



# Out and about 3

## Sing a song



playing the guitar



playing volleyball



playing tennis



hitting the ball



throwing the ball

### 1 Listen and point. Then sing.



#### Having fun

I am running, you are jumping  
And you're hitting the ball.  
We are having fun together.  
Play with us, Paul!

Sue is dancing. Pete is singing  
And he's playing the guitar.  
Sam and Matt are playing tennis.  
Let's play tennis with them, Nazar.

### Grammar

I'm  
He's  
She's  
We're  
You're  
They're

playing.

I'm = I am  
He's = He is  
She's = She is  
We're = We are  
You're = You are  
They're = They are

I - me  
you - you

he - him  
she - her

it - it  
we - us

you - you  
they - them

### 2 Draw, write and say.

They're  
playing  
tennis. Look  
at them.



## Workbook (OPTIONAL)

### Activity 1

1. is
2. am
3. are
4. are

### Activity 2

1. them
2. her
3. us
4. him
5. it
6. me

### Activity 3

1. They're playing volleyball.
2. He's throwing the ball.
3. She's playing tennis.
4. She's playing the guitar.

Tell Ss to point to their family members when they go home and say what each person is doing at that moment, e.g. *She is (playing the guitar).*



## Optional



### Group pantomime

- Divide Ss into groups of four.
- Place the flashcards of the actions taught in the vocabulary section face down on your desk.
- In turns, call up each group and have one S in the group pick up a flashcard without revealing it to the other groups.
- The S shows the flashcard to his/her group and they all mime the action on the flashcard, while the other groups take turns guessing what the Ss are doing, e.g. *They're (playing the guitar).* Look at them.
- Every correct guess earns the 'guessing team' one point. Whenever the Ss in a group guess correctly, they get a chance to mime.
- The group with the most correct guesses wins.



## Before leaving

- Play the song *Having fun* (Track 37) and have Ss sing along and do the actions.

# 3 Smart kids

## Language focus

### Aims

- to identify animals
- to learn how to form plural nouns

### Vocabulary

**Animals:** horse, sheep, goat, mouse, cow, wolf

**Place:** farm

**Verb:** eat

### Structures

Plural form of regular and irregular nouns

How big is it? It's (173 cm tall).

Are you (eating a tomato)?

Yes, I am. / No, I'm not.

Are they (playing)?

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

They aren't (playing).

## Materials

- flashcards of *horse, sheep, goat, mouse, cow, wolf, eat, farm*
- plain A4 paper (enough for all Ss)
- coloured pencils / markers
- Blu tack

## Revision

- Play the song *Having fun* in the SB on page 31 (Track 37) and ask Ss to sing along.

## Lesson plan

### Warm up

- Stick the flashcards of *horse, sheep, goat, mouse, cow, wolf, eat* and *farm* on the board. Point to each one, say the word and encourage Ss to repeat after you.

### Vocabulary Track 38

- Have Ss open their books at page 32. Direct Ss' attention to the vocabulary section at the top of the page.
- Play the CD and have Ss point and repeat.
- Say the words again in random order and have Ss repeat and point.

### Activity 1 Track 39

- Have Ss look at the presentation and ask them where Anna and Greg are. (They're on a farm.)

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## Smart kids

horse

sheep

goat

mouse

cow

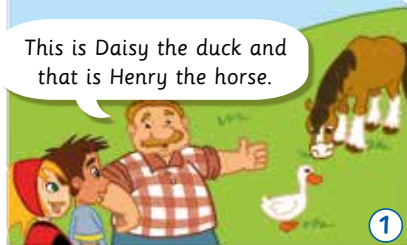
### 1 Listen and read.

Greg and Anna are on Uncle Sam's farm.

How big is the horse, Uncle Sam?

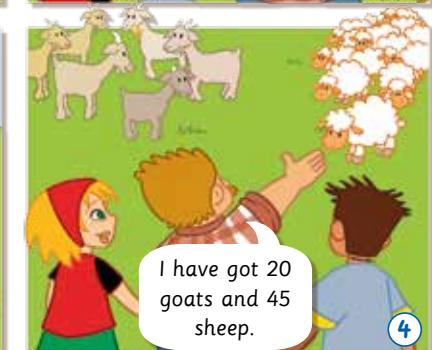
It's 173 cm tall. I have got 10 ducks and 15 cows too.

This is Daisy the duck and that is Henry the horse.



Are you giving the ducks tomatoes?

Yes, I am. They love them!



