the CD a few times and have Ss point to the objects and repeat.
- Say the objects again in random order and have Ss repeat and point.

1 Track 7

- Have Ss look at the presentation and ask them to name any classroom objects they know (a pencil, a rubber, a bag, a pencil case).
- Ask Ss (in L1) to tell you what they think is happening. (Meg and Jack are at school. They meet Jill, a new girl in class.)
- Ask Ss to point to the appropriate pictures as you play the CD.
- Play the CD again and pause after each phrase for Ss to repeat.
- Model acting out the dialogue with



bag



rubber



computer



pencil case

1 Listen, point and read.




Hi! My name's Meg. This is Jack. What's your name?

I'm Jill.

Hi, Jill!

1

What's that?

It's my bag.

2

What's this?

It's a rubber.

3

Wow! A parrot!

That's my pencil case!

4

5

6

two Ss. Choose three Ss to act it out for the class. Then have Ss act out the dialogue in groups of three.

- Have groups of Ss perform in front of the whole class.



- Refer Ss to the **Grammar Box** (1b).
- Hold up your bag and ask Ss, *What's this?* Encourage Ss to answer, *It's a bag*. Then point to a pencil case on a S's desk that is further away from you and ask, *What's that?* Encourage Ss to answer, *It's a pencil case*. Repeat these questions with two more

classroom objects. Elicit that we use, *What's this?* when we ask about objects that are close to us and *What's that?* when we ask about objects that are further away from us.

- Direct Ss' attention to the grammar box. Read the questions and the answers and have Ss repeat after you.
- Point out that *What's* is the short form of *What is* and *It's* of *It is*.

2

- Draw Ss' attention to each illustration.
- Point to the first object in item 1 and ask

Grammar

What's this?
It's a bag.

What's that?
It's a computer.

What's = What is
It's = It is

2 Listen, point and say.

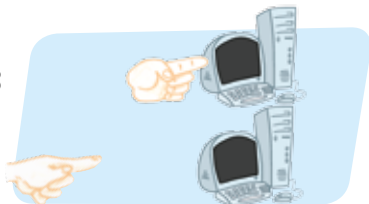
1



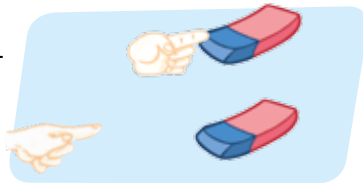
2



3



4



3 Point, ask and answer.



It's a book.



Ss, *What's this?* Encourage Ss to answer, *It's a pencil case.* Point to the second object and ask, *What's that?* Encourage Ss to answer, *It's a pencil case.*

- Explain to Ss that they will listen to similar exchanges and they will have to distinguish between *What's this?* and *What's that?*, point to the correct picture and say the sentences aloud.
- Play the CD twice and have Ss do the activity.
- Go round the class and check that all Ss are pointing to the correct pictures.

Transcript Track 8



- Boy** What's this?
Girl It's a pencil case.
- Boy** What's that?
Girl It's a bag.
- Boy** What's this?
Girl It's a computer.
- Boy** What's that?
Girl It's a rubber.



1. first picture
2. second picture
3. first picture
4. second picture

3



- Direct Ss' attention to the two children in the photo and ask them to guess what's happening. (The children are asking and answering questions about the different objects in the puzzle pieces.)
- Read the exchange and have Ss chorally repeat it. Have individual Ss model the exchange.
- Divide Ss into pairs. Have Ss ask and answer questions about the objects depicted in the puzzle pieces.
- Have some pairs of Ss ask and answer in front of the whole class.

OPTIONAL



What's this?

- Draw a bag on the board and ask, *What's this?* Invite Ss to answer, *It's a bag.*
- The S who answers correctly draws another object for the class to guess.
- Repeat as often as time permits.

Workbook (OPTIONAL)

- Explain to Ss that they will have to complete the questions by tracing *this* and *that* depending on the distance between the hand and the object.
- Ask Ss if they remember what happened in the story. Tell Ss that the pictures are scenes from the story and that they have to trace the parts of the dialogue.

Note

- Make ten footprints cut out of card, big enough for Ss to step on but made to look like ant footprints and bring them to class to the next lesson. Bring sticky tape or Blu-tack too.
- Bring two apples or two photocopies of the flashcard for *apple* to the next lesson.

Tell Ss to point to different objects when they go home and say *It's a (bag).*

Aim To identify the numbers 1-10.
To learn the plural form of regular nouns.

Vocabulary

Numbers: 1-10

apple - apples

Structures

What are these? They're (apples).

Materials

- ten footprints cut out of card
- sticky tape or Blu tack
- two apples or two photocopies of the flashcard for *apple*

Revision

- Pick up or point to various classroom objects asking, *What's this? / What's that?* Encourage Ss to answer, *It's a (computer).*
- Have Ss ask and answer similar questions in pairs.

Warm up

- Stick the number flashcards 1-10 on the board. Point to each number in ascending order and say it aloud a couple of times. Then encourage Ss to say the numbers as you point to them.

Vocabulary Track 9

- Have Ss open their books to page 8 and point out the numbers 1-10 and the words (page 9) in the vocabulary section.
- Play the CD a few times and have Ss point to each number/word and repeat.
- Say the numbers/words again in random order and have Ss repeat and point.



Background note

The Grasshopper and the Ants

In the classic Aesop fable the ant works hard all summer long, gathering food for the cold winter, while the grasshopper spends his time sitting idly and singing. When winter arrives, the grasshopper finds himself starving. He goes to the ant seeking food.

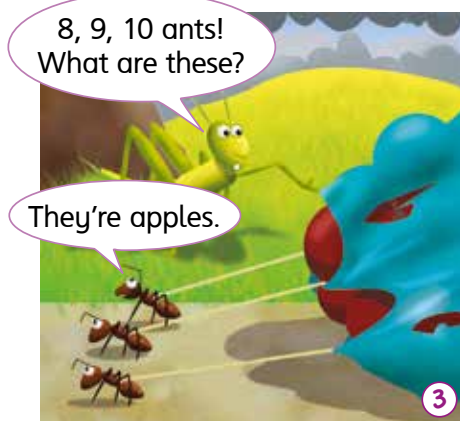
- Have Ss look at the presentation and ask them (in L1) to tell you if they

1 2 3 4 5 6 7 8 9 10
one two three four five six seven eight nine ten

1 Listen, point and read.



The grasshopper and the ants



recognise the fable (*The Grasshopper and the Ants*).

- Ask Ss (in L1) what they think is happening in the story. (It's summer and the grasshopper is sitting under a tree, counting the ants that are busy gathering food for the winter. When winter arrives, the grasshopper is sad because he hasn't got any food. One of the ants sees him and invites him to join their feast.)
- Ask Ss to look at the ants in picture 1 and count them aloud (1, 2, 3). Do the same with the ants in pictures 2 and 3 (there are four additional ants in picture 2 and three in picture 3). Ask Ss

to count how many ants there are in total in pictures 1-3 (ten). In L1, ask Ss how many grasshoppers they see in the story (one) and what they think the ants are carrying in pictures 1 and 2 (pieces of apple).

