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Steps into English – Welcome!

Steps into English is a six-level series for primary level that accompanies pupils through the different stages of their learning process. The series grows together with children, both in its look and in the type of activities each level proposes.

Components overview

Pupil's Book

The **Pupil's Book** consists of:

- a Hello! Unit, which revises/presents basic language such as numbers, colours and greetings, as well as the main characters;
- six core units;
- three 'Cross-curricular English' sections and three 'Everyday English' sections;
- a final game, called 'Diamond Quest' game;
- a 'Mini dictionary' with a pictorial reference of all the new vocabulary presented in each unit.

Activity Book

The **Activity Book** provides extra practice for each unit, and it presents three 'Consolidation' sections (one for every two units of the Pupil's Book) which serve to revise the content in the Pupil's Book. In addition, the Activity Book provides practice for the 'Cross-curricular English' and 'Everyday English' sections. The Activity Book also includes a set of cut-outs to be used in the 'Make and play' activities in Lesson 6 of each unit.

Teacher's Notes

The Teacher's Notes provide the teacher with a step-by-step guide to each lesson. These notes include facsimiles of the corresponding Pupil's Book and Activity Book pages for easier classroom use. The Teacher's Notes outline the main language of the lessons and provide instructions on conducting classes by providing practical classroom management tips and suggestions for fun activities. The Teacher's Notes also include the audioscripts of all of the material on the CDs.

Flashcards

The flashcards illustrate the key vocabulary of the course. The Teacher's Notes give instructions on how to use the cards in each unit. Each flashcard is numbered for easy identification.

Class CDs

The Class CDs contain the recordings of all the stories, songs, pronunciation and other listening activities.

Teacher's Presentation Kit

This contains a digital version of the Pupil's Book and Activity Book with which to present the material in class and to correct the activities with the pupils. All audio and animated stories are also embedded to facilitate teaching.

Teacher's Resource Centre

The Teacher's Resource Centre contains the digital version of the Teacher's Book and downloadable audio files. It also offers extra resources such as the photocopiable activities suggested as extra activities in the Teacher's Book, as well as worksheets, unit tests, mid-course and end-of-course tests, cards templates, digital flashcards and word cards and other resources.

Pupil's Book and Activity Book unit walkthrough

Lessons 1 and 2

Vocabulary is presented in Lessons 1 and 2 through a scene that contextualises the topic of the unit and usually features the main characters.

2 Animal watch

1 Listen, find and point. Then listen again and repeat.
a monkey a tiger a snake an elephant a zebra a parrot a fish a frog

2 Listen and read. Then sing and act out.

Where's the elephant? I can't see.
It's over there. It's behind the tree.
Where's the parrot? I can't see.
It's over there. It's in the tree.
Where's the tiger? I can't see.
It's over there. It's on the tree.
Where's the zebra? I can't see.
It's over there. It's under the tree.

1 Ask and answer.

Look!
on / under / in / behind

2 Listen and read.

	on the tree	behind the tree	in the tree	under the tree
lizard	X	X	✓	X
elephant	X	X	X	✓

3 Look at Activity 2. Then ask and answer.

STEPS INTO GRAMMAR
Where's the tiger?
It's on the tree.

The vocabulary presentation in Lesson 1 is followed by a song. By having pupils repeat the song, they internalise the sounds of new words and language structures that will be covered in the unit.

The Activity Book provides further practice of the core vocabulary and language presented in Lessons 1 and 2 of the Pupil's Book.

2 Animal watch

1 Read and match.

an elephant
a tiger
a parrot
a zebra
a monkey
a fish
a frog
a snake

2 Look at Activity 1 and write.

1 Read and circle.

2 Look and write the answers.

1 Where's the snake?
It's under the house.

2 Where's the monkey?

3 Where's the parrot?

4 Where's the tiger?

5 Where's the lizard?

3 Write the questions and answers.

1 the Where's zebra tree behind It's the
_____?

2 Where's frog the the on It's house
_____?

Lessons 3 and 4

1 Listen and read. Then act out.

2 Read again. Then choose and say.

1 Hassan can't see the **lizard** / **rock**. 3 The lizard **is** / **isn't** behind the rock.
 2 The lizard **is** / **isn't** under the rock. 4 The lizard is **on** / **behind** Kim's head.

3 Ask and answer.

1 ... behind the tree? 2 ... in the tree? 3 ... under the tree?

STEPS INTO GRAMMAR

Is the monkey **on** the tree?
 Yes, it is. / No, it isn't.

Language: Is (the monkey) (on) (the tree)? Yes, it is. / No, it isn't.

1 Listen, find and point. Then listen again and repeat.

2 Look and read.

1		✗ fly	✓ swim
2		✗ run	✓ jump
3		✓ climb	✗ fly
4		✓ hunt	✗ jump
5		✗ swim	✓ fly

3 Look at Activity 2. Then say. Fish **can't** fly. They **can** swim.

Vocabulary: fly, run, climb, hunt, crawl, jump, swim Language: Parrots (can) fly. They (can't) swim.

The main language point of the unit is presented in a dialogue between the main characters. This situation provides context for the presentation and the language point is then systematised in the 'Steps into Grammar' box.

Follow-up activities, including listening and speaking, reinforce the language being taught and recycle already known language, when possible.

The Activity Book provides further practice of the vocabulary and language learnt in Lessons 3 and 4 of the Pupil's Book by presenting varied activity types to maintain pupils' interest.

1 Read and circle.

1 Is the elephant behind the house? Yes, it is. / No, it isn't.
 2 Is the monkey under the house? Yes, it is. / No, it isn't.
 3 Is the tiger in the house? Yes, it is. / No, it isn't.
 4 Is the snake on the house? Yes, it is. / No, it isn't.

2 Look and write the answers.

1 Is the tiger behind the tree? No, it isn't.
 2 Is the zebra under the tree? _____
 3 Is the parrot in the tree? _____
 4 Is the elephant on the tree? _____

3 Write the questions. Then match.

1 _____? a No, it isn't. The monkey is under the tree.
 (frog / under / house)
 2 _____? b Yes, it is. The parrot is on the rock.
 (monkey / in / tree)
 3 _____? c No, it isn't. The frog is behind the house.
 (parrot / on / rock)

14

1 Find and circle 7 words. Then look and complete.

p	a	r	r	o	t	s	i
z	e	b	r	a	s	f	i
l	t	m	h	k	v	g	z
f	f	r	o	g	s	s	a
i	d	i	t	h	y	n	r
s	j	r	h	d	k	o	d
h	t	i	g	e	r	s	s
d	m	o	n	k	e	y	s

1 _____ fly. 5 _____ jump.
 2 _____ climb. 6 _____ hunt.
 3 _____ crawl. 7 _____ swim.
 4 _____ run.

2 Complete with can or can't.

1 Frogs can't run. They can jump. 3 Fish _____ swim. They _____ run.
 2 Parrots _____ crawl. They _____ fly. 4 Zebras _____ run. They _____ crawl.

3 Look and write.

1 _____
Lizards can crawl.
 2 _____ 3 _____
 4 _____

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The 'Let's read!' section presents varied text types that integrate and consolidate the language taught in the unit in a new context. These texts also expand the vocabulary of the unit and are accompanied by activities that help pupils develop their reading and comprehension skills.

The 'Your turn!' section consolidates the language taught in the unit and at the same time gives pupils the chance to practise their speaking and writing skills:

- the 'Make and play' activities provide further game-type language practice by using the cut-outs at the back of the book. These activities also engage pupils in meaningful communicative situations.
- the 'Mini project' activities provide a model text that pupils can then complete with their own information. In this way, they start to develop their writing skills in a cumulative way.

The Activity Book provides further practice for the reading text presented in the 'Let's read!' section in the Pupil's Book in Lesson 5, as well as follow-up activities for the 'Mini project' section in Lesson 6.

Diamond Quest A quick escape

1 Listen and read. Answer the questions.

- What do Casey and Ronnie want to find?
- Which animals are in the story? Where are they?

2 Read again. Say yes or no.

- Casey and Ronnie don't climb a rock.
- The diamond is behind the frog.
- The snake is in the river.
- Casey and Ronnie jump into the water.

In Levels 3 and 4, the 'Diamond Quest' section includes episodes of an adventure comic strip featuring two new characters – Casey and Ronnie. This comic strip, together with the activities on the 'Diamond Quest' page in the Activity Book, consolidate the language learnt in the unit in a fun way.

All the episodes are animated and available both in the **Teacher's Presentation Kit** and the **Teacher's Resource Centre**.

Diamond Quest

1 Look and tick (✓).

<p>1 Where's the diamond?</p> <p>It's behind the frog. <input checked="" type="checkbox"/></p> <p>It's on the frog. <input type="checkbox"/></p>	<p>2 Where's the snake?</p> <p>It's behind the leaves. <input type="checkbox"/></p> <p>It's under the leaves. <input type="checkbox"/></p>
<p>3 Where are Ronnie and Casey?</p> <p>They're behind the rock. <input type="checkbox"/></p> <p>They're on the rock. <input type="checkbox"/></p>	<p>4 Where are Ronnie and Casey?</p> <p>They're behind the water. <input type="checkbox"/></p> <p>They're in the water. <input type="checkbox"/></p>

2 Find 4 questions. Then complete the answers.

1 Can _____ the _____? 2 Is _____ the _____? 3 Is _____ the _____? 4 Is _____ the _____?

the _____ climb _____ the _____ behind _____

the _____ in _____ a _____ the _____

rock? _____ frog? _____ blue? _____

is _____, it _____ on _____, they _____

Let's revise!

1 Read and colour.

- The lizard under the rock is green.
- The lizard on the rock is red.
- The lizard behind the rock is orange.
- The lizard in the rock is blue.

2 Look at Activity 1. Then write the answers.

1 Is the green lizard on the rock? _____	3 Is the blue lizard in the rock? _____
2 Is the orange lizard under the rock? _____	4 Is the red lizard on the rock? _____

3 Look and write.

<p>1 fly <input checked="" type="checkbox"/> swim <input checked="" type="checkbox"/></p>	<p>2 run <input checked="" type="checkbox"/> fly <input checked="" type="checkbox"/></p>	<p>3 crawl <input checked="" type="checkbox"/> hunt <input checked="" type="checkbox"/></p>
<p>4 run <input checked="" type="checkbox"/> jump <input checked="" type="checkbox"/></p>	<p>5 fly <input checked="" type="checkbox"/> crawl <input checked="" type="checkbox"/></p>	<p>6 hunt <input checked="" type="checkbox"/> climb <input checked="" type="checkbox"/></p>

The Activity Book provides pupils with additional opportunities to practise the language and vocabulary learnt throughout the unit. The 'Let's revise!' section functions as a progress check and also gradually introduces pupils to the use of self-assessment tools.

