

Smiles

New Edition **3**

Teacher's Book

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Express Publishing

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Vocabulary

Grammar


MODULE 1	Starter Unit (pp. 4-7)	colours: black, blue, brown, green, grey, orange, pink, red, white, yellow numbers: 1-10 days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	• Hello. I'm John. What's your name?
	1 School again (pp. 8-13)	school items: a book, a pen, a pencil, a pencil case, a schoolbag, a blue desk, a green notebook, a pink rubber, a red sharpener, a yellow ruler	• a – an • the verb 'to be' (singular)
	2 Come and play! (pp. 14-19)	toys: a ball, a bike, a car, a computer, a doll, a music box, a radio, a robot, a rocking horse, a tea set, a train, a TV, toys	• possessive case • plurals (-s) • this/these – that/those
Storytime!: The Rainbow (Value: Work together and make the world a better place!) (pp. 20-21)			
MODULE 2	3 Fun time (pp. 24-29)	numbers: 11-20 family members: brother, dad, grandma, grandpa, mum, sister	• the verb 'to be' (plural) • possessive adjectives
	4 A nice bed (pp. 30-35)	things in a house: an armchair, a bath, a bed, a bookcase, a box, a chair, a clock, a sofa parts of a house: a bathroom, a bedroom, a garden, a kitchen, a living room	• plurals (-es) • there is – there are • prepositions of place
Storytime!: Twinklinka (Value: Be kind to everyone!) (pp. 36-37)			
MODULE 3	5 I can ... (pp. 40-45)	actions: climb, cook, dance, draw, fly, hear, jump, play football, play the guitar, read, ride a horse, run, see, sing, swim	• the verb 'can' • irregular plurals
	6 It's a monster! (pp. 46-51)	parts of the body: ears, eyes, hair, hands, a head, legs, a mouth, a nose farm animals: a chicken, a cow, a duck, a frog, a goat, a rabbit	• the verb 'have got'
Storytime!: The Monster on the Hill (Value: Good friends come in all shapes and sizes!) (pp. 52-53)			
MODULE 4	7 It's snowing! (pp. 56-61)	actions: make a snowman, walk weather: It's cold., It's hot., It's raining., It's snowing., It's sunny., It's windy. clothes: a coat, a dress, a jacket, a skirt, a T-shirt, boots, shoes, shorts, trousers	• present continuous (affirmative)
	8 Flying kites (pp. 62-67)	seasons: autumn, spring, summer, winter actions/free-time activities: drink milk, eat an ice cream, fish, fly a kite, go to school, listen to music, pick flowers, ride a bike, sleep, tidy my room, watch TV	• present continuous (all forms)
Storytime!: Pennies from the Sky (Value: Always help people in need!) (pp. 68-69)			
MODULE 5	9 Time to eat! (pp. 72-77)	food: a biscuit, a burger, a carrot, a hot dog, an egg, an onion, chicken, chips, chocolate, orange juice, pasta, pizza, popcorn, potato, rice, sausage	• present simple (the verb 'like')
	10 Every day (pp. 78-83)	time: eight o'clock meals: breakfast, dinner, lunch routines: get up, brush my teeth, do my homework, have a shower chores: do the shopping, make the bed, take out the rubbish, walk the dog, wash the dishes, water the plants	• present simple
Storytime!: The Lazy Girl (Value: Don't let others do the work for you!) (pp. 84-85)			
My Magazine (pp. 88-97)		My Values Portfolio (pp. 98-100)	
Let's Celebrate (pp. 102-107)		Glossary (pp. 108-112)	

KEY TO SYMBOLS

 : Pairwork

 : Groupwork

 : Parental Supervision

 : Thinking skills

Sounds Spot!	Thinking Skills	Project/ My Portfolio	Culture/ Our World	Time for CLIL
—	mathematical thinking sequencing	—	—	—
• a rat, hat, bag	recalling information	• My school things	• Children from England, Poland and Mexico	—
• e bed, desk	identifying information interpreting visual information	• My toys	—	• Happy Chat (Social Science)
Checkpoint 1 (pp. 22-23)				
• th this, thin, brother	recalling information	• My family • ICT CLUB: My favourite cartoon family	• Cartoon families	—
• oo kangaroo, room	recalling information interpreting visual information applying world knowledge	• My house	—	• Living and Non-living (Science)
Checkpoint 2 (pp. 38-39)				
• ee Lee, see, bee, tree	recalling information	• What I can/can't do • ICT CLUB: A famous sports person from my country	• Famous people from the UK, the USA and Japan	—
• o Bob, got, long, body	recalling information applying world knowledge mathematical thinking	• I'm on a farm • ICT CLUB: How Many Legs? (project)	—	• How Many Legs? (Maths)
Checkpoint 3 (pp. 54-55)				
• -ing jumping, singing	recalling information self-reflection applying world knowledge	• I'm wearing ... • A picture I'm in	• Weather in England, Russia and Argentina	—
• s - sh Sally, sheep, is, sleeping	recalling information self-reflection applying world knowledge creative thinking	• A diary entry • ICT CLUB: A Tree for All Seasons (project)	—	• A Tree for All Seasons! (Science)
Checkpoint 4 (pp. 70-71)				
• c can, Cecil, cake	recalling information self-reflection organising and selecting ideas	• A shopping list and a note • A traditional dish from my country	• Traditional food from the USA, Egypt and China	—
• s Sally, plays, Sundays	recalling information self-reflection applying world knowledge	• My favourite day • ICT CLUB: By Day and By Night (project)	—	• By Day and By Night (Science)
Checkpoint 5 (pp. 86-87)				
Checkpoint Listening Activities (Audioscripts)		p. 113(T)	Activity Book (Key & Instructions) p. 147(T)	
Instruments for Evaluation		p. 115(T)		



Introduction

Smiles 3 New Edition is a course specially designed to introduce young learners to the English language. The syllabus is based on graded structures and vocabulary enabling the pupils to use English effectively and ensuring that they enjoy themselves while learning. All four skills (*listening, speaking, reading and writing*) are developed through a variety of communicative tasks and key language is recycled regularly. **Smiles 3 New Edition** is ideal for young learners as it encourages *active, holistic* and *humanistic* learning, thus developing a keen interest in the English language. **Smiles 3 New Edition** comprises 5 modules. Each module consists of two units. It is aimed at pupils who come under the category of A1, Basic User.

A1 Basic Users

Pupils in this category can understand and use some basic vocabulary and expressions related to their own personal, concrete world. They can communicate in simple exchanges, introduce themselves and ask and answer questions in a simple, repetitive way. Simple interaction is feasible, provided the other person speaks clearly and slowly and is prepared to assist.

Components

• Pupil's Book

The **Pupil's Book** has been designed to appeal to, as well as involve the pupils in language learning. New words and structures are presented in a clear and effective way by means of picture word association. New language is presented and practised in context through lively dialogues and short texts. A variety of functional exercises, songs and games help pupils practise and consolidate the key language in a memorable and enjoyable way.

Smiles 3 New Edition is modularised; therefore, in each module the pupils are thoroughly exposed to the new language and achieve competency in the target language at a faster pace. At the end of the module, the pupils with the help of their teacher, can record their progress in English. The teacher has the opportunity to recycle and further consolidate any language items upon completion of the *Checkpoint* section. In addition, through the *Pupil's Self-Assessment Forms* (found in the *Teacher's Book*), the pupils can assess their progress and develop their language awareness and independence. [See *Instruments for Evaluation p. 115(T).*]

Smiles 3 New Edition contains the following modules and their objectives:

Module 1: *school items, toys;*

Module 2: *numbers (11-20), family members, things in a house, parts of a house;*

Module 3: *actions, parts of the body, farm animals;*

Module 4: *weather, clothes, seasons, actions/ free-time activities;*

Module 5: *food, time, meals, daily routines, chores.*

The **Pupil's Book** also incorporates a variety of appealing additions:

I Our World

This section aims to familiarise pupils with the culture of English-speaking countries as well as the culture of other countries from around the world.

II Time for CLIL

This section presents *cross-curricular* material. The pupils use English to complete activities related to other subject areas, e.g. *Maths, Social Science, Science*, etc in a fun and creative way.

III Storytime!

This section includes folk tales from all around the world. It aims to provide pupils with real language input and enables them to practise reading for pleasure. It also teaches pupils values (*Smiles Values!*) and raises their intercultural awareness.

IV Checkpoint

This section appears at the end of every module and aims to assess pupils' knowledge as well as promote autonomy in learning.

V My Magazine

The *My Magazine* section presents short texts about various aspects of life in Croatia. They are interesting and informative and are always followed by entertaining tasks.

VI My Values Portfolio

This section includes interesting and entertaining activities designed to promote and develop basic values such as kindness, respect, self-confidence and responsibility for self and others.

VII Let's Celebrate

This section includes activities for Halloween,



Christmas, New Year's and Easter, which should be covered as a lead-up to the respective special days.

VIII Glossary

The glossary provides the key vocabulary of every unit in alphabetical order.

• Activity Book

The **Activity Book** is in full colour. It can be used either in class or for homework, upon completion of each corresponding unit or lesson in the *Pupil's Book*. It aims to consolidate the language that appears in the *Pupil's Book* through various activities. At the bottom of every spread there is a suggested division as to when these pages can be covered.