- Ask Ss to point to the appropriate pictures as you play the CD.
- Play the CD a second time and pause after each phrase for Ss to repeat.
- Model acting out the dialogue with one S. Choose eleven Ss to act it out for the class, assigning roles to each one (the Grasshopper, 10 ants).



apple



apples

Grammar

What are **these**?
They're apples.



apple



apples

They're = They are

2 Look, count and say.



3 Look at activity 2. Ask and answer.



- Repeat with other objects Ss are familiar with.

2

- Explain to Ss that they will count the objects and then say the corresponding number and object aloud.



- | | |
|-----------------|-----------------|
| 1. seven rulers | 2. nine rubbers |
| 3. five bags | 4. ten pens |

3



- Ask Ss (in L1) what's happening in the photo. (The boys are asking and answering questions about the pictures in activity 2.)
- Read the exchange and have Ss chorally repeat it.
- Divide Ss into pairs. Have them take turns asking each other about the classroom objects in activity 2.

OPTIONAL Number footprints

- Stick the ten number footprints on the floor facing one direction, as if an ant has left a trail.
- Ss hop or jump along the ant's trail in turns, counting each step aloud. If they miss a footprint or their foot goes over the edge, they must start again.

Workbook (OPTIONAL)

- 1 • Ss count the apples in each group and match them to the corresponding number.

Key 1. c 2. a 3. e 4. d 5. b

- 2 • Explain to Ss that they will have to answer the questions by identifying the objects in the pictures.
- Point out that the objects are given in the box above the activity.

Key 1. pencils 2. rubbers
3. books 4. rulers

Ask Ss to find groups of objects in their house (up to 10) and count them aloud.



- Refer Ss to the **Grammar Box** (1c).
- Hold up one apple and say, *apple*. Then hold up another apple and say, *apples*. Point to the apple and ask Ss, *What's this?* Encourage them to answer, *It's an apple*. Point to the two apples and ask Ss, *What are these?* Encourage them to answer, *They're apples*. If you haven't got any apples, use two photocopies of the flashcard for *apple*.
- Write the words *apple* and *apples* on the board and elicit that we

usually add -s to the end of a word when we are talking about more than one of something.

- Point out that we use *an* with the word *apple*.
- Direct Ss' attention to the grammar box, read it aloud and have Ss repeat after you. Elicit that we use *What are these?* to ask about more than one object that's close to us. Point out that *these* is the plural form of *this* and that *They're* is the short form of *They are*.
- Then hold up three pens and ask, *What are these?* Elicit, *They're pens*.

Aim To listen and read for pleasure.
To revise and consolidate vocabulary and structures learnt in previous lessons.

Materials

- ten footprints cut out of card
- sticky tape or Blu tack

Revision

- Write different numbers from 1-10 on the board, and ask Ss to say them aloud.

Warm up

- Play a round of the game *Number footprints* (TB page 21).

Vocabulary Track 11



- Have Ss open their books to page 10.
- Point out the words in the vocabulary section on page 11.
- Play the CD a few times, and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

1 Track 12



Before reading

- Ask Ss to look at pp. 10-11.
- Tell Ss they will listen to and read a story entitled *10 stars*. Ask Ss to look at the pictures and guess what the story is about.

While reading

- Play the CD and ask Ss to point to each speech bubble as they follow along.
- Talk about what happens in each frame.

Frame 1: The children count themselves to be ten in total. One of the boys talks about ten stars (the same number as the number of children).

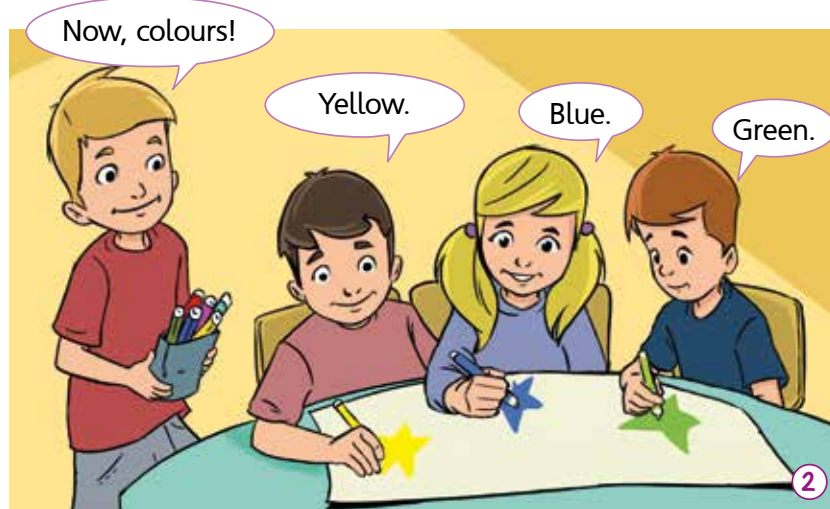
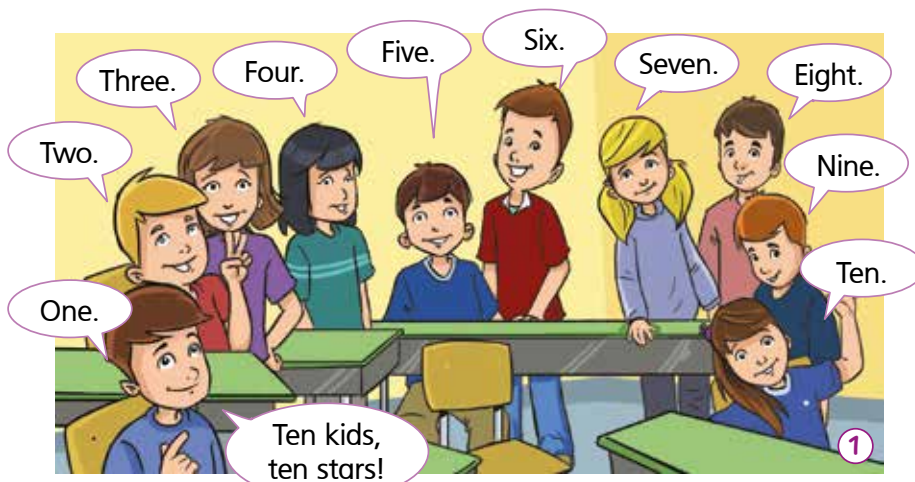
Frame 2: The children start making a poster. They draw stars and say which colour each of them is.

Frame 3: The children finish the poster by writing *Welcome*.

Frame 4: One boy tells the others the teacher is coming.

10 STARS

1 Listen, point and read.



10

Frame 5: The teacher introduces herself to the children and they welcome her by showing her the poster they made.

- Play the CD again and invite Ss to shadow read (read along with the CD).
- Then play it again, pausing after each line. Have Ss repeat (chorally – in groups – individually).

After reading

- Ask Ss comprehension questions such as the following:

Frame 1: How many children are there? (Ten.) How many boys are there? (Six.) How many girls are there? (Four.)

Frame 2: How many stars are there? (Three.) What colour are they? (Yellow, blue and green.)

Frame 3: What are the children writing? (Welcome.) How many stars are there now? (Ten.)

Frame 4: Who's coming? (The teacher.)

Frame 5: What's the teacher's name? (Miss Davis.)



star



Welcome!



kids

Story time

1



VALUE

Work as a team.