The 'Consolidation' sections in the Activity Book allow an integration of the language and vocabulary taught in the previous two units.

Consolidation

At the eco-park

1 Look and circle.



2 Look, choose and write.

No, I haven't. Yes, I have. No, I can't. Yes, I can.



Units 1 and 2

3 Write the questions. Then look and write the answers.

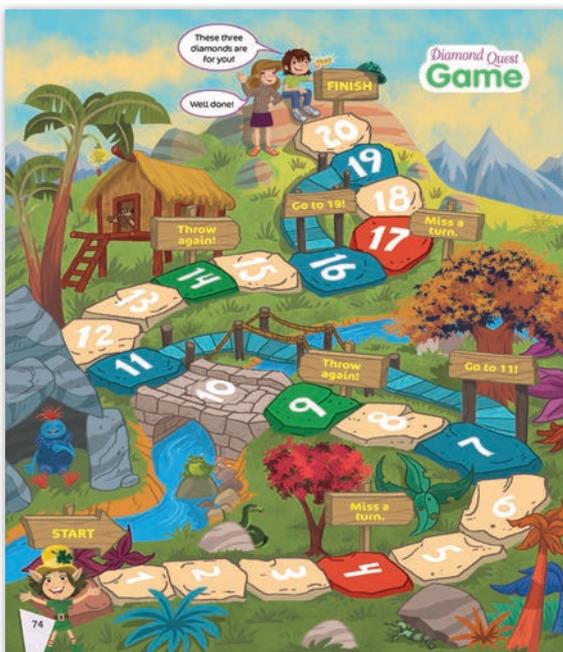


4 Look and complete with *in, on, under* or *behind*.

Where are the animals?
I can't see them.

The zebra is ⁽¹⁾ _____ the house.
The elephant is ⁽²⁾ _____ the house.
The parrots are ⁽³⁾ _____ the house.
And the monkey is ⁽⁴⁾ _____ the house.





The 'Diamond Quest Game' integrates the language learnt throughout the book. See page 87 for instructions on how to play the game.

Mini-dictionary

1. School objects



2. Games and sports



Sports objects



3. Wild animals



Actions



4. Food



A 'Mini dictionary' at the end of the Pupil's Book serves as pictorial reference for all the new words in each unit.

The 'Cross-curricular English' and 'Everyday English' sections in the Pupil's Book provide pupils with the opportunity to learn by engaging with exciting subject-related content with real-world applications.

Natural Science

The water cycle

1 Listen and repeat.



liquid solid gas

2 Listen and read.

Water We need water to live. We can find water in many places on Earth. Water can be a **liquid**, a **solid** or a **gas**.

3 Listen and repeat. Then match the words to the pictures.

ice steam the sea snow a river a cloud rain



4 Look at Activity 3. What is a solid, a liquid or a gas?

What is ice? It's a solid.

5 Look, match and say.

It's cloudy. It's sunny. It's rainy. It's windy.



6 Look at Activity 7. What different weather can you see?

7 Listen and point.

Let's find out about the water cycle!



8 Look at the water cycle in Activity 7. Listen, read and follow.

Some water in the sea goes to the sky when it's sunny. This is called **evaporation**. The water makes clouds in the sky. The clouds go to the land when it's windy. This is called **condensation**. The water falls on the land and in the river when it's rainy. The water in the river goes to the sea. This is called **precipitation**.

54 Cross-curricular lesson
Vocabulary: water, liquid, solid, gas sea, river, snow, steam, cloud, rain, ice

53 Vocabulary: cloudy, clouds, rainy, rain, sunny, sun, windy, wind, mountains, land, evaporation, condensation, precipitation

Everyday English

Making arrangements

1 Listen and point. Then listen and repeat.



museum cinema shopping centre
library sports centre club

2 Where is Mary going at the weekend? Listen and say.

On Saturday, I'm going to the ...
On Sunday, I'm going to the ...

3 Ask and answer.

Where are you going on Saturday?
I'm going to the club with my brother.

STEPS INTO ENGLISH
Where are you going on Sunday?
On Sunday, I'm going to the cinema with my friend.

4 Read and match. Then listen, check and say.

zoo aquarium mountains park



5 Listen. Then answer the questions.

1 Where is Mary going on Thursday morning?
2 Why can't Li go?
3 Where are they going on Friday afternoon?

Look!
morning = 6am to 12pm
afternoon = 12pm to 6pm

6 Choose three places for three days. Copy the diary in your notebook.

Monday	Tuesday	Wednesday	Thursday	Friday
cinema	?	?	?	?
	Saturday		Sunday	
	?		?	

7 Listen to the examples. Ask and answer. Then complete your diary.

Where are you going on Tuesday?
I'm going to the park on Tuesday.
Where are you going on Saturday?
I'm going to the museum on Saturday.

54 Vocabulary: museum, cinema, shopping centre, library, sports centre, club
Language: Where are you going on (Monday)? I'm going to the (cinema) on (Monday).

55 Vocabulary: mountains, zoo, park, aquarium, morning, afternoon

Natural Science **The water cycle**

1 Find and circle 7 words. Then write.

1 sea

r	i	v	e	r	m	c	s
c	a	t	x	h	v	s	n
i	l	u	b	(s)	e	a	o
o	s	t	e	a	m	y	w
u	k	r	a	i	n	e	i
d	r	g	o	w	p	j	q
s	f	s	n	i	c	e	d

2 clouds

3 ice

4 snow

5 rain

6 fog

7 rain

2 Write the words from Activity 1 in the correct column.

solid	liquid	gas
	clouds	

3 Write the sentences. Then tick (✓) or cross (X).

1 a cloud liquid is A A cloud is a liquid. X

2 a solid is Ice _____

3 a liquid is Rain _____

4 a gas Snow is _____

4 Find and circle. Then write.

awcwsunnytsmwindyghilmorainypmqnocloudy

1 sunny _____

2 cloudy _____

3 rain _____

4 fog _____

5 Read and complete. Then listen and check.

rainy sky sunny water river windy

The water cycle

When it's ⁽¹⁾ sunny, some water in the sea goes to the sky.

The water makes clouds in the ⁽²⁾ _____.

When it's ⁽³⁾ _____, the clouds go to the land.

When it's ⁽⁴⁾ _____, the water falls on the land and in the river.

The water in the ⁽⁵⁾ _____ goes to the sea.

The corresponding Activity Book sections allow the pupils further opportunities to practise the language learnt in the Pupil's Book.

Everyday English **Making arrangements**

Step 1 Imagine you can go to different places at the weekend. Write ideas. Use the pictures or your own ideas.

Where are you going? **Where?**

When are you going? **When?**

My weekend

Saturday morning	Sunday morning
Saturday afternoon	Sunday afternoon

What can you do there? **What?**

Team project

Step 2 Plan your poster. Then draw.

Step 3 Decide what you want to say about your poster.

Step 4 Present your weekend to the class. Ask other groups about their weekends.

On Saturday morning, we're going to ...

On Saturday afternoon, we're going to ...

We can ...

On Saturday morning, we're going to the park. We can play football and have a picnic! In the afternoon, we're going to the cinema. On Sunday morning, we're going to the library. In the afternoon, we're going to the zoo. We can see different animals and take photos!

Teacher's Book unit walkthrough

Each lesson starts with a quick summary of the new language (vocabulary and grammar), the functions and the values presented.

Unit 2 Animal watch

Lesson 1
PB, p 18

2 Animal watch

1 Listen, find and point. Then listen again and repeat.



2 Listen and read. Then sing and act out.

Vocabulary: Revision: football, basketball, skateboard, helmet, bike.
New: monkey, tiger, snake, elephant, zebra, parrot, fish, frog.

Functions: Identifying animals. Asking where an animal is.

First step

- Sing the 'Hello' song.

Let's have fun!

Memory game: Place several pictures on the board. All the pictures show elements from Unit 1: football, basketball, skateboard, helmet, bike. Pupils look at the pictures for some time. Cover them. Pupils memorise all the items on the board. In pairs, they act out short dialogues, e.g. *is it a helmet?* (Yes, it is./No, it isn't).

Scrambled letters: Write some words with their letters scrambled on the board. In pairs or groups of three, pupils make up the words. The first pair or group to write all the words correctly is the winner.

3 If you wish, with more advanced groups, make them generate sentences using the words discovered.

1 Listen, find and point. Then listen again and repeat.

- Have pupils open their books at page 18. Tell them to look at the animals in Activity 1 and identify the ones they know.
- Have pictures ready to display and introduce the animals pupils do not know. For each animal, show the picture, mime the typical action of the animal and imitate, if possible, the sound usually made by the animal. Pupils imitate you. Follow the same steps with the other animals.
- Call out an animal. The class imitates the movement and makes the sound – if applicable.

Tip When teaching young learners, it is important to use a multi-sensory approach to introduce new vocabulary. Especially with this area of vocabulary – animals – it is advisable to introduce the words by showing pictures, miming the animals' movements and producing the sounds they make. The more channels we use, the more connections pupils make, increasing the likelihood that the vocabulary will be easily memorised.

- Distribute pictures of animals to different pupils. Call out an animal. The pupils who have the picture hold it up.
- Focus pupils' attention on the picture in Activity 1. Call out some animals. They point to the corresponding animals in their books.
- Play track 10 and have pupils listen and point to the corresponding animal.

AudioScript/Answers

1 a parrot	5 a snake
2 a monkey	6 a fish
3 an elephant	7 a tiger
4 a frog	8 a zebra

- Say a number and ask pupils to say the name of the corresponding animal. Do this with each animal.
- Play the track again for pupils to repeat what they hear. Pay attention to pronunciation during this stage.

Each unit includes suggestions of extra photocopiable activities which are available in the **Teacher's Resource Centre** and games to carry out throughout the unit. There are also useful teaching tips with suggestions on how to make the most of your lessons.

Let's have fun!

Physical line up: Prepare cards with words that make up grammatically correct sentences, e.g. *under / monkey / The / is / the / tree*. Pupils work in groups of four or five and find the correct order of the words. Then they stand up and hold up the words so that everybody can read the sentence. This is a good instance to practise sentence structure.

