

Aims

- to sing a song
- to talk about friends' names
- to describe physical appearance

Vocabulary

Words describing appearance:

pretty, ugly, straight hair, curly hair, lona hair

Colours: purple

Structures

I have got (big teeth). He has got (brown eyes).



Materials

- flashcards of *pretty*, *ugly*, *straight* hair, curly hair, long hair, purple
- a picture of a friend from each S
- a bag
- Blu tack
- photocopies of the flashcards of Greg, Anna and Sharky (one per S)

Lesson plan



Warm up

- Touch your hair saying *I have got* straight hair. If you have got curly hair, point to a S who has got straight hair and say He/She has got straight hair. His/Her hair is straight. Encourage Ss to guess the meaning of the adjective.
- Repeat the same procedure to introduce the meaning of *curly hair* and long hair.
- Point to something purple, say the colour out loud and ask Ss to repeat a few times.
- Stick the flashcards of pretty and ugly on the board.
- Point to each one, say the adjective out loud and encourage Ss to guess what it means and repeat after you.



Vocabulary CD 1 - Track 2

- Have Ss open their books at page 5.
- Play the CD and have Ss point to the pictures in the vocabulary section and repeat.
- Say the words / phrases again in random order and have Ss repeat and point.

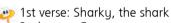
Activity 1





Track 3

- Direct Ss' attention to the picture.
- Ask Ss (in L1) to tell you what they can see in the picture. (Two children are on the beach. The girl is looking at the shells she has collected. The boy is looking at her and they're talking. A shark and a seal are in the water and they're talking about the children.)
- Tell Ss that 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 point to the corresponding character (the boy, the girl and the shark) for each verse.
- Explain to Ss that the two children, Greg and Anna, as well as Sharky the shark are the new characters of the book.
- When Ss feel comfortable, invite them to sing the song.



2nd verse: Greg 3rd verse: Anna



TPR Activity

- Hand out photocopies of the flashcards of the book's characters so that each S has got one.
- Explain to Ss that, as they listen and sing along to the song, they will have to raise the flashcard of the character being described.
- Play the CD and have Ss raise their flashcards and sing along.

Grammar box

- Point to your eyes and say I have got (brown) eyes.
- Write the sentence on the board and encourage Ss to guess what it means.
- Point to two Ss and say *They have got (brown) eyes.* Point to a girl and say She has got (brown) eyes. Point to a boy and say He has got (brown) eyes.
- Write the sentences on the board too and encourage Ss to guess their meaning.
- Direct Ss' attention to the grammar box.
- Read the sentences aloud and have Ss repeat.
- Ask individual Ss to say similar sentences about different classmates, e.g. He has got straight hair. She has got curly hair. They have got blue
- Help Ss if necessary.

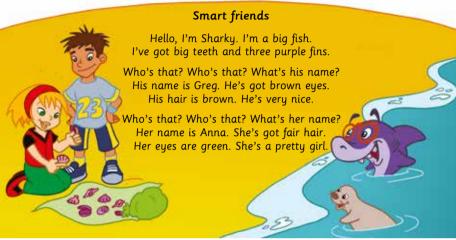
Activity 2

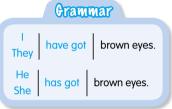


- Direct Ss' attention to the picture of the two children. Ask Ss to guess what they are doing. (The boy is describing one of their classmates to the girl and she is trying to guess who the classmate is.)
- Read the exchange and have Ss chorally repeat after you.
- Divide Ss into pairs. Ask Ss to take turns to describe and guess their classmates.
- Have pairs of Ss present the exchange to the rest of the class.













5

Activity 3

- Draw Ss' attention to activity 3.
- Explain to Ss that they have to describe one of their friends in their
- Go round the classroom and make sure Ss are using the correct language.
- Have a few Ss come to the front of the classroom and present their work to the rest of the class.





Who is it?

- Ask each S to write his/her name on a piece of paper.
- Collect the pieces of paper and put them in a bag.
- Ask a S to draw a piece of paper, and read the name without revealing it to anyone.
- Invite the S to describe the person written on his/her piece of paper, e.g. His eyes are blue. He has got fair hair. He is tall. His T-shirt is white.
- The S who guesses correctly is the next one to draw a name and describe.
- Make sure all Ss have had a turn.



Before leaving

• Play the song *Smart friends* (Track 3) and have Ss sing along.



Workbook (OPTIONAL)

Activity 1



- 🔥 1. long hair
 - 2. uglu
 - 3. curly hair
 - 4. bia nose
 - 5. prettu
 - 6. straight hair

Activity 2



- 💯 1. has got
 - 2. have got
 - 3. has got
 - 4. have aot
 - 5. has got
 - 6. have got

Activity 3



- 1. b (Make sure Ss colour the shark purple.)
- 2. c (Make sure Ss colour the hair and eyes brown.)
- 3. a (Make sure Ss colour the hair yellow and the eyes green.)

Ask Ss to point to different photos of people (from books, magazines, etc.) when they go home and say e.g. (She) has got long hair.





Aims

• to count (10-100)

• to talk about possession

Vocabulary

Numbers: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred

Objects: shells

Structures

Have you got (twenty shells)? Yes, I have. / No, I haven't. Has (she) got (fifty dolls)? Yes, (she) has. / No, (she) hasn't.



Materials

- flashcards of numbers 10-100 & shells
- Blu tack

Revision

- Play the song *Smart friends* in the SB, on page 5 (Track 3) and ask Ss to sing along.
- Get Ss to play a round of the guessing game in activity 2 in the SB, on page 5 (TB page 18).

Lesson plan



Warm up

- Revise numbers 1-20 by writing them on the board.
- Stick the number flashcards 10-100 on the board. Say each one and get Ss to repeat after you.
- Remove one of the flashcards, e.g. 50 and encourage Ss to repeat all numbers including the missing one.
- Continue in the same manner until all flashcards have been removed.
- You can repeat the procedure by writing the numbers out, e.g. ten, twenty, etc.
- Write the numbers from 20 to 30 on the board and explain to Ss how the numbers in between are formed.
- Use the flashcard of shells to introduce the word. Say the word a few times and ask Ss to repeat after you.

Vocabulary M Track 4



• Have Ss open their books at page 6 and point out the words in the vocabulary section.



- Play the CD and have Ss point to the words and repeat.
- Say the words in random order and have Ss repeat and point.

Activity 1







- Have Ss look at the presentation and ask them what Anna has got (shells).
- Ask Ss (in L1) to tell you what they think is happening. (Anna has collected a hundred shells. Grea finds a shell for her, but it turns out to be a crab and not a shell.)
- Ask Ss to point to the bubbles and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD once more, pausing 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. Then have Ss act out the dialogue in pairs.
- In turns, have pairs of Ss perform for the whole class. Repeat until all Ss have had a chance to perform.

Grammar box



- Direct Ss' attention to the grammar box at the top of page 7. Read the guestions and the answers aloud and have Ss repeat.
- Explain the questions and the answers to Ss and give them more examples, e.g. Have you got ten books? No, I haven't. Has Anna got a hundred shells? Yes, she has.
- Ask different Ss *Have you got (ten pens)?* and encourage them to answer Yes, I have. / No, I haven't.

Read activity 1 and say Yes or No.

1.

She has got eighty shells.

2. 🏀

He hasn't got a shell.

3.

They're shells.

3 Listen, point and say. 📀

	1.	Steve	2.	Julie	3.	Tom	4.	Pat
shells	97	87	10	30	100	50	80	20
puzzles	20	40	38	88	53	62	30	40
teddy bears	74	65	40	50	70	90	30	50

4 Look at activity 3. Ask and answer.



Activity 2 in Track 6

• Explain to Ss that they have to refer to activity 1, read the sentences and say Yes or No accordingly.

代1. No 2. Yes 3. Yes

Activity 3

- Explain to Ss that they will listen to four short dialogues about how many shells / puzzles / teddy bears each child (Steve, Julie, Tom, Pat) has got and that they have to point to the correct numbers in the corresponding boxes.
- Play the CD and have Ss listen to the first exchange and point to the correct number.
- Play the rest of the exchanges and get Ss to point to the correct numbers.
- Play the CD twice if necessary.

Listening transcript

- 1. **A:** How many shells have you got, Steve?
 - **B:** I have got ninety-seven shells.
 - **A:** Ninety-seven shells! Wow! Have you got any puzzles?
 - **B:** Yes, I have. I have got twenty puzzles.
 - **A:** What about teddy bears?
 - **B:** I have got sixty-five teddy bears, I think. Yes, sixty-five teddy bears.
- 2. **A:** How many shells has Julie got?
 - **B:** Hmmm... let me see. Julie has got thirty shells.

- A: Has she got any puzzles?
- **B:** Yes, she has. She has got eighty-eight puzzles too.
- **A:** What about teddy bears?
- **B:** She has got forty teddy bears.
- 3. **A:** What about you, Tom? How many shells have you got?
 - **B:** I have got a hundred shells.
 - **A:** Wow! A hundred shells! What about puzzles?
 - **B:** I have got fifty-three puzzles.
 - **A:** How many teddy bears have you got?
 - **B:** I have got seventy teddy bears.
- 4. **A:** Pat, how many shells have you got?
 - **B:** I have got eighty shells.
 - **A:** Eighty shells! Have you got any puzzles?
 - **B:** Yes. I have got forty puzzles.
 - **A:** How many teddy bears have you got?
 - **B:** I have got thirty teddy bears.