- Tell Ss that you are going to call out a word for the first S in the line to spell aloud. Demonstrate this by saying the word *book* and spelling it out for them (B-O-O-K).
- If the S spells the word correctly, then he/she will remain at the board for the next round. If he/she spells the word incorrectly, then he/she will be out of the game and will have to return to his/her seat.
- Continue calling out words to Ss in the line so that all of the Ss get a chance to spell.
- The last Ss to remain standing are the best spellers.

Workbook (OPTIONAL)

- 1 • Direct Ss' attention to the pictures, and explain that they are scenes from the story. Ask Ss if they remember them.
 - Then ask Ss to circle the correct word/phrase according to the pictures.
 - Check answers as a class.

Key 1. four kids
2. green
3. Sit down!

- 2 • Invite Ss to look at the pictures of the people and the speech bubbles.
 - Ask them to match the pictures to the speech bubbles, according to the story.
 - Check answers as a class.

Key 1. B 2. C 3. A

3

- Tell Ss to colour one of the three faces to show how much they liked the story.

Note

Bring plain A4 paper (enough for all Ss) to the next lesson.

- Divide Ss into groups of eleven, and have them act out the story. Tell Ss to rotate their roles so that every S gets a chance to play each of the characters.
- Have some groups of Ss perform for the whole class.

Post-story activity

Value

- Draw Ss' attention to the value, and read it aloud.
- Explain it and discuss it with Ss using L1.

- Ask Ss some further questions related to the story. For example, *Which is better, working alone or as a team? How can working as a team help in completing a project? How should you treat others in the team?, etc.*

OPTIONAL Spelling competition

- Call all the Ss to the front of the class. Have them stand in a line against the board. Alternatively, have them stand at their desks.

Aim To provide Ss with cross-cultural information.

Vocabulary

desk, chair, red, blue, yellow, green

Materials

- plain A4 paper (enough for all Ss)

Warm up

- Go round the class picking up classroom objects of different colours (red, blue, green, yellow). As you pick each one up show it to Ss and ask, *What's this?* Encourage them to answer, *It's a (pencil)*. Then ask Ss, *What colour is it?* and say, *It's (red)*. Repeat this with objects of every colour. Alternatively, you can present the colours with the colour flashcards.
- Point to random objects (of the four colours) round the classroom and encourage Ss to call out the colour.
- Point to a desk, a chair and the board, say the corresponding words and get Ss to repeat.

Vocabulary Track 13

- Have Ss open their books to page 12.
- Point out the words in the vocabulary section.
- Play the CD a few times, and have Ss point to the pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

1



Track 14



- Draw Ss' attention to the two flags, and ask them if they recognise the countries they belong to (first flag – Ukraine, second flag – the UK).
- Direct Ss' attention to the pictures of the children and ask them to name any classroom objects they remember.
- Ask Ss to tell you what colour their bags are and what there is in the first bag.
- Explain to Ss that they are going to listen to the CD and that they have to repeat and point to the correct picture.
- Ask Ss questions, e.g. *Where's Liuda from?* (She's from Ukraine.) *What colour is her pen?* (It's red.) *Where's Kevin from?* (He's from the UK.) *What colour is his bag?* (It's blue.)
- Choose a few Ss to read the texts aloud.

2

- Ask Ss to say if the sentences are true for Liuda, Kevin or both according to the texts in activity 1.

smart world 1



desk



chair



red



blue



yellow



green

1

Listen, point and read.  

My classroom

Hi! My name's Liuda and I'm from Ukraine. My desk is green and my pen is red. This is my bag and these are my books.



Hello! My name is Kevin. I'm from the UK. My desk is green and my bag is blue. My chair is yellow. These are my two books and my two pens.



2

Read and say **Liuda**, **Kevin** or **B** for both. 

- 1 My desk is green.
- 2 My pen is red.
- 3 I'm from Ukraine.

- 4 My bag is blue.
- 5 I'm from the UK.

3

Draw your classroom and write.  

12



- | | | |
|----------|----------|----------|
| 1. Both | 2. Liuda | 3. Liuda |
| 4. Kevin | 5. Kevin | |

3



- Tell Ss to draw their classroom on a piece of paper and write a few sentences about it, e.g. *My desk is... My pen is... This is my bag. It's..., etc.*
- Choose a few Ss to show their drawings and read their sentences aloud.

Workbook (OPTIONAL)

1

- Tell Ss that they have to follow each line to find out which object corresponds to each child.
- Then, in pairs, they should ask and answer questions about the objects, e.g. SA: *What's that?* SB: *It's a board.*

Key 1. D 2. B 3. A 4. C

2

Transcript Track 15

The pencil is yellow.
The rubber is red.
The pen is blue.
The book is green.

Key yellow pencil, red rubber, blue pen, green book

LANGUAGE

smart time 1

- 1 Find the words and write them in your notebook. Then point and say.



a=1	b=2	c=3	d=4	e=5	f=6
g=7	h=8	i=9	j=10	k=11	l=12
m=13	n=14	o=15	p=16	q=17	r=18
s=19	t=20	u=21	v=22	w=23	x=24
y=25	z=26				

16	5	14	3	9	12		
3	15	13	16	21	20	5	18
18	21	2	2	5	18		
18	21	12	5	18			



a



b



c



d

- 2 Write a word with numbers. Then give it to your partner to write the word.



aloud.



pencil (d), computer (a)
rubber (c), ruler (b)

2

- Explain to Ss that they have to choose a word (from the ones they know) and write the number that corresponds to each letter on a piece of paper, e.g. 16 5 14.
- When Ss have finished, divide them into pairs. Ss swap their papers with their partner who has to look at activity 1 and write the corresponding word, e.g. *pen*.

Workbook (OPTIONAL)

- 1
- Draw Ss' attention to the picture and ask them to say the letters and the numbers they see.
 - Explain to Ss that they have to colour in the parts with the letters only to reveal the picture.
 - While Ss are doing the activity, go round the classroom and make sure they are doing the activity correctly.
- 2
- Ss write the object that they found in activity 1.

Key computer

OPTIONAL

Alphabet bingo

- Ask Ss to draw a 3x3 grid in their notebooks and write a different letter, from A-Z, in each box.

S	G	O
A	Z	F
V	J	U

- Explain to Ss that you will call out letters in random order. If Ss have the letter you call out, they cross the box out.
- The first S to get all his/her letters called out and shout *Bingo!* wins the game.
- You can write the letters you say each time on the board for Ss to see too.

OPTIONAL

It's a...

- Hand out a piece of A4 paper to each S. Ask each S to draw and colour in a classroom object on the piece of paper.
- When Ss are done drawing, instruct them to move around the classroom and say a sentence using *It's a...* and the classroom object they have drawn.
- Ss with the same objects form a group. The group to form the fastest wins.
- When Ss have formed their groups, have them present their results to the class, saying, e.g. *Pencil – Five (Ss)*.

Aim To provide Ss with cross-curricular information about language.

1

- Draw Ss' attention to the letters of the alphabet, and ask them to read them aloud.
- Explain to Ss that each letter corresponds to a number.
- Ask Ss to write the letter that corresponds to each number in their notebooks in order to reveal the four words.
- When Ss have done this, they have to point to the corresponding object at the bottom of the page and say the word

1

Revision

Aim To revise and consolidate vocabulary and structures learnt in previous lessons.