The **Activity Book** also includes:

I Stickers

Stickers are an excellent way to involve tactile/ kinaesthetic learners. They help pupils retain vocabulary in their long-term memory as they are not simply exposed to new words but they have to do something with them. Young learners love using their hands and this trait should be part of the learning process. There are some activities with **stickers** in the *Activity Book*. The type and aim of these activities vary to give pupils the chance to practise the new language in a motivating and appealing way. There are also some reward stickers to give a sense of achievement and satisfaction which can be used upon completion of the *Checkpoint* sections and throughout the course, whenever the teacher feels that the pupils should be praised, which is all the time!

II Extra Practice

This section enables pupils to further revise and practise the vocabulary and the structures taught in each unit.

III Board Games

There are five **board games**, one per module. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt. They can be used before or after the *Checkpoint* sections (as further revision) or after the corresponding *Module Test* (as a reward).

How to play the Board Games

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil

sharpener, a rubber, etc as a marker and place it on the **START** sign. The teams or pairs take turns rolling a dice, spinning a spinner, etc, and then moving along the board the number of spaces shown. The pupils must answer the question or follow the instructions in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on a trap square, they must go back to the beginning.

IV Sounds Spot!

This section enables pupils to revise and practise the different sounds in spoken English.

V Round-Up

Through this section the pupils are given the opportunity to revise the language taught throughout the year.

VI My Green Passport

Through this section the pupils are given the opportunity to learn about the environment and become more aware of various environmental issues in a fun and creative way.

• My Language Portfolio

My Language Portfolio is used to contain material that the pupils use, along with any extra material given by the teacher throughout the course. *My Language Portfolio* has been designed to stimulate and support the learning of the English language. Its purpose is to help the pupils reflect on, realise their progress in and improve their language learning. The *Language Portfolio* is the pupil's property. It is a tool to accompany the pupil's language learning throughout their school life and is suitable for documenting their learning both inside and outside the classroom. In practice, *Language Portfolios* may include project work or other examples of written work or drawings completed inside or outside the class, DVDs (with the pupils' favourite story or with performances of songs, school plays, etc), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of material that the learners want to keep as evidence of their learning. The main emphasis is on the process of learning. As a result, while compiling their *Language Portfolios*, pupils learn how to work independently.



Introduction

How to make a Language Portfolio

During the first lesson, explain to the pupils that they should bring in a folder, which they will have with them at all times and in which they will keep their *Language Portfolio*. For the next lesson, bring in self-adhesive labels, write *My Language Portfolio* on them and help your learners stick them onto their folders. Demonstrate how to store their material in their *Language Portfolios* and make sure they update it regularly.

• Interactive Whiteboard Software

The **Interactive Whiteboard Software** integrates all the elements of the course in a much more engaging and entertaining way to facilitate learning.

• DigiBook

The **DigiBook** is the electronic version of the *Pupil's Book* and the *Activity Book*.

• Teacher's Book

The **Teacher's Book** provides interleaved step-by-step lesson plans, as well as the answers to the activities in both the *Pupil's Book* and the *Activity Book*. It also contains extra ideas on how to present new words and language patterns, additional activities and games, as well as audioscripts for the listening activities. At the beginning of the *Teacher's Book* the teacher can find the *Programme*, an analytical chart of the targets and objectives of the modules.

The **Teacher's Book** also includes:

I Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of the material being used.

In the **Instruments for Evaluation**, the teacher can find:

- a *Formative Evaluation Chart*: The teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code (p. 116(T)).

- a *Cumulative Evaluation Chart*: The teacher uses the chart to evaluate the pupils at the end of each module and writes the marks obtained with the help of a code (p. 117(T)).
- *Pupil's Self-Assessment Forms*: The pupils give their personal opinion about their own results upon completion of each *Checkpoint*. They file these forms in their *Language Portfolios* (pp. 118(T) - 122(T)).
- *Progress Report Cards*: The teacher completes them, one per pupil, upon completion of **each module**, taking into consideration the pupil's performance and progress throughout the module as well as the mark received in the corresponding Module Test. The pupils file their *Progress Report Cards* in their *Language Portfolios* (pp. 123(T) - 124(T)).
- *Formative Assessment Worksheets* and *Key* (pp. 125(T) - 146(T)).

NOTE

The following symbols have been used throughout the course so that the teachers can understand at a glance what the focus/purpose of the activities are:

- ★: These activities can be done in two ways, one more demanding than the other, depending on the strengths and weaknesses of the pupils/classes (Differentiated Instruction).
- ⊕: These activities offer cross-curricular links, as pupils learn English while focusing on other subject areas (e.g. *Music, Science, Art*, etc).
- 👤: This is a pairwork activity.
- 👥: This is a group work activity. Both pairwork and group work activities promote collaborative learning.
- 💡: These activities develop pupil's *Critical Thinking Skills* such as identifying and recalling information, organising and selecting ideas, etc.
- 📌: Pupils can display these activities in the classroom.
- 🗣️: These are personalisation activities where pupils are given the opportunity to talk and write about themselves and their own lives.
- 📄: *Formative Assessment Worksheets* that teachers can use to assess the pupils' progress.



- ix **ICT CLUB**: These activities boost the pupils' research skills, as they give the pupils the opportunity to find and use information from the Internet.
- x **IT**: These activities are to be done for homework using the Internet with the supervision of an adult.
- xi **VALUES!**: These activities are designed to promote and develop basic values such as respect, kindness, responsibility, etc.

• Teacher's Multimedia Resource Pack

The **Teacher's Multimedia Resource Pack** includes the *Class CDs*, the *DVD* and the *Teacher's Resource Pack CD-ROM*.

Class CDs/DVD

The **Class CDs** include all the recordings for the listening activities in the *Pupil's Book*, *Activity Book* and the *Module tests*.

The **DVD** brings the characters to life, ensuring that the pupils have fun while learning. It is suggested that you view each module on the DVD upon completion of the corresponding module in the *Pupil's Book*.

Teacher's Resource Pack CD-ROM

This provides the teacher with additional material which may be used in the classroom for further exploitation of the language learnt.

The **Teacher's Resource Pack** is divided into the following sections:

I Reinforcement and Extension Activities

These activities are in the form of projects which pupils can do on their own or in groups. The pupils can then file their projects in their *Language Portfolios*.

II Templates

The templates are for the activities in the *Pupil's Book*.

III Story Cards

These cards include the stories in *Storytime!* in the *Pupil's Book*. The pupils can use them to make their own storybooks.

IV Alphabet Worksheets & Key

These are extra activities for those teachers who

wish to help the pupils practice the English alphabet.

V Word Cards

These cards include the words used in the *Alphabet Worksheets*. The teacher can use them to present/practice the letters.

VI Phonics Worksheets & Key

These activities help the pupils master the art of reading.

VII Module Tests, Key & Audioscripts

There are five tests in two versions, one for each module, as well as an end-of-year *Exit Test*. The *Exit Test* can also be used as a placement test for the next level.

• Picture Flashcards

The **Picture Flashcards** illustrate the new vocabulary items and can be used for presentation, revision, additional practice and memory games. Flashcards enable the pupils to make the connection between the visual prompt and the spoken word and help teachers avoid the use of translation or lengthy explanations.

• Posters

The series is accompanied by vocabulary and cross-curricular posters. In the *Teacher's Book* there are helpful guidelines as to when and how the posters can be used.

Note: In the cross-curricular posters the teacher can find a poster called *This is the UK*. The teacher can use it to:

- i present the countries that comprise the UK as well as their capital cities;
- ii point to the icons and present some cultural information about the UK, e.g. *Big Ben in London*, *Loch Ness in Scotland*, *Snowdon, the highest mountain in Wales*, etc.

In general, the poster can be used as a springboard for class discussion and projects.

• Certificate of Achievement

This can be downloaded from Express Publishing's website. It is filled in upon completion of the course. The aim of this certificate is to reward the pupils, as well as give them a sense of achievement.



Introduction

Characters

Smiles New Edition follows the adventures of a group of loveable and exciting characters. The pupils have the opportunity to associate themselves with Liam, an eight-year-old boy, and his sister Lilly as they explore the world around them along with their friends Jake and Daisy and their pet chimp, Charlie. The characters have been selected to reflect the ethnic diversity of our societies. Their nanny, Rose, possesses magical powers and leads the children on a magical journey!

Typical Layout of a Module

Each module consists of two units and a revision section (Checkpoint).

• Key features of a unit

1 Presentation of the new language

The new language is presented by first listening to the new vocabulary. In each lesson plan the teacher will find detailed guidance on how to vary the presentation of new vocabulary, as well as further reinforcement and extension activities.

2 Dialogues

All the dialogues cover areas of interest within the pupils' knowledge. They are always followed by a reading comprehension task, which the pupils have to complete after reading and listening to the dialogue. In this way, the pupils not only familiarise themselves with the dialogue, but also practise reading strategies (*reading for a specific purpose*), thus enhancing their reading comprehension skills.

3 Grammar and Vocabulary Activities

There is a great variety of activities catering for all types of learners and learning styles: colouring, pair and group work, matching, games, etc. In this way, the pupils use the new language in a meaningful context.