Steve: 97, 20, 65 Julie: 30, 88, 40 Tom: 100, 53, 70 Pat: 80, 40, 30

Activity 4

- Direct Ss' attention to the children and ask them what they are doing. (They're playing a guessing game. The boy has chosen a person from the previous activity and the girl is asking questions in order to guess the person.)
- Divide Ss into pairs.
- Explain that they have to refer to activity
 One S chooses a person and the other asks questions to guess who it is.
- Ss swap roles.
- Have pairs of Ss present the exchange to the rest of the class.



Workbook (OPTIONAL)

Activity 1

2

1. 50 - b 2. 35 - d 3. 60 - e 4. 100 - a 5. 20 - f 6. 83 - c

Activity 2

7

1. hasn't got 4. hasn't got

2. hasn't got 5. hasn't got

3. haven't got

Activity 3

1

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

Tell Ss to count the number of different objects they have got when they go home and say, e.g. *I have got (twenty) pencils.*





- to talk about friends
- to talk about what someone can and can't do

Vocabulary

Actions: do karate, play basketball, sing, dance, paint

Structures

(I) can (swim). (He) can't (dive). Can (you) (do karate)? Yes, (I) can. / No, (I) can't.



- photos of actions Ss are familiar with (jump, fly, swim, climb, etc.)
- flashcards of do karate, play basketball, sing, dance, paint
- Blu tack

Revision



• Have Ss play the guessing game in activity 4 in the SB on page 7 (TB page 21) in pairs.

Lesson plan



Warm up

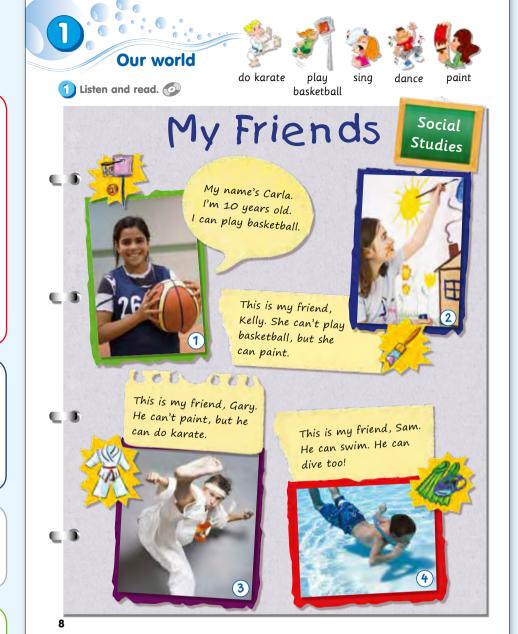


- Stick the photos of the different actions you brought on the board.
- Say I can swim. I can't fly. Write the sentences on the board and invite Ss to tell you what they mean.
- Ask different Ss if they can do different actions, e.g. Can you (climb)? and encourage them to answer Yes, I can. / No, I can't.
- Then stick the flashcards of do karate, play basketball, dance, sing, paint on the board. Say the phrases/words aloud and ask Ss to repeat.

Vocabulary in Track 7



- Have Ss open their books at page 8.
- Play the CD and have Ss point to the correct picture and repeat.
- Say the phrases/words again in random order and have Ss repeat and point.



Activity 1





Track 8

- Have Ss look at the presentation and ask them to look at the pictures and tell you what each child can do. (1. She can play basketball. 2. She can paint. 3. He can do karate. 4. He can dive/swim.)
- Ask Ss to point to the appropriate picture as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD again and pause after each phrase for Ss to repeat.
- Ask Ss some questions to check comprehension:

How old is Carla? (10)

Can she play basketball? (Yes, she can.)

Can Kelly play basketball? (No, she can't.)

What can she do? (She can paint.)

Can Gary paint? (No, he can't.)

Can Gary do karate? (Yes, he can.)

What's the name of the last boy? (Sam.)

Can Sam swim? (Yes, he can.)

Can Sam dive? (Yes, he can.)

• Choose a few Ss to read the texts aloud.

Grammar box



- Direct Ss' attention to the grammar box at the top of page 9.
- Read the sentences, the questions and the answers aloud and have Ss repeat.

Grammar

					1		
ı				you		l I	
He	can	dive.	Can	he	dive? < Yes,	he	can. can't.
He She They	can't	uive.	Cuii	he she they	No,	she	can't.
They				they		they	

- Read activity 1 and say.
- 1. Carla **can / can't** play basketball.
- 2. Kelly can / can't play basketball.
- 3. Kelly can / can't paint.
- 4. Gary can / can't paint.
- 5. Gary can / can't do karate.
- 6. Sam can / can't dive.











Ask and answer. Use the words/phrases in the box.



dive
play basketball
do karate
dance
sing

Write about what your friend can/can't do in your notebook.



• Encourage Ss to say sentences about themselves using can or can't.

Activity 2

- Explain to Ss that they have to read sentences 1-6, refer to activity 1 and say can or can't according to the texts.
- Read the sentences out loud and have Ss point and say *can* or *can't* accordinalu.
- Have Ss compare their answers in pairs first, then check as a class.
- 1. can 2. can't 3. can 4. can't 5. can 6. can

Activity 3 Track 9

- Direct Ss' attention to the pictures in 1 and encourage them to say a sentence about each one using can or can't, e.g. 1.a. They can play basketball. 1.b. They can't play basketball.
- Explain to Ss that they will listen to four descriptions and they will have to point to one of the two pictures according to what they hear.
- Play the CD twice and have Ss point to the correct picture.

Listening transcript

- 1. This is Luke and his friend Simon. They can play basketball.
- 2. Luke likes karate, but he can't do karate.
- 3. This is Jessica. She can't dive or swim.
- 4. Look! Jessica can sing and dance.

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

Activity 4

- Direct Ss' attention to the two children and ask them what they think they are doing. (They are asking and answering questions.)
- Explain to Ss that they have to take turns asking and answering questions about what they can/can't do using the actions presented in the table.
- Have a few pairs of Ss come to the front of the classroom and present their exchanges.

Activity 5

- Direct Ss' attention to the two children and ask them what they think they are doing. (They are asking and answering questions.)
- Draw Ss' attention to activity 5.
- Explain to Ss that they have to write what one of their friends can and can't do in their notebooks.
- Go round the classroom and make sure Ss are using the correct language.
- Have a few Ss come to the front of the classroom and present their work to the rest of the class.

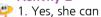
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Workbook (OPTIONAL)

Activity 1

- 🐈 1. can't
 - 2. can
 - 3. can't
 - 4. can
 - 5. can
 - 6. can't

Activity 2



- 🍃 2. No, she can't
 - 3. No, he can't
 - 4. Yes, it can
 - 5. Yes, they can
- 6. No, she can't

Tell Ss to ask one of their family members questions about the things they can and can't do, e.g. *Can you (sing)?*







Aims

• to ask and answer questions about oneself

Structures

What's uour name? I'm... How are you? Fine, thank you. How old (are you)? (I'm nine) years old.

Where do you live? I live in... Who's that? It's mu...

Revision



- Have Ss open their books at page 8 and look at the pictures in activity 1.
- Explain to Ss that you are going to say sentences (true or false) about what the children can / can't do, e.g. Carla can play basketball. If the sentence you say is true, the Ss have to say Yes, he/she can. If it's false, they have to say No, he/she can't.
- Ask different Ss to say true or false sentences about the four children

Lesson plan



Warm up

- Ask a few Ss some questions about themselves, e.g. point to a S and ask him/her What's your name?
- Point to a different S and ask him/her, How old is your father?
- Follow the same procedure with the rest of the Ss and different questions.

Activity 1



- Direct Ss' attention to the picture of the two children and ask them what they are doing. (They are asking and answering questions.) Ask Ss who they think the man is. (He's the girl's father.)
- Ask Ss to point to the appropriate photo as you read the exchanges.



- Read the exchanges again and have Ss repeat them chorally.
- Model the dialogue with a S.
- Divide Ss into pairs.
- Ss take turns asking and answering questions.

Let's play

- If time permits, have a couple of pairs come to the front of the class and present their exchanges.
- Go round and make sure Ss are using the correct language.

Activity 2



- Draw Ss' attention to activity 2.
- Divide Ss into pairs.
- Explain to Ss that they have to write a similar dialogue to the one presented, in their notebook with their partner.
- Go round the classroom and make sure Ss have understood the activity.
- Have a few pairs of Ss come to the front of the classroom and present their dialogues.



Optional 🏗

- Write the following questions on different pieces of paper, fold them and put them in a box/bag: What's your name? How are you? How old is your father? How old is your mother? Where do you live?
- Choose a S to come to your desk, pick up a piece of paper from the bag, read the question aloud and point to another S to answer it. Then he/she folds the piece of paper and places it back in the bag/box. The S who answers the question is the next one to pick up a piece of paper and ask a question.
- Continue in the same manner until all Ss have had a turn.



Workbook (OPTIONAL)

Activity 1

- <mark> 1. d</mark>
 - ⁵2. e
 - 3. a
 - 4. c
 - 5. b

Activity 2

- 1. eighty-three
- 2. Ukraine
- 3. mother
- 4. ninety-nine



Note

- Ask Ss to bring pictures of their family members to the next lesson.
- Bring pictures of your family members.

Tell Ss to ask their father and mother about their age when they go home.





Aims

- to read about one's family
- to write a paragraph about one's familu
- to revise and consolidate structures and vocabulary introduced in previous lessons



- Blu tack
- pictures of your family members

Revision



• Have a few pairs of Ss come to the front of the classroom and present their dialogues (SB activity 2, p.10).