Revision

- Play the game *Clap counting*.
- Clap your hands up to 10 times and encourage Ss to count your claps and call out the number.
- Alternatively, you could say a number (1-10) and have Ss clap their hands as many times as the number you called out.

Warm up

- Point to some classroom objects and ask, *What's this? / What's that?* Encourage Ss to answer, *It's a (computer). / They're (rulers).*

1

- Have Ss open their books to page 14. Hold up your book and point to the first picture. Ask Ss, *What's this?* Encourage Ss to answer, *It's a ruler.* Then say, *Spell ruler* and encourage Ss to spell *ruler* chorally.
- Repeat the procedure with the rest of the words.
- Read the instructions and make sure Ss understand that they will have to find the first letter of each word from the ones in the box.

1. r 2. s 3. y 4. p

2

- Hold up your book and point to the first photo in activity 2. Ask Ss, *What's this? or What's that?* Encourage Ss to answer, *It's...*
- Explain to Ss that they will have to look at the pictures and say *this* or *that* according to the distance between the hand and the objects.

1. this 2. that
3. this 4. that

3

- Ask Ss to draw a classroom object on a piece of paper and colour it in. Then

1

Revision

1

Find the letter. Then say the word.



y p r s



1

?uler



2

?tar



3

?ellow



4

?encil

2

Choose and say.



1

What's **this** / **that**?
It's a pen.



2

What's **this** / **that**?
It's a book.



3

What's **this** / **that**?
It's a computer.



4

What's **this** / **that**?
It's a pencil case.

3

Draw a classroom object. Then ask and answer with your partner, *What's this? It's a...*



14

divide Ss into pairs. Ss look at each other's drawings and ask and answer questions, e.g. *What's this? It's a pen.*

OPTIONAL Number Bingo

- Ask Ss to draw a 2x2 grid in their notebooks and write a different number, from 1-10, in each box.
- Draw an example on the board.

5	10
1	7

- Explain to Ss that you will call out numbers in random order. If Ss have the number you call out, they cross the box out. The first S to get all his/her numbers called out and shout *Bingo!* wins the game.
- Play the game for as long as time permits, making sure Ss change the numbers on their grids each time a new round begins.

Workbook (OPTIONAL)

- 1 • Explain to Ss that they will have to write the words for the missing numbers, using the words in the

Now I can!



Now I can

Aim To check Ss' progress and understanding of the new language items.

Explain to Ss that they are going to say and point to the corresponding pictures of the words they have learnt in this module.

1



- Holding up the SB, point to the pictures of the classroom objects and encourage Ss to say them aloud.
- Have Ss point to the corresponding pictures as they say each word.
- Do this with all of the words.

2



- Follow the same procedure as in activity 1.

3



- Follow the same procedure as in activity 1.

4



- Follow the same procedure as in activity 1.

5



- Holding up the SB, point to the exchanges and encourage Ss to say them aloud.
- Have Ss point to the corresponding pictures as they say each exchange.

Note

Bring a box wrapped like a present and place the flashcards for *doll*, *ball*, *yo-yo* and *teddy bear* inside. Alternatively, you could place real toys inside. Make photocopies of the toy flashcards - one per S and bring them to the next lesson.

1 Say and point.



- | | | | | |
|---|--|--|---|---|
| 1  pen | 2  pencil | 3  book | 4  pencil case | 5  computer |
| 6  ruler | 7  bag | 8  rubber | 9  desk | 10  chair |

2 Say and point.



- | | | | | | | | | | |
|-----|-----|-------|------|------|-----|-------|-------|------|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| one | two | three | four | five | six | seven | eight | nine | ten |

3 Say and point.



- | | | | |
|--|--|--|--|
| 1  | 2  | 3  | 4  |
| blue | red | green | yellow |

4 Say and point.



- | | | |
|--|--|---|
| 1  | 2  | 3  |
| star | Welcome! | kids |

5 Say and point.



What's that?
It's my bag.



What's this?
It's a rubber.



What are these?
They're apples.

15

box.

Key 1. b 2. d 3. a 4. c

Key two, four, five, eight, ten

- Explain to Ss that they have to read the questions and the answers and match them to the corresponding pictures.
- After Ss have finished, they take turns in pairs to ask and answer the questions.

2a

Party time!

Aim To identify toys.

To talk about quantity.

Vocabulary

present, doll, yo-yo, teddy bear, ball

Structures

How many (dolls)? (Two) (dolls).

Materials

- a box wrapped like a present
- photocopies of flashcards with toys (enough for all Ss)

Warm up

- Bring in a box wrapped like a present. Show it to Ss and say, *Look! A present! Let's see.* Open the box and take out a doll (or the flashcard of the doll) and say, *Look! A doll!* Repeat a couple of times. Do the same for the yo-yo, the teddy bear and the ball.

Vocabulary Track 16

- Have Ss open their books to page 16. Direct Ss' attention to the vocabulary section (page 17). Play the CD a few times and have Ss point to the toys and repeat.
- Say the toys again in random order and have Ss point and repeat.

1



Track 17



- Ask Ss to name all the objects that they can see in the picture. Tell Ss they're going to listen to a song. Ask them to guess what it's going to be about.
- Play the song once and have Ss listen to the song.
- Play the song a second time and have them point to each present as they hear it.
- Play the song again if necessary.
- When Ss feel comfortable, invite them to sing the song.

TPR Activity

- Hand out photocopies of the toy flashcards (one per S).
- Play the song *Presents* again and invite Ss to hold up their flashcards each time they hear their toy.

- Refer Ss to the **Grammar Box** (2a).
- Draw three yo-yos on the board and, pointing to them, ask Ss, *How many yo-yos?*

2a

Party time!

1

Listen and sing.



Presents

Presents, presents!
How many presents?

Two dolls, four yo-yos,
Three teddy bears too.
One big dog,
One ball.
They are all for you.

Presents, presents!
How many presents?



16

See if Ss can guess what the question means. Elicit answers by giving some examples. Then explain that we use, *How many...?* to ask about the quantity of objects. Next to the set of three yo-yos draw one yo-yo, point to it and ask, *How many yo-yos?* Elicit the answer, *One yo-yo.* Continue asking, *How many yo-yos?* switching from the drawing of three yo-yos and the drawing of one, so as to show Ss that when forming the plural we add -s to the end of a word.

- Do the same for present(s), doll(s), teddy bear(s) and ball(s).
- Read the Grammar box aloud and have Ss repeat after you.

2

- Draw Ss' attention to the pictures and ask them to say the numbers and the objects depicted.
- Tell Ss that they will have to listen to the CD, point to the items and numbers in the order they hear them and say them aloud.



Grammar

How many yo-yos?
Two yo-yos.



- Read the exchange and have Ss chorally repeat it. Have individual Ss model the exchange.
- Divide Ss into pairs. Have them take turns asking each other about the toys in the picture from activity 1.
- Then have pairs of Ss present the exchange to the whole class.