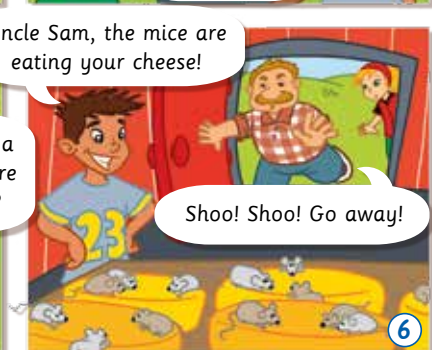
I have got 20 goats and 45 sheep.

I make cheese from the milk. It's delicious!

Uncle Sam, the mice are eating your cheese!



Look, Greg, a mouse. Where is it going?



Shoo! Shoo! Go away!

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- Ask Ss to tell you what they think is happening. (The farmer is showing all the animals on the farm to the children.)
- 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.
- Play the CD once more, pausing after each phrase for Ss to repeat.
- Model acting out the dialogue with two Ss. Choose three Ss to act it out for the class. Then have Ss act out the dialogue in groups of three.
- In turns, have pairs of Ss perform for the whole class. Repeat until all Ss have had a chance to perform.

### Grammar box

- Point to your desk and say *a desk*. Point to two desks and say *two desks*. Write the two phrases on the board and do the same with other classroom objects Ss know, e.g. *book(s), pen(s)*, etc. Elicit that most nouns form their plural by adding *-s* to the end of the word.
- Direct Ss' attention to the grammar box at the top of page 33.
- Read the left column and have Ss repeat.
- Read *tomato - tomatoes* and have Ss repeat. Point out that nouns ending in *-s, -ss, -sh, -ch, -x, -o* take *-es* in the plural.
- Read *wolf - wolves* and have Ss repeat. Point out that nouns ending in *-f*, take *-ves* in the plural.
- Read *mouse - mice, sheep - sheep* and *child - children* and have Ss repeat. Point



## Grammar



wolf eat farm

duck - ducks  
goat - goats  
cow - cows

tomato - tomatoes  
wolf - wolves

mouse - mice  
sheep - sheep  
child - children

How big is it? It's 173 cm tall.

Are you eating a tomato? Yes, I am. / No, I'm not.

Are they playing? Yes, they are. / No, they aren't.

They aren't playing.

### 2 Read activity 1 and say.

1. Greg and Anna are on Uncle Sam's ...
2. Uncle Sam has got one ...
3. Uncle Sam's ducks love ...
4. Uncle Sam has got 15 ..., 20 ..., and 45 ...
5. The ... are eating Uncle Sam's cheese.

### 3 Listen and point.



1.



2.



3.



4.



5.

### 4 Draw your own farm. Then ask and answer. Write about your partner's farm in your notebook.

What animals are there on your farm?



There are five sheep, six chickens and one cow.

out that these nouns have irregular plural forms. Give Ss more examples of regular and irregular plural forms of nouns.

- Read the rest of the questions and answers and explain that we use *How big...?* to ask about the size. Point out how the question form, short answers and the negative form of the Present Progressive are formed. Give Ss more examples.

#### Activity 2

- Explain to Ss that they have to refer to activity 1 to complete the sentences orally.
- Have Ss compare their answers in pairs first, then check Ss' answers as a class.

1. farm 2. horse 3. tomatoes 4. cows, goats, sheep 5. mice

#### Activity 3 Track 40

- Direct Ss' attention to the pictures and ask Ss what the animals/people depicted are doing.
- Explain to Ss that they will listen to five exchanges and they will have to point to the correct picture according to what they hear in the transcript.
- Play the CD and have Ss listen to each exchange (more than once if necessary) and ask Ss to point to the correct pictures.
- Have Ss compare their answers in pairs first, then check as a class.

#### Listening transcript

1. **A:** *Is he playing basketball?*

- B:** *No, he isn't. He's playing football.*
2. *They aren't running. They're eating tomatoes.*
  3. *She isn't sleeping. She's singing.*
  4. **A:** *Are they eating?*  
**B:** *No, they aren't. They're running.*
  5. *He isn't painting. He's climbing a tree.*

4, 1, 3, 2, 5

#### Activity 4

- Direct Ss' attention to the children and ask them to guess what they are doing. (The boy is holding a drawing of his farm and he is answering the girl's questions about it.)
- Read the dialogue and have Ss chorally repeat it after you. Have individual Ss model the dialogue.
- Divide Ss into pairs.
- Explain that they have to draw a picture of their farm and show it to their partner. Their partner has to ask questions about the animals on the farm. Ss swap roles.
- Have pairs of Ss present the dialogue to the rest of the class.