1 Listen and read. Then act out.

- Have pupils open their books at page 20. Draw their attention to the picture in Activity 1.
- Ask them to describe what they see and to imagine what Hassan and Kim are talking about.
- Play track 13. Have pupils confirm or correct their predictions.
- Play the track again. Pupils follow in their books.
- Play Hassan's questions. Encourage the class to repeat them. Then play Kim's answers. Pupils imitate her.
- Play the track once more and give pupils time to practise the lines. Move around and monitor their work. Help with pronunciation and intonation.
- Encourage the class to act out the scene.

2 Read again. Then choose and say.

- Have pupils read and choose the correct option.
- Give them time to check their work with a partner. Then correct as a whole class.

Answers: 1 lizard, 2 isn't, 3 isn't, 4 on

Steps into GRAMMAR

Ask pupils to read the question and the possible answers in the box. Write a similar example on the board: *Is the lizard under the rock? No, it isn't. Is the lizard on the girl's head? Yes, it is.* Ask pupils to compare the example in the box and the one on the board. Ask pupils to point out any similarities. Let them discuss the question in groups. Have them discover the rule for negative and affirmative answers on their own.

Tip It is important to let pupils discover grammar rules, especially with simple items. With this technique, known as 'guided discovery', the teacher guides pupils through questions in order to help them notice a structure and frame their own hypothesis. This technique is more meaningful to pupils than having the teacher give them a traditional explanation of the rule.

3 Ask and answer.

- Pair up pupils. Using the pictures and cues in Activity 3, have them ask and answer the corresponding Yes/No questions.
- Walk around and monitor.

Answers: 1 Is the monkey behind the tree? No, it isn't. 2 Is the monkey in the tree? No, it isn't. 3 Is the monkey under the tree? No, it isn't.

AB, p 14

1 Read and circle.



2 Write the questions. Then match.

3 Ask and answer.

1 Read and circle.

- Have pupils open their books at page 14.
- Invite pupils to read the four questions aloud to clarify meaning.
- Have them circle the correct answer.
- Invite them to check the answers with their classmates. Then check as a whole class.

Answers: 1 Yes, it is. 2 No, it isn't. 3 No, it isn't. 4 Yes, it is.

2 Look and write the answers.

- Invite pupils to read the four questions aloud to check meaning again.
- Have them look at the picture and answer the four Yes/No questions.
- Move around and monitor their work. Then check as a whole class.

Answers: 1 No, it isn't. 2 Yes, it is. 3 Yes, it is. 4 No, it isn't.

Detailed notes about the activities in the **Activity Book** corresponding to each Pupil's Book section are included.

Course planning

The following notes provide guidance on how to teach the English as a Foreign Language syllabus in Grade 3. These principles are practised and recycled at frequent intervals across units and throughout the course. Every unit has been written to develop the pupils' English ability in the four skills, plus intercultural competence.

For teachers, the course guiding principles can be summarised as follows:

LANGUAGE SKILLS DEVELOPMENT

- Approach listening comprehension knowing that it is not necessary to know the meaning of every word in order to understand a text, and that decoding individual words is not enough to derive the full meaning of a text.
- Stress that good oral comprehension in a foreign language also includes interpreting the body language of speakers, or other clues.
- Propose a variety of listening inputs, some to be read out loud by the teacher and others consisting of authentic sources to be played back (audio and video recordings, for example). Be sure to:
 - guide pupils to notice the overall context before they listen. This includes identifying the topic being discussed, the setting in which the conversation takes place, and who the participants are;
 - vary the task objectives—listening for gist, listening for detail—according to the communicative aims of the lesson and with instruction and support from the teacher.
- Practise inferencing and predicting as listening strategies, focus the pupils' attention on contextual clues: key words and phrases, discourse markers and speakers' choice of words; as well as non-verbal clues: the tone of voice, intonation, etc.
- Include children's short fiction for global understanding, but also illustrated stories, songs, poems, tongue twisters, etc. Make sure that these listening texts are complemented by rich illustrations or visual aids to assist listening along, and plan activities that encourage listening for pleasure.

- Transmit an appreciation for the rhythm and musicality of the language.
- Point out certain characteristics of oral language, such as intonation patterns in questions and exclamations, so pupils can begin noticing these and other traits on their own.

READING

- Ensure that reading texts feature abundant visual support (realia) that can be used to construct meaning before looking at the written word.
- Practise inferencing and predicting as pre- and in-reading strategies, focusing the pupils' attention on illustrations, titles and headings, text structure, discourse markers and other contextual clues.
- Present short extracts and clearly formatted texts, such as posters and announcements, to focus on headlines or titles, paragraph headings, numbering and (re)ordering of lines or paragraphs. Make the most of illustrations, photos, and other visual aids.
- Approach reading as a means of experiencing a range of emotions, reflecting on our own reality and the wider world, as a resource for seeking information and as a support for carrying out other language tasks.
- Familiarise pupils with the principal characteristics of the texts they will read and the various genres they will encounter.

SPEAKING

- Provide sustained opportunities to use the language in typical exchanges relating to school life (greeting people, asking for permission, etc.).
- Guide pupils to produce the language, either in spontaneous conversations or by acting out short, modelled dialogues.
- Choose activities with a focus on pronunciation and stress patterns; such as rhymes, songs and chants, tongue twisters, poems, etc.
- Plan games or other activities in which pupils interact in the language playfully.

WRITING

- Introduce writing gradually, progressing from words to sentence and short paragraph production, and in predictable formats that also include visual prompts (posters, announcements, captions for photos or illustrations, picture dictionary entries, etc.) This includes:
 - providing repeat exposure to model texts that pupils can reproduce or adapt;
 - noticing the communicative goals and characteristics of each text type, with guidance from the teacher.
- Include dictation as a standard writing activity—particularly for pupils in the early Primary grades where it is helpful for the teacher to ‘help write’.
- Point out the relationship between reading and writing to encourage the process of learning how to write.
- Display in the classroom (and elsewhere) individual pieces of writing or the writing portfolios that pupils produce as a group.

REFLECTING ON THE LANGUAGE-LEARNING PROCESS

- Observe and discuss, with help from the teacher, some of the key features of the language; for instance: how rhythm and intonation convey meaning and emotions, or the ways sounds can be written out (phonics).
- Point out some of the similarities and differences between English and Spanish, leading pupils to appreciate the distinct aspects of the target language; for example, the phonemes that are unique to that language.

DEVELOPING INTERCULTURAL COMPETENCE

- Build awareness of the various languages and linguistic diversity that can be found in the community, at school, and beyond.
- Promote encounters with other cultures to appreciate their customs, focusing on their daily routines, their attitudes toward education and leisure, their rites and celebrations, among other things.
- Develop an awareness of the different forms of bias and prejudice in intercultural relations, in such a way as to overcome them.
- Foster a spirit of dialogue to advance knowledge, encourage participation, and promote harmony.

UNIT 2 Animal watch

Lesson 1

PB, p 18

1 Listen, find and point. Then listen again and repeat.
a monkey a tiger a snake an elephant a zebra a parrot a fish a frog

2 Listen and read. Then sing and act out.

Where's the elephant? I can't see.
It's over there. It's behind the tree.

Where's the parrot? I can't see.
It's over there. It's in the tree.

Where's the tiger? I can't see.
It's over there. It's on the tree.

Where's the zebra? I can't see.
It's over there. It's under the tree.

Vocabulary: monkey, tiger, snake, elephant, zebra, parrot, fish, frog

Vocabulary: Revision: *football, basketball, skateboard, helmet, bike.*

New: *monkey, tiger, snake, elephant, zebra, parrot, fish, frog.*

Functions: Identifying animals. Asking where an animal is.

First step

- Sing the 'Hello' song.

Let's have fun!

Memory game: Place several pictures on the board. All the pictures show elements from Unit 1: *football, basketball, skateboard, helmet, bike.* Pupils look at the pictures for some time. Cover them. Pupils memorise all the items on the board. In pairs, they act out short dialogues, e.g.: *Is it a helmet? (Yes, it is./No, it isn't.)*

Scrambled letters: Write some words with their letters scrambled on the board. In pairs or groups of three, pupils make up the words. The first pair or group to write all the words correctly is the winner.

If you wish, with more advanced groups, make them generate sentences using the words discovered.

1 Listen, find and point. Then listen again and repeat.

- Have pupils open their books at page 18. Tell them to look at the animals in Activity 1 and identify the ones they know.
- Have pictures ready to display and introduce the animals pupils do not know. For each animal, show the picture, mime the typical action of the animal and imitate, if possible, the sound usually made by the animal. Pupils imitate you. Follow the same steps with the other animals.
- Call out an animal. The class imitates the movement and makes the sound – if applicable.

tip When teaching young learners, it is important to use a multi-sensory approach to introduce new vocabulary. Especially with this area of vocabulary – animals – it is advisable to introduce the words by showing pictures, miming the animals' movements and producing the sounds they make. The more channels we use, the more connections pupils make, increasing the likelihood that the vocabulary will be easily memorised.

- Distribute pictures of animals to different pupils. Call out an animal. The pupils who have the picture hold it up.
- Focus pupils' attention on the picture in Activity 1. Call out some animals. They point to the corresponding animals in their books.
- Play track 10 and have pupils listen and point to the corresponding animal.

Audioscript/Answers

- | | |
|---------------|-----------|
| 1 a parrot | 5 a snake |
| 2 a monkey | 6 a fish |
| 3 an elephant | 7 a tiger |
| 4 a frog | 8 a zebra |

- Say a number and ask pupils to say the name of the corresponding animal. Do this with each animal.
- Play the track again for pupils to repeat what they hear. Pay attention to pronunciation during this stage.

2 Listen and read. Then sing and act out.

- Focus pupils' attention on the animals in the picture in Activity 2. Pupils identify the animals.
- Repeat the question several times, *Where's the (parrot)?* and have pupils point to the corresponding animal.
- Play track 11 and have pupils listen to the 'Where's the elephant?' song and point to the animals mentioned.
- Play the first three lines: 'Where's (the elephant)? I can't see. It's over there.' Help pupils understand the idea through miming and body language. If they fail to understand, use L1.
- Play the track again and encourage pupils to repeat. Check pronunciation as well as intonation.
- Play the track once more and have pupils sing along. Sing with them.
- Do not focus on the use and meaning of the prepositions yet.

AB, p 12

2 Animal watch

1 Read and match.

1 an elephant
2 a tiger
3 a parrot
4 a zebra
5 a monkey
6 a fish
7 a frog
8 a snake

2 Look at Activity 1 and write.

1 Read and match.

- Have pupils look at the pictures and the words. They match them.
- Pair pupils up and have them check their answers. Then check as a whole class.