Lesson plan



Warm up



- Bring pictures of your family members and stick them on the board.
- Point to one of your family members and say, e.g. This is my dad. He has got brown hair and blue eyes. He can play basketball and he can swim. He can't sing.
- Repeat the same procedure with the rest of your family members.
- Write on the board:

This is my	·	
He/She has got	hair and	eyes.
He/She can	He/She can't	
He is	uears old.	

• Ask different Ss to talk about a member of their family.

Activity 1 🍟 🏗 🍼





- Direct Ss' attention to the picture of the family and the title and ask them to guess what the text is going to be about. (A family.)
- Read the text and have Ss follow in their books.
- Ask Ss comprehension questions such as the following:

What's the girl's name? (Anna.) Where does Anna's family live? (Dnipro, Ukraine.)

What colour are her father's eyes? (Brown.)

What can he do? (He can play football and dive.)

How old is her father? (He's thirty-eight years old.)

What can her mother do? (She can sing and dance.)

how old is her mother? (She's thirty-five.)

How old is her brother? (Six.)

What's his favourite sport? (Basketball.)

What's the name of their dog? (Sparky.)

- If you have time, choose a few Ss to read the text.
- Direct Ss' attention to the box and have them complete the sentences in their notebooks based on their personal information. Explain to Ss that they are going to write about their family. For Ss that have the Workbook, they can turn to page 6 of their Workbook. For Ss that don't have this component, they can write their project in their notebooks.



Writing tip

- Direct Ss' attention to the Writing tip and read it aloud.
- Explain the Writing tip to Ss and point out the two examples.
- Ask Ss to look for examples of the writing tip in the text in activity 1.
- Provide Ss with more examples and write them on the board. e.g. My name is Sam I'm ten years old my sister's name is Bella she's five
- Read out the text and encourage Ss to say where in the text a full stop should go and where letters need to be capitalised.



Read about Anna's family. Then write about your family.



88888888888

My name is Anna. This is my family. We live in Dnipro, Ukraine. My dad has got brown eyes and fair hair. He can play football and he can dive too. He is thirty-eight years old. My mum has got long hair. She can sing and dance. She is thirty-five years old. My brother, Jim, is six years old. His favourite sport is basketball. We have got a big dog. His name is Sparky and he's great!

> My name is... My dad has got... He can... He is... years old. My mum has got... She can... She is... years old. My brother / sister ...

Writing tip

All sentences start with a CAPITAL letter and finish with a full stop (.).

She can sing and dance.

We have got a big dog.





Optional 1 🔀



This is my family

- Divide Ss into pairs or small groups.
- Ask Ss to place the pictures of their family members on their desks.
- Ss take turns to talk about their family members to their partner / the rest of the group.



Optional 2



Do as I say

- Ask Ss to stand up and form a circle or to stand in line.
- Choose a S to say a sentence using can or can't, e.g. I can't swim. The rest of the Ss have to mime what the S says, i.e. pretend they're drowning. The Ss who don't do what the S says are out of the game.
- Continue the game, making sure that all of the Ss have a chance to say a sentence.



Note

Ask Ss to bring pictures of their friends for the next lesson.



Workbook (OPTIONAL)

Activity 1



- 🧼 1. I have got a sister.
 - 2. **H**er name is Kelly.
 - 3. She's 11 years old.
 - 4. **S**he has got straight fair hair and blue eyes.
 - 5. **K**elly can paint and she can sing.
 - 6. She's great!

Activity 2





• Ask a few Ss to read their projects aloud.

open answers





Aims

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures learnt in previous lessons



- Blu tack
- a bag
- props for acting out the story: a palette, an easel, a paint brush, dog's ears made out of brown construction paper

Revision



- Write a few sentences on the board, e.g. this is my mother she can do karate
- Ask different Ss to come to the board and correct the sentences. e.g. **T**his is my mother.
 - She can do karate.
- Ask different Ss to read their projects (WB page 6) from the previous lesson.

Lesson plan



Warm up



• Play the game Who is it? (TB page 19).







Before reading

- Tell Ss that they will listen to and read a story with the title Jerry's painting.
- Ask Ss to look at the pictures and guess what the story is going to be about.
- Elicit answers, but do not correct Ss at this stage.

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Check Ss' predictions.
- Play the CD again and ask Ss to point to each speech bubble and follow
- Talk about what happens in each frame.









Frame 1: The two children, Marcy and Jerry, are at Jerry's house. He's painting a portrait. Marcy asks Jerry his dog's name.

Frame 2: Marcy realises how similar her hair is to Sally's hair and excitedly goes to stand up. Jerry tells her not to stand up because he's painting the portrait.

Frame 3: Marcy is tired and it's time for her karate lesson. She wants to see the portrait.

Frame 4: Jerry shows her the portrait he painted, but Marcy is furious because it's a portrait of the dog and not her.

- Play the CD again and invite Ss to shadow read (read along with the CD).
- Play the CD again, pausing after each line. Have Ss repeat (chorally in aroups - individuallu).

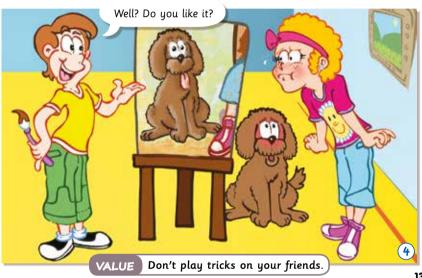
After reading

• Ask Ss comprehension questions, such as the following:

Frame 1: What's the girl's name? (Marcy.) What's the boy's name? (Jerry.) Where are the children? (At Jerry's house.) What's the dog's name? (Sally.)

Frame 2: What's the time? (It's one o'clock.) Has Sally got brown hair? (Yes, she has.) Has Sally got curly hair? (Yes, she has.) Has Marcy got brown hair? (No, she hasn't.)





Has Marcy got fair hair? (Yes, she has.) Has Jerry got brown hair? (Yes, he has.)

Has Jerry got curly hair? (No, he hasn't. He has got straight hair.)

Frame 3: What's the time? (It's two o'clock.)

What time does Marcy have a karate lesson? (At three o'clock.)

Frame 4: Does Marcy like the painting? (No, she doesn't.)

- Divide Ss into pairs and have them act out the story. Tell Ss to swap
- Have some pairs perform for the whole class. You may also give them props (refer to the materials section).

Post-story activity **



- 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, Do you play tricks on your friends? Why? Why is it not nice to play tricks on our friends? Has anyone played a trick on you?, etc.



Optional 🔀



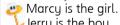
Whose friend is it?

- Divide Ss into two groups.
- Have Ss in group 1 stand up and, in turns, present the pictures of their friends to the other group, e.g. This is my friend Tom. He has got brown hair and areen eues.
- When all Ss of group 1 have finished, collect their pictures and put them in a baa.
- Go to each S of group 2 and tell them to draw a picture from the baa.
- Then Ss of group 2 take turns, standing up and describing the child in the picture they've drawn from the bag. Once they've done this, they have to give the picture to the S in the first group they think it belongs to.
- For every correct guess, they get a point for their group.
- Groups swap roles.
- The group with the most points



Workbook (OPTIONAL)

Activity 1



Jerry is the boy. Sally is the dog.

Activity 2



- 鹢 1. Sally
 - 2. Marcy
 - 3. Sally
 - 4. Jerru
 - 5. Marcu
 - 6. Marcy



Activity 3 open answers





Aims

- to practise the pronunciation of l
- to perform a phonics chant

Vocabulary

plane, blue, clap, glue, fly

Phonics

l blends: pl, bl, cl, gl, fl



- blown-up colour photocopies of Story time Jerry's painting
- props for acting out the story: a palette, an easel, a paint brush, dog's ears made out of brown construction paper
- flashcards of plane, blue, clap, glue,
- word cards of the above flashcards
- phonics cards of plane, blue, clap, *alue* and *fly* (one set per S) (The phonics cards are on the Teacher's Resource CD/CD-ROM.)
- Blu tack
- scissors (one pair for each pair of Ss)

Revision 2



- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss to tell you what they remember from the story.
- Have Ss open their books at pages 12-13. Play the CD (Track 10) and have Ss follow along in their books.
 - Play the CD and encourage Ss to shadow read.
 - Then have some Ss act out the story for the whole class.

Lesson plan



Warm up

• Write the l blends (pl, bl, cl, gl, fl) on the board. Under each blend, stick the flashcards of the words that begin with that blend.

- Point to pl and say /pl/ a couple of times, encouraging Ss to repeat after you. Then point to the object (plane) and say it aloud, having Ss repeat
- Repeat the same procedure with the rest of the blends.

Activity 1 Rack 11



- Play the CD and have Ss listen and point the first time.
- Play the CD again and have Ss listen, point and repeat.

Listening transcript

pl/pl/,/pl/, plane bl /bl/, /bl/, blue cl /cl/. /cl/, clap al /al/. /al/. alue fl /fl/, /fl/, flu

Activity 2 🎥 🥟 Track 12



- Direct Ss' attention to the picture and ask Ss questions they can answer, e.a. What can you see in the pictures? (A bou and a girl.) What are they doing? (They are playing with their toys.) What toys have they got? (The girl has got a doll and the boy has got a plane.)
- Explain to Ss that they are going to listen to a chant and that they will have to say all of the l blends they hear in the chant.
- Play the chant *Toys* and have Ss listen and follow along in their books.
- Play the chant again, pausing after each line for Ss to say the l blends.
- Then play the chant once more and encourage Ss to chant along.

blue, claps, plane, black, blue, fly



TPR Activity

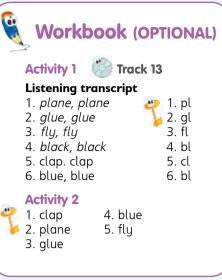
- Ask Ss to take out the plane, blue, clap, glue and fly phonics cards.
- Explain that they have to chant while raising the corresponding card each time.
- Point out to Ss that they have to colour *blue* the phonics card that corresponds to that word.
- You can divide Ss into two teams. One team raises the phonics cards with cl- and bl- while chanting the first four lines of the chant, and the other team raises the phonics cards with pl, bl and fl while chanting the last four lines.