4 Games & Songs

Pupils at this level need a lot of opportunities to play and explore their surroundings. Playing games and singing songs/chants provides a necessary outlet and ensures that the pupils are learning while having fun. It is also a way of ensuring that the lesson always ends on a high note. In every unit there are songs/chants and games that add a creative and enjoyable element to the language classroom.

5 Development of reading skills

The pupils are introduced to short texts and dialogues aimed at gradually improving their reading skills through enjoyable activities. In this way, the pupils gain an appreciation of reading and are not intimidated by the written word. Reading for pleasure is fostered through the **Storytime!** sections, which are designed to make reading an enjoyable and rewarding experience.

6 Gradual progression in writing

Every unit includes short texts which can be used as a model for the pupils' own writing.

7 Sounds Spot!

These are activities to help the pupils distinguish between different sounds in spoken English. They are accompanied by humorous illustrations, adding fun to the activity and lowering the pupils' inhibitions.

8 Our World

In this section the pupils have the opportunity to read short texts about aspects of life in other countries.

9 Time for CLIL

In this section, the pupils explore other fields of study, e.g. *Social Science, Maths, Science*, etc through English. In this way, the pupils learn how to use English as a vehicle to approach other subject matter.

10 Storytime!

At the end of every module there is a folk tale from a different country promoting reading for pleasure as well as teaching values.

11 Checkpoint

This section includes exercises consolidating the key language. The pupils add up their total marks for each exercise in order to determine their total out of a hundred. Upon completion of the *Checkpoint* section, the pupils read the *Now I can* table and colour the faces according to how well they did in the module, thus keeping a record of their progress. Colouring in all three faces denotes excellence and a full understanding of the task. They are then ready to do the Module Test which can be found in the **Teacher's Resource Pack CD-ROM**.



• Linguistic Skills

The pupils can do the following upon completion of each module:

- 1 associate pictures with new vocabulary with the aid of illustrations in their books as well as through the use of the picture flashcards or posters;
- 2 produce the sounds, pronunciation and intonation of the target language;
- 3 communicate with their peers in English, exchanging basic information about everyday matters such as introducing themselves, describing a house, talking about animals, etc;
- 4 understand dialogues, short exchanges, etc;
- 5 achieve oral competency through the reproduction of short exchanges, songs and chants.

• Learning-to-learn skills

Upon completion of each module, the pupils will be able to:

- 1 concentrate better and longer, as they are trained to listen to dialogues in order to perform a task;
- 2 skim and scan texts and dialogues to locate the necessary information;
- 3 develop their writing skills;
- 4 gain awareness of aspects of life in other countries;
- 5 record and assess their progress through the *Checkpoint* and *Pupil's Self-Assessment Forms*, thus developing autonomy.

• Social Skills

Upon completion of each module, the pupils will:

- 1 be motivated to read English, encouraged by the enjoyable **Storytime!** section;
- 2 experience being part of a group and obeying rules through the games;
- 3 become more responsible by keeping and updating their *Language Portfolios*;
- 4 have a good understanding of the culture and traditions of other countries;
- 5 have some understanding of the way of life in other countries.

Classroom Management

Creating a pleasant environment in the classroom should be one of the teacher's very first goals. It is a good idea for the teacher to arrive a few minutes early to

welcome the pupils and have something interesting for the early comers to do. They can listen to the song from the previous lesson, watch the video again or play with the picture flashcards, identifying the book's characters as well as the vocabulary items already presented.

The teacher should establish his/her policies from the start. Remind pupils to:

- come to class on time;
- bring their *Pupil's Books*, etc;
- raise their hands when they want to ask a question;
- wait for their classmates to answer the teacher's questions before they raise their hands to give their answers.

The teacher should empower his/her learners by:

- teaching **classroom language**, i.e. the teacher's instructions, such as *open your books*, *close your books*, *work in pairs*, etc, the pupils' instructions, i.e. the rubrics, and the pupils' questions and answers to the teacher. Classroom language is the language of communication between teacher and pupils in the classroom and needs to be taught from day one.
- giving brief and clear oral or written instructions. The teacher should give or read the instructions. S/He reads them at a slower pace, providing examples and eliciting examples from the pupils so s/he can be sure that they know what to do.
- assigning homework ten minutes before the end of the lesson, so s/he can:
 - a read the instructions;
 - b give adequate examples;
 - c elicit examples from the pupils;
 - d ask them if they have any questions.

By following this procedure, we can ensure that the pupils know how to do their homework. Explain to the parents how important it is for the pupils to do their homework alone as this will eventually reinforce self-confidence and encourage self-assessment.

Songs in the Language Classroom

Songs are of great value in language learning. They are vivid examples of how the language taught is used in a real context and highlight both pronunciation and intonation. Furthermore, their rhythm enables the pupils to remember the newly acquired language and stimulates learning. There are numerous ways to use songs in the language classroom. You can play the CD and invite the pupils to move and clap to the rhythm or hum to the melody. If there are lyrics which are frequently repeated, children will soon start joining in.



Introduction

Here are some ways to animate the songs:

- a **Total Physical Response (TPR) activities:** Have the pupils stand in a circle and play the song once. Sing and demonstrate the actions, encouraging the pupils to imitate you. Play the song again, this time asking the pupils to listen to the song and repeat after you while doing the actions. Play the song a third time and lead the singing while the pupils join in.
- b **Using props:** Bring visuals, realia or word cards to class. Hand out these props to your pupils and ask them to hold up the prop as soon as they hear the corresponding word in the song.
- c **Song dramatisations:** Having interesting plots and characters, songs frequently offer themselves for further exploitation through drama. The teacher can dramatise the songs into short sketches, thus motivating his/her pupils. Assign roles and have the pupils sing their lines. Simple costumes and props can be prepared and used to make the performance more realistic.

These are just a few suggestions on how to use the songs in the language classroom. Be as inventive as you can since pupils love performing.

Checking Pupils' Progress

- a **Homework:** At the end of each unit or lesson, the pupils should be given some homework. The *Teacher's Book* provides some suggestions on what to assign for homework and how to check it in the next lesson.
- b **Progress Report Cards:** After completing each module and taking the corresponding test, photocopy the respective *Progress Report Card* from the *Teacher's Book* and fill it in, one per pupil. The pupils should keep these cards in their *Language Portfolios* for future reference.
- c **Pupil's Self-Assessment Forms:** After the pupils have completed the *Checkpoint* section of each module, they should fill out the *Self-Assessment Form* by themselves. This learning-to-learn technique enables the pupils to develop awareness of their progress. The *Self-Assessment Form* should be kept in their *Language Portfolios* for future reference. The *Pupil's Self-Assessment Forms* can be found in the *Teacher's Book*.

Types of Learning Styles

Over the years, teachers have noticed that some of their pupils learn by listening to new information, some pupils prefer to read about it, while others need to do something with the new information. There are many different learning styles. Consequently, a coursebook should offer a variety of exercises and material to stimulate all learning styles and help pupils learn in the way that suits them best.

• What are the types of learning styles?

- Visual Learners

These learners need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays including: diagrams, illustrations, transparencies, videos, flashcards and handouts.

- Auditory Learners

These learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a CD player.

- Tactile/Kinaesthetic Learners

Tactile/Kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye coordination. By interacting with the space around them, they are able to remember and process information. They have to do things on their own to be able to learn the new language.

Programme (Contents, Competences & Syllabus)



➤ Starter Unit

In this unit the pupils will ...

- be reunited with the characters
- introduce themselves and greet one another
- practise spelling their names
- practise the colours
- practise numbers 1-10
- practise the days of the week

➤ Module 1 (Units 1-2)

In this module the pupils will ...

read and listen to ...

- the characters meeting one another and introducing themselves
- Liam describing his school items
- the characters talking about their toys
- Lilly's favourite toys
- songs about school items, numbers and toys

learn how to ... (COMPETENCES)

- identify school items
- talk about possession
- pronounce the sounds /æ/ and /e/

practise ... (DESCRIPTORS)

Lexical Areas

- school items
- toys

Grammar Focus

- indefinite articles (*a, an*)
- the verb 'to be' - singular
- possessive case
- plural number (-s)
- this/these - that/those

write about ...

- their school items
- their toys

Our World

- read about children from England, Poland and Mexico and learn about their countries' flags.

Time for CLIL

- explore *Social Science* and learn about different ways of social interaction

Storytime!

- read a story from America about how the rainbow and different colours were created

➤ Module 2 (Units 3-4)

In this module the pupils will ...

read and listen to ...

- the characters going to Jake's birthday
- Jake presenting his family
- the characters getting a bed for Charlie
- Daisy describing her house
- songs about birthdays and rooms

learn how to ... (COMPETENCES)

- talk about birthdays
- say how old they are
- count up to 20
- distinguish between and pronounce the sounds /ð/ and /θ/
- identify members of a family
- talk about their family
- describe their house
- say what there is in a room
- say where people and things are
- pronounce the sound /u:/

practise ... (DESCRIPTORS)

Lexical Areas

- numbers (11-20)
- family members
- things in a house
- parts of a house

Grammar Focus

- the verb 'to be' - plural
- possessive adjectives
- plural number (-s/-es/-ies/-oes)
- there is/there are
- prepositions of place (*in, on, under, behind*)

write about ...