Answers: 1 a frog, 2 a parrot, 3 a zebra, 4 a tiger, 5 a fish, 6 an elephant, 7 a snake, 8 a monkey

2 Look at Activity 1 and write.

- Pair pupils up and ask them to write the words of the animals in Activity 1 in the corresponding place in the crossword. Walk around and monitor.
- Have pupils read out their answers.

Answers: 1 frog, 2 parrot, 3 zebra, 4 tiger, 5 fish, 6 elephant, 7 snake, 8 monkey

Final step

Let's have fun!

Telephone: Whisper the name of an animal. Pupils watch your mouth movements very carefully and guess which animal you are saying.

- Sing the 'Goodbye' song.

Lesson 2

PB, p 19

1 Ask and answer.

Where's the elephant?
It's behind the house.

Look!

on, under, behind, in

2 Listen and read.

	on the tree	behind the tree	in the tree	under the tree
lizard	✗	✗	✓	✗
elephant	✗	✗	✗	✓

3 Look at Activity 2. Then ask and answer.

Where's the lizard?
It's ...

STEPS INTO GRAMMAR

Where's the tiger?
It's on the tree.

Vocabulary: on, in, under, behind **Language:** Where's (the tiger)? It's (on) the (tree).

Vocabulary: Revision: *monkey, tiger, snake, elephant, zebra, parrot, fish, frog*

New: *lizard, house, in, on, under, behind.*

Grammar: *Where's (the tiger)? It's (on) the (tree).*

Functions: Identifying animals. Asking and saying where an animal is.

First step

- Sing the 'Hello' song.

Let's have fun!

Memotest: Give out copies of the Memotest cards in the 'Photocopiable activities' section in the Teacher's Resource Centre. Pair pupils up and give each pair two sets. Each pair plays Memotest using the cards. They put the two sets of cards face down. The rules are simple: a pupil picks up two cards and identifies the animals. If the animals are the same on both cards, he/she keeps them. If the animals are different, he/she returns the cards to the same place and position. The game finishes when all the cards are paired and removed from the table. The winner is the pupil who collects the most cards.

- Introduce the concept of 'in', 'on' and 'under' by using a box and a toy.
- Give different examples using your hands. To show the concept of 'in', cup one hand and place the fingers of the other hand inside the cup. To show the concept of 'on', place one hand flat and place the fingers of the other hand on the back of the hand. To show the concept of 'under', place one hand flat and place the other hand under the first hand. Then say, *in*, *on* and *under* and pupils show the three positions with their hands. Add 'behind' by pointing with your hands to your back.
- Chant as a whole class, *in*, *on*, *under*, *behind* while you mime the positions.

1 Ask and answer.

- Have pupils open their books at page 19. Draw their attention to the 'Look!' box in the top right-hand corner.
- Say, *The monkey is in the box.* and pupils point to the corresponding picture. Repeat with all the positions.
- Focus pupils' attention on the mini-dialogue between the children. Focus on the question. Elicit the same questions with different animals.
- Read the mini-dialogue again – it corresponds to picture 1.
- Pair pupils up. Give them time to practise the questions and answers for the other pictures.
- Walk around and monitor. Help when necessary.
- Encourage pupils to act out the mini-dialogue in front of the class.

2 Listen and read.

- Focus pupils' attention on the signs with the names of the animals.
- Have them read out the possible places: *on*, *behind*, *in*, *under the tree*.
- Explain the activity. Play track 12 and stop when the example is mentioned.
- Play the track again. Ask pupils to give the answer for each animal.
- Pupils check their work with another pupil. Then check as a whole class.

Audioscript

Vicky: *Where's the lizard? Is it on the tree?*

Kim: *No, it isn't.*

Vicky: *Is it behind the tree?*

Kim: *No, it isn't.*

Vicky: *Is it under the tree?*

Kim: *No, it isn't.*

Vicky: *Is it in the tree?*

Kim: *Yes, it is.*

Vicky: *Where's the elephant? Is it on the tree?*

Kim: *No, it isn't.*

Vicky: *Is it behind the tree?*

Kim: *No, it isn't.*

Vicky: *Is it in the tree?*

Kim: *No, it isn't.*

Vicky: *Is it under the tree?*

Kim: *Yes, it is.*

Answers: lizard: on a tree: no; behind the tree: no; under the tree: no; in the tree: yes. **elephant:** on the tree: no; behind the tree: no; in the tree: no; under the tree: yes.



Steps into GRAMMAR

Focus on the question and the answer in the box. Copy three questions starting with 'Where's ...' from the previous listening activity on the board. Ask pupils when you use the 'Where ...' question (when you want to know the location of something).

3 Look at Activity 2. Then ask and answer.

- Focus pupils' attention on the mini-dialogue between the children. Read the question, then elicit the answer.
- Pair pupils up. Ask them to practise the question and answer for both animals in Activity 2.
- Walk round and monitor. Help when necessary. Then check as a whole class.

Answers: Where's the lizard? It's in the tree.; Where's the elephant? It's under the tree.

Lesson 2

1 Read and circle.

1 on / under

2 under / in

3 in / behind

4 under / on

2 Look and write the answers.

1 Where's the snake? It's under the house.

2 Where's the monkey? _____

3 Where's the parrot? _____

4 Where's the tiger? _____

5 Where's the lizard? _____

3 Write the questions and answers.

1 the Where's zebra tree behind It's the
_____?

2 Where's frog the the on It's house
_____?

1 Read and circle.

- Have pupils open their books at page 13.
- Tell them to look at the pictures in Activity 1 and circle the correct answer.
- Pair them up and ask them to check their answers. Check as a whole class.

Answers: 1 on, 2 in, 3 behind, 4 under

2 Look and write the answers.

- Have pupils to look at the picture in Activity 2.
- Ask questions to help them to identify the animals.
- Pupils read the questions and answer them accordingly. Then check as a whole class.

Answers: 1 It's under the house. 2 It's behind the house. 3 It's on the house. 4 It's under the tree. 5 It's in the tree.

3 Write the questions and answers.

- Tell pupils to write the words in order.
- Pair them up and ask them to check the sentences in pairs. Then correct as a whole class.

Answers: 1 Where's the zebra? It's behind the tree.
2 Where's the frog? It's on the house.

Final step

Let's have fun!

Guess where it is!: Bring a small box to class. Place it on a desk. Use a toy animal or a school object to play the game. Show the different positions the toy or school object can be in connection with the box: in, on, under or behind. Blindfold a pupil. Place the toy or object in, on, under or behind the box. Then ask, *Where is the (X)?* The pupil answers. The pupil who answers three questions correctly is the winner.

- Sing the 'Goodbye' song.

Lesson 3

PB, p 20

Lesson 3

1 Listen and read. Then act out.

Where's the lizard?
Is it under the rock?
Is it behind the rock?
Where's the lizard?

No, it isn't.
No, it isn't.
It's on my head!

2 Read again. Then choose and say.

1 Hassan can't see the lizard / rock. 3 The lizard is / isn't behind the rock.
2 The lizard is / isn't under the rock. 4 The lizard is on / behind Kim's head.

3 Ask and answer.

1 ... behind the tree?
2 ... in the tree?
3 ... under the tree?

STEPS INTO GRAMMAR
Is the monkey on the tree?
Yes, it is. / No, it isn't.

20 Language: Is (the monkey) (on) (the tree)? Yes, it is. / No, it isn't.

Vocabulary: Revision: *parrot, monkey, elephant, frog, snake, fish, tiger, zebra, lizard.*
New: *rock, head*

Grammar: *Where is (the lizard)? Is (the monkey) on the tree? Yes, it is./No, it isn't.*

Functions: Identifying animals. Asking where an animal is. Giving a short affirmative or negative answer. Saying where an animal is.

First step

- Sing the 'Hello' song.

Let's have fun!

Physical line up: Prepare cards with words that make up grammatically correct sentences, e.g.: *under / monkey / The / is / the / tree*. Pupils work in groups of four or five and find the correct order of the words. Then they stand up and hold up the words so that everybody can read the sentence. This is a good instance to practise sentence structure.

1 Listen and read. Then act out.

- Have pupils open their books at page 20. Draw their attention to the picture in Activity 1.
- Ask them to describe what they see and to imagine what Hassan and Kim are talking about.
- Play track 13. Have pupils confirm or correct their predictions.
- Play the track again. Pupils follow in their books.
- Play Hassan's questions. Encourage the class to repeat them. Then play Kim's answers. Pupils imitate her.
- Play the track once more and give pupils time to practise the lines. Move around and monitor their work. Help with pronunciation and intonation.
- Encourage the class to act out the scene.

2 Read again. Then choose and say.

- Have pupils read and choose the correct option.
- Give them time to check their work with a partner. Then correct as a whole class.

Answers: 1 lizard, 2 isn't, 3 isn't, 4 on

Steps into GRAMMAR

Ask pupils to read the question and the possible answers in the box. Write a similar example on the board: *Is the lizard under the rock? No, it isn't. Is the lizard on the girl's head? Yes, it is.* Ask pupils to compare the example in the box and the one on the board. Ask pupils to point out any similarities. Let them discuss the question in groups. Have them discover the rule for negative and affirmative answers on their own.

tip

It is important to let pupils discover grammar rules, especially with simple items. With this technique, known as 'guided discovery', the teacher guides pupils through questions in order to help them notice a structure and frame their own hypothesis. This technique is more meaningful to pupils than having the teacher give them a traditional explanation of the rule.

3 Ask and answer.

- Pair up pupils. Using the pictures and cues in Activity 3, have them ask and answer the corresponding Yes/No questions.
- Walk around and monitor.

Answers: 1 Is the monkey behind the tree? No, it isn't. 2 Is the monkey in the tree? No, it isn't. 3 Is the monkey under the tree? No, it isn't.

AB, p 14

1 Read and circle.

1 Is the elephant behind the house?
Yes, it is. / No, it isn't.

3 Is the tiger in the house?
Yes, it is. / No, it isn't.

2 Is the monkey under the house?
Yes, it is. / No, it isn't.

4 Is the snake on the house?
Yes, it is. / No, it isn't.

2 Look and write the answers.

1 Is the tiger behind the tree?
No, it isn't.

2 Is the zebra under the tree?

3 Is the parrot in the tree?

4 Is the elephant on the tree?

3 Write the questions. Then match.

1 _____?
(frog / under / house)

2 _____?
(monkey / in / tree)

3 _____?
(parrot / on / rock)

a No, it isn't. The monkey is under the tree.

b Yes, it is. The parrot is on the rock.

c No, it isn't. The frog is behind the house.