What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come to the board. Give each S a marker / piece of chalk.
- Call out one of the l blends (pl, bl, cl, gl, fl), e.g. bl and have Ss write a word beginning with that blend on the board, e.g. blue, black.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.







Note

Ask Ss to bring family pictures for the next lesson.



Optional 2

Ready, set, match!

- Divide Ss into two teams.
- Stick the flashcards of *plane*, *blue*, *clap*, *glue*, *fly* on the board.
- Put the word cards of the above flashcards in a pile on your desk face-down.
- Call up a S from each team to pick up a word card, read it and stick it below the corresponding picture with Blu tack.
- Once Ss have stuck the photocopy with the word under the corresponding picture, they have to say the l blend and the word out loud. The S who does this correctly earns a point for his/her team.
- Make sure that all the Ss on each team get a chance to go up and play.
- The team to earn the most points at the end of the game wins.





Aims

• to revise and consolidate vocabularu and structures learnt in previous lessons

Revision

• Play the chant *Toys* and have Ss do the TPR activity in the TB p.30.

Lesson plan



Warm up



- Divide Ss into small groups.
- Ask Ss to take out their family pictures and place them on their desks.
- Ss take turns to describe the members of their family, e.g. My dad has got short brown hair and green eyes.
- Then Ss in each group take turns to describe a member of someone else's family, e.g. *The father has got short* fair hair. The other Ss try to guess whose family member it is.
- Make sure all Ss have had a turn.

Activity 1





Track 11

- Direct Ss' attention to the two families and ask some Ss to describe the family members in each one.
- Explain to Ss that they will listen to the CD and they have to point to the family that is being described.
- Play the CD twice.

Listening transcript

My name's Beth. I'm ten years old. This is my family. My brother, Adam, has got short brown hair. My dad has got short brown hair too. I have got long fair hair. My mum has got long fair hair too.

Activity 2 🤲 Track 15



 Explain to Ss that they are going to listen to six exchanges and they have to point to the correct number according to what they hear.

Listening transcript

1. **Woman:** How many dolls have you got, Tina?



Which is Beth's family? Listen and point.

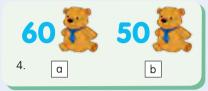




(1)

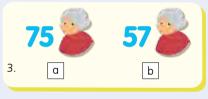
Listen, point and say a or b.













Girl 1: I have got thirty-three dolls. **Woman:** *Thirty-three! Wow!*

2. **Boy 1:** How many shells have you got?

Hmm... let's see... ninety-six, ninety-seven, ninety-eight, ninety-Boy 2:

nine. I have got ninety-nine shells!

Wow! Ninety-nine shells! Boy 1:

3. **Woman:** How old is you grandmother, Clara?

She's seventy-five years old. Girl 1:

4. **Woman**: How many teddy bears have you got, Tim?

I have got fifty teddy bears. Boy 1: **Woman:** How many? Sixty teddy bears?

Boy 1: No, Mum. Fifty teddy bears. I have got fifty teddy bears.

5. **Girl 2:** Mum... how many apples has Tina got? Woman: She has got forty-three apples.

Girl 2: Mmmm... I like apples.

6. Woman: How old is you father, Tom? **Boy 2:** He is forty-four years old.



2. b

4. b 5. b

3. a

6. a



















3. straight hair 4. curly hair 5. long hair 6. purple 7. shells

Say the numbers and point.











sixty







a hundred

Say the actions and point.











1. do karate

2. play basketball

3. sing

4. dance

5. paint





He has got fair hair.



Have you got twenty shells? No. I haven't.



She can't paint, but she can do karate.

16

Now I can 🖪



• 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.

Activity 1



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

Activity 2

• Follow the same procedure as in Activity 1.

Activity 3

• Follow the same procedure as in Activities 1 and 2.

Activity 4

• Holding up the SB, point to the sentences/exchange and encourage Ss to say them aloud.

• Have Ss point to the corresponding pictures as they say each sentence/ exchange.



Number bingo

- Ask Ss to draw a 3x3 grid in their notebooks and write a different number, from 1-50, in each box.
- Draw an example on the board.

12	5	39
50	47	40
36	22	10

- Explain to Ss that you will call out numbers in random order. If Ss have the number you call out, they make **X** over the number.
- The first S to get all his/her numbers crossed out and shout Bingo! wins the
- Repeat the same procedure with the numbers 50-100.
- Play the game for as long as time permits, making sure Ss change the numbers in their grids each time a new round begins.



Workbook (OPTIONAL)

Activity 1

Picture A

- 1. Bob has got green eyes.
- 2. Janet has got fair hair.
- 3. Pat has got curly hair.

Picture B

- 1. Bob hasn't got green eyes. He has got blue eyes.
- 2. Janet hasn't got fair hair. She has got brown hair.
- 3. Pat hasn't got curly hair. She has got straight hair.

Activity 2



- 1. Can she paint? Yes, she can.
- 🛂. Can he do karate? Yes, he can.
- 3. Can he climb? No, he can't.
- 4. Can she dance? Yes, she can.
- 5. Can he swim? No, he can't.
- 6. Can she dive? No, she can't.



Aims

- to sing a song
- to talk about everyday activities

Vocabulary

Everyday activities: do my homework, brush my teeth, have a shower, get dressed, have lunch

Structures

I (do my homework) every day. He (gets dressed) at eight o'clock. You (brush your teeth) every day. I get up - He gets up I brush - He brushes



- flashcards of do my homework, brush my teeth, have a shower, get dressed, have lunch
- word cards of the above flashcards
- Blu tack

Lesson plan



Warm up

- Present the new vocabulary by miming each of the everyday activities.
- Pretend you are brushing your teeth. While you're miming, say *I brush my teeth.* Repeat this and have Ss repeat and mime after you.
- Do this with the phrases do my homework, have a shower, get dressed, have lunch.
- Alternatively, you can present the new vocabulary using the flashcards.

Vocabulary 🥟 Track 16



- Have Ss open their books at page 17 and point out the everyday activities in the vocabulary section. Play the CD a few times and have Ss point to the everyday activities and repeat.
- Say the everyday activities again in random order and have Ss repeat and point.

Activity 1 Track 17



- Direct Ss' attention to the pictures and ask them (in L1) what the children are doing (they are doing different everyday activities).
- 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.
- Explain to Ss that you are going to play the song a second time, and that they will have to point to the corresponding activities.
- Play the CD and pause after each activity is mentioned, so that Ss point to the corresponding picture.
- Mhen Ss feel comfortable, invite them to sing the song.

a. 4th line

b. 5th and 6th lines

c. 3rd line

d. 9th line

e. 1st line

f. 10th and 11th lines



TPR Activity

• Play the song again and invite Ss to perform the actions as they sing along.

Grammar box



- Mime brushing your teeth and say I brush my teeth every day. Write the sentence on the board.
- Invite Ss to say similar sentences that are true about themselves. You could draw a table on the board to help them.

I	brush my teeth have a shower	every day.
	get up	

- Explain to Ss that when we want to talk about our everuday activities we use the Present Simple, e.g. I/You + verb.
- Point out that for *he, she* and *it* we add *-s* or *-es* to the verb.
- Ask some Ss to refer to the table you drew on the board and say things they remember about their classmates, e.g. John brushes his teeth every day.

Activity 2



- Direct Ss' attention to the picture and ask them what they think the children are doing. (They are talking about the everyday activities they do.)
- Read the texts and have Ss chorally repeat them after you.
- Divide Ss into pairs.
- Explain to Ss that they have to take turns saying what activities they do every day.
- Go round the classroom, making sure Ss are using the correct language.
- Ask a few pairs of Ss to come to the front of the classroom and present their exchanges.



open answers













do mu homework

brush my teeth

have a shower

get dressed

have lunch







In the morning I get up. I get up at eight o'clock. I have breakfast I brush my teeth And I go to school With my best friend, Keith.

After school he has lunch. He has lunch at three o'clock. He does his homework. He plays football With Keith and Howard And then he has a shower.







Grammar

I do my homework every day. He gets dressed at eight o'clock. You brush your teeth every day.

I get up - He gets up I brush - He brushes

2 Say.

I get up at eight o'clock. I play basketball after school.

I get up at seven o'clock. I do my homework after school.

17



Optional 🙎



Hot card pantomime

- Arrange some chairs in a circle at the front of the classroom, making sure there's a chair for every S. Invite Ss to sit on the chairs. (If this isn't possible, do the activity with Ss seated at their desks.)
- Fold the word cards with everyday activities in half.
- Explain to Ss that once you play some music, they will have to pass the word card you give them clockwise around the circle.
- When you stop the music, the S holding the word card has to unfold it without letting anyone see it, read the phrase silently and mime the everyday activity.
- The rest of the Ss have to guess the everyday activity and call it out.