## Workbook (OPTIONAL)

### Activity 1

1. cows
2. ducks
3. children
4. horses
5. sheep
6. mice
7. wolves
8. tomatoes

### Activity 2 Track 41

#### Listening transcript

1. **A:** *Can you see the ducks?*  
**B:** *Where? Are they eating?*  
**A:** *No, they aren't. They're in the river.*  
**B:** *Oh, yes, I can see them swimming.*
2. **A:** *Can you see my horse?*  
**B:** *Is it eating?*  
**A:** *No, it isn't. It's running!*  
**B:** *Wow!*
3. **A:** *And these are my goats.*  
**B:** *Wow! How many are there?*  
**A:** *I've got twenty goats.*  
**B:** *Look at them jumping!*

1. a 2. b 3. b

### Activity 3

1. isn't dancing, is playing the guitar
2. aren't climbing, are running
3. isn't hitting, is throwing the ball
4. isn't drinking, is eating

Tell Ss to point to different objects they have learnt when they go home and say their plural form, e.g. *They're (books).*

# 3 Our world

## Language focus

### Aims

- to identify information signs
- to give and follow orders

### Vocabulary

**Nouns:** sign, mobile phone

**Verbs:** drink

**Phrasal verb:** turn off

**Phrases:** throw rubbish in the rubbish bin, take photos

### Structures

Turn off your mobile phones.  
Don't (take photos).

## Materials

- flashcards of *sign, throw rubbish in the rubbish bin, mobile phone, drink, turn off, take photos*
- sheets of different colour construction paper (one for every four Ss)
- markers / coloured pencils

## Revision

- Have Ss open their books to page 32. Direct their attention to activity 1.
- Play the CD (Track 39) 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.

## Lesson plan

### Warm up

- Hold up the flashcards of the words/phrase/phrasal verb in the vocabulary section and say them out loud. Repeat twice and have Ss repeat after you the second time.

### Vocabulary Track 42

- Have Ss open their books at page 34.
- Play the CD and have Ss point to the correct picture and repeat.
- Say the words/phrase/phrasal verb again in random order and have Ss repeat and point.

3

## Our world



sign



throw rubbish in the rubbish bin



drink



turn off



mobile phone



take photos

1 Listen and read. Then point to the signs and say.

Social Studies

## Follow the signs

Mrs Jenkins' class is at the museum today.

**Mrs Jenkins:** Children, look at this sign. What does it say?

**James:** No mobile phones?

**Mrs Jenkins:** Yes! Turn off your mobile phones. What about this one?

**Wendy:** Don't eat or drink.

**Mrs Jenkins:** Yes! There is a restaurant in the museum. Look! Go straight, then turn right. You can eat and drink there. Then, throw your rubbish in the rubbish bins. Last sign, can you tell me what it says?

**Claire:** Don't take photos.

**Mrs Jenkins:** Yes! Now let's have some fun!



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### Activity 1 Track 43

- Have Ss look at the presentation and ask them what the text is about. (A school trip to the museum, information signs found there and what they mean.)
- Point to each picture and encourage Ss to identify the place the children and teacher are. (They're at the museum.)
- Play the CD and encourage Ss to shadow read.
- Explain to Ss that they have to point to the signs and say what information they depict.
- Have Ss compare their answers in pairs first, then check as a class.

**From top:** turn off mobile phones, no eating or drinking, you can eat here, throw rubbish in rubbish bins, and don't take photos

### Grammar box

- Direct Ss' attention to the grammar box at the top of page 35.
- Read the sentences out loud and have Ss repeat.
- Ask Ss if they have any rules at home and encourage them to tell you what the rules are. Write Ss' ideas on the board, e.g. *Clean your room. Do your homework. Brush your teeth in the morning.*
- Point out that *don't* is the short form of *do not*.

## Grammar



Turn off your mobile phones.



Don't take photos.

don't = do not

### 2 Listen and point.



1.



2.



3.



4.



5.

### 3 Say and do.



Throw rubbish in the rubbish bin.

### 4 Write your own class rules in your notebook. Then report to the class.



Don't run in the classroom.

### Activity 2 Track 44

- Hold up your book and point to the first picture. Ask Ss to tell you which rule the sign represents. (Don't eat or drink.)
- Explain to Ss that they will listen to similar rules and they will have to point to the correct sign in the order they hear each rule.
- Play the CD, pausing after each sentence so that Ss have enough time to point to the correct sign.
- Play the CD again so that Ss can check their answers.
- Have Ss compare their answers in pairs first, then check as a class.

#### Listening transcript

1. You can eat here.
2. Turn off your mobile phones in the cinema.
3. Throw rubbish in the rubbish bin.
4. Don't eat in class.
5. Don't take photos in the museum.



1. picture 3
2. picture 4
3. picture 2
4. picture 1
5. picture 5

### Activity 3

- Direct Ss' attention to the children and ask them what they are doing. (The girl is giving orders to the boy and the boy is carrying them out.)
- Divide Ss into pairs and have them take turns giving orders and following them.
- Have some pairs of Ss present their exchanges in front of the class.