1 Read and circle.

- Have pupils open their books at page 14.
- Invite pupils to read the four questions aloud to clarify meaning.
- Have them circle the correct answer.
- Invite them to check the answers with their classmates. Then check as a whole class.

Answers: 1 Yes, it is. 2 No, it isn't. 3 No, it isn't. 4 Yes, it is.

2 Look and write the answers.

- Invite pupils to read the four questions aloud to check meaning again.
- Have them look at the picture and answer the four Yes/No questions.
- Move around and monitor their work. Then check as a whole class.

Answers: 1 No, it isn't. 2 Yes, it is. 3 Yes, it is. 4 No, it isn't.

3 Write the questions. Then match.

- Focus on the word prompts for the first question and elicit the question from the pupils.
- Repeat the procedure for each one, then have pupils write the questions.
- Check the questions as a whole class before continuing.
- Pupils match the questions to the answers. Then check as a whole class.

Answers: 1 Is the frog under the house? (c) 2 Is the monkey in the tree? (a) 3 Is the parrot on the rock? (b)

Final step

Let's have fun!

Guessing game: Have pupils play in pairs. Each pupil draws a monkey in/on/under/behind a tree and does not show his/her drawing to the partner. By asking questions, they find out where the partner's monkey is. The first one to guess is the winner.

Lesson 4

PB, p 21

1 Listen, find and point. Then listen again and repeat.

2 Look and read.

1		<input checked="" type="checkbox"/> fly	<input checked="" type="checkbox"/> swim
2		<input checked="" type="checkbox"/> run	<input checked="" type="checkbox"/> jump
3		<input checked="" type="checkbox"/> climb	<input checked="" type="checkbox"/> fly
4		<input checked="" type="checkbox"/> hunt	<input checked="" type="checkbox"/> jump
5		<input checked="" type="checkbox"/> swim	<input checked="" type="checkbox"/> fly

3 Look at Activity 2. Then say.

Fish *can't* fly. They *can* swim.

Vocabulary: fly, run, climb, hunt, crawl, jump, swim. Language: Parrots (can) fly. They (can't) swim.

Vocabulary: Review: *monkey, tiger, snake, elephant, zebra, parrot, fish, frog.*

New: *crawl, fly, jump, climb, run, walk, hunt.*

Grammar: *Parrots (can) fly. They (can't) swim.*

Functions: Describing animals' abilities.

First step

- Sing the 'Hello' song.

Let's have fun!

Roll the dice and say: Have a big, soft dice ready. On each side of the dice, place the following pictures: a monkey on a tree, an elephant behind a tree, a lizard in a tree, a zebra under a tree, a parrot in a tree, a snake under a tree. Then divide the class into two groups. Write two columns on the board, one for Group 1 and the other for Group 2. A member from one group rolls the dice and describes the picture he/she gets. The pupil writes a tick on the board. A member of the other group does the same. The game finishes when one of the groups is able to tick all six items. If a group gets a side already ticked off, the group misses a turn.

1 Listen, find and point. Then listen again and repeat.

- Have pupils open their books at page 21. Ask them to identify the animals they see in the picture in Activity 1.
- Say the name of an animal and the class imitates the movements made by the animal.
- Introduce the chant below. Say the lines and have pictures of the verbs ready. Point to the pictures as you say the chant. Encourage pupils to repeat the chant while they do the corresponding movements:

<i>Crawl, crawl, crawl.</i>	<i>Run, run, run.</i>
<i>Walk, walk, walk.</i>	<i>Hunt, hunt, hunt.</i>
<i>Jump, jump high.</i>	<i>Jump, jump high.</i>
<i>Swim and fly!</i>	<i>Swim and fly!</i>
- Play track 14 and point to the actions mentioned.

Audioscript/Answers

1 fly 3 climb 5 crawl 7 swim
2 run 4 hunt 6 jump

- Play the track again. Stop and encourage pupils to repeat the action. Pay special attention to pronunciation at this stage, especially to the words 'climb' with a final silent letter and 'jump' with a strong initial sound.
- Say one of the actions and pupils say the corresponding number, e.g. *fly*, Pupils reply, 1. Do the same with the other actions.
- Say a number and have pupils say the action.

Let's have fun!

We are animals!: Tell pupils to pretend they are animals. Introduce yourself as if you were one of the

animals in the picture in Activity 1. Imitate the usual movements made by the animal and say, *I'm a parrot. I can fly.* Encourage pupils to imitate you. Repeat the same lines with the other animals.

2 Look and read.

- Ask pupils to identify the animals they see in the pictures in Activity 2.
- Ask them to read the actions in the different lines.
- Tell them they have to say the action the animals can do and the action the animals can't do. Do number 1 as a whole class.
- Give pupils time to work on their own. They then check their work with a classmate. Then check as a whole class.

Answers: 1 fly ✗, swim ✓; 2 run ✗, jump ✓; 3 climb ✓, fly ✗, 4 hunt ✓, jump ✗; 5 swim ✗, fly ✓

3 Look at Activity 2. Then say.

- Point to the first item in Activity 2 and say, *Fish can't fly. Fish can swim.*
- Have pupils work in pairs. Tell them to look at the other animals and give the corresponding affirmative and negative sentences. Then check as a whole class.

Answers: 1 Fish can't fly. They can swim. 2 Frogs can't run. They can jump. 3 Monkeys can't fly. They can climb. 4 Snakes can't jump. They can hunt. 5 Parrots can't swim. They can fly.

AB, p 15

Lesson 4

1 Find and circle 7 words. Then look and complete.

p	a	r	r	o	t	s	l
z	e	b	r	a	s	f	i
i	t	m	h	k	v	g	z
f	f	r	o	g	s	s	a
i	d	i	t	h	y	n	r
s	j	r	h	d	k	o	d
h	t	i	g	e	r	s	s
d	m	o	n	k	e	y	s

2 Complete with *can* or *can't*.

<p>1 Frogs <u>can't</u> run. They <u>can</u> jump.</p> <p>2 Parrots _____ crawl. They _____ fly.</p>	<p>3 Fish _____ swim. They _____ run.</p> <p>4 Zebras _____ run. They _____ crawl.</p>
--	--

3 Look and write.

<p>1 _____ <u>Lizards can crawl</u></p> <p>2 _____</p>	<p>3 _____</p> <p>4 _____</p>
--	---------------------------------

1 Find and circle 7 words. Then look and complete.

- Have pupils open their books at page 15.
- Invite pupils to identify the animals in the pictures.
- Pair pupils up and have them find the animals in the wordsearch connected to the pictures and actions. Pupils write the animal. Then check as a whole class.

Answers: 1 parrots, 2 monkeys, 3 lizards, 4 zebras, 5 frogs, 6 tigers, 7 fish

2 Complete with *can* or *can't*.

- Revise the notions of 'can' and 'can't'. Provide some examples.
- Have pupils fill in the sentences and check the result with their classmates. Then correct as a whole class.

Answers: 1 can't, can; 2 can't, can; 3 can, can't; 4 can, can't

3 Look and write.

- Ask pupils to identify the animals in Activity 3.
- Focus on the example and read it aloud.
- Elicit ideas from pupils for the remaining sentences.
- Tell pupils to write the sentences.
- Monitor and provide support when necessary. Then check as a whole class.

Answers: 1 Lizards can crawl. 2 Tigers can hunt. 3 Monkeys can climb. 4 Zebras can run.

Final step

Let's have fun!

Clever robots: Have pupils play this game in which they are 'clever robots' who only repeat correct information. Say, *Fish can swim.* If the information is correct, pupils repeat the line. If the sentence contains incorrect information, pupils do not repeat it and remain silent. Other examples: *Lions can fly.* (incorrect) *Elephants can walk.* (correct) *Snakes can walk.* (incorrect) and so on.

- Sing the 'Goodbye' song.

Lesson 5

Let's read! PB, p 22

Let's read!

1 Look at the pictures. Name the animals and their colours.

2 Listen and read. How many animals hide in grass?

ANIMALS AND THEIR COLOURS

Animals are different colours. Some animals can hide in nature. Can you see the animals in the photos?

Lions are brown. They can hide in grass.

Polar bears are white. They are big, but they can hide in snow.

This snake is green and brown. It is long, but it can hide under leaves.

This owl is black and brown, and it can hide in trees.

Tree frogs are green. They can hide in trees.

This rabbit is grey and brown. It can hide in grass.

3 Read, match and say.

1 Polar bears can hide	a in trees.
2 Lions can hide	b in grass.
3 Tree frogs can hide	c under leaves.
4 Snakes can hide	d in snow.

22 Literacy: information text about animal camouflage

Vocabulary: Revision: *tree, snake, colours*
New: *lion, polar bear, snow, grass, leaves*

Functions: Identifying animals. Understanding an article about animal camouflage.

Values: Respecting animal habitats.

First step

- Pupils sing the 'Hello' song.
- Revise the movement chant introduced in Lesson 4. You may divide the class into groups.

1 Look at the pictures. Name the animals and their colours.

- Use pictures to introduce 'lion', 'owl', 'rabbit' and 'polar bear'. Name the animals as you point to the pictures. Encourage pupils to repeat the new words and to imitate the movements made by each animal at the same time. Then ask the class to say the colour of each animal.
- Use other pictures to introduce 'snow', 'grass' and 'leaves'. Ask questions about their colours.
- Tell the class that when animals are in danger, they hide (explain the meaning in L1) in nature. Ask the class to imagine where the animals shown can hide naturally.

- Have pupils open their books at page 22. Tell them to look at the pictures. Ask the questions from Activity 1 to check if pupils know the animal names and colours.

2 Listen and read. How many animals hide in grass?

- Play track 15. Point to the animals as they are mentioned.
- Ask pupils to say how many animals hide in grass.

Audioscript

Animals and their colours

Animals are different colours. Some animals can hide in nature. Can you see the animals in the photos?

Lions are brown. They can hide in grass.

Polar bears are white. They are big, but they can hide in snow.

This snake is green and brown. It is long, but it can hide under leaves.

This rabbit is grey and brown. It can hide in grass.

This owl is black and brown, and it can hide in trees.

Tree frogs are green. They can hide in trees.

3 Read, match and say.

- Focus pupils' attention on Activity 3 and the part sentences.
- Clarify any queries about vocabulary.
- Tell pupils to read the text, then match the sentence parts.
- Pupils check their answers with classmates. Then check as a whole class.

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

Let's have fun!