Before leaving 2



• Play the song *Mike's day* (Track 17) and have Ss mime the everyday activities mentioned in the song as they sing along.



Workbook (OPTIONAL)



Activity 1

- 1. goes to bed
- 2. have lunch
- 3. does... homework
- 4. has a shower
- 5. get dressed
- 6. brushes... teeth



a. 3

b. 2

c. 1

Ask Ss to make sentences about what they do every day when they go home, e.g. *I (brush my teeth)* every day.





- to identify the means of transport
- to talk about how one gets around

Vocabulary

Means of transport: take the bus, drive a car, ride a bike, walk, take the train

Structures

Do (you) walk to school every day? Yes, (I) do. / No, (I) don't. Does (he) take the bus to school?

Yes, (he) does, / No. (he) doesn't.



Materials

- flashcards of take the bus, drive a car, walk, ride a bike, take the train
- Blu tack





- Play the game **Don't break the chain.**
- Get Ss to sit in a circle. If you have a large number of Ss, divide them into aroups.
- Say I brush my teeth every day. The S to your right has to say what you do and add what he/she does, e.g. You brush your teeth every day and I get dressed at nine o'clock. The S to his/ her right says He/She brushes his/her teeth, You get dressed at nine o'clock and I do my homework after school.
- Ss continue in the same manner. The S who doesn't remember an activity someone else has mentioned is out of the game.

Lesson plan



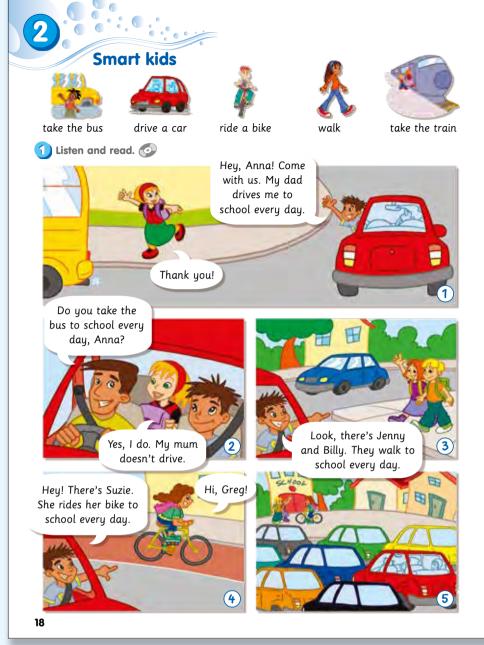
Warm up

- Stick the flashcards of the lesson on the board.
- Point to each flashcard and say the phrases aloud. Encourage Ss to repeat after you.

Vocabulary III Track 18



• Have Ss open their books at page 18 and point out the pictures in the vocabulary section. Play the CD a few times and have Ss point to the correct picture in the vocabulary section and repeat.



• Say the phrases/verb again in random order and have Ss repeat and point.

Activity 1





Track 19

- Have Ss look at the presentation and, pointing to all the people that they know, ask Who's that? Encourage Ss to answer with It's (Greg, Anna).
- Ask Ss (in L1) to tell you what they think is happening. (Greg's dad is driving him to school. When Greg sees Anna missing the bus, he invites her to go with them. On their way to school they see some of their classmates who are all on their way to school too. In the end Anna and Greg's friends get to school faster than them because they're stuck in a traffic jam.)
- Ask Ss to point to the appropriate pictures and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read.
- Play the CD once more and pause after each phrase for Ss to repeat.
- Ask Ss some comprehension questions, e.g. Who drives Greg to school? (His dad.) Who takes the bus to school? (Anna.) Who walks to school? (Jenny and Billy.) Who rides her bike to school? (Suzie.)
- Model acting out the story with three Ss. Choose four Ss to act it out for the class, assigning roles to each S. Then, have Ss act out the story in groups of four.
- Have one or more groups of Ss perform for the whole class.

Grammar box



• Point to Suzie in activity 1 and ask Ss Does Suzie ride her bike to school every day? Encourage Ss to answer Yes, she does.

(Arammar

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Read activity 1 and say.

- 1. Does Greg walk to school every day?
- 2. Does Anna take the train to school every day?
- 3. Does Greg's dad drive a car?
- 4. Do Jenny and Billy take the bus to school every day?
- 5. Does Suzie ride her bike to school every day?

Yes, he does. / No, he doesn't. Yes, she does. / No, she doesn't.

Yes, he does. / No, he doesn't.

Yes, they do. / No, they don't.

Yes, she does. / No, she doesn't.

3 Listen and point.













d

4) Ask and answer.









- take the train
- drive
- walk
- ride a bike
- take the bus
- Point to Greg in activity 1 and ask Ss Does he take the bus to school every day? Encourage Ss to answer No, he doesn't.
- Point to Jenny and Billy in activity 1 and ask Do they walk to school every day? Encourage Ss to answer Yes, they do.
- Direct Ss' attention to the grammar box.
- Read the guestions and answers aloud and have Ss repeat.
- Ask Ss similar guestions and encourage them to answer.

- Ss refer to the story again, read the questions and point to the correct answer.
- 1. No. he doesn't.
- 2. No, she doesn't.
- 3. Yes. he does.
- 5. Yes, she does. 4. No, they don't.

Activity 3 Track 20

- Direct Ss' attention to the first picture and ask *Does he ride his bike to* school? Encourage Ss to answer Yes, he does. Then point to the second picture and ask *Does she take the train to work?* Encourage Ss to answer No, she doesn't. Ask similar questions for pictures c and d.
- Explain to Ss that they will listen to similar exchanges and that they will have to point to the pictures 1-4 according to the order in which they hear the exchanges.
- Play the CD once, pausing after each exchange in order to have Ss point to the correct pictures.

Listening transcript

- 1. A: Does Mona walk to school?
 - B: Yes, she does. She walks to school.
- 2. A: Does Ruan take the bus to school?
 - B: No, he doesn't. He rides his bike to school.
- 3. A: Christina. do uou drive to work?
 - B: No. I don't. I take the bus.
- 4. A: Does Mike ride his bike to work?
 - **B:** No. He drives his car to work.



b. 3 c. 1

Activity 4

• Direct Ss' attention to the two children in the picture and ask them to guess what they are doing. (The boy is asking the girl about what means of transport the members of her family use.)

d. 4

- Read the exchange and have Ss chorally repeat it after you. Explain to Ss what the word work means.
- To help Ss, you could draw the following table on the board:

Does	your father your mother your brother your sister	take the train drive walk ride a bike take the bus	to school? to work?
------	---	--	------------------------

- Divide Ss into pairs and have them do the activity.
- Invite a few pairs of Ss to do the activity in front of the class.

Workbook (OPTIONAL)

Activity 1

- 1. Does... take
- 2. Do... ride 3. Does... walk
- 4. Does... take 5. Do... drive
- doesn't. 2. Yes, they do.

Activity 2

1. No, she

- 3. Yes, he does.
- 4. No, they don't.

Tell Ss to ask some of their family members which means of transport they use every day. e.g. *Do you* (take the train) to work?





• to identify and describe occupations

Vocabulary

Occupations: firefighter, actor, doctor, pilot, artist

Actions: put out fires, save people

Structures

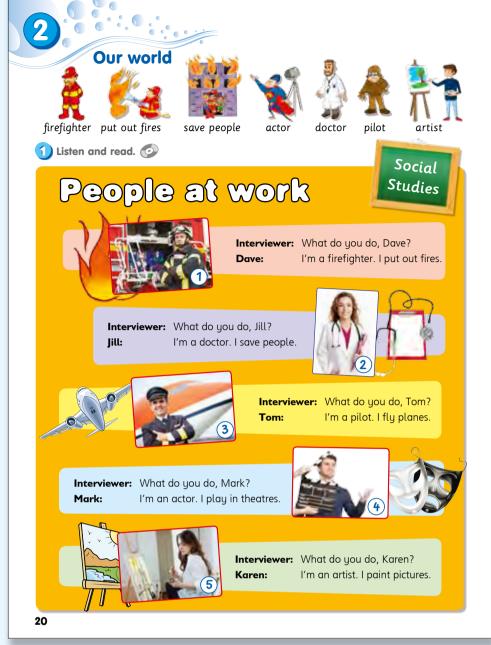
What do you do? I'm a (firefighter). What does (he) do? (He's) a (doctor). I fly - He flies



- flashcards of firefighter, lifeguard, dentist, put out fires, save people
- Blu tack

Revision

- Have Ss open their books at page 18. Play the CD (Track 19) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read.
- Then have some Ss act out the story for the class.



Lesson plan



Warm up

- Stick the flashcards of firefighter, actor, doctor, pilot, artist, put out fires, save people on the board.
- Point to each flashcard, say the word/ phrase and get Ss to repeat a few times after you. Mime the corresponding action/occupation at the same time.

Vocabulary 🕍 Track 21



- Have Ss open their books at page 20. Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point and repeat.
- Say the words again in random order and have Ss repeat and point.

Activity 1





Track 22

• Have Ss look at the presentation and ask them (in L1) what kind of texts they are

- (interviews) and where they would find a page like this one (in a magazine).
- Have Ss look at the pictures and ask them to guess what each person does.
- Play the CD and have Ss follow along silently. Play the CD a second time and encourage Ss to shadow read. The third time you play the CD pause after each phrase for Ss to repeat.
- You may want to assign Ss roles (the interviewer, Dave, Jill, Tom, Mark and Karen) and have some Ss read the interview aloud.
- To check comprehension, ask Ss questions such as the following: What does Dave do? (He's a firefighter.) Does he put out fires? (Yes, he does.) Is Jill a doctor? (Yes, she is. She saves people.) Is Tom a firefighter? (No, he isn't. He's a pilot.) What does he do? (He flies planes.) Is Mark an artist? (No, he isn't. He's an actor.) What does he do? (He plays in theatres.) Is Karen an artist? (Yes, she is.)