### Activity 4

- Direct Ss' attention to the girl and ask them to guess what she is doing. (She is reporting to the class the rules she has made.)
- Divide Ss into pairs and ask them to make their own class rules in their notebooks.
- Have some pairs of Ss report their rules to the class.



### Optional Make a rules poster

- Divide the class into groups of four.
- Ss in each group have to write one of the rules from activity 4 on a sheet of construction paper.
- Explain to Ss that each group has to decorate the sheet with their rule as well.
- Collect all the rules and put them up on the board/wall before Ss leave.



### Workbook (OPTIONAL)

#### Activity 1



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

#### Activity 2



- a. Turn off your mobile phone.
- b. Don't throw your rubbish.
- c. Eat here.
- d. Don't take photos.
- e. Don't eat or drink.
- f. Throw your rubbish in the rubbish bin.

Tell Ss to say what rules they have to follow at home, when they go home, e.g. *Don't (throw rubbish in the house).*



# 3 Let's play

## Language focus

### Aims

- to tell the time

### Vocabulary

It's (six) o'clock.  
 It's a quarter to (three).  
 It's a quarter past (eleven).  
 It's half past (seven).

### Structures

What's the time?  
 It's (a quarter to/past three).

## Materials

- scissors (one pair for every pair of Ss)
- cut-outs from WB page 87 / TB page 156

## Revision

- Divide Ss into groups of 4.
- Tell them that they need to decide on a place and write out all the rules that apply to that place.
- Then, the groups take turns to present the rules and invite the rest of the class to guess the place.

## Lesson plan

### Warm up

- Draw some clocks on the board and encourage Ss to tell you the different times (o'clock, half past...), e.g. *It's one o'clock. It's half past one.*
- Change the time on one clock to show a quarter past one.
- Point to the clock and say *What's the time? It's a quarter past one.* Have Ss repeat.
- Change the time on another clock to show a quarter to two.
- Point to the clock and say *What's the time? It's a quarter to two.* Have Ss repeat.
- Change the hands on the clock to show a quarter to seven and a quarter past four and have Ss repeat each time.

### Vocabulary Track 45

- Have Ss open their books at page 36.

# 3 Let's play



It's six o'clock.



It's half past seven.



It's a quarter to three.



It's a quarter past eleven.

### 1 Play.

What's the time?

It's a quarter past four.

Where are you?

I'm at the cinema.

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- Direct Ss' attention to the vocabulary section at the top of the page.
- Play the CD and have Ss repeat.
- Say the phrases in random order and have Ss repeat and point.

### Activity 1

- Direct Ss' attention to the two children in the photos and ask Ss to guess what they're doing. (They are playing a card game.)
- Read the exchange and have Ss repeat it. Have individual Ss model the exchange.
- Divide Ss into pairs.
- Ask Ss to cut out page 87 from the back of the Workbook. For Ss that don't have the Workbook, photocopy this page (TB p.156) or print it out from the *Teacher's Digital Resources* and give it to them.
- Explain to Ss that they have to cut out the pictures and place them on their desk. SA places the cards face-up on the desk while SB puts them face-down in two piles (one of the clocks and one of the places). SB picks a card from each pile, without showing them to SA, and answers SA's questions. SA has to find the pictures SB is holding.
- Model how the game is played with a S.
- Ss swap roles.
- If time permits, have some pairs of Ss play the game in front of the class.



## Optional

### Time whispers

- Draw two big clocks on the board spaced apart from each other. Fill in the numbers only, not the hands.
- Divide Ss into two teams and have them stand in two lines facing the board.
- Explain to Ss that you are going to whisper a time to the last Ss in each line.
- On your cue, both of the last Ss will then have to whisper the time to the person in front of them and Ss will have to continue passing it on down the line by whispering.
- Once the time reaches the first S standing directly in front of the board, s/he has to fill in the clock with the correct time as fast as he/she can.
- The team to do this the fastest and correctly wins a point.
- After each round, have the last S go to the front of the line.
- Repeat until all Ss have come to the front of the line. The team with the most points wins.



## Workbook (OPTIONAL)



### Activity 1

1. e    2. d    3. a    4. c    5. b



### Activity 2

1. The small hand is on 3 and the big hand is on 12.
2. The small hand is between the 11 and the 12 and the big hand is on 6.
3. The small hand is on 8 and the big hand is on 9.
4. The small hand is on 6 and the big hand is on 3.

