

UNIT 2: AT SCHOOL - LESSON 1***Learning objectives***

- Can talk about classroom objects

Target language

- Book, chair, pen, pencil, rubber, ruler, school, table

Recycled language

- Colours
- It's a (pencil).
- It's (red).

Receptive language

- What's this?
- This is a (pen).

Resources and Materials

- Pupil's Book page 12
- Activity Book page 11
- Audi CD1 track 12, 21,22
- Stickers
- Flashcards 12-19
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Play the song of Welcome unit (CD1:12) Pupils listen and sing. <p>AUDIO SCRIPT – (CD1: 12)</p> <p><i>It's my birthday.</i></p> <p><i>Hip hip hurray! Happy Birthday!</i></p> <p><i>Clap, clap, clap.</i></p> <p><i>I'm six today!</i></p> <p><i>It's my birthday.</i></p> <p><i>Hip hip hurray! Happy Birthday!</i></p> <p><i>Stamp, stamp, stamp.</i></p> <p><i>I'm seven today!</i></p> <p><i>It's my birthday.</i></p> <p><i>Hip hip hurray! Happy Birthday!</i></p>	<ul style="list-style-type: none"> • Listen and sing the song of Welcome

	<p><i>Jump, jump, jump.</i> <i>I'm eight today!</i> <i>Happy Birthday! Happy Birthday!</i></p> <ul style="list-style-type: none"> Write the number words on the board or use of the number word cards. Pupils write the number below each cards. 	<ul style="list-style-type: none"> Look at the number words on the board and write the number below each cards
<p>Learning adventure 3 min</p>	<ul style="list-style-type: none"> Have pupils look at the screen and ask, <i>What are we learning today?</i> Write the lesson objective on the board: <i>We're learning words for classroom objects.</i> Ask pupils what English words they know for classroom objects, e.g. <i>book, pen</i>. Write them on the board. Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i> 	<ul style="list-style-type: none"> Look at the screen, listen and answer T's question Listen and answer T's question Look at the poster and listen
PRESENTATION		
FLASHCARDS	<ul style="list-style-type: none"> Present the new vocabulary with Flashcards 12-19. Show the flashcard in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word. Focus on the scene. Have a short discussion (in L1) about the characters in the illustration and where they are. Teach the word <i>school</i> in English Pupils identify the target vocabulary in the picture. Point to the classroom objects and ask, <i>What's this? It's a pencil.</i> Write the classroom object words on the board and invite pupils to 	<ul style="list-style-type: none"> Look, listen and repeat the words Look at the scene and have a short discussion (in L1) about the characters in the illustration and where they are Identify the target vocabulary in the picture. Look at the classroom objects and listen and answer T's question Look at the classroom

	stick the flashcard next to the correct word.	object words on the board and stick the flashcard next to the correct word
PRACTICE		
PB page 12, Act.2 5 min	<p><i>Listen and circle</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 2 in their Pupil's Books. • Play the audio and ask pupils to listen first. <p>AUDIO SCRIPT – (CD1:21)</p> <p><i>Cody:</i> Look, Waldo! This is our school. This is a table. And this is my chair.</p> <p><i>Harry:</i> And look! This is a pen. And this is a ruler. And a rubber.</p> <p><i>Waldo:</i> Hmm. What's this? Mmmm!</p> <p><i>Harry:</i> It's a book! Oh no!</p> <p><i>Waldo:</i> And what's this? Mmmm!</p> <p><i>Cody:</i> It's a pencil! No, Waldo!</p> <ul style="list-style-type: none"> • Have a short discussion (in L1) about what's happening. (<i>Harry and his friends have taken Waldo to school. Waldo is exploring and finding strange uses for some of the classroom objects.</i>) • Play the audio again. Pupils listen and point to each item in the illustration as it is mentioned. • They listen again and circle each item. 	<ul style="list-style-type: none"> • Look at Activity 2 in their Pupil's Books • Listen only • Have a short discussion (in L1) about what's happening • Listen and point to each item in the illustration as it is mentioned. • Listen again and circle each item.
PB page 12, Act.3 5 min	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Pupil's Books. • Play the audio. Pupils listen and point to the classroom objects. Indicate the objects in your own classroom, where possible. <p>AUDIO SCRIPT – (CD1:22)</p> <p><i>table, chair, pen, ruler, rubber, pencil,</i></p>	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books • Listen and point to the classroom objects