What does she do? (She paints pictures.)

Grammar box

- Direct Ss' attention to the grammar box at the top of page 21 and read it aloud. Have Ss repeat.
- Ask Ss what they think What do you do? means and when we use this question. Elicit that we use it to ask about a person's occupation.
- Point out the formation of the third person singular for the verb *fly-flies*.

Activity 5

• Draw Ss' attention to activity 5.

drawings to the class.

- Explain to Ss that they have to write about their drawing in their notebooks.
- Go round the classroom and make sure Ss are using the correct language.
- Have a few Ss come to the front of the classroom and present their work to the rest of the class.



I'm a firefighter. He's

She's

a dentist.

What do you do?

What does

Activity 2

• Explain to Ss that they have to read the previous activity, read the sentences in the activity and say **Yes** if the sentence is true and **No** if the sentence is false.



1. No 2. No

3. No

4. Yes

5. Yes

Activity 3

• Explain to Ss that they will have to read the sentences and point to the corresponding picture



2. e

3. d

5. a 4. b

Activity 4 🏖

- Direct Ss' attention to the children in the picture and ask them to guess what they're doing. (One boy has drawn a picture of a firefighter and he's showing it to the other boy.)
- Read the exchange and have Ss chorally repeat it after you.
- Explain to Ss that they have to choose an occupation and draw it on a piece of paper.
- Divide Ss into pairs or in small groups.
- Ss take turns presenting their drawings and saying a few sentences describing their occupation (what they do or where they work), as in the example.



Workbook (OPTIONAL)

Activity 1

1. ARTIST

- 2. ACTOR
- 3. PILOT
- 4. FIREFIGHTER
- 5. DOCTOR

Activity 2 Track 23



Listening transcript 1. A: What do you do, Sherry? Do you work in a hospital?

B: Yes, I do. I'm a doctor.

- 2. **A:** What do you do, Kevin?
 - **B:** I save people.
 - **A:** Really? Are you a doctor?
 - **B:** No, I'm not. I'm a firefighter. I put out fires.
- 3. A: Craig, what do you do? Are you an actor?
 - **B:** No, I'm not. I fly planes.
 - **A:** Oh! So you're a pilot.
 - B: Yes, I am.



2. b 3. a

Tell Ss to ask some of their family members about their occupation when they go home, e.g. What do uou do?

39





Aims

- to talk about household chores
- to talk about what people want to be when they grow up

Vocabulary

Household chores: clean my room, do the washing-up, make the bed, water the plants, take out the rubbish

Structures

What do you do at home? I (clean my room) and I (take out the



- flashcards of *clean my room, do the* washina-up, make the bed, water the plants, take out the rubbish
- flashcards of firefighter, singer, actor, doctor, artist, pilot
- Blu tack

Revision 🔼





- Play Guess the occupation.
- Place the flashcards of the occupations on your desk face down.
- Divide Ss into two groups.
- Choose four Ss from the first group to come up to the desk and pick a flashcard. The Ss look at the occupation without revealing it to the rest of the class.
- The Ss then have to mime the occupation for a few seconds.
 - When they stop, the second group has to remember and guess the occupation by addressing each of the Ss in the first group and asking them questions like: Do you put out fires / save people / fly planes / paint pictures / play in theatres?
 - Every correct guess earns them a point for their group.
 - If the Ss make a wrong guess, it's the other team's turn to mime.
 - The teams take turns miming and guessing.
 - The group with the most points at the end of the game wins.



Lesson plan



Warm up

- Hold the flashcard of *clean my room*, say the phrase a couple of times and have Ss repeat after you.
- Repeat the procedure with the rest of the chores.

Vocabulary in Track 24



- Point out the chores in the vocabulary section. Play the CD a few times and have Ss point and repeat.
- Say the phrases again in random order and have Ss repeat and point.

Activity 1



- Direct Ss' attention to the picture of the two girls and ask them to guess what they are doing. (They are playing a guessing game.)
- Read the exchanges and have Ss repeat them chorally.
- Direct Ss' attention to the pictures of the different chores. Explain to Ss that they are going to play a game.
- Divide Ss into pairs.
- SA chooses a picture and SB asks questions in order to find out which picture SA has chosen.

- Ss swap turns.
- Go round he classroom and make sure Ss are using the correct language.
- Invite some pairs of Ss to the front of the classroom to present their exchanges.

Activity 2

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to write what they do at home in their notebooks.
- Go round the classroom and make sure Ss are using the correct language.
- Have a few Ss come to the front of the classroom and present their work to the rest of the class.

Ask Ss, when they go home, to say what household chores they do, by pointing to the corresponding place/ object each time, e.g. I make my bed.



Optional 🔀 🖴





Whispers

- Divide Ss into two teams and have each team sit in a circle.
- Stick the flashcards of all the household chores Ss know on the board.
- One S from each group whispers to the S sitting next to him/her a sentence containing one of the phrases from the vocabulary taught in this lesson about a household chore, e.g. I make my bed every day or do the washing-up after lunch. That S whispers the sentence to the S sitting next to him/her and so on.
- The last S has to stand up, go to the board, touch the corresponding flashcard and say the phrase depicted on the flashcard, e.g. make my bed or do the washing-up.

e. 3

- If the S is correct, he/she gets a point for his/her team.
- The team with the most points wins.



Workbook (OPTIONAL)

Activity 1



d. 2

Activity 2 Track 25



Listening transcript

- 1. A: What do they do at home?
 - **B:** They water the plants in the garden.
- 2. A: What does Tina do after lunch?
 - **B:** She does the washing-up. She likes it.
- 3. A: Do you make your bed every day, Clara?
 - **B:** Yes, I do.
- 4. A: What do you do at home, Tom? Do you take the rubbish out?
 - **B:** No, I don't. I clean my room.



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





Aims

- to read about someone's day
- to learn that I is always written with a capital letter
- to write a paragraph about one's
- to revise and consolidate vocabulary and structures learnt in previous



• flashcards of *clean my room, do* the washing-up, make the bed, water the plants, take out the rubbish

Revision

• Play Whispers (TB page 41).

Lesson plan



Warm up

• Play a couple of rounds of the game *Don't break the chain* (TB page 36) to revise everyday activities.

Activity 1



- Direct Ss' attention to the pictures on the page and ask them what the boy is doing in each picture. (In the first one he's doing his homework and in the second one he's playing basketball.)
- Ask Ss to guess which family member is helping him with his homework in the first picture (his father).
- Direct Ss' attention to the daily planner, read it out loud and ask them what they think it is (a list of some of the activities Oleh does on a specific day).
- Point out to Ss that the phrase in the morning refers to the early part of the day, while the phrase before bedtime refers to the later part of the day, before people go to bed.
- Read the text and have Ss follow in their books.
- Ask comprehension questions, such as the following: What time does Oleh get up? (He gets up at seven o'clock.) What does he do after school? (He does his homework.) Does he have breakfast? (Yes, he does.) How does he go to school? (He rides his bike to school.) What sport does he play? (He plays basketball.) What does he do before bedtime? (He always has a shower and brushes his teeth.)
- Direct Ss' attention to the questions in the box and have Ss answer them based on their personal information in their notebook.
- Explain to Ss that they are going to write about their family. For Ss that have the Workbook, they can turn to page 14 of their Workbook. For Ss that don't have this component. they can write their project in their notebooks.



Writing tip

- Direct Ss' attention to the box with the Writing tip. Read the writing tip out loud and explain it to Ss. Then read the examples.
- Write the sentences below on the board and have Ss copy them and fill in the I.
 - do my homework after school.
 - ____ walk to school and ____ take the bus to basketball.
 - ____ eat dinner at a restaurant with my family.
 - _ have a shower before bedtime.
- Have Ss compare answers in pairs, then check as a class.



Writing tip

- I is always written with a CAPITAL letter.
 - I have breakfast with my family. After school, I do my homework.
- Always use a question mark (?) at the end of a question.

What do you do in the morning?



- Arrange the chairs in a circle and ask Ss to sit down.
- Tell Ss that you are going to ask some questions. These questions can be about the everyday activities they do, how they get to school or what chores they do at home.
- Explain to Ss that they will have to answer *yes* or *no* to these questions. All Ss who answer *yes* will have to get up and change seats. The Ss that answer *no* remain seated.
- Stand in the middle of the circle. Ask Ss *Do you walk to school?* Encourage Ss who say *yes* to stand up and change seats.
- Do that a couple of times with questions such as *Do you clean your* room every day? Do you have a shower before bedtime?
- The third time you ask a question, while the Ss that answered *yes* are switching seats, quickly sit in one of the empty seats. The S left standing has to take your place in the middle of the circle and ask the questions in the next round.



Workbook (OPTIONAL)

Activity 1

- 1. **I** get up at six o'clock every day.
- 2. In the morning, I have cereal for breakfast.
- 3. After school, **I** play basketball.
- 4. Before bedtime, I have a shower.
- 5. **I** go to bed at nine o'clock.

Activity 2

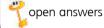
- 1. I get up at seven o'clock in the morning.
- 2. Do you walk to school?
- 3. What does he do? He's a dentist.
- 4. What do you do at home?