Tell Ss to look at the clock/their watch when they get home and say what time it is, e.g. *It's (half past one).*



# 3 Project

## Language focus

### Aims

- to make a silhouette
- to revise and consolidate structures and vocabulary learnt in previous lessons

## Materials

- cut-outs from WB page 87/TB page 156
- flashcards of activities and sports, learnt in previous lessons
- photocopied flashcards of activities and sports learnt in previous lessons (cut in four)
- Blu tack
- big pieces of black card (enough for all Ss)
- markers / coloured pencils
- tape (a roll for every four Ss)
- sheets of white card (one per S)
- scissors (one pair for every pair of Ss)

## Revision

- Divide Ss into pairs and have them play the game in the SB on page 36 (TB page 58).

## Lesson plan

### Warm up

- Stick some of the flashcards from the previous lessons on the board.
- Ask Ss questions about the people in them, e.g. *What is he/she doing?* Encourage Ss to answer, e.g. *He/She's playing tennis.*

### Activity 1

- Direct Ss' attention to the pictures and ask them what the children are doing. (They are making silhouettes.)
- Point to the second picture and ask them in L1 what the child is making. (A keyhole.)
- Point to the third picture and ask Ss what the child is doing. (He/She is drawing a picture in the keyhole.)
- Make sure Ss understand that they will make their own silhouettes and that their silhouettes can be any shape they would like them to be.
- Hand out the black card, the white card, the tape, and the markers / coloured pencils.
- Explain that first they are going to make their silhouettes using the black and the white card.
- Once they've done that, ask them to draw pictures of people doing everyday activities or playing a sport. For example, two children playing volleyball, etc. Then they have to write a sentence describing the activity/sport they have drawn.
- Go round monitoring Ss' progress and lending a hand to any Ss in need of help.



## Note

- Read the instructions aloud and explain them in L1. Make sure Ss understand the instructions.

### Activity 2

- Direct Ss' attention to the picture in activity 2. Ask Ss what is happening. (The girls are showing off their silhouettes.)
- Read the sentences aloud and invite Ss to repeat (chorally - in groups - individually).
- Divide Ss into pairs and have them present their silhouettes to each other.
- Have Ss present to the whole class.



## Optional Guess the picture

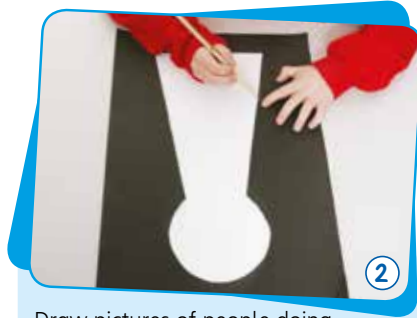
- Put all pieces of the cut-up photocopies of flashcards (refer to the materials section) on your desk face-down.
- Divide Ss into groups of four.
- Invite each group to the front of the class. One of the Ss in the group draws a piece of the cut-up photocopies you have on your desk and they all have to guess what the rest of the picture is and say, e.g. *She's playing tennis.*
- The group that guesses correctly gets one point for every correct guess.
- The group with the most points wins.

## Project

### 1 Make a silhouette.



Get a big piece of black card and cut out a shape, e.g. a keyhole, a circle, etc. Then get a piece of a white card and stick it onto the black card with tape.



Draw pictures of people doing everyday activities or playing a sport.



Colour in your picture and write.

### 2 Show and tell.



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## Workbook (OPTIONAL)

### Activity 1



- Mike
- Tom
- Sandy
- Angela and Mary

### Activity 2



- are playing tennis, is hitting
- is singing
- are playing volleyball, is throwing
- is playing

# 3 Story time

## Language focus

### Aims

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

### Vocabulary

- Nouns:** box, tunnel, map  
**Action:** cross the street

## Materials

- blown-up colour photocopies of Story time *The secret tunnel*
- flashcards of *box, tunnel, map, cross the street*
- Blu tack
- props for acting out the story: a box, a map, torches, biscuits
- chalk / masking tape

## Lesson plan



### Warm up

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

### Vocabulary Track 46

- Have Ss open their books to page 38.
- Direct Ss' attention to the vocabulary section at the top of page 39.
- Play the CD and have Ss repeat.
- Say the words/phrase in random order and have Ss repeat and point.

### Activity 1 Track 47

#### Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss that they will listen to and read a story with the title *The secret tunnel*.
- 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.

# 3 Story time

## The secret tunnel

### 1 Listen and read.

Samantha, Vanessa and Kevin are at Kevin's grandmother's house.



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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 along.
- Talk about what happens in each frame.