- their family
- their house

Our World

- read about cartoon families from the USA and Italy
- make a project about their favourite cartoon family

Time for CLIL

- explore *Science* and learn to distinguish between living and non-living things

Storytime!

- read a story from Sri Lanka about Twinklinka, a beautiful but vain doll



Programme (Contents, Competences & Syllabus)

➤ Module 3 (Units 5-6)

In this module the pupils will ...

read and listen to ...

- the characters entering a talent show
- Lilly and what she can/can't do
- Ann and what she can/can't do
- the characters' experience on a farm
- Daisy writing to her parents
- songs about abilities and animals

learn how to ... (COMPETENCES)

- talk about abilities
- identify and describe parts of the body
- describe people and animals
- pronounce the sounds /i:/ and /ɒ/

practise ... (DESCRIPTORS)

Lexical Areas

- actions
- parts of a body
- farm animals

Grammar Focus

- the verb 'can'
- plurals (irregular)
- the verb 'have got'

write about ...

- what they can/can't do
- a farm

Our World

- read about famous sportspeople from the UK, the USA and Japan and what they can do
- make a project about a famous sportsperson from their country

Time for CLIL

- explore *Maths* and count animals' legs
- make a *How Many Legs'* project

Storytime!

- read a story from Japan about a monster that was lonely and wanted to have friends

➤ Module 4 (Units 7-8)

In this module the pupils will ...

read and listen to ...

- the characters having fun while making a snowman

- Liam and Lilly describing what they are wearing
- the characters' experience at the park
- Lilly as she is writing in her diary
- songs about weather and the seasons

learn how to ... (COMPETENCES)

- describe the weather
- talk about clothes
- say what is happening now
- pronounce the sound /ɪŋ/
- distinguish between and pronounce the sounds /s/ and /ʃ/

practise ... (DESCRIPTORS)

Lexical Areas

- weather
- clothes
- seasons
- actions/free-time activities

Grammar Focus

- present continuous

write ...

- about what they are wearing
- an entry in their diary

Our World

- read about the weather in England, Russia and Argentina
- describe a picture they are in

Time for CLIL

- explore *Science* and learn about an apple tree around the year
- make *A Tree for All Seasons!* project

Storytime!

- read a story from England about a poor girl who was rewarded for her kindness

➤ Module 5 (Units 9-10)

In this module the pupils will ...

read and listen to ...

- the characters having lunch at the school canteen
- Lilly leaving a note to her mother
- Liam describing his daily routine
- Lilly describing what she usually does on her favourite day
- songs about food and daily routine

Programme (Contents, Competences & Syllabus)



learn how to ... (COMPETENCES)

- say which food they like/don't like
- talk about everyday activities
- distinguish between and pronounce the sounds the letter **c** makes
- distinguish between and pronounce the sounds /s/ and /z/

practise ... (DESCRIPTORS)

Lexical Areas

- food
- time
- daily routines
- chores

Grammar Focus

- the verb 'like'
- present simple

write ...

- a note
- about their favourite day

Our World

- read about food from the USA, Egypt and China
- make a project about a traditional dish from their country

Time for CLIL

- explore *Science* and learn about daytime and night-time animals
- make a project about animals that look for food in the daytime and animals that look for food at night

Storytime!

- read a story from Hungary about a lazy girl and how she learnt her lesson

➤ My Magazine 1

The pupils will ...

- read and talk about a typical school day in Croatia

➤ My Magazine 2

The pupils will ...

- read about a family and their house in Croatia

➤ My Magazine 3

The pupils will ...

- read about famous Croatian people

➤ My Magazine 4

The pupils will ...

- read about seasons and activities in Croatia
- practise the months of the year

➤ My Magazine 5

The pupils will ...

- read and talk about free time activities in Croatia
- practise cardinal numbers 20-100

➤ My Values Portfolio

The pupils will talk about ...

- class rules and behaviour in the classroom
- goals they want to set for the new year
- how to show respect to their friends
- how they can be fair
- things they do with their family and write a poem about their family

➤ Happy Halloween!

In this unit pupils will ...

- read about Halloween
- sing a Halloween song

➤ Merry Christmas!

In this unit pupils will ...

- read about Christmas
- sing a Christmas song

➤ Happy New Year!

In this unit pupils will ...

- read a New Year Countdown poem
- sing a New Year song

➤ Happy Easter!

In this unit pupils will ...

- play an Easter game
- sing an Easter song



Starter Unit

1 Listen and read.



2 Talk with your friend.





Lesson 1

Aims

To reunite the pupils with the characters; to practise greetings and introductions; to practise spelling names; to present/revise colours.

Language focus

- **Language in use:** *Hello! I'm Liam. What's your name? Hi! My name's Lilly and this is my pet, Charlie. Hello. I'm John. What's your name? Lucy? How do you spell it? L-U-C-Y*
- *Red and yellow, Pink and blue: Pretty colours for me and you!*

Target Vocabulary

- **Colours:** red, blue, green, yellow, brown, black, white, orange, pink, grey

Extra materials

- The *My Alphabet* poster;
- The *Pretty Colours* poster;
- Red, blue, green, yellow, brown, black, white, orange, pink and grey crayons or coloured pencils for *Ex. 4*.

Pupils' books open. Go through the picture and elicit the names of the characters. Play the CD. The pupils listen and follow along in their books. Then ask individual pupils to read the speech bubbles out loud.



POSTER

2 Talk with your friend.

Revise the English alphabet. Put the *My Alphabet* poster on the board. Point to the letter 'A' and ask pupils to name it. Repeat with the rest of the letters. Ask a pupil to come to the board. Name a letter. The pupil points to it on the poster. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Refer pupils to the picture of the two children and the speech bubbles. Have two pupils read the speech bubbles. The pupils, in pairs, act out similar dialogues about themselves. Go around the classroom providing any help with the spelling of the pupils' names. Ask some of the pairs to come to the front of the classroom and act out the exchange.

Suggested answer key

- A:** *Hello! I'm Lana. What's your name?*
B: *Hi! My name's David.*
A: *David? How do you spell it?*
B: *D-A-V-I-D*

BEGINNING THE LESSON

(Activities to introduce the pupils to each other.)

Wait by the door and greet the pupils as they arrive. When everyone is seated, write your name on the board and introduce yourself to the class. Point to your name on the board and to yourself and say: *Hello, I'm (Mrs Novak)*. Say *Hello* again. The pupils repeat, chorally and/or individually. Stand in front of a pupil, introduce yourself and elicit his/her name. Repeat with some more pupils.

e.g. *Teacher: Hello, I'm Mrs Novak.*

Pupil 1: Hello, I'm Ana. etc

Have the pupils go around the classroom, shake hands and introduce themselves.

e.g. *Pupil 1: Hello, I'm (Marko).*

Pupil 2: Hello, I'm (Petar). etc

PRESENTATION AND PRACTICE

(Activities to present and activate the new language.)

1 Listen and read. (Track 02 CD1)

(An activity to reunite the pupils with the characters.)



Starter Unit



POSTER

3 Listen, point and repeat. (Track 03 CD1)

Pupils' books closed. Put the *Pretty Colours* poster up on the board. Point to the colours, one at a time, and elicit them. Then point to various colours in random order and ask individual pupils to name them.

Pupils' books open. Play the CD. The pupils listen, point to the pictures and repeat the colours. Play the CD again pausing after each colour. The pupils repeat, chorally and/or individually.

Extension activity (Optional)

Spread the crayons or coloured pencils on your desk. Ask a pupil to come to the front of the classroom. Name a colour. The pupil picks up the corresponding coloured pencil or crayon and shows it to the class. Ask the rest of the pupils for verification. Repeat with as many pupils as you think is necessary.

4 Complete. Then sing and do! (Track 04 CD1)

Explain the activity. The pupils look at the colours and complete the lyrics. Allow the pupils some time to complete the activity. Play the CD. The pupils listen and check their answers.

Answer key

- | | | |
|----------|----------|---------|
| 1 Red | 4 blue | 7 Black |
| 2 yellow | 5 White | 8 green |
| 3 Pink | 6 orange | |

Divide the pupils into two groups and assign a verse to each group. Have the pupils spread out their coloured pencils. Play the song. The pupils pick up and show the corresponding coloured pencils every time the corresponding colours are heard. Play the CD again. The groups sing the assigned verses. Time permitting, play the CD again for the pupils to sing the song as a class.

(See the Introduction for further ideas on how to exploit the songs.)

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Write a letter of the alphabet on the board, e.g. *T* and tell pupils whose names start with a *T* to stand up. Ask standing pupils to spell their names before leaving the class.

e.g. Pupil 1: T-O-M-A

Suggested homework

For the next lesson, the pupils should know the colours.

ACTIVITY BOOK (Optional)

If you wish, you can assign the corresponding exercises from the *Activity Book* for homework. If this is the case, make sure you explain them first.



3 Listen, point and repeat.



red



blue



green



yellow



brown



black



white



orange



pink



grey

4 Complete. Then sing and do!



1) _____ and 2) _____ ,

3) _____ and 4) _____ :

Pretty colours for me and you!