Animal riddles: Pair pupils up, have them choose an animal and prepare a simple riddle about it saying what the animal can and can't do. They read the riddle aloud and the rest of the class should guess which animal they are talking about, e.g. *They can jump. They can't fly.* (frogs) *They can run. They can hide in the snow.* (polar bears)

Let's read! AB, p 16

Let's read!

LESSON 5

1 Read and write the animals.

snake rabbit polar bear lion owl tree frog

1  2  3 

4  5  6 

2 Read again. Then write the answers.

1 Where can the owl hide? _____
 2 Where can the rabbit hide? _____
 3 Are tree frogs brown? _____
 4 What colour is the snake? _____

3 Look at the photo and complete.

small yellow water plants

Sea dragons live in the (1) _____. They are green and (2) _____. They can hide in (3) _____. They are (4) _____.

4 Read again. Then write the answers.

1 Why do lions hide? _____
 2 Why do rabbits hide? _____

1 Read and write the animals.

- Have pupils open their books at page 16.
- Pupils read the word pool options, then write the words underneath the corresponding pictures.
- Check as a whole class.

Answers: 1 lion, 2 rabbit, 3 snake, 4 tree frog, 5 polar bear, 6 owl

2 Read again. Then write the answers.

- Have the pupils read the text, 'Animals and their colours,' on page 22 of the Pupil's Book again.
- Pupils write the answers to the questions.
- Check the answers as a whole class.

Answers: 1 It can hide in trees. 2 It can hide in grass. 3 No, they aren't. 4 The snake is green and brown.

3 Look at the photo and complete.

- Direct pupils' attention to the image on the right.
- Ask them to guess what kind of animal it is.
- Have pupils read the activity silently and fill in what they think the answers are.
- Check as a whole class.

Answers: 1 water, 2 yellow, 3 plants, 4 small

4 Read again. Then write the answers.

- Have pupils read the text on page 22 of the Pupil's Book again, then give them time to think about the questions.
- Pupils fill in their answers.
- Discuss ideas as a whole class.

Answers: Pupils' own answers.

tip

Young learners love playing games, allowing them to consolidate new grammar and vocabulary in a more natural manner than carrying out written practice. It is important not to miss the opportunity to add some extra language practice to the game. Instead of accepting the name of the animal as an answer, encourage pupils to be more specific, e.g. *They are polar bears. They can also walk and swim.*



Ask pupils why they think animals hide. In L1 pupils discuss the question in groups and then report to the class.

tip

Critical thinking skills are essential in life: they help us analyze information, evaluate elements, make decisions, and solve problems at work, school, home, etc. Lessons should include tasks that engage pupils in critical thinking by pushing them to think deeper about a topic, to evaluate evidence, to make judgements and to draw conclusions. Pair and group work are ideal scenarios during which to work on critical thinking skills, as pupils have to discuss, listen, explain and justify their positions.

Final step

Extra activity Find five differences. Give out copies of the activity in the 'Photocopiable activities' section of the Teacher's Resource Centre. Pair pupils up and tell them to find five differences. Pupils examine Picture A and B and find the differences between them. Walk around and monitor. If necessary, provide some help. Then check as a whole class.

Answers: In Picture A, the frog is under the tree. In Picture B, the frog is in the tree. In Picture A, the lion is behind the tree. In Picture B, the lion is under the tree. In Picture A, the parrot is on the rock. In Picture B, the parrot is on the lion. In Picture A, the snake is in the rock. In Picture B, the snake is on the rock. In Picture A, the monkey is in the tree. In Picture B, the monkey is on the tree.

- Sing the 'Goodbye' song.

Lesson 6

Your turn! Mini project PB, p 23

1 Go to Activity Book page 78. Make the game. Then play.

Your turn!

Is the snake under the rock?
No, it isn't!

2 Read. Go to Activity Book page 17.

Mini project

My favourite animal is the tiger. Tigers are orange and black. They can hunt. They can swim and they can run. They can't fly.

Personalisation: speaking and writing

1 Go to Activity Book page 78. Make the game. Then play.

- Have pupils go to the 'cut-outs section' on page 78 of the Activity Book and cut out the scene and the animals. Optional: Have pupils paste the cut-out page on poster board to make it stronger.
- Ask them to identify the elements in the scene: a tree, a house and a rock; and to identify the animals they have: a snake, a lizard, a parrot and a monkey.
- Pair pupils up and explain the task: each pupil places the animals in the possible places in the scene. Pupil 1 asks Pupil 2 Yes/No questions (as in the model on page 23) to find where the animals are, e.g. *Is the parrot behind the rock? Is the snake on the rock?* The first one to find all four animals is the winner.

2 Read. Go to Activity Book page 17.

- Focus pupils' attention on the text on the left. Ask pupils to identify the animal in the box.
- Elicit what tigers can do, what colour they are, etc.
- Have pupils read the text to confirm their predictions and invite them to read one line from the text aloud.

- For the second part of the activity, pupils have to draw their favourite animal in the box on page 17 of the Activity Book and complete the lines in the framework.
- Pupils share their work with the class. Then ask pupils to name what their favourite animals are.

AB, p 17

Step 1 Look and write.

1 2 3 4

Step 2 Write the sentences.

1 favourite My is tiger the animal 3 black Tigers orange are and

2 hunt and They can they run can 4 fly They can't

Step 3 Make notes about your favourite animal. Then draw and write.

Favourite animal: _____ Colours: _____

Can do: _____ Can't do: _____

My favourite animal is the _____ are _____

They can _____

They can't _____

Step 1 Look and write.

- Tell pupils they are going to do a short project about an animal (like the text on page 23 of the Pupil's Book).
- Ask them to look at the pictures and name each animal.
- Pupils then write the names of each one. Then check as a whole class.

Answers: 1 elephant, 2 frog, 3 snake, 4 zebra

Step 2 Write sentences.

- Have pupils order the words to make sentences.
- Invite them to check the completed sentences with their classmates. Then check as a whole class.

Answers: 1 My favourite animal is the tiger. 2 They can hunt and they can run. 3 Tigers are orange and black. 4 They can't fly.

Step 3 Make notes about your favourite animal. Then draw and write.

- Ask pupils to review what they remember about the tiger text on page 23 in the Pupil's Book.
- Elicit the pupils' favourite animal and what they know about it.
- Focus on the grid in Activity 3 and have pupils complete it about their favourite animal.
- Pupils draw their favourite animal in the box and complete the lines in the framework.
- Walk around and offer help when needed.
- Pupils share their work with the class. Then ask pupils to name their favourite animals.

Final step

- Sing the 'Goodbye' song.

This unit is ...

Draw pupils' attention to the bottom right-hand corner of the page. Have them circle the face corresponding to how they feel about this unit. To help pupils decide, tell them to go back to page 18 of the Pupil's Book and page through the unit.

2 Diamond Quest *A quick escape* PB, pp 24–25

Vocabulary: Revision: *frog, lizard, snake, tree, leaves, diamond, climb, swim, rock, a magic diamond.*

New: *map, secret.*

Grammar: Revision: *can/can't*; verb *be* (interrogative and short answers)

Functions: Describing what colour animals are. Describing abilities. Asking if an animal is in/on/under/behind a place. Suggesting, encouraging, expressing surprise, effort or tiredness.

First step

- Sing the 'Hello' song.

Let's have fun!

Simon says: Play the game to recycle the verbs pupils know. Give an order and start by saying, *Simon says*, then pupils do what you say. Give an order but do not say, *Simon says*. For orders without the instruction *Simon says*, pupils should stay still and do nothing. Possible orders: jump like a frog, walk to the door, climb a tree, crawl like a snake, etc.

1 Listen and read. Answer the questions.

- Have pupils open their books at pages 24 and 25. Point to Casey and Ronnie and ask the class if they remember the characters' names.
- Ask them to have a look at the pictures and predict what the children are doing.
- Play track 16.
- Focus on Activity 1 and tell pupils to listen and read, then answer the questions. Then check answers as a whole class.

Answers: 1 They want to find the magic diamond. 2 A frog and a snake. The frog is in the river. The snake is in the leaves.

- You can also have pupils watch an animated video of the story in the Teacher's Resource Centre or in the Digital Pupil's Book.

2 Read again. Say yes or no.

- Tell pupils to read the story again and answer the questions in Activity 2.
- Put pupils in pairs to check their answers. Then check as a whole class.

Answers: 1 no, 2 yes, 3 no, 4 yes

- Ask the class why the children climb a rock in frame 4 and why they jump into the river in the last one.
- If you wish, invite some pupils to read part of the story.

Extra activity Acting out: Have pupils work in groups and act out different frames of the story. By working in a group, they are able to focus on one or two frames only. In this way, they can all participate, as they have to remember only the lines in their frames. Walk around and monitor their work. Invite some of the groups to act out their scene for the class.

2 Diamond Quest

1 Look and tick (✓).

1  **Where's the diamond?**
It's behind the frog.
It's on the frog.

2  **Where's the snake?**
It's behind the leaves.
It's under the leaves.

3  **Where are Ronnie and Casey?**
They're behind the rock.
They're on the rock.

4  **Where are Ronnie and Casey?**
They're behind the water.
They're in the water.

2 Find 4 questions. Then complete the answers.

1 Can _____

2 Is _____

3 Is _____

4 Is _____

the climb the the the

the in a the behind

the rock? the blue?

1) _____, it 2) Yes, they can. 3) _____, it 4) _____, it

Let's revise!

1 Read and colour.

- 1 The lizard under the rock is green.
- 2 The lizard on the rock is red.
- 3 The lizard behind the rock is orange.
- 4 The lizard in the rock is blue.



2 Look at Activity 1. Then write the answers.

1 Is the green lizard on the rock? _____

2 Is the orange lizard under the rock? _____

3 Is the blue lizard in the rock? _____

4 Is the red lizard on the rock? _____

3 Look and write.

1 
fly ~~X~~ swim ✓

2 
run ~~X~~ fly ✓

3 
crawl ~~X~~ hunt ✓

4 
run ~~X~~ jump ✓

5 
fly ~~X~~ crawl ✓

6 
hunt ~~X~~ climb ✓

1 Look and tick.

- Direct pupils' attention to the frames from the 'Diamond Quest' story on pages 24–25 in the Pupil's Book.
- Read the questions and answer options aloud.
- Give pupils time to answer the questions.
- Check as a whole class.