Activity 3





- For Ss who haven't got the Workbook, they can do the Project on a piece of paper.
- Ask a few Ss to read their projects aloud.







Aims

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures learnt in previous lessons



- flashcards of different occupations
- blown-up colour photocopies of Storu time What do you do?
- props for acting out the story: a white lab coat, a firefighter's helmet, a chef's hat and a wooden spoon, construction paper cat's ears attached to a headband with tape
- Blu tack
- sticky labels with the occupations of firefighter, dentist, actor, doctor, teacher, chef, pilot, artist written on them (one per

Revision



- Write a few sentences on the board e.g. i get up at eight o'clock. Before bedtime, i have a shower. In the morning, i brush my teeth.
- Ask different Ss to come to the board and correct the sentences, e.g. **I** get up at eight o'clock.

Before bedtime, **I** have a shower.

In the morning, I brush my teeth.

 Ask different Ss to read their projects from the previous lesson.

.esson plan



Warm up

- Stick the flashcards of the different occupations they already know on the board (doctor, firefighter, pilot, actor,
- Choose one of the flashcards without revealing it to Ss. Give Ss clues about the occupation you've chosen,

e.g. He saves people and animals. He puts out fires. Have Ss guess who it is by calling out the occupation.

Vocabulary Track 26



• Point out the occupations/actions in the





I get up at seven



vocabulary section. Play the CD a few times and have Ss point and

• Say the words/phrase again in random order and have Ss repeat and point.

Activity 1



Track 27

Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss they will listen to and read a story with the title What do you do?
- Discuss the title of the storu.
- Ask Ss which occupations they recognise in the pictures.
- Ask Ss to look at the pictures and guess what the story is going to be
- Elicit answers but do not correct Ss at this stage.

While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Check Ss' predictions.
- Play the CD again and ask Ss to point to each speech bubble and follow
- Talk about what happens in each frame.

Frame 1: It's career day at school and the Ss have brought their parents to school to talk about their occupations to the class. First Kerry's mum, who is a dentist, tells the Ss about a typical day in her occupation. The yellow goldfish is listening to Kerry's





mum attentively and thinks of itself as a dentist too. The orange goldfish is indifferent.

Frame 2: Joey's dad, who is a firefighter, is next to talk about a typical day in his life. The yellow goldfish now sees itself as a firefighter. The orange goldfish is getting annoyed now.

Frame 3: Then Monica's mum, a chef, talks about her typical day. The yellow goldfish changes its mind once again and thinks of itself as a chef now. The orange goldfish is getting angry with the yellow fish for going on and on.

Frame 4: The yellow goldfish asks Dexter, the orange goldfish, how it thinks of itself and Dexter answers it sees itself as a cat, implying it would like to eat the yellow goldfish so that it can finally stop talking.

• Play the CD again and invite Ss to shadow read.

• 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: What does Kerry's mum do? (She's a dentist. She fixes people's teeth.) What time does she get up? (She gets up at 7 o'clock.) Does she drive to work? (No, she doesn't. She takes the train.)

Frame 2: What does Joey's dad do? (He's a firefighter. He puts out fires and saves people.) Does he take the bus to work? (No, he doesn't. He drives to work.)

Frame 3: Where does Monica's mum work? (She works in a restaurant.) Is she a chef? (Yes, she is.)

Does she walk to work? (No, she doesn't. She takes the bus to work.) What does the yellow goldfish think about? (It thinks it is a chef too.)

Frame 4: What does Dexter think it is? (It sees itself as a cat.)
Is Dexter happy? (No, it isn't.)

- Divide Ss into groups of seven and have them act out the story. Tell Ss to rotate roles so that every S gets a chance to play each of the characters and narrator.
- Invite some groups to perform for the whole class. You may also give them props (refer to the materials section).

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, Why is every job important? Can you give some examples of professions and their importance to society?, etc.



Optional

What do I do?

- Stick a label with an occupation written on the forehead of each S.
- Make sure to tell Ss not to reveal which occupation their classmates have on their foreheads.
- Explain to Ss that they will be given a few minutes to walk around the class, taking turns to ask and answer questions in order to find the occupation they have on their foreheads, e.g. Do I work in a restaurant? Do I work in a hospital?
- When the time is over, Ss have to line up in front of the board and say what their occupation is.



Workbook (OPTIONAL)

3. b, f

Activity 1

. c, e 2. a, d

Activity 2

- 1. eight o'clock
- 2. at work
- 3. the bus



Phonics



Language focus

Aims

- to practise the pronunciation of r blends
- to sing a phonics chant

Vocabulary

pretty, brush, crayon, grey, fruit, tree, drink

Phonics

r blends: pr, br, cr, gr, fr, tr, dr



Materials

- blown-up colour photocopies of Story time What do you do?
- props for acting out the story: a white lab coat, a firefighter's helmet, a chef's hat and wooden spoon, construction paper, cat's ears attached to a headband with tape
- flashcards of pretty, brush, crayon, grey, fruit, tree, drink
- phonics cards of pretty, brush, crayon, grey, fruit, tree and drink (The phonics cards are on the Teacher's Resource CD/CD-ROM.)
- Blu tack
- scissors (one pair for each pair of Ss)

Revision

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Ask Ss to tell you what they remember from the story.
- Have Ss open their books at pages 24-25. Plau the CD (Track 27) and have Ss follow along in their books.
 - Play the CD again and encourage Ss to shadow read.
 - Then have some Ss act out the story for the whole class.

.esson plan



Warm up

• Write the r blends (pr, br, cr, gr, fr, tr, dr) on the board. Under each blend, stick the flashcards of the words that begin with that blend.





26

- Point to pr and say /pr/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (pretty) and say it aloud, having Ss repeat after you.
- Repeat the same procedure with the rest of the blends.

Activity 1 in Track 28



- Play the CD and have Ss listen and point the first time.
- Play the CD again and have Ss listen, point and repeat.

Listening transcript

pr/pr/, /pr/, pretty br /br/, /br/, brush cr /cr/, /cr/, crayon gr /qr/, /qr/, grey fr /fr/, /fr/, fruit tr /tr/, /tr/, tree dr /dr/, /dr/, drink

Activity 2 Track 29



• Direct Ss' attention to the picture and ask Ss What is the boy doing?

Encourage Ss to answer He's getting dressed, he's brushing his teeth, he's having breakfast. Then ask Ss What is he having for breakfast? (Bread, an apple and an orange, and he's drinking milk.).

- Explain to Ss that they are going to listen to a chant and that they will have to say all of the r blends they hear in the song.
- Play the chant once and have Ss listen and follow along in their books.
- Play the chant again, pausing after each line for Ss to say the r blends.
- Then play the chant once more and encourage Ss to chant along.

dressed, brush, breakfast, bread, fruit, Drink



TPR Activity

- Ask Ss to take out the *pretty, brush, crayon, grey, fruit, tree* and *drink* phonics cards.
- Explain that they have to chant while raising the corresponding card each time.
- You can divide Ss into two teams. One team raises the phonics cards of *drink* and *fruit* while chanting the lines of the chant that mention these blends, and the other team raises the phonics card of brush while chanting the lines that mention this blend.
- Ask Ss to act out the chant too, e.g. mime getting dressed, brushing their teeth, having breakfast, drinking milk.



Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker / piece of chalk.
- Call out one of the r blends (pr, br, cr, gr, fr, tr, dr), e.g. pr and have Ss write a word beginning with that blend on the board, e.g. pretty.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.



Optional 2

Written whispers

- Stick the flashcards of pretty, brush, crayon, grey, fruit, tree, drink on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player in each team, who should be facing you and the board.
- Give the first S standing in each line the phonics cards of pretty, brush, crayon, grey, fruit, tree, drink.
- Make sure that the side with the picture is face-up and the side with the word is face-down.
- When everybody is ready, point to a flashcard, e.g. fruit. The players facing you must show you the correct phonics card fruit.
- Then, instead of whispering the word down the line, they pass the word, e.g. fruit by writing it with their index fingers on the back of the person in front of them until it reaches the last S in line.
- The last player on each team must touch the flashcard of *fruit* and say the word (fruit). If he/she does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Workbook (OPTIONAL)



£	T	Р	B	I	P	G	C	J
	R	N	R	Χ	R	W	R	D
	Е	А	U	Ε	Е	В	А	R
	E	S	S	R	Т	R	Υ	I
	J	Q	Н	Κ	Т	E	0	N
	Z	G	R	Е	Y	А	N	K
	Q	ı	Ε	Т	U	D	Ν	Ν
	S	Κ	F	R	U	ı	T	R

- 5. bread 1. fruit
- 2. drink 6. pretty
- 3. tree 7. brush 4. crauon 8. areu

Activity 2



Track 30

Listening transcript

- 1. dress, dress bread, bread drink, drink
- 2. grey, grey green, green tree, tree
- 3. pretty, pretty brown, brown brush, brush



2. tree 1. bread 3. prettu

Revision

Language focus

Aims

• to revise and consolidate vocabularu and structures learnt in previous lessons



Materials

- phonics cards of pretty, brush, crayon, grey, fruit, tree and drink (one set per S)
- Blu tack
- word cards of do my homework, brush my teeth, have a shower, get dressed, have lunch, walk, ride my bike, take the bus, take the train, drive
- strips of paper with different everyday activities written on them, e.g. take the bus to school, have a shower before bedtime, aet up at seven o'clock, ao to bed at ten o'clock, have cereal for breakfast, play basketball after school, ride your bike to school, do your homework after school, get up at seven o'clock, brush your teeth in the morning (one per S)
- a bag

Revision

• Play the chant *In the morning* in the SB on page 26 and have Ss chant and do the TPR activity (TB, page 47).