OPTIONAL

Toy groups

- Hand out a photocopy of a flashcard with a toy to each S in random order.
- Play the song *Presents* on SB page 16 (Track 16) and have Ss mingle round the classroom holding their flashcards.
- Explain to Ss that when you stop the music, they will have to find the rest of their classmates that have the same flashcard as them and get into groups.
- Any Ss that take too long to get into their group or get into the wrong group are out of the game.
- Once Ss have formed their groups ask them, for example, *How many yo-yos?* Ss have to count how many of them are in the group and answer, in chorus, for example, *Nine yo-yos.*

Workbook (OPTIONAL)

- Point to the first picture and ask, *How many yo-yos?* Encourage Ss to count and answer, *Ten yo-yos.*
- Repeat this for the rest of the pictures.
- Explain to Ss that first they have to write the question using, *How many* and the words in the box. Then they have to count the objects and fill in the correct number.
- Have Ss check their answers in pairs first, then check as a class.

Key

- yo-yos - 10
- teddy bears - 5
- presents - 7
- dolls - 8

Ask Ss to count their toys when they go home, and say, e.g. *(Six) (dolls).*

2 Listen, point and say.  



3 Look at the pictures in activity 1. Ask and answer.  

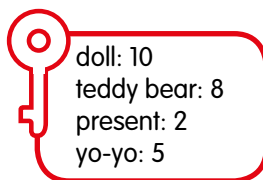
How many teddy bears?

Three teddy bears.



17

- Play the CD twice and have Ss do the activity.
- Go round the class and check that all Ss are pointing to the correct items and numbers.



Transcript Track 18

Boy How many dolls?
Girl Ten dolls.
Boy How many teddy bears?
Girl Eight teddy bears.
Boy How many presents?
Girl Two presents.
Boy How many yo-yos?
Girl Five yo-yos.



- Direct Ss' attention to the two children in the photo and ask them to guess what's happening. (The children are looking at the picture in activity 1 and are asking each other about the number of toys there are in the picture.)

2b

Aim To identify and talk about party items.

Vocabulary

balloon, cake, lollipop, hat

Structures

What are those? They're (lollipops).

Materials

- photocopies of the corresponding cut-outs for Module 2 for the Ss who don't have the Workbook

Revision

- Revise vocabulary from the previous lesson using the flashcards.
- Play the song *Presents* in the SB on page 16 (Track 16) and invite Ss to sing along or do the TPR activity (TB page 28).

Warm up

- Using Blu tack, stick the flashcard of *balloon* on the board. Point to it and say, *It's a balloon*.
- Repeat this with the rest of the flashcards so as to present all of the new vocabulary.

Vocabulary Track 19

- Have Ss open their books to page 18 and point out the objects in the vocabulary section. Play the CD a few times and have Ss point to the pictures and repeat.
- Say the objects again in random order and have Ss repeat and point to them in the presentation.

1 Track 20

- Have Ss look at the presentation and ask them questions that they can answer e.g. *What's this? Who's this? What colour is it?*
- Ask Ss (in L1) what they think is happening. (It's Meg's birthday party and Jack has just arrived at her house and is giving her a present. While the other kids are dancing and having fun Jack decides to explore the snack table and accidentally knocks over a pile of lollipops. The other kids are startled by the noise and stop dancing to see what has happened.)
- Ask Ss to point to the appropriate frame and follow along as you play the CD.
- Play the CD again, pausing after each phrase for Ss to repeat.
- Model acting out the dialogue with one S. Choose two Ss to act it out for the class. Then have Ss act out the dialogue in pairs.

- Refer Ss to the **Grammar Box** (2b).

2b



balloon



cake

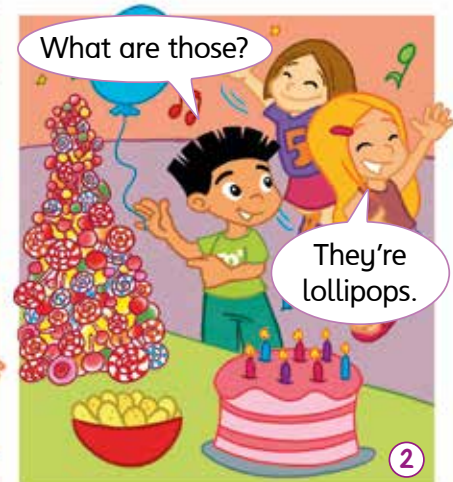


lollipop



hat

1 Listen, point and read.



18

- Draw some lollipops on the board and ask Ss, *What are those?* Encourage Ss to answer, *They're lollipops*. Explain that we use *those* when we refer to more than one things that are further away from us.
- Direct Ss' attention to the grammar box, read the question and the answer aloud and have Ss repeat after you.

2

- Point to the cakes and ask, *What are those?* Encourage Ss to guess and answer, *They're cakes*.

- Repeat this with the rest of the items.
- Explain to Ss that they will listen to similar exchanges. Ss will have to point to the corresponding pictures in the order that they hear them and say the items aloud.
- Play the CD and have Ss do the activity.
- Go round the classroom and check that Ss are pointing to the correct items.

Transcript Track 21

- Man** What are these?
Woman They're balloons.
- Man** What are those?
Woman They're cakes.
- Man** What are these?
Woman They're lollipops.

Grammar

What are **those**?
They're lollipops.



2 Listen, point and say.



3 Let's play!



What are those?

They're hats.



19

4. **Man** What are those?
Woman They're hats.



1. c, balloons
2. a, cakes
3. b, lollipops
4. d, hats

3



- Direct Ss' attention to the two children in the photo and ask them to guess what they're doing. (They are playing a card game.)
- Read the exchange and have Ss repeat it. Have individual Ss model the exchange.
- Give photocopies of the cut-outs for

the Ss who don't have the Workbook. Ask Ss who have the Workbook to cut out the cards from the back of their books on page 79 in order to play the guessing game.

- Once Ss are done cutting, divide them into pairs and have them play the guessing game.
- Choose a random S to demonstrate how the game is played.
- Lay out your cards face down and ask the S to do the same. Then turn over one of your cards and ask the S, *What are those?* The S then has to guess where the same card is in his/her pile and turn it over.
- Once the S, turns the card over he/

she must say what's depicted on it, for example, *They're lollipops*. If the card matches the one you turned over, the S gets to keep the pair. If it is a different card, both cards are turned face down again and the S gets to turn over a new card and ask the question. The player to collect the most pairs is the winner.

- Divide Ss into pairs. Ask each pair to play the game making sure to take turns. When Ss are finished, have them swap partners with the pair sitting next to them.

OPTIONAL Doodling

- Draw three funny hats on the board. Ask Ss, *What are those?* Choose a S to answer, *They're hats*.
- If the S answers incorrectly, then give another S a chance to answer. Ask the S who answers correctly to come up to the board and draw 2-3 hats/balloons/lollipops/cakes for Ss to guess what they are.
- Play this game for as long as time permits so that as many Ss as possible may have a chance to go up to the board. You may use vocabulary learnt in previous lessons as well.

Workbook (OPTIONAL)

- 1 • Direct Ss' attention to picture a and have them guess what the objects are by pointing to the four boxes and asking, *What are those?* Encourage Ss to answer, *They're balloons*. Repeat this for all the pictures.
- Then read out each sentence to the Ss and have them write the number under the corresponding picture.