	<i>book</i> <ul style="list-style-type: none"> • Play the audio again. Pupils listen, point to the objects and repeat the words. 	<ul style="list-style-type: none"> • Listen, point to the objects and repeat the words
AB page 11 5 min	<i>Draw. Then trace.</i> <ul style="list-style-type: none"> • Ask pupils to look at Activity 1 in their Activity Books. • Pupils trace the dotted lines to find out what each object is. They then trace the words. Help the pupils to read the words, and check the answers by repeating the words as a class. • Pupils colour the objects, if they wish. They then check their answers in pairs. One pupil says a colour and his/her partner says the object. 	<ul style="list-style-type: none"> • Look at Activity 1 in their Activity Books • Trace the dotted lines to find out what each object is. They then trace the words • Colour the objects, if they wish. They then check their answers in pairs. One pupil says a colour and his/her partner says the object.
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Pupils play a game in pair. One pupil turns away while his or her partner covers up one object in the main picture with a coin or small pieces of paper. His or her partner has to say which object is covered up. Pupils take turn to cover up more objects each time to make it more difficult. 	<ul style="list-style-type: none"> • Play a game in pair. One pupil turns away while his or her partner covers up one object in the main picture with a coin or small pieces of paper. His or her partner has to say which object is covered up. Pupils take turn to cover up more objects each time to make it more difficult

UNIT 2: AT SCHOOL - LESSON 2***Learning objectives***

- Can describe common classroom objects

Target language

- It's a (pink) (pen).

Recycled language

- Classroom objects. Colours

Receptive language

- What is it?
- What colour is it?
- Look! Can you find a (blue) (pen)?

Resources and Materials

- Pupil's Book page 13
- Activity Book page 13
- Audio CD1 track 23, 24, 25,26
- Classroom objects
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Put a selection of classroom objects in various colours on your table. Invite a few pupils to pick them one by one and say. It's a (rubber). Then ask pupils to close their eyes. While you remove one or two. Pupils open their eyes and say what's missing. 	<ul style="list-style-type: none"> • Pick the classroom objects one by one and say, then close their eyes. While T removes one or two. Pupils open their eyes and say what's missing
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question, then guess what they will be learning in the lesson • Recognize the lesson

	<ul style="list-style-type: none"> Look at the lesson objective: <i>We're learning to talk about classroom objects.</i> 	objective
PRACTICE		
CHANT PB page 13, Act.4 5 min	<p><i>Listen and chant.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Pupil's Books. Say, <i>Look! Look!</i> Make a gesture to emphasize the meaning of the word. Then ask, <i>Can you find a (blue) (pen)?</i> Pupils point to the blue pen in the main illustration. <p>AUDIO SCRIPT – (CD1: 23) <i>A yellow pencil and a blue pen.</i> <i>A brown table and an orange chair.</i> <i>A green ruler and a white rubber.</i> <i>A purple book, look, look, look!</i></p> <ul style="list-style-type: none"> Play the audio again. Pause after each line to give pupils time to repeat the words. Play the chant and ask pupils to chant along. Pupils can replicate the chant substituting objects of different colours which they've got in their own schools bags or on their tables. 	<ul style="list-style-type: none"> Look at Activity 4 in their Pupil's Books Listen and point to the blue pen in the main illustration Listen again and repeat the words Listen and chant along Replicate the chant substituting objects of different colours which they've got in their own schools bags or on their tables.
PB page 13, Act.5 7 min	<ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Pupil's Books. Focus on the pictures at the bottom of the page. Play the audio. Pupils listen and circle the appropriate item in each pair. <p>AUDIO SCRIPT – (CD1:24) 1 <i>It's a red pencil.</i> 2 <i>It's a pink pen.</i> 3 <i>It's a white ruler.</i></p>	<ul style="list-style-type: none"> Look at Activity 5 in their Pupil's Books Listen and circle the appropriate item in each pair