5) _____ and 6) _____ ,



7) _____ and 8) _____ :

Pretty colours for you to see!

1 Listen, point and repeat.

 one	 two	 three	 four	 five
 six	 seven	 eight	 nine	 ten

2 **THINK!** Do the sums. Use the code and colour.

 = plus
 = minus

$10-3$ $4-2$ $7-2$ $10-5$
 $9-2$ $5+2$ $8-6$ $1+1$
 $3+2$ $8+2$ $6-2$ $4+3$
 $6-1$ $5-3$ $5+5$ $3+7$

two = red
 four = green
 five = yellow
 seven = blue
 ten = black

3 Let's play!

1, 3, 5

One, three, five, ...



Lesson 2

Aims

To present/revise numbers (1-10); to present/revise days of the week.

Target vocabulary

- **Numbers:** *one, two, three, four, five, six, seven, eight, nine, ten*
- **Days of the week:** *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*



Cross-curricular links

- Maths (Ex. 2).

THINK! Thinking skills

- Mathematical thinking (Ex. 2).
- Sequencing (Ex. 5).

Extra materials

- The *Numbers* poster;
- The *Days of the Week!* poster.

BEGINNING THE LESSON

(An activity to revise the language from the previous lesson.)

Ask individual pupils to say and spell their names.

e.g. Teacher: *Hello! I'm Mrs Novak. What's your name?*

Pupil 1: *David.*

Teacher: *David? How do you spell it?*

Pupil 1: *D-A-V-I-D. etc*

Show the pupils a coloured pencil e.g red. Ask a pupil to say the colour. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

PRESENTATION AND PRACTICE

(Activities to present and activate the new language.)



POSTER

1 Listen, point and repeat. (Track 05 CD1)

Pupils' books closed. Put the *Numbers* poster up on the board. Point to numbers 1 to 10, one at a time, and elicit them. Then point to these numbers in random order and ask individual pupils to name them.

Extension activity (Optional)

Go around the classroom patting the pupils on the shoulder and giving them a number. Call out a number, e.g. *five*. The pupils with that number stand up and introduce themselves.

e.g. Teacher: *five*

Pupil 1: *Hello. I'm Ivana. I'm number five.*

Pupil 2: *Hello. I'm Luka. I'm number five. etc*

Pupils' books open. Play the CD. The pupils listen, point to the numbers and repeat. Play the CD again pausing after each number. The pupils repeat, chorally and/or individually.

2 THINK! Do the sums. Use the code and colour.

Explain the activity. Remind the pupils that when we add we use the plus (+) sign. Write, e.g. $5 + 2 = 7$ on the board and say: *Five plus two is seven*. The pupils repeat after you. To subtract we use the minus (-) sign. Write, e.g. $10 - 3 = 7$ on the board and say: *Ten minus three is seven*. The pupils repeat after you. Allow the pupils some time to do the sums, refer to the code and colour each sum accordingly. Check the pupils' answers.

Answer key

$$10 - 3 = 7 \text{ (blue)}$$

$$4 - 2 = 2 \text{ (red)}$$

$$7 - 2 = 5 \text{ (yellow)}$$

$$9 - 2 = 7 \text{ (blue)}$$

$$5 + 2 = 7 \text{ (blue)}$$

$$2 + 2 = 4 \text{ (green)}$$

$$8 - 6 = 2 \text{ (red)}$$

$$10 - 5 = 5 \text{ (yellow)}$$

$$3 + 2 = 5 \text{ (yellow)}$$

$$8 + 2 = 10 \text{ (black)}$$

$$6 - 2 = 4 \text{ (green)}$$

$$4 + 3 = 7 \text{ (blue)}$$

$$1 + 1 = 2 \text{ (red)}$$

$$6 - 1 = 5 \text{ (yellow)}$$

$$5 - 3 = 2 \text{ (red)}$$

$$5 + 5 = 10 \text{ (black)}$$

$$3 + 7 = 10 \text{ (black)}$$

3 Let's play!

Refer the pupils to the picture and explain how the game is played. Write some numbers on the board. Ask the pupils to look at the numbers carefully for a minute before they close their eyes. Ask a pupil to name the numbers by heart. Repeat with a few different numbers and a different pupil. If you want to make the game more competitive, divide the class into two teams and give a point every time a pupil says a correct number.



Starter Unit

4 Let's sing! (Track 06 CD1)

Pupils' books closed. Ask: *What day is it today?* Then say and write: (*Wednesday*). The pupils repeat after you. *What day is it tomorrow?* Write: (*Thursday*). The pupils repeat after you. Follow the same procedure and present the rest of the days.



POSTER

Put the *Days of the Week* poster up on the board. Point to the days, one at a time, and elicit them. The pupils repeat chorally and/or individually. Ask a pupil to come to the board. Ask him/her to point to his/her favourite day and say what he/she usually does on that day.
e.g. Pupil: My favourite day is Sunday. I go to the cinema.

Pupils' books open. Ask: *How many days are there?* Elicit: *Seven*. Then say: *Seven days, there are seven days a week*. Encourage the pupils to repeat after you.

Play the CD. The pupils listen and follow along in their books. Divide the class into two teams and assign each team a verse. Play the song again. The teams only sing the designated verse, i.e. Team 1 sings the first and third verses and Team 2 sings the second verse. Time permitting, play the song a third time for the pupils to sing the song as a class.

Extension activity (Optional)

Assign a day to each pupil. The pupils listen to the song and stand up every time their day is heard.

(See *Introduction* for further ideas on how to exploit songs.)

5 **THINK!** Complete with the days of the week.

Explain the activity. Allow the pupils some time to complete the activity. Check the pupils' answers.

Answer key

Tuesday, Wednesday, Thursday, Friday, Sunday

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Write the days of the week on the board. Ask the pupils to look at them for one minute before they close their eyes. Erase a day. Ask the pupils to open their eyes and tell you which day you have erased. Repeat with some other days.

7(T)

Suggested homework

For the next lesson, the pupils should know the numbers and the days of the week.

ACTIVITY BOOK (Optional)

If you wish, you can assign the corresponding exercises from the *Activity Book* for homework. If this is the case, make sure you explain them first.



4 Let's sing!

Seven days,
There are seven days!
Seven days,
Seven days a week!

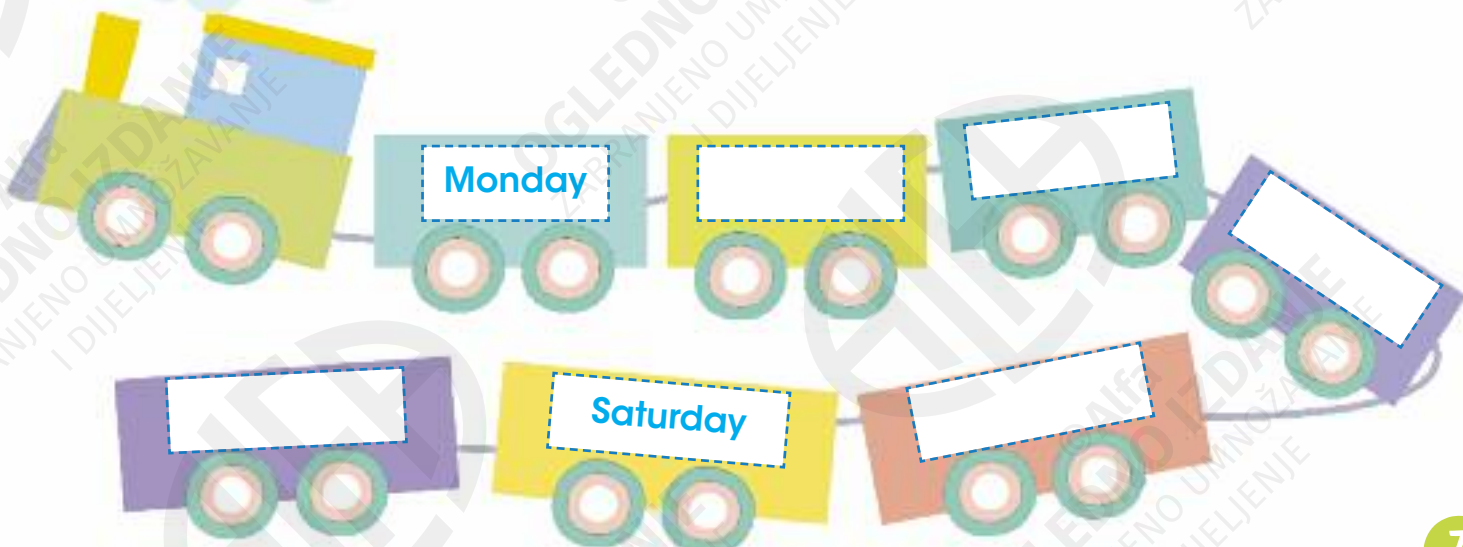
Sunday, Monday – seven days!
Tuesday, Wednesday – seven days!
Thursday, Friday – seven days!
Saturday – seven days!

Seven days,
There are seven days!
Seven days,
Seven days a week!



Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

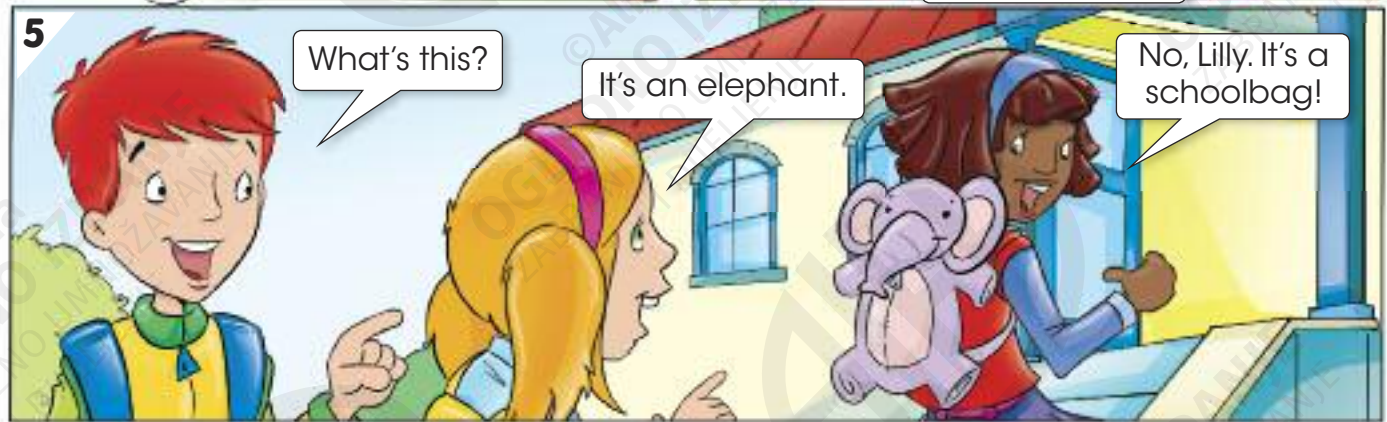
5 **THINK!** Complete with the days of the week.



1 School again



1 Listen and read. Then act out the story.



2 **THINK!** Which picture? Read the story and write.

- | | | | | | | | |
|---|-----------------------|---------|---|---|--------------------------|---------|---|
| 1 | <i>Bye, Liam!</i> | picture | 1 | 3 | <i>Hello, I'm Daisy.</i> | picture | — |
| 2 | <i>This is Lilly.</i> | picture | — | 4 | <i>It's a schoolbag!</i> | picture | — |


 Lesson 1

Aims

To identify and describe school items; to develop listening and reading comprehension skills through a story.

Language focus

- **Structures:** indefinite articles (*a, an*)
- **Language in use:** *Hi, Jake. This is Lilly. Hello, Lilly! What's your name? My name's Lilly. This is my pet, Charlie. What's this? It's an apple.*

Target vocabulary

- **School items:** *a pencil case, a pen, a pencil, a book, a schoolbag*

 **Differentiated instruction**

- (Ex. 1)

THINK! Thinking skills

- Recalling information (Ex. 2).

Extra materials

- The *Ready for School!* poster.

Pupils' books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually.

(Activities to develop the pupils' listening and reading skills.)

1  **Listen and read. Then act out the story. (Track 08 CD1)**


Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures.

e.g. *Teacher: (pointing to Lilly and Liam in picture 1) Who are they?*

Class: Lilly and Liam!

Teacher: Yes! They're at school! Bye, Lilly! Bye, Liam! etc

Play the CD. The pupils listen and follow the story in their books. Play the CD again with pauses for the pupils to repeat, chorally and/or individually. If you wish, ask individual pupils to read the story aloud.

 **Act out**

For weaker classes: Select a short exchange from the story for the pupils to act out in pairs. Allow them some time to rehearse their exchanges. Encourage them to come to the front of the classroom and perform their exchanges.

For stronger classes: Assign roles and have the pupils come to the front of the classroom and act out the whole story.

BEGINNING THE LESSON

(Activities to revise the language from the Starter Unit.)

Write numbers 1 to 10 on the board. Ask individual pupils to name the numbers.

Write three days of the week on the board. Invite pupils to come to the front and write the missing days.

PRESENTATION AND PRACTICE

(Activities to present and activate the new language.)


POSTER

- **Listen, point and repeat. (Track 07 CD1)**

Pupils' books closed. Put the *Ready for School!* poster up on the board. Point to the *pencil case, pen, pencil, book* and *schoolbag*, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to the items in random order and ask individual pupils to name them. Ask the rest of the class for verification. Explain to the pupils that in today's lesson you'll be talking about school things. If you wish, you can ask the pupils to show some of their school items.

2 **THINK!** Which picture? Read the story and write.

Allow the pupils some time to read the story silently and complete the activity. Check the pupils' answers.

Answer key

2 2 3 4 4 5

STUDY SPOT

(Activities to present and practise indefinite articles.)

3  **Write a or an. Then talk with your friend.**

Pupils' books closed. Draw a simple sketch of a book on the board and say as you write: *a book*. Underline



Unit 1

the letters in bold. The pupils repeat after you. Then draw a simple sketch of an umbrella. Say as you write: **an umbrella**. Underline the letters in bold. The pupils repeat after you. Explain to the pupils that we use **a** before words which start with a **consonant** whereas we use **an** before words that start with a **vowel sound** (a, e, i, o, u).

Drill your pupils:

e.g. Teacher: *pen*

Pupil 1: *a pen*

Teacher: *elephant*

Pupil 2: *an elephant etc*

Pupils' books open. Go through the *Study spot* box briefly. Read the instructions and explain the activity. Allow the pupils some time to complete the activity. Check their answers.

Answer key

2 an 3 a 4 a 5 a 6 an

The pupils then, in pairs, act out similar exchanges. Ask some pairs to report back to the class.

Suggested answer key

A: What's this?

B: It's an elephant.

A: What's this?

B: It's a schoolbag.

A: What's this?

B: It's a pencil case.

A: What's this?

B: It's a pen.

A: What's this?

B: It's an umbrella.

4 Circle. Then sing! (Track 09 CD1)

Allow the pupils some time to complete the activity. Play the CD. The pupils listen and check their answers. Play the CD again. The pupils listen and sing along.

Answer key

2 a 3 a 4 An 5 an 6 an

(See the Introduction for further ideas on how to exploit the songs.)

5 Listen and colour. (Track 10 CD1)

Go through the picture and elicit the items. Then ask pupils to take out their *red, green, yellow* and *black* colouring pencils. Play the CD, twice if necessary. The pupils listen and colour in the picture. Check the pupils' answers.

Answer key

pencil case – red

umbrella – yellow

book – green

schoolbag – black

9(T)

AUDIOSCRIPT

Woman: What's this?

Boy: It's an apple.

Woman: What colour is the apple?

Boy: It's blue.

Woman: Blue? A blue apple?

Boy: Yes. That's right.

Woman: What's this?

Boy: It's a pencil case.

Woman: A pencil case? What colour is it?

Boy: It's red.

Woman: Red?

Boy: Yes. It's a red pencil case.

Woman: What's this?

Boy: It's a book.

Woman: What colour is the book? Yellow?

Boy: No. It's green.

Woman: A green book. OK.

Woman: What's this?

Boy: It's an umbrella.

Woman: What colour is the umbrella?

Boy: It's yellow.

Woman: Yellow? A yellow umbrella? That's nice.

Woman: What's this?

Boy: It's a schoolbag.

Woman: What colour is the schoolbag?

Boy: It's black.

Woman: Black?

Boy: Yes. It's a black schoolbag.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask a pupil to come to the front of the classroom and close his/her eyes. Give him/her a school object to identify. Repeat with as many pupils as you think is necessary.

e.g. Teacher: (giving a pencil) What's this?

Pupil 1: It's a pencil! etc

Suggested homework

For the next lesson, the pupils should know the new words and the exchange in Ex. 3.

ACTIVITY BOOK (Optional)

If you wish, you can assign the corresponding exercises from the *Activity Book* for homework. If this is the case, make sure you explain them first.



a pencil case



a pen



a pencil



a book



a schoolbag



3 Write **a** or **an**. Then talk with your friend.

1 an apple 	2 ___ elephant 	3 ___ schoolbag
4 ___ pencil case 	5 ___ pen 	6 ___ umbrella

What's this?
It's an apple.

Study spot



a pen

an elephant



an + a, e, i, o, u

What's this?
It's **a** schoolbag.
It's **an** elephant.

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

4 Circle. Then sing!

5 Listen and colour.

1) **A** / **An** book, 2) **a** / **an** pencil, 3) **a** / **an** pen:
Put them in my bag today!
I'm ready for school, hurray, hurray!

4) **A** / **An** egg, 5) **a** / **an** apple, 6) **a** / **an** orange:
Put them in my bag today!
I'm ready for school, hurray, hurray!





a blue desk

Ready for school

1 Listen and read. Then colour.



Hello, everyone! My name's Liam. This is my schoolbag. It's blue and green. This is my notebook. It's red. And look! This is my ruler. It's red, too. Red is my favourite colour. Now, I'm ready for school!



Sounds SPot!

2 Let's play!

A blue desk.

A blue desk and a red pen.