Key a. 4 b. 3 c. 2 d. 1

- Divide Ss into pairs and tell them to ask and answer questions about each picture, e.g. SA: *What are those?* (pointing to picture a) SB: *They're balloons*.

Note

Make photocopies of the vocabulary items in the lesson, one for each pair. Make sure there are two of each item on the photocopy, e.g. two cakes on a photocopy, two lollipops on another etc. Cut each one out into 4 or 6 pieces and place the pieces in an envelope for the next lesson.

Tell Ss to point to different objects when they go home and say, e.g. *They're (hats)*.

2c

Aim To identify colours.
To ask and answer questions about colours.

Vocabulary

orange, pink, brown, black, white

Structures

What colour are they? They're (pink).

Revision

- Hand out an envelope containing a cut-up picture to each S (as described on p. 31).
- Ask Ss to take the pieces out and put them together. Ss may work together to help each other make the puzzles.
- Once all Ss have finished, go round the class asking, *What are these?* Encourage Ss to answer, *They're (cakes).*

Warm up

- Point to or touch different orange classroom objects, saying *orange* at the same time.
- After you've done it a couple of times, invite Ss to touch or point to orange objects as well.
- Repeat this activity with *pink, brown, black, white* and *red, blue, yellow, green* in order to revise the colours learnt in Module 1.

Vocabulary Track 22

- Have Ss open their books to page 20. Point out the colours in the vocabulary section.
- Play the CD a few times and have Ss point to the colours and repeat.
- Say the colours again in random order and have Ss point and repeat.

1



Track 23



Background note

Aladdin

The original story of Aladdin is a Middle-Eastern folk tale. Aladdin is a poor, young man who is chosen by a sorcerer to retrieve a lamp from a magic cave. When Aladdin finds the lamp, he gets trapped in the cave. He accidentally rubs a magic ring lent to him by the sorcerer and a genie appears, who takes him home. When Aladdin gets home, his mother tries cleaning the lamp and a second, more powerful genie appears. The genie grants Aladdin's wishes and the young man becomes rich and powerful. Aladdin marries the King's daughter

2c



orange



pink



brown



black



white

1

Listen, point and read.



Aladdin



20

and they live in a magnificent palace built by the genie.

- Have Ss look at the presentation and ask them (in L1) to tell you if they recognise the fairy tale (*Aladdin*).
- Point to the balls in the first picture and ask Ss, *What colour are they?* Encourage Ss to answer, *They're pink*. Then ask, *How many balls?* (Three.) Ask the same question with the balls in picture 4. (They're orange and they're three.)
- Ask Ss to guess what is happening. (The genie is juggling three pink balls and he magically makes them turn orange.)
- Ask Ss to point to the appropriate picture as you play the CD.

- Play the CD again and pause after each phrase for Ss to repeat.
- Model acting out the dialogue with a S. Choose two Ss to act it out for the class, assigning roles to each one. Then, have Ss act out the dialogue in pairs.

- Refer Ss to the **Grammar Box** (2c)
- Read the question and the answer aloud and have Ss repeat after you.

2

- Point to each picture and encourage Ss to say the correct colour (first in chorus, then individually).

Grammar

What colour are they?
They're pink.



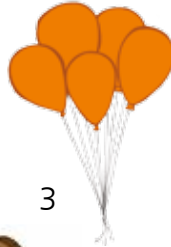
2 Listen and say Yes or No.



1



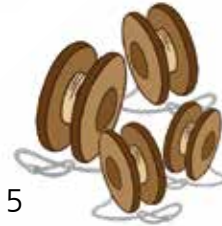
2



3



4



5

3 Look at activity 2. Ask and answer.



What colour
are they?

They're
lollipops.

They're
pink.

Yes.



21

- Play the CD and have Ss listen and say Yes if the colour is correct or No if the colour is incorrect.

Transcript Track 24



- Woman** What colour are they?
Man They're white.
- Woman** What colour are they?
Man They're pink.
- Woman** What colour are they?
Man They're orange.
- Woman** What colour are they?
Man They're brown.
- Woman** What colour are they?
Man They're black.



1. No 2. Yes 3. Yes 4. No 5. No

3



- Direct Ss' attention to the two children in the photo and ask them to guess what's happening. (They are looking at the pictures in activity 2 and are asking each other what colour the different objects are.)
- Read the exchange and have Ss repeat it. Have individual Ss model the exchange.
- Divide Ss into pairs and have them complete the activity.

- Have some pairs of Ss present the exchange to the whole class.

OPTIONAL Find the colour!

- Stick all the flashcards of the colours on the board.
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Point to a flashcard with a colour. The players facing you look at the flashcard and whisper the colour down the line. The last player on each team must find the colour on the board, touch the corresponding flashcard and say it aloud.
- For every correct answer, Ss get a point for their team.
- The last player then goes to the front of the line and faces you. Start again.
- Make sure all Ss have had a turn.
- The team with the most points wins.

Workbook (OPTIONAL)

- Direct Ss' attention to the splatters of paint, point to each one and ask, *What colour is it?* Then point to the different objects in the picture and ask, *What are these?* encouraging Ss to answer.
- Explain to Ss that each number corresponds to a colour and that they are to colour the picture according to the numbers they see.
- When Ss are done colouring the picture, have them ask about the colours of each object they see in the picture in pairs, as in the example.

- Key** 1. white balls 4. orange dolls
2. red presents 5. pink cakes
3. black yo-yos 6. brown teddy bears

Note

- Ask Ss to bring in some small objects (two of each), such as yo-yos, dolls, hats, lollipops, and small teddy bears to the next lesson.
- Photocopy the toy flashcards (two times each), stick them on card and cut them out for the next lesson.
- Bring coloured cellophane paper (a piece for each S) to the next lesson.

Tell Ss to point to orange, pink, brown, black and white objects when they go home and say, e.g. *It's/ They're (white).*

2

Let's play

Aim To identify objects.

Structures Are they (lollipops)?

Yes, they are./No, they aren't.

Revision

- Revise the structures and vocabulary learnt in the previous lesson by sticking the different flashcards on the board, pointing to them and asking Ss, *What colour is it?*



- Refer Ss to the **Grammar Box**

(2 Let's play), read it

aloud and have Ss repeat.

- Point out that *aren't* is the short form of *are not*.

- Choose two dolls that Ss have brought, close your eyes and ask Ss, *Are they yo-yos?* Elicit Ss' answer, *No, they aren't*. Then ask, *Are they dolls?* Elicit Ss' answer, *Yes, they are*.

- Provide Ss with more examples.

1



- Have Ss look at the photos and ask them (in L1) what is happening. (The girls are playing a guessing game.)
- Ask Ss to point to the appropriate photo as you read the exchanges.
- Read the exchanges again and have Ss repeat them chorally.
- Model playing the game with a S. Tell the S to put two of the same objects he/she brought to class in his/her bag, without showing them to you.
- Put your hand in the bag, feel the objects and guess what they are by saying, *Are they (dolls)?* Encourage the S to answer, *Yes, they are./No, they aren't*, depending on your guess.
- Have Ss play the game in pairs, taking turns until they've used all of their objects.
- If time permits, have a couple of pairs come and play the game in front of the class.
- If Ss haven't brought the items, you can photocopy the flashcards, stick them on a piece of card and cut them out.
- Place them on your desk.
- Choose two Ss to come to the board.