Answers: 1 It's behind the frog. ✓ 2 It's under the leaves. ✓
3 They're on the rock. ✓ 4 They're in the water. ✓

2 Find 4 questions. Then complete the answers.

- Direct pupil's attention to the structure of the questions, showing them how each word and picture connect to form a question.
- Do the first question as a class.
- Read the question 'Can Casey and Ronnie climb a rock?' and elicit the answer *Yes, they can.*
- Allow enough time for the pupils to complete the rest of the questions.
- Check as a whole class.

Answers: 1 No, 2 isn't, 3 Yes, 4 can, 5 Yes, 6 is, 7 No, 8 isn't

First step

- Sing the 'Hello' song.
- Revise the movement chant introduced in Lesson 4. You may divide the class into groups and hold a chant competition.
- Ask pupils to open their books on page 19 and remind them that the activities on this page will help them revise what they have learnt in Unit 2. Have them do the activities individually and then check as a whole class.

Answers:

- 1 Pupils colour accordingly.
- 2 1 No, it isn't. 2 No, it isn't. 3 Yes, it is. 4 Yes, it is.
- 3 1 Fish can't fly. They can swim. 2 Parrots can't run. They can fly. 3 Tigers can't crawl. They can hunt. 4 Frogs can't run. They can jump. 5 Lizards can't fly. They can crawl. 6 Monkeys can't hunt. They can climb.

Extra activity The same and different: Give out copies of the activity in the 'Photocopiable activities' section in the Teacher's Resource Centre. Pair pupils up and invite them to colour the different animals shown. In pairs, they then examine the pairs of animals and discuss what they have in common and what is different. **NB:** Some of the answers may be based on pupils' choice of colours.

Sample answers: Owls can fly. Parrots can fly. / Owls can hide in trees. Parrots can't hide in trees. / Owls are brown. Parrots are blue, red and green. etc

Final step

- Sing the 'Goodbye' song.

Consolidation: Units 1 and 2

AB, pp 20–21



First step

- Sing the 'Hello' song.

1 Look and circle.

Pre-task

- Prepare cards with a football, a basketball, a volleyball, rollerblades and a bike and pieces of paper with these phrases: *play football, play volleyball, play basketball, rollerblade, ride a bike.*
- Place the cards on the left side of the board and the phrases on the right. Ask pupils to match the objects on the cards with the corresponding phrases.
- Once all the cards and phrases are correctly matched on the board, point to one and say, *I can (play volleyball).*
- Accompany the line with clear body language and facial gestures. Repeat the same steps for an action/ability that you cannot do. Point to the card and phrase and say, *I can't rollerblade.*
- Encourage pupils to come to the front of the class and say what they can or can't do, imitating what you have done.

Task

- Have pupils open their books at page 20 and ask them to describe the scene in Activity 1. Focus on the characters' facial expressions. Ask, *Why does Natalie look so unhappy?* Accept several answers.

- Explain the task and do one together. Guide pupils with questions.
- Give them time to complete the other two by themselves. Pupils then check with a partner. Then check as a class.

Answers: 1 can, 2 can, 3 can't

2 Look, choose and write.

Pre-task 1

- Get a big soft dice and stick pictures on each side of the dice: a football, a bike, rollerblades, a volleyball, a basketball, a hockey stick.
- Pupils sit in a circle. One pupil tosses the dice and makes a 'Have you got ...?' question using the picture he/she gets on the dice. The pupil next to him/her answers, *Yes, I have.* or *No, I haven't.*
- The activity continues until the circle is complete.

Pre-task 2

- Get a ball. Toss the ball to a pupil and ask, *Can you (play football)?* The pupil catches the ball, answers by either saying, *Yes, I can.* or *No, I can't.* and tosses the ball back to you.
- Once you have asked all pupils, repeat the activity but this time, pupils ask and you answer.

Task

- Draw pupils' attention to the scene in Activity 2 and ask pupils to describe what they see.
- Read the given questions and, focusing on the scene, elicit the corresponding answers.
- Give pupils time to do the second mini-dialogue by themselves. Then check a whole class.

Answers: 1 No, I haven't. 2 No, I can't. 3 Yes, I can. 4 Yes, I have.

Post-task

- Ask pupils to choose one of the mini-dialogues and to act it out.
- Encourage them to create a similar mini-dialogue using new information.
- Pupils act out their dialogues.

3 Write the questions. Then look and write the answers.

Pre-task 1

- Ask pupils to draw a tree and a house on the board.
- Use pictures of animals they know and place them *in/on/under/behind* the tree or the house.
- Ask pupils to describe where the animals are.
- Give them time to look at the board for some seconds.

Pre-task 2

- Prepare several questions similar to the ones in Activity 3.
- Write each word on pieces of paper/cards. Put the pieces of paper/cards in an envelope. Divide the class into groups of four or five. Give each group an envelope. Pupils order the question and then give the corresponding answer based on what they see on the board. Model one question/answer set with the whole class.

Task

- Draw pupils' attention to the scene in Activity 3.
- Ask pupils to describe what they see.
- Do one example together orally. Have pupils order the first question and then provide the answer.
- Give pupils time to complete the lines by themselves and then check with a partner.
- Check orally.

Answers: 1 Is the tiger in the tree? 2 No, it isn't. 3 Is it behind the tree? 4 Yes, it is.

Post-task

- One star for three correct answers: Use the picture you made on the board in the Pre-task. Ask pupils to examine it for some seconds. Then ask pupils to close their eyes. Call a pupil to the front of the class, blindfold him/her and check his/her memory. Use similar questions to the one presented in Activity 3, e.g. *Is the elephant behind the house?* If the child can answer three questions correctly, he/she gets a star for good memory. If you wish, you can exploit the picture on the board with some other exponents like colour and size.

4 Look and complete with *in, on, under* or *behind*.

Pre-task

- Ask a pupil to come to the front and draw a big tree on the left of the board.
- Ask another pupil to come to the front and draw a house on the right of the board.
- Have some pictures of animals on the table.
- Say where the animals are, e.g. *The tiger is under the tree. or The elephant is in the house. or The monkey is on the house.*
- Pupils answer by sticking the pictures in the corresponding places.

Task

- Ask pupils to describe what they see in the scene in Activity 4. Draw their attention to Natalie. Ask them why they think she has binoculars.
- Tell them they are going to help Natalie and Vicky by saying where the animals are.
- Call out one animal, e.g. *elephant*. Ask the class where the elephant is.
- Repeat with all the animals.
- Draw their attention to the difference between 'The elephant is ...' and 'The parrots are ...' Complete one line as a whole class. Give pupils time to complete the other lines by themselves. Then check as a whole class.

Answers: 1 under, 2 behind, 3 on, 4 in

Post-task

- **Memory game:** Ask pupils to look at the scene in Activity 4 for some seconds. Call out an animal and pupils say where it is without looking at the visual. Encourage the class to say where all the animals are by drawing the information from their memories.

Final step

- Sing the 'Goodbye' song.

Natural Science: The water cycle

PB, pp 58–59

The image shows two pages from a textbook. Page 58 (left) has a title 'Natural Science The water cycle' and four numbered activities: 1. Listen and repeat with pictures of liquid, solid, and gas water. 2. Listen and read about water's importance. 3. Listen and repeat, then match words to pictures of various weather conditions. 4. Look at Activity 3 and identify states of matter. Page 59 (right) has three numbered activities: 5. Look, match and say with weather icons. 6. Look at Activity 7 and describe weather. 7. Listen and point to a diagram of the water cycle. Below the diagram is a text box explaining evaporation, condensation, and precipitation.

Vocabulary: water, sea, river, snow, steam, cloud, rain, ice, cloudy/clouds, rainy/rain, sunny/sun, windy/wind, mountains, land, liquid, solid, gas

Receptive language: When it's (cloudy) (gas goes up). It's a (solid). It's (hot).

Cross-curricular content: Science: Increasing awareness of processes in the water cycle. Geography: Increasing awareness of different types of weather.

First step

- Sing the 'Hello' song.

Let's have fun!

Guess the weather: Prepare cards with words that make up grammatically correct sentences about the weather, e.g. It's sunny/cloudy/rainy/hot/cold today. Hand out the cards randomly. Mime a weather condition. When you have finished miming, ask pupils to find the words to make a sentence about what you have mimed. For example, *It's hot today*. Then they stand up and hold up the words so that everybody can read the sentence. This is a good way to find out how much the pupils know about describing the weather.

1 Listen and repeat.

- Write the word 'water' on the board. Ask pupils if they think ice is a form of water. Then ask them if they think steam is a form of water. Elicit the meanings of the three states of matter.

- Have pupils open their books at page 58. Draw their attention to the pictures in Activity 1.
- Play track 17.
- Point to each picture, saying the state, and have pupils repeat the words *liquid, solid, and gas*.

Audioscript

We can find water in different forms. Water can be a liquid, a solid or a gas.

2 Listen and read.

- Play track 18.
- Have pupils read the text while listening to the audio.
- Extension activity: Have pupils read the text aloud after listening to the audio.

Audioscript

Water. We need water to live. We can find water in many places on Earth. Water can be a liquid, a solid or a gas.

3 Listen and repeat. Then match the words to the pictures.

- Ask pupils to tell you where they can find water.
- Have pupils open their books at page 58. Draw their attention to the pictures in Activity 3.
- Ask them to say if any of the pictures correspond to their suggestions.
- Pupils match the words to the corresponding pictures.
- Give them some time to check their work with a partner.
- Play track 19. Pupils listen and check their answers. If necessary, play the track again to give the pupils more time to complete the activity. Then check as a whole class.

Answers: 1 the sea 2 a river 3 snow 4 steam 5 clouds 6 rain 7 ice

Audioscript

We can find water in different forms.

Liquid water is in rivers, lakes, seas and oceans.

Snow and ice are solid water, and gas is in clouds and steam.

4 Look at Activity 3. What is a solid, a liquid or a gas?

- Have pupils look at Activity 3. Have pupils guess which pictures represent a solid, a liquid and a gas.
- Allow pupils to check their answers with a partner.
- Then check as a whole class.

Answers: 1, 2, 6 liquid; 3, 7 solid; 4, 5 gas

5 Look, match and say.

- Pupils match the sentences and pictures.
- Allow pupils to check their answers with a partner.

Answers: It's cloudy. [clouds]; It's sunny. [sun]; It's rainy. [rain]; It's windy. [wind]

6 Look at Activity 7. What different weather can you see?

- Have pupils look at the water cycle picture in Activity 7.
- Elicit the different weather conditions they can see.
- If time allows, invite pupils to come up and write the words on the board.