	<p>4 <i>It's a green rubber</i></p> <ul style="list-style-type: none"> Pupils then point to each in turn and say, <i>It's a (red) (pencil)</i>. <p>Activity answer key:</p> <p>1 <i>red pencil</i></p> <p>2 <i>pink pen</i></p> <p>3 <i>white ruler</i></p> <p>4 <i>green rubber</i></p>	
QUEST	<p><i>Listen and sing.</i></p> <ul style="list-style-type: none"> Ask pupils (in L1) to remember the Quest items from the Welcome Unit, which the characters have to find. Ask them to guess which item could be found here. Play the Quest song. Pupils listen for the Quest item. <p>AUDIO SCRIPT – (CD1:25)</p> <p><i>Come with us, come on a quest.</i></p> <p><i>Come on a quest today!</i></p> <p><i>Come with us, come on a quest.</i></p> <p><i>Look for a tablet today.</i></p> <p><i>A balloon, a cake and...a tablet!</i></p> <p><i>Look for a tablet today.</i></p> <ul style="list-style-type: none"> Pupils then look at the main scene to find the Quest item (the tablet). Ask pupils to turn to the stickers at the back of their books. They find the sticker of the tablet and stick it into the correct place on page 13, over the grey tablet in the bookcase on the right. Play the audio again and ask pupils to sing the Quest song. 	<ul style="list-style-type: none"> Remember the Quest items from the Welcome Unit and guess which item could be found here Listen for the Quest item Look at the main scene to find the Quest item (the tablet). Turn to the stickers at the back of their books. They find the sticker of the tablet and stick it into the correct place on page 13, over the grey tablet in the bookcase on the right. Listen again and sing the Quest song
AB page 12	<p><i>Find and circle. Then say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 2 in 	<ul style="list-style-type: none"> Look at Activity 2 in

	<p>their Activity Books.</p> <ul style="list-style-type: none"> • Pupils find the object each character is hiding. They then find the matching item in the row and circle it. • Ask, <i>What is it?</i> Pupils say, <i>It's a pencil/table.</i> <p>Activity answer key: 1 pencil 2 table</p> <p><i>Listen and read. Then colour.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Activity Books. • Play the audio. Pupils listen and read the words in their books. • They then colour the objects accordingly. <p>AUDIO SCRIPT – (CD1:26) <i>A yellow rubber.</i> <i>A red ruler.</i> <i>A black chair.</i> <i>A brown table.</i> <i>A purple pen.</i> <i>A pink pencil.</i> <i>A green book.</i></p>	<p>their Activity Books.</p> <ul style="list-style-type: none"> • Find the object each character is hiding. They then find the matching item in the row and circle it. • Listen and answer T's question • Look at Activity 3 in their Activity Books. • Listen and read the words in their books • Colour the objects accordingly
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Hold up various classroom objects as pupils are leaving the class. Ask pupils to tell you what it is and what colour it is, e.g. It's a yellow pencil. 	<ul style="list-style-type: none"> • Say the name and colour of missing objects

UNIT 2: AT SCHOOL - LESSON 3***Learning objectives***

- Can say some action words
- Can talk about plurals
- Can follow a simple song

Target language

- Climb, jump, play

Plurals

Recycled language

- Let's (jump).
- What's this? What colour is it?
- How many (books)?
- Mice

Receptive language

- Classroom objects, Numbers

Resources and Materials

- Pupil's Book page 14
- Activity Book page 13
- Audio CD1 track 23, 27, 28, 29
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Listen, chant and point.</i></p> <ul style="list-style-type: none"> • Tell pupils that they are going to listen to the chant about classroom objects. Play the audio. Pupils point to the objects when they hear the objects in the chant. Play once more and have pupils chant along. <p>AUDIO SCRIPT – (CD1:23)</p>	<ul style="list-style-type: none"> • Listen to the chant about classroom objects and point to the objects when they hear the objects in the chant, then chant along

	<p><i>A yellow pencil and a blue pen.</i></p> <p><i>A brown table and an orange chair.</i></p> <p><i>A green ruler and a white rubber.</i></p> <p><i>A purple book, look, look, look!</i></p>	
<p>Learning adventure</p> <p>2 min</p>	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> • Write the lesson objectives on the board: <i>We're learning some action words and plurals.</i> • Ask pupils what English words for classroom objects they can remember, e.g. <i>table, pen</i>. Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure.</i> 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question • Recognize the lesson objectives • Look at the poster and listen
PRESENTATION		
<p>5 min</p>	<p>Look and say.</p> <ul style="list-style-type: none"> • Hold up the book and ask, What's this? It's a book. Then pick up another book and ask, How many books? Count with pupils. Say one book, two book, stressing the plural /s/ sound • Ask pupils (in L1) what's happening in the picture (the mice are using the classroom objects as a playground). Indicate the mice and say, Look at the mice! Ask, How many mice? Teach the word mice if necessary. • Revise <i>jump</i> and teach the words <i>climb</i> and <i>play</i> using the pictures on the screen. If necessary, use mime or L1 translation to help. 	<ul style="list-style-type: none"> • Look, listen and answer T's questions • Look at the picture ,listen and answer T's questions • Look, listen and repeat