A blue desk, a red pen and a yellow pencil.

3 Complete. Then listen, point and repeat.

a



A r__t with a h__t in a b__g.



Lesson 2

Aims

To identify and describe school items; to learn how to pronounce the /æ/ sound; to write about one's school things.

Language focus

- **Structures:** the verb 'to be' (singular form)
- **Language in use:** *My name's Liam. This is my schoolbag. Red is my favourite colour. I am Tom. Is he ten?*

Target vocabulary

- **School items:** *a blue desk, a green notebook, a yellow ruler, a red sharpener, a pink rubber*

Extra materials

- The *Ready for School!* poster.

BEGINNING THE LESSON

(Activities to revise the language from the previous lesson.)

Point to a *schoolbag, a book, a pencil case, a pencil* and a *pen* at random and ask individual pupils to name the items. Ask the rest of the class for verification.

Ask the pupils to act out the exchange from Ex. 3 from the previous lesson.

PRESENTATION AND PRACTICE

(Activities to present and activate the new language.)

**POSTER**

- **Listen, point and repeat. (Track 11 CD1)**

Pupils' books closed. Put the *Ready for School!* poster up on the board. Point to the *desk, notebook, ruler, sharpener* and *rubber*, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Elicit their colour. Point to the items in random order. Ask individual pupils to name them. Ask the rest of the class for verification.

Extension activity (Optional)

Say a colour, e.g. *pink*. The pupils name the school item (*a rubber*).

Pupils' books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the

CD again pausing after each phrase. The pupils repeat, chorally and/or individually.

1 Listen and read. Then colour. (Track 12 CD1)

Ask the pupils to look at the picture and name the character (*Liam*). Then point to the school items and elicit the names. Play the CD. The pupils listen and follow along in their books. The pupils then read the text and colour the school items. Allow the pupils some time to complete the activity. Check their answers.

Answer key

schoolbag – blue and green ruler – red
notebook – red

Then ask individual pupils to read out the text.

2 Let's play!

Explain the game. Ask a pupil to name a school item. The pupil next to him/her repeats it and adds another one. Continue with the remaining pupils. Whoever makes a mistake or forgets an item is out of the game.

SOUNDS SPOT!

(An activity to familiarise the pupils with the pronunciation of the /æ/ sound.)

3 Complete. Then listen, point and repeat. (Track 13 CD1)

Point to the rat and say: /æ/ – *rat*. The pupils repeat, chorally and/or individually. Repeat the procedure for *hat* and *bag*. Draw the pupils' attention to the /æ/ sound. Allow the pupils some time to complete the activity. Check their answers.

Play the CD for the pupils to listen, point and repeat. Ask individual pupils to read out the phrase. Check their pronunciation and intonation.

Answer key

a rat with a hat in a bag

Extension activity (Optional)

Write the following words on the board: *cat, bed, hat, pencil, rat, notebook, bag*. Ask individual pupils to come to the board and circle the words that have the /æ/ sound. Ask the rest of the class for verification.

Answer key

cat, hat, rat, bag



Unit 1

STUDY SPOT

(Activities to present and practise the verb 'to be' – singular.)

4 Read and underline.

Pupils' books closed. Point to yourself and say: *I am a teacher.* Write: *I am* on the board. Have the pupils repeat after you. Point to a pupil and say: *You are a pupil.* Write: *You are* on the board. Have the pupils repeat after you. Follow the same procedure and present the rest of the singular forms of the verb **to be**. Ask the pupils to read the affirmative form aloud. Show the pupils how the affirmative short forms are made (*I'm, you're, he's, etc.*).

Follow the same procedure and present the negative and interrogative singular forms of the verb *to be* and explain how the short forms are made.

Drill your pupils on the affirmative form:

e.g. Teacher: *I/ten*

Pupil 1: *I am ten.*

Teacher: *you*

Pupil 2: *You are ten. etc*

Drill your pupils on the interrogative form:

e.g. Teacher: *he/nine?*

Pupil 1: *Is he nine?*

Teacher: *she*

Pupil 2: *Is she nine? etc*

Drill your pupils on the negative form:

e.g. Teacher: *you/not/five*

Pupil 1: *You aren't five.*

Teacher: *he*

Pupil 2: *He isn't five. etc*

Pupils' books open. Go through the *Study spot* box briefly. Read the instructions and explain the activity. Allow the pupils some time to complete the activity. Check their answers.

Answer key

2 is 3 are 4 is 5 is 6 is

5 Complete. Then read and match.

Allow the pupils some time to complete the sentences. Check the pupils' answers.

Answer key

2 is 3 is 4 are

The pupils then read the sentences and match them to the pictures. Check the pupils' answers.

Answer key

A 2 C 4 D 3

6 Complete. Then answer.

The pupils look at the pictures, complete the questions and then answer them. Check their answers.

Answer key

2 Is/Yes, she is. 3 Is/No, it isn't. 4 Is/Yes, he is.

WRITING

(An activity to develop the pupils' writing skills.)

MY PORTFOLIO:   **Talk with your friends. Then write about your school things.**

Refer the pupils to the picture and elicit the items. Then ask the pupils, in pairs or in groups, to talk about their own school items. Go around the classroom, providing any necessary help. For homework, tell the pupils to draw their school items on a piece of paper and use the text in Ex. 1 as a model to write about them.

Suggested answer key

Hello, everyone! My name's Filip. This is my pencil case. It's blue and green. This is my ruler. It's blue. And look! This is my schoolbag. It's blue, too. Blue is my favourite colour. Now, I'm ready for school!

Note: Once you have corrected their writing activities, display their projects somewhere in the classroom. Then guide your pupils on how to file them in their *Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Name a school item, e.g. *a rubber*. Ask a pupil to write it on a piece of paper, show it to you and put it next to a corresponding item in the classroom. Repeat with as many pupils as you think is necessary.

Suggested homework

For the next lesson, the pupils should know the new words, as well as do the *My Portfolio* activity.

ACTIVITY BOOK (Optional)

If you wish, you can assign the corresponding exercises from the *Activity Book* for homework. If this is the case, make sure you explain them first.



a green notebook



a yellow ruler



a red sharpener



a pink rubber



Study spot



I am Tom.
He is Mark.
She is Ann.
It is a dog.

Is he/she/it eight?
Yes, he/she/it is.
No, he/she/it isn't.

4 Read and underline.

- 1 I am/is Tina.
- 2 It is/are a ruler.
- 3 You is/are a boy.
- 4 He is/are Mike.
- 5 She is/are a girl.
- 6 It is/are a desk.

5 Complete. Then read and match.

- 1 I **am** Kelly.
- 2 It _____ a notebook.
- 3 He _____ Bill.
- 4 You _____ Nanny Rose.



A



B



C



D

6 Complete. Then answer.

1



Is he ten?
No, he isn't.

2



_____ she Lilly?

3



_____ it a ruler?

4



_____ he Liam?



ABOUT ME Talk with your friends. Then write about your school things.



Hello, everyone!
My name's ...
This is my ...



1 Sing and do!

1 One, 2 two, 3 three, 4 four,
Time to go to school once more!

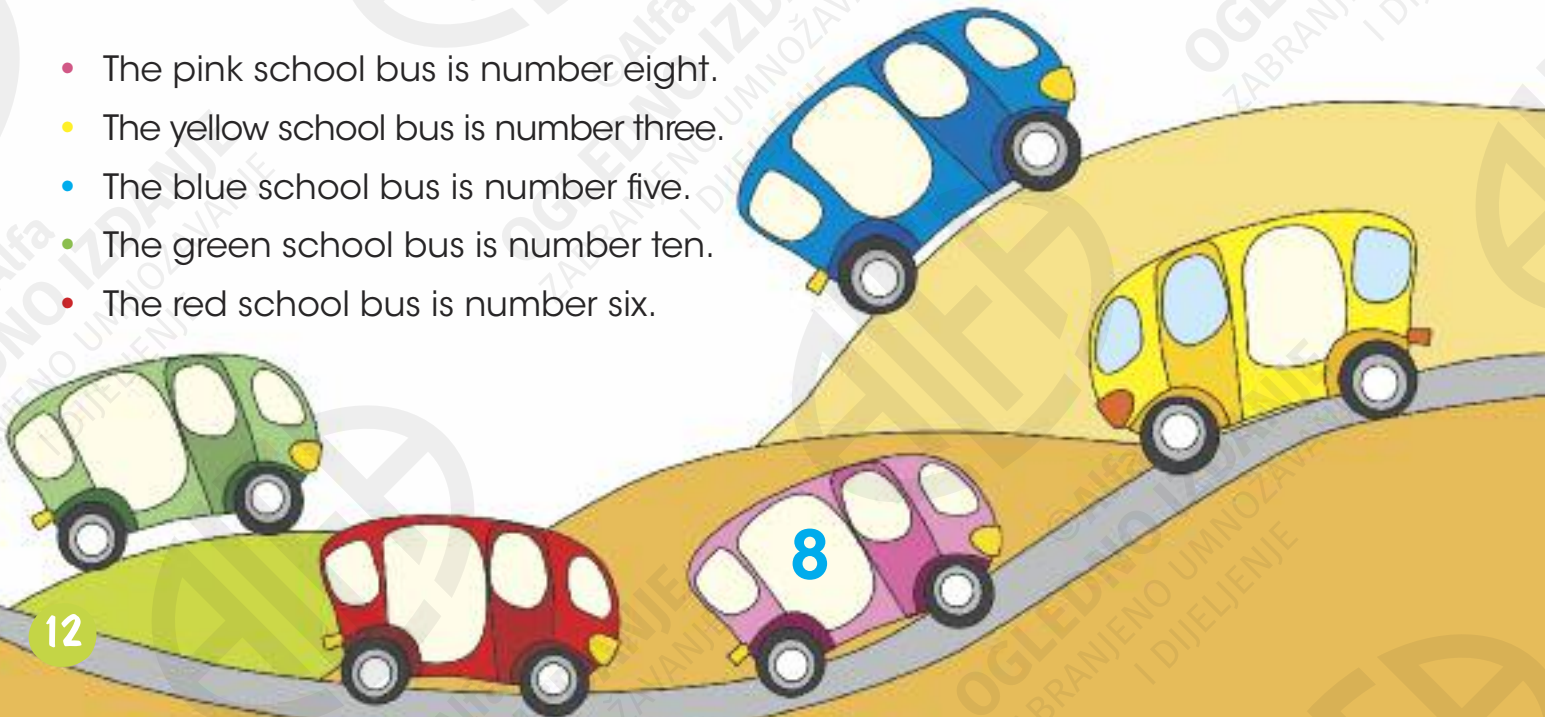
5 Five, 6 six, 7 seven, 8 eight,
Get your schoolbag, don't be late!