Answers: cloudy, windy, rainy, hot, cold

7 Listen and point.

- Focus on the arrows in the picture. Explain that the arrows show how the water cycle creates different weather conditions.
- Play track 20 and tell them to read and listen to what happens during the cycle.
- Elicit the states of matter they can see.
- Play the track again, then ask volunteers to explain the different processes of the water cycle. Ask prompt questions to help them, e.g. *What happens first?* (the water goes up). *What does the water do in the sky?* (it makes clouds). *Where do the clouds go?* (to the land). *Where does the water fall?* (into the river). *Where does the river take the water?* (back to the sea). If necessary, clarify any queries in L1 to help the pupils understand the water cycle process.

Answers: liquids (sea, river), solids (ice, snow), gases (steam, clouds)

Audioscript

[Teacher] Let's find out about the water cycle.

[Teacher] First some water in the sea goes into the sky when it's sunny.

[Boy] What happens then?

[Teacher] The water makes clouds in the sky.

[Boy] Do the clouds stay in the sky?

[Teacher] No, the clouds go to the land when it's windy.

[Boy] What happens when it's rainy?

[Teacher] The water falls onto the land and into rivers when it's rainy, then the rivers take the water back to the sea.

[Boy] And the water cycle begins again!

8 Look at the water cycle in Activity 7. Listen, read and follow.

- Have pupils look at Activity 7.
- Play track 21. Have the pupils listen while reading the text silently.
- Have pupils read the paragraph in pairs.

Audioscript

Some water in the sea goes to the sky when it's sunny. This is called evaporation. The water makes clouds in the sky. The clouds go to the land when it's windy. This is called condensation. The water falls on the land and in the river when it's rainy. The water in the river goes to the sea. This is called precipitation.

Extra activity Have pupils work in pairs or small groups to create their own water cycle map. When finished, pairs or groups compare their maps.

AB, pp 60–61

1 Find and circle 7 words. Then write.

- Have pupils look at page 60.
- Pupils find the words.
- Check as a whole class.

Answers: 1 sea, 2 clouds, 3 steam, 4 snow, 5 river, 6 ice, 7 rain

2 Write the words from Activity 1 in the correct column.

- Pupils write the words in the columns.
- Allow pupils time to check their answers with a partner.
- Check as a whole class.

Answers: solids – ice, snow; liquids – river, sea, rain; gas – steam, clouds

3 Write the sentences. Then tick or cross.

- Have pupils complete the sentences first.
- Check their completed sentences.
- Pupils then tick or cross. Then check as a whole class.

Answers: 1 A cloud is a liquid. (X), 2 Ice is a solid. (✓), 3 Rain is a liquid. (✓), 4 Snow is a gas. (X)

4 Find and circle. Then write.

- Have pupils look at Activity 4.
- Pupils circle then write the words.
- Check as a whole class.

Answers: 1 sunny, 2 windy, 3 rainy, 4 cloudy

5 (27) Read and complete. Then listen and check.

- Have pupils brainstorm what they can see in the picture.
- Pupils complete the text with the appropriate words.
- Ask pairs to compare their answers. Play track 27. Then check as a whole class.

Answers: 1 sunny, 2 sky, 3 windy, 4 rainy, 5 river

Final step

- Sing the 'Goodbye' song.

Everyday English Making arrangements

PB, pp 64–65

Vocabulary: Review: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, morning, afternoon, evening.*

New: *museum, cinema, shopping centre, amusement park, sports centre, club, mountains, zoo, park, library, aquarium*

Language: *Where are you going on (Monday)? I'm going to the (cinema) on (Monday).*

Functions: Talking about where to go. Asking where someone is going.

First step

- Sing the 'Hello' song.

Let's have fun!

Write the days of the week as anagrams on the board. Put pupils into pairs and ask them to work out the anagrams. If necessary, write the first letter of the anagram as guidance. Invite volunteers to come up to the board to write each day next to the corresponding anagram. Then invite pupils to brainstorm the different places they go to each day.

1 (22) Listen and point. Then listen and repeat.

- Have pupils open their books at page 64.
- Focus on the pictures in Activity 1. Elicit any places the pupils know.
- Play track 22. Ask pupils to listen and point to the corresponding picture. Then check as a whole class.

- Play the track again. Pause after each place and ask pupils to listen and repeat.

Audioscript

1 museum, 2 cinema, 3 shopping centre, 4 library 5 sports centre, 6 club

2 **Where is Mary going at the weekend?**
Listen and say.

- Focus pupils' attention on the question in Activity 2. Explain the task.
- Play track 23 and ask pupils to answer the questions.
- Give pupils time to compare their answers in pairs.
- Play the track again to provide pupils with a final opportunity to check their work. Then check answers as a whole class.

Answers:

Saturday morning: shopping centre
Saturday afternoon: sports centre
Sunday: cinema

Audioscript

Boy: *Where are you going on Saturday?*
[Mary: *On Saturday morning, I'm going to the shopping centre with my family.*
Boy: *Where are you going in the afternoon?*
Girl: *I'm going to the sports centre.*
Boy: *Where are you going on Sunday?*
Mary: *I'm going to the cinema with my friends.*
Boy: *Can I come with you!*
Mary: *Yes, you can!*
Boy: *See you Sunday!*



Steps into ENGLISH

Focus on the sentence in the box. Copy the part sentences from the previous activity on the board. Ask pupils to say when you use 'going to' (when you talk about places you plan to go).

3 Ask and answer.

- Read the mini-dialogue presented. Encourage pupils to repeat the lines.
- Give the class time to rehearse the dialogue. Then pair pupils up and invite them to act out the dialogue using the pictures in Activity 1.
- Monitor and provide guidance. Then check as a whole class.

Answers: Pupils' own answers.

4 **Read and match. Then listen, check and say.**

- Focus on the pictures in Activity 4. Elicit what the pupils can see.
- Pupils read and match.
- Play track 24 for pupils to listen and check.
- Play the track again, pausing after each word, pupils repeat. Then check as a whole class.

Audioscript/Answers:

1 mountains, 2 zoo, 3 park, 4 aquarium

5 **Listen. Then answer the questions.**

- Focus on the questions in Activity 5. Read through each question.
- Play the first part of the dialogue in track 25 and elicit the first answer.
- Play the remaining dialogue, then elicit the answers to the next two questions.
- Play the track again. Elicit the answers again as a whole class. Encourage pupils to formulate full answers using the structure 'going to'.

Answers: 1 Mary is going to the park. 2 Because he is going to the mountains with his family. 3 They're going to the park.

Audioscript

Mary: *Do you want to go to the park with me on Thursday?*
Li: *Sorry! I can't! I'm going to the mountains with my family.*
Mary: *How about Friday?*
Li: *Yes, I'm free on Friday. Let's go to the library.*

6 Choose three places for three days.
Copy the diary in your notebook.

- Brainstorm the different places from Activity 1 page 64 and Activity 4 page 65.
- As you do this, encourage pupils to say other places they know.
- Focus on the diary and ask pupils to copy it in their notebooks and then complete the task.
- When they are done, elicit answers by questioning their ideas: *Where do you want to go? When do you want to go?*

7 (26) **Listen to the examples. Ask and answer. Then complete your diary.**

- Invite pupils to read and listen to the dialogue in track 26.
- Have volunteer pairs act out the dialogue for the class. Focus on pronunciation as they do this, e.g. rising intonation in the questions.
- Invite pairs to use their diaries to act out the dialogue with their own ideas.
- Monitor to ensure accuracy and the use of the correct structure.

Answers: Pupils' own answers.

Extra activity Stick a set of pictures showing the places presented in a row on the board. Point to the each picture and pupils say the words. Remove the pictures one by one. Point to where they were and pupils repeat the names as if they were still there.

Everyday English Making arrangements

Team project AB, pp 70–71



Vocabulary: Review: *Places: cinema, club, library, mountains, museum, park, party, shopping centre, sports centre, zoo, aquarium.* Days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.* Parts of a day: *morning, afternoon, evening.*

Language: Do you want to go to (the cinema)? We want to go to (the zoo) in the (afternoon). On (Saturday morning) we want to go to (the library). We're going to (read some books). On (Sunday) we're going to (the mountains). We can (take photos and climb).

Task: Plan and present a poster about where to go at the weekend.

Materials: Coloured markers, card for poster.

Step 1 Imagine you can go to different places at the weekend. Write ideas. Use the pictures or your own ideas.

Where are you going?

- Read the task for the project, then elicit some ideas about where the pupils want to go.
- Put pupils into teams. Focus on the pictures in Step 1 and elicit where each one is.
- Draw pupils' attention to the space for notes on the right. Ask teams to decide where they want to go and take notes in the space provided.
- Do feedback as a whole class. As you do this, encourage pupils to formulate full sentences (*We want to go to ...*). Write some of their suggestions on the board.

When are you going?

- Focus pupils' attention on the diary. Ask '*When are you going?*' Elicit ideas for each part of each day.
- Invite pupils to complete their diaries with their chosen places.
- Walk round and monitor.
- Do feedback with the whole class. Continue encouraging them to provide full sentences in their replies. Write some of their suggestions on the board.

What can you do there?

- Focus on the pictures and elicit the different activities.
- Extend this by naming a place, e.g. the museum, and ask pupils to say what they can do there. Write their suggestions on the board.
- Invite pupils to take notes in the space provided.
- Walk round and monitor.

Step 2 Plan your poster. Then draw.

- Draw pupils' attention to the mind map. Ask them to predict what they have to do. Clarify any queries or misunderstandings related to the task.
- Hand out the materials to the teams.
- Teams make their poster.
- Walk round and monitor.

Step 3 Decide what you want to say about your poster.

- Read the instructions, then focus pupils' attention on the notes and feedback on example sentences and vocabulary on the board.
- Focus on the part sentence examples in Step 3. Invite volunteer teams to tell you something about their poster, using the part sentences.
- Invite teams take a few minutes to decide what they want to say about their poster. Remind them to use the required language.

Step 4 Present your weekend to the class.

Ask other groups about their weekends.

- Focus pupils' attention on the instructions for Step 4. Read the example text with pupils. Ask one or two comprehension questions to make sure they have understood the content. For example, *Where are they going on Saturday morning? What can they do there?*
- Ask pupils to do a short rehearsal of their poster presentation in their teams. Make sure they use the example part sentences from Step 3 and the language in the example presentation.
- Walk round and monitor. As you do this, work on helping teams formulate the language correctly.
- Invite teams to take turns to present their weekend poster to the class.
- Finally, do a quick survey to find out the most popular places to go at the weekend.

Final step

- Display the posters on the classroom walls and invite pupils to walk round and look at them.
- Sing the 'Goodbye' song.