**Frame 1:** Samantha, Vanessa and Kevin are at Kevin's grandmother's house. Vanessa is looking in a box.

**Frame 2:** The children find a map of a tunnel in the box.

**Frame 3:** The children are on their way to the park to look for the tunnel.

**Frame 4:** The children are in the tunnel. It's dark and Vanessa isn't happy.

**Frame 5:** The children are still in the tunnel. Vanessa is scared because the tunnel is full of mice.

**Frame 6:** The children are at the end of the tunnel. They open the door and they see Kevin's grandmother's garden. She welcomes them back and tells them about the tunnel.

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

#### After reading

- Ask Ss comprehension questions, such as the following:

**Frame 1:** *Where are the children? (At Kevin's grandmother's house.) What are they doing? (They are looking at Kevin's grandmother's things.)*





The tunnel is very dark.

I don't like it here. Let's go back.

Come on, Vanessa. We're almost there. Now, turn right.

Ah! Mice! I don't like mice!

Shhh!

When they open the tunnel door, the children see... Grandma's garden!

Do you know about the tunnel? How big is it?

Grandma?

Welcome back, children. It's a big tunnel, right?

It's fifty metres. Let me tell you about the tunnel...

**VALUE** Stay together, play together, win together.

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- Ask Ss some further questions related to the story. For example, *Do you like working together with other classmates? Is it easy to work together with other people? Are you a team player?*, etc.



## Optional Line jumping

- Use chalk to draw a straight line on the floor that is long enough for Ss to stand on in single file. Alternatively, you can make the line with masking tape.
- Have Ss line up in single file on the drawn line.
- Tell Ss that the side to their right is *yes* and the side to their left is *no*.
- Call out *yes* and show Ss that they have to jump to their right. Do it with them. Ask them to jump back onto the line. Do this a couple of times with *yes* and then do the same with *no*.
- Explain to Ss that you are going to say sentences about the story. If they are correct, Ss should jump to their right. If they are wrong, they should jump to their left.
- Hold up the book or stick blown up photocopies of Story time *The secret tunnel* on the board. Say *The children are in Kevin's grandmother's house* and encourage Ss to jump to the right side. Do a couple of examples and then play the game.
- Whoever jumps to the wrong side, is out of the game or just misses a turn.

**Frame 2:** What is in one of the boxes? (A map with a tunnel.)

Where is the tunnel? (In the park.)

What's the time? (It's a quarter past eight.)

**Frame 3:** Where does the tunnel start? (At a tree in the park.)

**Frame 4:** Is the tunnel dark? (Yes, it is.)

Does Vanessa like it in the tunnel? (No, she doesn't.)

**Frame 5:** What do they see in the tunnel? (Mice.)

Who is scared? (Vanessa.)

**Frame 6:** What do the children see when they open the door of the tunnel?

(Grandma's garden.)

Does Grandma know about the tunnel? (Yes, she does.)

How big is the tunnel? (It's fifty metres.)

- Divide Ss into groups of four and have them act out the story. Tell Ss to swap roles.
- Have some groups perform for the whole class. You could 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.



## Workbook (OPTIONAL)

### Activity 1

1. They are at Kevin's grandmother's house.
2. A map with a tunnel.
3. It's in the park.
4. Vanessa doesn't like the tunnel.
5. There are mice.
6. Yes, she does.

**Activity 2** open answers



## Language focus

### Aims

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

### Vocabulary

smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel

### Phonics

**s blends:** sm, sn, sp, st, sk, sc, sl, sw, squ



## Materials

- blown-up colour photocopies of Story time *The secret tunnel*
- Blu tack
- props for acting out the story: a box, a map, torches, biscuits
- flashcards of *smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel*
- photocopies of the above flashcards (one per S)
- phonics cards of *smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel* (one set per S) (The phonics cards are in the Teacher's Digital Resources.)
- Blu tack

## 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 to pages 38-39. Play the CD (Track 47) 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 s blends (sm, sn, sp, st, sk, sc, sl, sw, squ) on the board. Under each blend, stick the flashcards of

the words that begin with that blend.

- Point to *sm* and say /sm/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (smile) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the rest of the blends.

### Activity 1 Track 48

- 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

*sm* /sm/, /sm/, *smile*  
*sn* /sn/, /sn/, *snake*  
*sp* /sp/, /sp/, *spider*  
*st* /st/, /st/, *stop*  
*sk* /sk/, /sk/, *skate*  
*sc* /sk/, /sk/, *scarf*  
*squ* /skw/, /skw/, *squirrel*  
*sl* /sl/, /sl/, *sleep*  
*sw* /sw/, /sw/, *swim*

### Activity 2 Track 49

- Direct Ss' attention to the picture and ask them questions such as *What animals can you see? (A spider, a snake, a bird and a squirrel.), What colour is the spider? (It's brown.), What colour is the snake? (It's purple.), What colour is the bird? (It's blue.) What colour is the squirrel? (It's brown / orange.)*
- Explain to Ss that they are going to listen to a chant and that they will say all of the s blends they hear in the chant.
- 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 s blends.
- Then play the chant once more and encourage Ss to chant along.