	Point to the mouse doing the action or mime the action and say the word several times.	
PRACTICE		
SONG PB page 14, Act. 6 7 min	<p><i>Listen and find.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Pupil's Books. • Point to various objects in the picture and ask, <i>What's this? What colour is it? How many (books)?</i> • Play the audio. Pupils listen and point to the objects in the picture as they hear them mentioned. <p>AUDIO SCRIPT – (CD1:27,28)</p> <p><i>Rulers, rulers</i> <i>How many rulers?</i> <i>How many rulers can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i></p> <p><i>Books, books</i> <i>How many books?</i> <i>How many books can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i></p> <p><i>Pencils, pencils</i> <i>How many pencils?</i> <i>How many pencils can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i></p> <p><i>Pens, pens</i> <i>How many pens?</i> <i>How many pens can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i></p> <p><i>Rubbers, rubbers,</i> <i>How many rubbers?</i> <i>How many rubbers can you see?</i></p>	<ul style="list-style-type: none"> • Look at Activity 6 in their Pupil's Books • Look at various objects in the picture, listen and answer T's question • Listen and point to the objects in the picture as they hear them mentioned.

	<i>Hurray! Let's play! Let's jump and climb.</i>	
PB page 14, Act.7 5 min	<p>Count and write. Say.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 7 in their Pupil's Books. Pupils name the item at the bottom of the page, e.g. <i>It's a (pencil)</i>. They count the number of items in the song illustration (Activity 6) and write the numbers in the boxes. Pupils check their answers with a partner by saying the answers, e.g. <i>(ten) (pencils)</i>. <p>Activity answer key: 10 pencils 4 rubbers 3 rulers 5 books 6 pens</p>	<ul style="list-style-type: none"> Look at Activity 7 in their Pupil's Books Name the item at the bottom of the page, e.g. <i>It's a (pencil)</i>. They count the number of items in the song illustration (Activity 6) and write the numbers in the boxes. Check their answers with a partner by saying the answers
AB page 13 5 min	<p>Listen and draw.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Activity Books. Play the audio. Pupils listen and draw the appropriate numbers of classroom objects. Pause the audio after each sentence to allow pupils time to do this. <p>Activity answer key: 1 One ruler. 2 Five pencils. 3 Four rubbers. 4 Three pens.</p> <p>Find and count. Then write and trace.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Activity Books. Pupils find how many different objects are in the grid and write the numbers in the boxes. They then trace the words. <p>Activity answer key: 7 pencils 3 rulers 2 books</p>	<ul style="list-style-type: none"> Look at Activity 4 in their Activity Books. Listen and draw the appropriate numbers of classroom objects Look at Activity 5 in their Activity Books Find how many different objects are in the grid and write the numbers in the boxes

	<p>AUDIO SCRIPT – (CD1:29)</p> <p><i>1 One ruler.</i></p> <p><i>2 Five pencils.</i></p> <p><i>3 Four rubbers.</i></p> <p><i>4 Three pens.</i></p>	
POP QUIZ		
	<ul style="list-style-type: none"> • Play a counting game. Say, Hold up a book. Pupils hold up one book. Say, Hold up two pencils. Pupils hold up the correct number of object each time. You could also do this as a team. 	<ul style="list-style-type: none"> • Play a counting game. Say, Hold up a book. Pupils hold up one book. Say, Hold up two pencils. Pupils hold up the correct number of object each time

UNIT 2: AT SCHOOL - LESSON 4***Learning objectives***

- Can describe classroom objects
- Can say the sounds /r/ and /l/

Target language

- Lamb, look, rabbit

Recycled language

- Classroom objects
- It's a (pink) (ruler).
- Leaf

Resources and Materials

- Pupil's Book page
- Activity Book page
- Audio CD1 track 27, 30, 31, 32
- Stickers
- Crayons
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • <i>Tell pupils that they are going to listen to the song about classroom objects. Play the audio. Pupils point to the objects when they hear the objects in the song. Play once more and have pupils sing along.</i> <p><i>AUDIO SCRIPT – (CD1:27)</i></p> <p><i>Rulers, rulers</i></p> <p><i>How many rulers?</i></p> <p><i>How many rulers can you see?</i></p> <p><i>Hurray! Let's play! Let's jump and climb.</i></p> <p><i>Books, books</i></p>	<ul style="list-style-type: none"> • Listen to the song about classroom objects and point to the objects when they hear the objects in the song