9 Nine, 10 ten, get your pen.
Come with me, it's school again!



2 Read and write the numbers.

- The pink school bus is number eight.
- The yellow school bus is number three.
- The blue school bus is number five.
- The green school bus is number ten.
- The red school bus is number six.




 Lesson 3
Aims

To revise numbers 1-10; to develop the pupils' listening skills through a song.

Language focus

- **Structures:** Consolidation.
- **Language in use:** *Time to go! Get your schoolbag, don't be late! The pink school bus is number eight.*

Target vocabulary

- a school bus

**Cross-curricular links**

- Art (*Ending the Lesson* activity).

Extra materials

- None.

BEGINNING THE LESSON

(An activity to revise the vocabulary from the previous lesson.)

Name a school item, e.g. a notebook and ask a pupil to come to the board and write the word. Ask the rest of the class for verification. Continue with as many pupils as you think is necessary.

PRACTICE

(Activities to revise numbers and develop the pupils' listening skills.)

1 Sing and do! (Track 14 CD1)

Revise numbers 1-10. Write them, one at a time, and ask the pupils to name them. Ask a pupil to come to the board. Say a number. The pupil writes it on the board. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Demonstrate the following numbers and actions through mime and encourage the pupils to copy you:

1, 2, 3, 4, (*count up to four on your fingers*)

Time to go to school once more! (*point to an imaginary watch on your wrist*)

5, 6, 7, 8, (*count up from five to eight on your fingers*)

Get your schoolbag, don't be late! (*mime picking up a schoolbag and wag finger as though saying 'no'*)

9, 10, get your pen, (*count up from nine to ten on your fingers, mime picking up a pen*)

Come with me, it's school again! (*beckon*)

Play the song. The pupils listen and mime the actions.

Divide the class into three groups and assign two lines to each group. Play the song again. The pupils listen, sing the assigned lines and mime the actions. If you wish, you can play the song a third time and have the whole class sing along.

Note: The pupils can be in two teams, A and B. Team A mimes the numbers and Team B mimes the actions.

(See the Introduction for further ideas on how to exploit the songs.)

2 Read and write the numbers.

Explain the activity and allow the pupils some time to read the sentences and number the school buses. Go around the classroom providing any necessary help. Check the pupils' answers.

Answer key

yellow school bus – 3

green school bus – 10

blue school bus – 5

red school bus – 6

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Project: My school bus

Tell the pupils they will draw their own school buses. They will also have to number them with their favourite number. Ask the pupils to take out their coloured pencils. The pupils draw and colour in their school buses on a piece of paper. Display their work in the classroom.

ACTIVITY BOOK (Optional)

If you wish, you can assign the corresponding exercise from the *Activity Book* for homework. If this is the case, make sure you explain it first.

**Formative Assessment**

Unit 1

Lesson 4 - Our World

Aims

To read about children from England, Poland and Mexico and learn about their countries' flags.

Language focus

- **Structures:** Consolidation.
- **Language in use:** *I'm eight years old. I'm from England. My flag is red, white and blue.*

Target vocabulary

- **Countries:** *England, Poland, Mexico*
- *a flag*



Cross-curricular links

- Art (*Ending the Lesson* activity)

THINK! Thinking skills

- Recalling information (*Ex. 4*).

Extra materials

- A world map for the *Beginning the Lesson* activity;
- The *Flags and Countries* template, one set per pupil, from the *Teacher's Resource Pack CD-ROM*, straws, glue.

BEGINNING THE LESSON

(An activity to introduce the topic of the lesson.)

Put up a map of the world on the board. If you haven't got a map of the world, you can bring printouts of the maps of these countries. Point to *England, Poland* and *Mexico* and name each country. The pupils repeat after you. Ask the pupils, in L1 if necessary, to tell you what they know about these countries (*flag colours, capital cities, etc.*).

Note: Explain to the pupils that the UK consists of four countries: England, Scotland, Wales and Northern Ireland. All four of these countries have their own flags, but they are also represented by the British flag. For simplicity purposes, the British flag has been used to represent England in this book instead of the flag of England, which consists of the red cross of Saint George.

3 Listen and read. (Track 15 CD1)

Pupils' books open. Ask the pupils to look at the flags. Point to each flag and elicit a description from the class.

e.g. *Teacher: (pointing to the British flag) Look at this flag. What colour is it?*

Pupil 1: Red, white and blue.

Teacher: Yes. This flag is from England. etc

Play the CD and ask the pupils to listen and follow along in their books.

4 THINK! Read and complete.

Explain to the pupils that they have to read the sentences and complete the missing words. Tell the pupils to underline the sentences in the texts where they found the answers. Allow the pupils some time to complete the activity. Check the pupils' answers.

Answer key

2 white 4 red 6 green
3 ten (10) 5 Mexico

Then ask individual pupils to read out the texts.

ENDING THE LESSON

(An activity to consolidate the theme of the lesson.)

Before going into class

Photocopy the *Flags and Countries* template. Cut out the flags and country names, one set per pupil. Put the flags in a box and the country names in three piles on your desk.



Ask individual pupils to come and choose a flag from the box and the corresponding country name. Ask the class for verification. The pupils colour their flags and country names. Then the pupils glue the country name to the back of their flag. Give each pupil a straw and guide them through the gluing of their flag onto the straw, to make a flag pole. Go around the classroom and provide any necessary help. Ask individual pupils to come to the front of the class and present their flags.

e.g. *Pupil 1: This flag is red and white. It is from Poland. etc*

ACTIVITY BOOK (Optional)

If you wish, you can assign the corresponding exercises from the *Activity Book* for homework. If this is the case, make sure you explain them first.

3 Listen and read.

Hello, I'm Andrew.
I'm eight years old.
I'm from England.
My flag is red,
white and blue.



Hello, my name is
Ania. I'm ten years old.
I'm from Poland. My flag
is white and red.



Hi! I'm Carlos.
I'm nine years old.
I'm from Mexico.
My flag is green,
white and red.



4 THINK! Read and complete.

- 1 Andrew is from **England**.
- 2 His flag is red, _____ and blue.
- 3 Ania is _____ years old.
- 4 Her flag is white and _____.
- 5 Carlos is from _____.
- 6 His flag is _____, white and red.

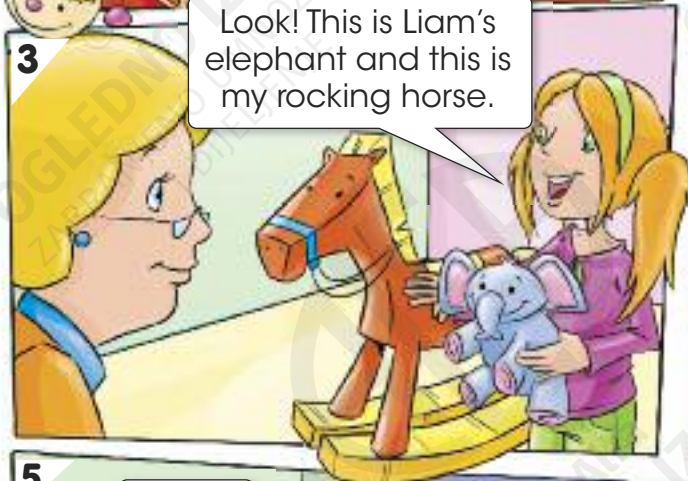


Come and play!



toys

1 Listen and read. Then act out the story.



2 **THINK** Read the story and complete.

1 The t e a s e t is Lilly's.

3 The r _ c _ _ _ g h _ _ s _ is Lilly's.

2 The el _ _ h _ _ t is Liam's.

4 The c _ r is Liam's.