2

Let's play

Grammar

Are they lollipops?

Yes, they are.
No, they aren't.

aren't = are not

1 Look and read. Then play.



Are they lollipops?

No, they aren't.

Are they dolls?

Yes, they are.

22

- SA puts two of the same items in a bag, without showing SB. SB tries to guess what they are by feeling their shape, having his/her eyes closed.
- Repeat with all pairs of Ss.

OPTIONAL



Guess the objects

- Give a piece of plain A4 paper to each S.
- Tell Ss to choose one of the following objects and to draw it a few times on their piece of paper: doll, yo-yo, teddy bear, ball, lollipop, hat.

- When Ss are done drawing their objects, hand each of them a piece of coloured cellophane paper to cover them with.
- Divide Ss into pairs and have them guess what each other's objects are using the structure, *Are they (balls)?* and *Yes, they are./No, they aren't*.
- Have some Ss come up to the front of the class and show their drawings to the rest of the class for them to guess.

Workbook (OPTIONAL)

- 1 • Direct Ss' attention to the pictures of the wrapped objects.
- Tell Ss that they will listen to the CD and that they will have to tick the correct answer depending on what they hear.
- Have Ss check their answers in pairs first, then check as a class.

Transcript Track 25



1. **Boy** Are they hats?
Girl No, they aren't.
2. **Boy** Are they lollipops?
Girl Yes, they are.
3. **Boy** Are they yo-yos?
Girl No, they aren't.
4. **Boy** Are they balloons?
Girl No, they aren't.
5. **Boy** Are they dolls?
Girl Yes, they are.
6. **Boy** Are they yo-yos?
Girl Yes, they are.

- Key**
1. No, they aren't.
 2. Yes, they are.
 3. No, they aren't.
 4. No, they aren't.
 5. Yes, they are.
 6. Yes, they are.

- Ss colour in the presents.

Note

- Ask Ss to bring a pair of scissors, glue, coloured pencils/crayons/glitter to the next lesson.
- Bring pieces of folded white card, a birthday card in an envelope, plain A4 paper (enough for all Ss) and wrapping paper to the next lesson.

2 Project

Aim To make a birthday card for a friend.
To revise and consolidate vocabulary and structures learnt in previous lessons.

Materials

- scissors and pieces of folded white card, big enough for a card (enough for all Ss)
- a birthday card in an envelope
- wrapping paper
- plain A4 paper (enough for all Ss)

Revision

- Play the song *Presents* in the SB on page 16 (Track 16) and have Ss sing along with the CD.

Warm up

- Write the phrase *Party time!* on the board.
- Ask Ss to tell you any words they know in English related to parties. (presents, cakes, balloons, etc.)
- Ask Ss to tell you how they usually celebrate their birthdays (in L1).

1

- Direct Ss' attention to the photo on page 23 and ask them what the girl is doing. (She's making a birthday card.)
- Ask Ss to tell you what the girl is cutting out in picture 2 (a birthday cake).
- Make sure Ss understand that they will make their own birthday card for a friend.
- Hand out pieces of card as well as glue and scissors to each pair of Ss. Allow them to work individually or in pairs.

2

- Explain to Ss that they have to write the name of the person they want to give their card to and their own on the card. Tell them to write **To:** and write the name of the person they want to give their card to and **From:** and write their own name.

3

- Direct Ss' attention to the photo and ask Ss what is happening. (The girl is giving a card to the boy and wishing him a Happy Birthday.)
- Read out the dialogue and invite Ss to repeat it chorally.
- Model the dialogue using your birthday

Project

2

1 Make a birthday card.



2 Write on your card.

To: ...
From: ...

3 Act out.



card. Then, model only half of the dialogue e.g. *Happy Birthday, (Nick). This is for you.* Encourage Ss to answer, *Thank you* while making the gesture to accept the card.

- Divide Ss into pairs and have them act out the dialogue with their partner in turns using their birthday cards.
- Have some pairs act out for the whole class.

OPTIONAL

- This is for you**
- Write each S's name on a piece of paper and put all the names in a bag. Have each S come up and choose a name from the bag.
 - Explain to Ss that they will draw and colour a birthday present for the S whose name they have chosen.
 - Once Ss have finished drawing and colouring, tell them to fold their papers. Give each S a piece of wrapping paper with which to wrap the present.

- Once Ss are done, model acting out the dialogue with one S. Say, *Happy Birthday, (Ann). This is for you.* while handing him/her the present. Encourage the S to answer, *Thank you.*
- Then have the Ss exchange presents while acting out the dialogue.

Workbook (OPTIONAL)

Track 26

- 1 • Direct Ss' attention to the picture and ask them whose party they think it is (Meg's).
- Explain to Ss that they are going to listen to a song that is traditionally sung at birthday parties before the person celebrating blows out his/her candles.
- Play the song once and have Ss follow along in their books.
- Play it again, stopping after each line so that Ss can repeat.
- Play the song a third time encouraging Ss to sing along.
- Tell Ss to colour the picture. You can play the song while Ss are colouring.
- After Ss are finished, play the song and replace Meg's name with each of your Ss' names.

Note

Bring a white piece of card for every S, and coloured pencils/markers to the next lesson.

2

Smart world

Aim To provide Ss with cross-cultural information.

Vocabulary

make breakfast, card, give, flower

Materials

- a white piece of card for every S
- coloured pencils/markers

Warm up

- Present the new vocabulary using the flashcards. Hold up each flashcard, point to it and say the corresponding words/phrase.
- Have Ss repeat a few times after you.

Vocabulary Track 27

- Have Ss open their books to page 24, and point out the words/phrase in the vocabulary section.
- Play the CD a few times, and have Ss point to the words/phrase and repeat.
- Say the words/phrase again in random order, and have Ss repeat and point.

1



Track 28



- Draw Ss' attention to the pictures and ask them what they see. (Children offering breakfast to their mum, a child's drawing of his/her mum and a girl who has given flowers to her mum.)
- Ask them if they recognise the celebration (Mother's Day).
- Ask Ss some questions about Mother's Day, when it is, what they do, etc. Initiate a class discussion. Allow the use of L1.
- Explain to Ss that they are going to read and listen to a text about Mother's Day.
- Play the CD, and have Ss repeat each sentence.
- Choose a few Ss to read the text aloud.

2

- Draw Ss' attention to the pictures and the questions. Explain to Ss that they have to look at the pictures and answer each question aloud.



What's this? It's a card.
How many presents?
One present.
How many flowers?
Seven flowers.

smart

world 2



make breakfast



card



give



flower

1 Listen, point and read.



Mother's Day

It's Mother's Day in Ukraine today! Let's make breakfast for mum. Let's make a card and give her a present and flowers.



2 Look and say.



What's this?



How many presents?



How many flowers?



3 Draw a present you want to give your mum and write what it is.



24

3

- Hand out a piece of white card to each S.
- Explain to Ss that they have to choose a present to give their mother on Mother's Day, and then draw and colour it in.
- When Ss have finished, ask them to take turns presenting their drawings to the rest of the class.
- Allow the use of L1.