	<p><i>How many books?</i> <i>How many books can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i> <i>Pencils, pencils</i> <i>How many pencils?</i> <i>How many pencils can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i> <i>Pens, pens</i> <i>How many pens?</i> <i>How many pens can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i> <i>Rubbers, rubbers,</i> <i>How many rubbers?</i> <i>How many rubbers can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i></p>	
<p>Learning adventure 2 min</p>	<ul style="list-style-type: none"> Have pupils look at the screen and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. Look at the lesson objectives: <i>We're talking about classroom objects</i> and <i>We're saying some sounds in English.</i> 	<ul style="list-style-type: none"> Look at the screen, listen and answer T's question Recognize the lesson objectives
<p>SKILL PRACTICE</p>		
<p>PB page 15, Act. 8 5 min</p>	<p>Listen and say.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 8 in their Pupil's Books. Ask pupils questions about the photos, e.g. <i>What's this? (It's a ruler.) What colour is it? (It's pink.)</i> Say, <i>It's a pink ruler.</i> Tell pupils (in L1) that the children in the photos are playing <i>Snap!</i> and teach them the word in English. Explain the aim of the game. 	<ul style="list-style-type: none"> Look at Activity 8 in their Pupil's Books Look and answer T's questions Listen and say in which photo the players say <i>Snap!</i>

	<ul style="list-style-type: none"> Play the audio. Pupils listen and say in which photo the players say <i>Snap!</i> <p>Activity answer key: They say Snap! in picture 1. AUDIO SCRIPT – (CD1:30)</p> <p>1 Boy A: <i>It's a pink ruler.</i> Boy B: <i>It's a pink ruler. Snap! Two rulers.</i></p> <p>2 Boy A: <i>It's a brown table.</i> Boy B: <i>It's a red pen.</i> Boy A: <i>Try again.</i></p> <ul style="list-style-type: none"> Play the audio again for pupils to learn some useful expressions they may need while playing the game. Explain (in L1) the meaning of <i>Try again</i>. 	<ul style="list-style-type: none"> Listen and learn some useful expressions they may need while playing the game
PB page 73	<p>Play the game.</p> <ul style="list-style-type: none"> Ask pupils to turn to the Unit 2 Cutouts on page 73 of the Pupil's Book. Pupils cut out the classroom object cards. Say, <i>It's a blue book</i>. Pupils hold up the correct picture. Repeat with other pictures. Pupils now play a game of <i>Snap!</i> in pairs. Play with a pupil to demonstrate. Each time the players lay down their cards, they must also describe them as in the audio, e.g. <i>It's a pink ruler</i>. 	<ul style="list-style-type: none"> Turn to the Unit 2 Cutouts on page 73 of the Pupil's Book. Cut out the classroom object cards Hold up the correct picture. Repeat with other pictures. Play a game of <i>Snap!</i> in pairs. Play with a pupil to demonstrate. Each time the players lay down their cards, they must also describe them as in the audio
PRESENTATION		
5 min	<ul style="list-style-type: none"> Remind pupils of the words <i>rubber and ruler</i>. Ask pupils which sound they hear 	<ul style="list-style-type: none"> Listen and recognize the sounds

	<p>in both words Say the /r/ sound and ask pupils to repeat after you.</p> <ul style="list-style-type: none"> Now do the same for the /l/ sound using <i>leaf</i>. 	
<p>PB page 15, Act 9 3 min</p>	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 9 in their Pupil's Books Play the audio and point to the sounds. Play the audio again and ask pupils to say the words. <p>AUDIO SCRIPT – (CD1:31)</p> <p><i>r</i> <i>Ricky Rabbit</i> <i>ruler</i> <i>rubber</i> <i>red</i></p> <ul style="list-style-type: none"> Show the activity on the screen. Focus on the first picture. Indicate the rabbit and say, e.g. <i>Look, a rabbit!</i> Play the audio. Play the audio again, and have pupils repeat the phrase. Move on to the next screen. Focus on the second picture. Indicate the lamb and say, e.g. <i>Look, a lamb!.</i> <p>AUDIO SCRIPT – (CD1:31)</p> <p><i>Ricky Rabbit, Ricky Rabbit, ruler, rubber, red, Ricky Rabbit!</i> <i>Lucy Lamb, Lucy Lamb, look, leaf, Lucy Lamb!</i></p>	<ul style="list-style-type: none"> Look at Activity 9 in their Pupil's Books Look, listen and say the words Look at the screen and listen Listen and repeat the phrase. Look at the next screen and listen
<p>AB page 14</p>	<p><i>Trace. Then listen, match and colour.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 6 	<ul style="list-style-type: none"> Look at Activity 6 in their