**small, small, spider, snake, sleeping, squirrel, stop, small, spider, snake, Smiling**



### TPR Activity

- Ask Ss to take out the *smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel* 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 for the first four lines of the chant while chanting along, and the other team raises the phonics cards for the last five lines while chanting along.
- Ask Ss to act out the chant too, e.g. They can pretend that the spider is climbing up the tree by having their fingers crawl up their arm and by making a sleeping gesture for the sleeping snake.

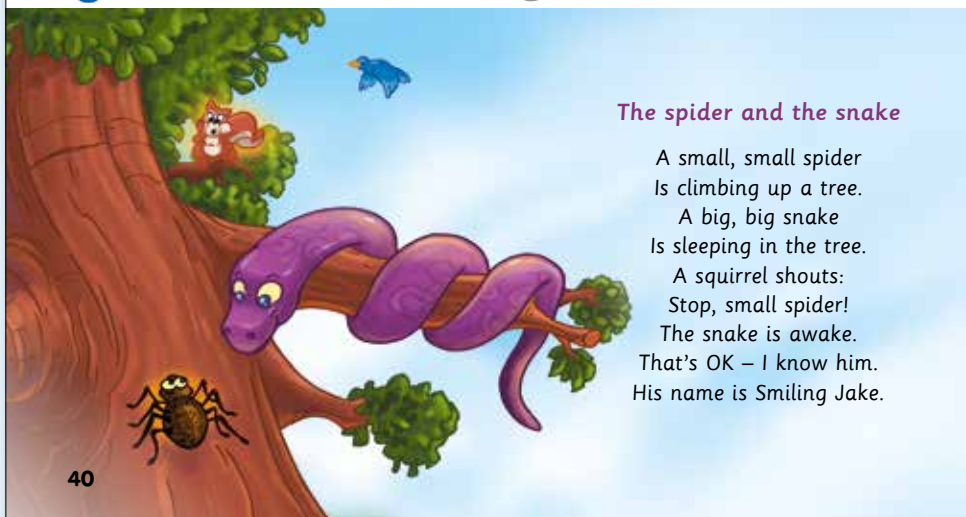


## Optional 1

### 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 s blends (sm, sn, sp, st, sk, sc, sl, sw, squ), e.g. *sm* and have Ss write a word beginning with that blend on the board, e.g. *smile*.

## Phonics

1 Listen and say. 2 Listen and chant. Then say the **s** blends. 

## The spider and the snake

A small, small spider  
Is climbing up a tree.

A big, big snake  
Is sleeping in the tree.

A squirrel shouts:  
Stop, small spider!

The snake is awake.  
That's OK – I know him.  
His name is Smiling Jake.

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- After all of the pairs have named their cards, make them swap cards and play again.
- You can make the game more challenging by removing some of the flashcards from the game, so that Ss must race to get into pairs so they don't get eliminated.




## Workbook (OPTIONAL)

Activity 1  Track 50

## Listening transcript

- |                       |  |
|-----------------------|--|
| 1. snake, snake       |  1. d |
| 2. stand, stand       | 2. f   |
| 3. sleep, sleep       | 3. c   |
| 4. skate, skate       | 4. a   |
| 5. swim, swim         | 5. b   |
| 6. spider, spider     | 6. g   |
| 7. squirrel, squirrel | 7. e   |

## Activity 2

- |   |
|---|
|  1. smile, b |
| 2. snake, d   |
| 3. spider, a  |
| 4. stop, c  |
| 5. swim, g  |
| 6. scarf, e   |
| 7. skate, f   |

- 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

## Sound and picture pairs

- Divide Ss into two teams.
- Each S in team 1 holds one of the phonics cards (sm, sn, sp, st, sk, sc, sl, sw, skw).
- Hand out flashcards with the words that begin with *sm, sn, sp, st, sk, sc, sl, sw, squ* to Ss in team 2. Make sure to give an equal number of flashcards to Ss so that each phonics card corresponds to a picture card and vice versa.
- Play the phonics chant (Track 49) and have Ss mingle round the room.
- Explain to Ss that once you stop the music, each S with a phonics card must pair up with a S holding a picture flashcard.
- Allow Ss a few minutes to find their pair. Then ask the pair of Ss to name their cards. If Ss name their cards correctly, they stay in the game. However, if they do this incorrectly, they are eliminated.