Workbook (OPTIONAL)

- 1 Direct Ss' attention to the pictures and the words/phrase in the box. Explain to Ss that they have to

look at the pictures and write the corresponding words/phrase.

- Check answers as a class.

Key

1. card
2. give
3. make breakfast
4. flower

2

- Tell Ss to draw what they usually do on Mother's Day.

Note

Bring nine medium-sized squares of coloured card: red, blue, yellow, green, pink, orange, brown, white and black, and some Blu tack to the next lesson.



smart time 2

1 Listen, point and repeat.



Look! Red and yellow make orange.



Blue and yellow make green.



Red and white make pink.



What's your favourite colour?

2 Look and say.



circle of cards, stepping on the cards when the music stops.

- Stop the music and ask each S to name the colour he/she is standing on.
- Repeat with other Ss.
- If you have enough space, you could have two teams walking round two circles.
- Each S who answers correctly, earns a point for his/her team.

2



- Draw Ss' attention to the example, and say while pointing to each colour, red and yellow make orange. Have students repeat in chorus while pointing to the colours.
- Have Ss write the colours in the spaces provided.
- Next, ask them to match the two colours on the left to the colour on the right that you get when you mix the two primary colours. Then have Ss write the colours in the space provided.
- Have Ss check their answers in pairs, using the language structure from activity 1. Then check as a class.
- Ask Ss *What's your favourite colour?*, and make sure that all Ss have the opportunity to say their favourite colour.



A red + yellow = orange
B blue + yellow = green
C white + red = pink
D black + white = grey

Workbook (OPTIONAL)

- Have Ss point to the colours at the top of the page and say them aloud. Ask Ss to look at the picture and point out the numbers in some of the shapes. Ask Ss to colour only the shapes with numbers in them, according to the key at the top of the page.
- Make sure Ss have completed the activity correctly.

Key a lion

Note

Photocopy the flashcards for *cake, balloon, hat, teddy bear, black* and *white* two times each and bring them to the next lesson.

Aim To provide Ss with cross-curricular information about art.

Materials

- Nine medium-sized squares of coloured card: red, blue, yellow, green, pink, orange, brown, white and black.
- Blu tack

corresponding colours and repeat each sentence.

- Play the CD and get Ss to point and repeat.

OPTIONAL



Draw and say

- Stick nine coloured card squares (red, blue, yellow, green, pink, orange, brown, white and black) on the floor to form a circle, using Blu tack.
- Have nine Ss stand next to each of the squares of coloured card. Play the song *Presents* in the SB on page 16 (Track 16), and have Ss walk round the

1

Track 29



- Draw Ss' attention to the colours and ask them what they see (different colour mixes). Allow the use of L1.
- Explain to Ss that they are going to listen to the CD, point to the

2

Revision

Aim To revise and consolidate vocabulary and structures learnt in previous lessons.

Revision

- Divide Ss into two teams.
- Choose a pair of Ss, one from each team, and give each S a set of flashcards (items and colours).
- Explain to Ss that you are going to say a colour and an item aloud and they have to hold up the corresponding two flashcards, e.g. *white hat*.
- The S who holds up the correct flashcards first, gets a point for his/her team.
- Continue with other pairs.
- The team with the most points wins.

Warm up

- Hand out a photocopy of a flashcard with a toy/party item to each S in random order.
- Play the song *Presents* in the SB on page 16 (Track 16) and have Ss mingle round the classroom holding their flashcards.
- Explain to Ss that when you stop the music, they will have to find the rest of their classmates that have the same flashcard as them and get into groups.
- Any Ss that take too long to get into their group or get into the wrong group are out of the game.

1

- Hold up your book and point to the first picture in item 1. Ask Ss, *Are they pink?* Encourage Ss to answer, *No, they aren't*. Do the same for the rest of the pictures asking questions, such as *What are these? What colour are they? Are they (white)?*
- Read the instructions and make sure Ss understand that they will listen to each exchange and point to the picture that matches what they hear.
- Play the CD and have Ss point to the appropriate items.
- Go round the class and check that all Ss are pointing to the correct items.

2

Revision

1 Listen and point.



1



2



3



4



2 Draw two of the same object and colour them in. Then ask and answer with your partner, *What are those? They're..., What colour are they? They're...*



26

Transcript Track 30



- Boy** Are they pink?
Girl No, they aren't. They're orange.
- Boy** What are those?
Girl They're presents.
- Boy** What colour are they?
Girl They're brown.
- Boy** Are they white?
Girl No, they aren't. They're pink.

2



- Tell Ss to draw two same objects and colour them in. Divide them into pairs and tell them to ask and answer questions with their partner, *What are those? They're..., What colour are they? They're...*

OPTIONAL Puzzle

- Explain to Ss that they are going to make a puzzle.
- Tell Ss to choose a word learnt in this module and to draw it two or more



1. a 2. b 3. a 4. b

Now I can!



- If time permits, have a few pairs ask and answer aloud for the rest of their classmates.

Key 5 lollipops, 7 yo-yos, 8 hats
9 teddy bears, 10 dolls

Now I can

Aim To check Ss' progress and understanding of the new language items.

Explain to Ss that they are going to say and point to the corresponding pictures of the words they have learnt in this module.

1



- Holding up the SB, point to the pictures of the toys and encourage Ss to say them aloud.
- Have Ss point to the corresponding pictures as they say each word.
- Do this with all of the words.

2



- Follow the same procedure as in activity 1.

3



- Follow the same procedure as in activity 1.

4



- Follow the same procedure as in activity 1.

5

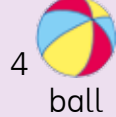


- Holding up the SB, point to the exchanges and encourage Ss to say them aloud.
- Have Ss point to the corresponding pictures as they say each exchange.

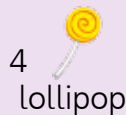
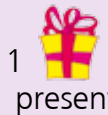
Note

Bring a photo album or photos of your family members (father, mother, brother, sister) to the next lesson. Photocopy the flashcards of the family members (father, mother, brother, sister), one for each S.

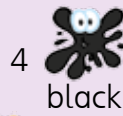
1 Say and point.



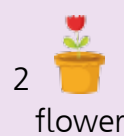
2 Say and point.



3 Say and point.



4 Say and point.



5 Say and point.



How many presents?
Five presents.



Are they yo-yos?
Yes, they are.



What are those?
They're lollipops.



What colour are they?
They're pink.

27

times on a sheet of paper and then colour it.

- Tell Ss to draw two lines on their pictures (one vertically down the centre of the picture and one horizontally across the centre) and to cut along the lines.
- In pairs, have Ss guess what their partner's pictures are by looking at the puzzle pieces and using the structure, *Are they (teddy bears)? Yes, they are./No, they aren't.*

Workbook (OPTIONAL)

- 1 • Direct Ss' attention to the small

pictures at the top of the page. Point to each one and ask Ss, *What's this?* Encourage Ss to answer, *It's a (lollipop).*

- Point to the larger picture below and ask, *How many lollipops?* Encourage Ss to count the lollipops aloud. After they've counted them, point out that the answer has been written for them.
- Tell Ss to do the same with the rest of the objects.
- After they've filled in every number, have Ss check their answers in pairs by asking each other and answering about the number of objects they've found.