	<p>in their Activity Books.</p> <ul style="list-style-type: none"> • Pupils trace the letters <i>r</i> and <i>l</i>. • Pupils look at the various objects scattered across the field. Some of these belong to Ricky Rabbit. Others belong to Lucy Lamb. • Play the audio. Pupils listen and draw a line to connect together all the <i>r</i> words and colour them red. Pupils then draw a line to connect the <i>l</i> words and colour them yellow. <p>Activity answer key: red = rabbit, rubber yellow = leaf, lamb</p> <p>Join the dots. Then trace and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Activity Books. • Pupils join the dots and find the images. • They then trace the words below each of the animals and say them. <p>Activity answer key: 1 rabbit 2 lamb AUDIO SCRIPT – (CD1: 32) <i>Ricky Rabbit</i> <i>r</i> <i>rubber</i> <i>rabbit</i> <i>Lucy Lamb</i> <i>l</i> <i>leaf</i> <i>lamb</i></p>	<p>Activity Books</p> <ul style="list-style-type: none"> • Trace the letters <i>r</i> and <i>l</i> • Look at the various objects scattered across the field. Some of these belong to Ricky Rabbit. Others belong to Lucy Lamb • Listen and draw a line to connect together all the <i>r</i> words and colour them red. Pupils then draw a line to connect the <i>l</i> words and colour them yellow. <ul style="list-style-type: none"> • Look at Activity 7 in their Activity Books. • Join the dots and find the images. • Trace the words below each of the animals and say them
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Divide pupils into 4 groups. Assign one of the sounds /b/, /p/, 	<ul style="list-style-type: none"> • Work in groups (4 groups) to make a list of words

	<p>/r/ and /l/ to each group. Ask each group to make a list of words beginning with their allocated sound. Make this a race to see which group can write the most words within a set time.</p>	<p>beginning with their allocated sound</p>
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UNIT 2: AT SCHOOL - LESSON 5***Learning objectives***

- Can understand a simple story
- Can act out a story

Functional language

- Oh, dear!
- Can I help you?
- Yes, please.

Values

- The importance of helping each other

Receptive language

- What's this? It's a (guitar)

Resources and Materials

- Pupil's Book page 16
- Activity Book page 15
- Audio CD1 track 33, 34
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Remind pupils of the story from Unit 1. Then look at the questions and ask, <i>Who is in the story?</i> Nominate a pupil to answer (<i>Harry, Beth, Cody and Waldo.</i>). • Move on to the next question and have pupils raise their hands if they can tell you anything about the story. <p>Activity answer key: 1 Harry, Beth, Cody and Waldo.</p>	<ul style="list-style-type: none"> • Remember the story from Unit 1, listen and answer T's questions

	2 The children go to different stalls at the fair. Waldo ends up with five cakes.	
Learning adventure 2 min	<ul style="list-style-type: none"> Have pupils look at the screen and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. Ask, <i>What are we learning today?</i> Look at the lesson objectives: <i>We're listening to a story and acting it out.</i> 	<ul style="list-style-type: none"> Look at the screen, listen and answer T's question to recognize the lesson objectives
STORY		
PB page 15, Act. 10 7 min	<p>Listen to the story. Read</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 10 in their Pupil's Books. Direct pupils' attention to the story and ask questions about the characters and the scene: <i>Who's this? What's this? What colour is it? Say, Find (Harry)., Find a ruler., etc.</i> Ask pupils to predict what will happen in the story. Play the audio. Ask pupils to listen to the story and follow along in their books. <p>AUDIO SCRIPT – (CD1:33)</p> <p>1 Miss Campbell: Oh, dear! Harry: Can I help you? Miss Campbell: Yes, please.</p> <p>2 Harry: A green ruler. Hmm. Cody: What's this?</p> <p>3 Cody: Oh! It's a yellow chair. Miss Campbell: Oh, dear.</p> <p>4</p>	<ul style="list-style-type: none"> Look at Activity 10 in their Pupil's Books Pay attention to the story, listen and answer T's questions Predict what will happen in the story Listen to the story and follow along in their books