Revision 2



Yes No



No

Yes

Yes Nο

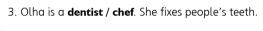


1. I'm a firefighter / pilot. I fly planes.





2. Tom is an actor / artist. He paints pictures.







4. Vlad is a doctor / teacher. He saves people.



Lesson plan



Warm up

• Play Hot card pantomime with the word cards of different everyday activities (TB page 35).

Activity 1 🥟 Track 31



- Direct Ss' attention to the pictures of the children and encourage them to say the everyday activities depicted in the pictures. (1. do homework, 2. brush my teeth, 3. get up, 4. ride my bike, 5. walk to school, 6. eat cereal/breakfast)
- Explain to Ss that they will listen to six exchanges and that they will have to say **Yes** or **No** according to whether the everyday activities mentioned correspond to the pictures or not.

- Play the CD pausing after each exchange so that Ss have the time to point to the correct answer and say **Yes** or **No**.
- Play the CD again and have Ss check their answers.

Listening transcript

- 1. **A:** Kelly, do you do your homework after school?
 - **B:** No, I don't. I have a shower after school.
- 2. **A:** Brian, do you brush your teeth in the morning? **B:** Yes, I do. I brush my teeth in the morning.
- 3. **A:** What time do you get up every morning? **B:** I get up at eight o'clock.
- 4. **A:** What do you do after school? Do you ride your bike?
 - **B:** No, I don't. I play baseball with my friends.
- 5. **A:** Do you walk to school in the mornings, Sam?
 - **B:** No, I don't. I take the bus to school.
- 6. **A:** Do you eat breakfast in the morning? **B:** Yes, I do. I eat cereal with milk in the morning.
- 1. No 2. Yes 3. No 4. No 5. No

Activity 2

• Explain to Ss that they will have to look at the pictures, choose the correct













do my homework brush my teeth have a shower

get dressed

have lunch

take the bus









Say the jobs and the actions.



















teacher

clean my room



water the

take out the

chef

do the washing-up

bed

make the

plants



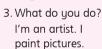
rubbish



1. He does his homework every day.







4. What do you do at home? I clean my room.

28

word in the sentence and say the sentences.



Aim:

2. artist

3. dentist

4. doctor

Now I can



• 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.

Activity 1

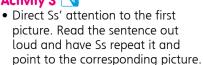


- Holding up the SB, point to the pictures of the everyday activities and encourage Ss to say them out loud.
- Have Ss point to the pictures as they say each word/phrase.
- Do this with all of the words/phrases.

Activity 2

• Follow the same procedure as in Activity 1.

Activity 3



• Do this with the rest of the sentences / questions and answers.

Optional *****



Do you get up at 7 o'clock?

- Put the strips of paper in a bag.
- Draw a strip of paper from the bag, e.a. *aet up at seven o'clock.* Ask different Ss Do you get up at seven o'clock? until you find one that says *yes*. Write the question on the board.
- Explain to Ss that they will each draw a strip of paper from the bag and go around asking questions looking for a classmate that does what is written on the strip.
- Have Ss come up to the front of the class one by one and pick a strip of paper out of the bag. When all Ss have got a strip of paper, say Go! and have them mingle and ask questions.
- After a few minutes, stop Ss and ask them to report whether they found one classmate that does the activity on their slip of paper, e.g. John gets up at seven o'clock.
- The Ss that find a classmate who answers *yes*, win a point.
- After each round of the game have Ss return the strips and draw new ones.



Before leaving



• Play the song *Mike's day* (Track 16) and have Ss mime the everyday activities mentioned in the song as they sing along.



Workbook (OPTIONAL)



Activity 1 1. brushes

2. do

3. has 4. play



Activity 3 1. dentist - c

2. teacher - a

4. Do... take - a

5. Does... take - e

3. pilot - b



Activity 2 1. Do... walk - d

2. Do... drive - c

3. Does... ride - b





Aims

• to provide Ss with cross-cultural information

Vocabulary

metro, funicular, tram, line, station, double-decker



- photos of different means of transport Ss are familiar with (car, train, bus)
- plain A4 paper (enough for all Ss)

Lesson plan





- Hold the flashcard of metro, say the word a couple of times and have Ss repeat after you.
- Repeat the procedure with the rest of the words.

Vocabulary



Track 32

- Have Ss open their books at page 29 and point out the words in the vocabulary section.
- Play the CD and have Ss point to the words and repeat.
- Say the words in random order and have Ss repeat and point.

Activity 1 Track 33



- Direct Ss' attention to the pictures in the activity and ask them to say what they depict. (The pictures depict different means of transport people use.)
- Play the CD and have Ss shadow read (read along with the CD).
- Play the CD once again, only this time ask the Ss to point to the pictures that show each means of transport.
- Ask Ss questions, in L1, if necessary: What can you see in the streets of Kuiv? (You can see many cars, buses, the funicular and trams.) Where does the funicular take you? (It takes you from Old Kyiv to Podil.) What other means of transport is there? (There is the Kyiv Metro.) How many lines has the Kyiv Metro got? (It has got 3 lines.) How many stations has the

world 1













funicular

tram

double-decker



1) Listen and read. 👩

Means of Transport

Kyiv, Ukraine

There are many ways to get around Kyiv. You can see manu cars, buses, a funicular and trams. The funicular takes you from Old Kuiv to Podil. There is the Kuiv Metro too! The Kyiv Metro has got 3 lines and 52 stations! Do you take the Metro?

London, the UK

You can see cars and buses on the streets in London too! Most buses are red. They are the double-decker buses! There is also the Underground. It has got 270 stations and 11 lines.



Read and say Yes or No.

- 1. The funicular takes you from Old Kyiv to Podil.
- 2. The Kuiv Metro has got 11 lines and 52 stations!
- 3. Most double-decker buses are
- 4. The Underground has got 270 lines and 11 stations.
- Choose one means of transport in activity 1. Draw it and write about it.



Kyiv metro got? (It has got 52 stations.) What colour are the buses in London? (Most buses are red. They are the double-decker buses.) How many stations has the Underground got? (It has got 270 stations.) How many lines has it got? (It has got 11 lines.)

Activity 2

- Draw Ss' attention to activity 2.
- Explain to Ss that they have to refer to activity 1, read the sentences in activity 2 and say Yes or No accordingly.



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

Activity 3



- Tell Ss to draw a means of transport from activity 1 on a piece of paper and write a few sentences about it, e.g. This is a ... It is (big). It is (blue).
- Choose a few Ss to show their drawings and read their sentences aloud.



Workbook (OPTIONAL)

😕 1. a 2. b 3. e 4. f 5. c 6. d. 👛 1. metro



- **Activity 2**
- 2. funicular 3. trams
- 5. double-decker

4. stations, lines



















ou can help!

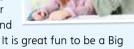
You can help animals!

'Friends of Animals' help animals find food and water. They find a place for them to sleep too! Animals are our friends and we can help them be happy.



You can help kids and be a Big Brother or a Big Sister to them!

'Big Brothers Big Sisters' help kids. You can go to the cinema and to playgrounds with your 'brother' or 'sister'! You can play in parks and



you can help them do their homework too! It is great fun to be a Big Brother or a Big Sister.



Read activity 1, choose and say.

- 1. We can play in parks.
- 2. We can go to the cinema.
- 3. We can help animals.
- 4. We can give water to animals.
- 5. We can go to playgrounds.

Friends of Animals

Big Brothers Big Sisters

Language focus

Aims

• to provide Ss with cross-curricular information on social studies

Vocabulary

Nouns: food, place, water Verbs: help, sleep, find



Materials

• flashcards for food, place, help, sleep, find, water

Lesson plan



• Stick the flashcards on the board one by one and say the words. Ask Ss to repeat after you.

Vocabulary 🦃 Track 34



- Have Ss open their books at p.30.
- Point out the words in the vocabulary section. Play the CD a few times and

Smart time

have Ss point to the corresponding pictures and repeat.

• Say the words again in random order and have Ss point and repeat.

Activity 1 🝟



Track 35

- Direct Ss' attention to the pictures in the activity and ask them to tell you what they depict. (The pictures depict what people do in two different organisations that promote community volunteering.)
- Ask more questions to help children understand the meaning of volunteering, for example, *Is it* important to help other people? (Yes, it is important to help each other.)
- Play the CD and have Ss shadow read (read along with the CD).
- Play the CD once again, only this time ask the Ss to point to the pictures that show each organisation.
- Ask Ss questions, in L1 if necessary: What do people in 'Friends of Animals' do? (They help animals find food, water and a place for them to sleep.) What do people in 'Big Brothers Big Sisters' do? (They help children.) What do the children do with their 'brother' or their 'sister'? (They go to the cinema and to playgrounds, play in parks and the 'brother' or 'sister' helps them with their homework.)
- Ask Ss if they are volunteers in an organisation.
- Choose a few Ss to read the texts aloud.

Activity 2

• Explain to Ss that they have to read the sentences, refer to the texts in activity 1 and point to the organisation _ឆ they refer to.

1. Big Brothers Big Sisters Brothers Big Sisters 3. Friends of Animals 4. Friends of Animals 5. Big Brothers Big Sisters

Workbook (OPTIONAL)



HORIZONTALLY: help, sleep, find,

VERTICALLY: food, place

Activity 2

1. F 2. B 3. F 4. B