## Language focus

### Aims

- to revise and consolidate vocabulary and structures learnt in previous lessons

## Materials

- phonics cards of *smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel* (one set per S) (The phonics cards are in the Teacher's Digital Resources.)
- flashcards of the vocabulary taught in this module
- Blu tack

## Revision

- Play the phonics chant from the previous lesson (Track 49) and have Ss do the TPR activity (on TB page 64).

## Lesson plan

### Warm up

- Stick the flashcards of the animals on the board and explain to Ss that you are going to play the game **Play thief**.
- Direct Ss' attention to the flashcards on the board and ask them to look at them carefully for one minute.
- Then, have them close their eyes and take away one of the flashcards.
- When Ss open their eyes again, they have to guess which animal is missing.
- The S who guesses correctly gets a turn to take away another flashcard from the board.
- To make the game more competitive, you may divide Ss into two teams and have them take turns to answer in order to win points.

### Activity 1 Track 51

- Direct Ss' attention to the pictures and ask them to describe what each picture depicts.
- Explain to Ss that you are going to play the CD and Ss have to listen to the exchanges and point to the correct picture according to the description they hear.

### 1 Listen, point and say a or b.



1.

a



b



2.

a



b



3.

a



b



4.

a



b

### 2 Look, choose and say.



1. **Throw / Don't throw** rubbish in the rubbish bin.



2. **Don't take / Take** photos.



3. **Turn off / Don't turn off** your mobile phones.



4. **Talk / Don't talk** here.



5. **Eat / Don't eat** and **drink** here.



6. **Cross / Don't cross** here.

- Play the CD, pausing after each exchange so that Ss have enough time to point to the correct picture.
- Play the CD again so that Ss can check their answers.
- Have Ss compare their answers in pairs first, then check as a class.
- Play the CD again so that Ss can check their answers.

### Listening transcript

- A:** *There are horses on this farm.*  
**B:** *Are they running?*  
**A:** *No, they aren't. They're eating.*
- A:** *Look! There are goats over there!*  
**B:** *What are they doing? Are they sitting?*  
**A:** *No, they aren't. They're sleeping.*
- A:** *Mum, are you doing the washing-up?*  
**B:** *No, I'm not. I'm making a salad.*
- A:** *Hey girls, are you playing volleyball?*  
**B:** *No, we aren't. We're playing football. Play with us!*




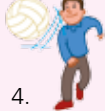

1. b 2. a 3. b. 4. b

### Activity 2

- Ss look at the pictures, read the sentences and choose the words in bold in order to complete the sentences correctly and say.

## Now I can







### 1 Say the sports and activities.

-  playing volleyball
-  playing tennis
-  hitting the ball
-  throwing the ball
-  playing the guitar

### 2 Say.

-  cow
-  horse
-  sheep
-  goat
-  mice
-  wolf
-  farm



### 3 Say the actions.

-  eat
-  drink
-  turn off
-  cross the street
-  take photos
-  throw rubbish in the rubbish bin

### 4 Say.

-  mobile phone
-  sign
-  box
-  tunnel
-  map

### 5 Say.

-  We're playing tennis. Play with us.
-  Are the cows eating? Yes, they are.
-  Throw rubbish in the rubbish bin.
-  Don't take photos.
-  What's the time? It's a quarter past ten.

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- Have Ss compare their answers in pairs first, then check as a class.

1. Throw 2. Don't take photos 3. Turn off 4. Don't talk 5. Eat 6. Cross

## Now I can

### Aim

- to check Ss' progress and understanding of the new language items

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

### Activity 1

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

### Activity 2, 3 and 4

- Follow the same procedure as in Activity 1.

### Activity 5

- Direct Ss' attention to the first picture, read the sentences and have Ss repeat them and point to the corresponding picture.
- Do this with the other sentences / questions and answers.



### Optional Hot card

- 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.)
- Give out a flashcard of one of the vocabulary items they have learnt in this module.
- Explain to Ss that once you play some music, they will have to pass the flashcard clockwise around the circle.
- Play the song *Having fun* from SB page 31 (Track 37).
- When you stop the music, the S holding the flashcard has to hold it up and say a sentence to do with the item depicted on the flashcard, e.g. *I'm eating a tomato salad* for the flashcard of *eat*.



## Workbook (OPTIONAL)

### Activity 1

- No, he isn't. He's playing volleyball.
- No, they aren't. They're eating.
- No, she isn't. She's dancing.
- No, they aren't. They're swimming.

### Activity 2 Track 52

#### Listening transcript

- A:** *What's the time?*  
**B:** *It's half past seven.*
- A:** *What's the time?*  
**B:** *It's a quarter to three.*
- A:** *What's the time?*  
**B:** *It's a quarter past five.*
- A:** *What's the time?*  
**B:** *It's five o'clock.*



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



### Activity 3

1. them 2. me 3. it 4. us