	<p>Harry: A drum.</p> <p>Cody: A red pencil.</p> <p>5</p> <p>Miss Campbell: What's this?</p> <p>6</p> <p>Miss Campbell: Argh! It's a green dragon!</p> <p>Harry: It's Waldo!</p> <ul style="list-style-type: none"> • Check pupils' understanding of the story by asking questions and pointing to the pictures. If necessary, explain that the woman in the story (<i>Miss Campbell</i>) is a teacher. • After pupils have a clear understanding of the story, play the audio again. Pause after each frame and encourage pupils to repeat the words and phrases aloud. 	<ul style="list-style-type: none"> • Listen and answer T's questions • Listen and repeat the words and phrases aloud
PRACTICE		
PB page 16, Act.11 7 min	<p><i>Act out the story.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Pupil's Books. • Invite a group of pupil volunteers to act out the roles. Say the lines while the pupils act out the story and then ask pupils to repeat them after you. • Encourage pupils to say the lines from memory. You may wish to use props for the roleplay. • Divide pupils into groups of seven. Give groups time to practise their roleplay. • Read the lines again and ask pupils to speak along. Ask other groups of pupils to come to the 	<ul style="list-style-type: none"> • Look at Activity 11 in their Pupil's Books • Act out the roles, listen and repeat • Say the lines from memory • Work in groups to practise their roleplay • Listen and speak along. Other groups of pupils to come to the front to act

	<p>front to act out the story.</p> <ul style="list-style-type: none"> You might like to give the pupils feedback on their roleplay. 	<p>out the story</p> <ul style="list-style-type: none"> Listen T's feedback on their roleplay
<p>AB page 15 6 min</p>	<p><i>Listen and number.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 8 in their Activity Books. Play the audio. Pupils listen and number the pictures accordingly. <p>Activity answer key: a 3 b 1 c 2 d 4</p> <p><i>Draw. Then trace and colour.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 9 in their Activity Books. Pupils draw over the dotted lines to reveal the picture (<i>Waldo</i>). They read the phrase below the picture and trace the word green. Ask the class if they can sound out the word they have traced, and help them to read the sentence. Ask them to colour the dragon. <p>AUDIO SCRIPT – (CD1:34) 1 <i>What's this?</i> <i>It's a yellow chair.</i> 2 <i>What's this?</i> <i>It's a red pencil.</i> 3 <i>What's this?</i> <i>It's a green ruler.</i> 4 <i>Arrgh! What's this?</i> <i>It's a dragon.</i></p>	<ul style="list-style-type: none"> Look at Activity 8 in their Activity Books Listen and number the pictures accordingly Look at Activity 9 in their Activity Books Draw over the dotted lines to reveal the picture (<i>Waldo</i>). They read the phrase below the picture and trace the word green Sound out the word they have traced and read the sentence, then read the sentence
POP QUIZ		
<p>5 min</p>	<ul style="list-style-type: none"> Say some sentences from the story and ask pupils to tell you which character says them. <i>It's a green dragon (Miss Campbell)</i> repeat with other sentences from the 	<ul style="list-style-type: none"> Listen and repeat with other sentences from the story.

	story.	
For the next lessons	<ul style="list-style-type: none"> • Explain (in L1) that in the next lesson pupils are going to talk about musical instruments. Ask pupils to bring various materials to make a musical instrument, e.g. empty boxes, tins, elastic bands... 	<ul style="list-style-type: none"> • Talk about musical instruments, bring various materials to make a musical instrument

UNIT 2: AT SCHOOL - LESSON 6***Learning objectives***

- Can name some common musical instruments

Cross-curricular

- Music: musical instruments

Target language

- Drum, guitar, piano, violin

Recycled language

- It's (orange).

Resources and Materials

- Pupil's Book page 17
- Activity Book page 16
- Audio CD1 track 35, 36
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Act. Guess.</i> <ul style="list-style-type: none"> • Have pupils look at the pictures of some classroom objects. Tell them that you are going to act out using a classroom object, and the class needs to guess what it is. Act as if writing something, and elicit <i>It's a pencil</i> from pupils. Once pupils get the idea of the game, look at the example sentences together. Put pupils in pairs and ask them to act and guess. 	<ul style="list-style-type: none"> • Look at the pictures of some classroom objects, and act out using a classroom object, and the class needs to guess what it is
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the illustration and ask, <i>What are we learning today?</i> 	<ul style="list-style-type: none"> • Look at the illustration, listen and answer T's question to recognize the

	<ul style="list-style-type: none"> • Write the lesson objective on the board: <i>We're learning about musical instruments.</i> • Ask pupils what English words they know for music, e.g. <i>song, piano</i>. Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure.</i> 	<p>lesson objective</p> <ul style="list-style-type: none"> • Look at the poster and listen
PRESENTATION		
5 min	<ul style="list-style-type: none"> • Teach the musical instruments by pointing to the piano, guitar, violin and drum in Activity 12 and saying the words several times, e.g. <i>It's a piano</i> • Miming the piano and ask, <i>What's this? It's a piano.</i> Continue with other instruments 	<ul style="list-style-type: none"> • Listen and look • Look, listen and answer T's question
PRACTICE		
PB page 17, Act.12 5 min	<p><i>Listen and point. And then say</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Pupil's Books. • Play the audio. Ask pupils to listen as they look at the photos and point to the instruments on the audio. Have pupils listen again and repeat the words. <p>AUDIO SCRIPT – (CD1:35)</p> <p><i>1 It's a violin.</i></p> <p><i>2 It's a drum.</i></p> <p><i>3 It's a guitar.</i></p> <p><i>4 It's a piano.</i></p> <ul style="list-style-type: none"> • In pairs, pupils mime and guess the instruments, saying, e.g. <i>It's a (drum).</i> 	<ul style="list-style-type: none"> • Look at Activity 12 in their Pupil's Books • Listen as they look at the photos and point to the instruments on the audio. then listen again and repeat the words • Work in pairs to mime

[illegible]

	<p>of greaseproof paper stuck together and attached over the top of the drum with an elastic band and a couple of chopsticks to use as drumsticks.</p> <ul style="list-style-type: none"> Find other creative ideas by searching on the internet. 	
AB page 16 5 min	<p><i>Match and trace. Then say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 10 in their Activity Books. Pupils match each of the characters with their missing musical instruments. They then trace the words. <p>Say, (<i>One</i>). Pupils say, <i>It's a (guitar)</i>. Activity answer key: 1 guitar 2 piano 3 violin 4 drum</p> <p><i>Read and circle.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 11 in their Activity Books. Pupils look at the close-up pictures of the instruments and guess what each of the instruments are. They circle the correct word below it. Ask which instrument is not shown (<i>a violin</i>). <p>Activity answer key: 1 guitar 2 piano 3 drum</p>	<ul style="list-style-type: none"> Look at Activity 10 in their Activity Books Match each of the characters with their missing musical instruments Trace the words. Look at Activity 11 in their Activity Books. Look at the close-up pictures of the instruments and guess what each of the instruments are. They circle the correct word below it. Listen and answer T's question
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils, <i>How many names of musical instruments do you know now?</i> Give pupils a minute to tell their partner the new words they know. 	<ul style="list-style-type: none"> Listen and answer T's question and tell their partner the new words they know. Look at the musical

	<ul style="list-style-type: none">• Write the musical instrument word on the board and pupils draw the correct instrument next to each word.	instrument word on the board and pupils draw the correct instrument next to each word
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UNIT 2: AT SCHOOL - LESSON 7***Learning objectives***

- Can assess what I have learnt in Unit 2

Recycled language

- Classroom objects, Actions
- It's a (blue) (pen).

Receptive language

- What's this? What colour is it? How many?

Resources and Materials

- Pupil's Book page 18
- Activity Book page 17
- Audio CD1 track 27, 37, 38
- Flashcards 12-19
- Stickers
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Act. Guess.</i> <ul style="list-style-type: none"> • Play the song from Lesson 3 (CD1:27) Pupils create actions to go with the song. AUDIO SCRIPT – (CD1:27) <i>Rulers, rulers</i> <i>How many rulers?</i> <i>How many rulers can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i> <i>Books, books</i> <i>How many books?</i> <i>How many books can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i> <i>Pencils, pencils</i>	<ul style="list-style-type: none"> • Listen the song and create actions to go with the song.

	<p><i>How many pencils?</i> <i>How many pencils can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i> <i>Pens, pens</i> <i>How many pens?</i> <i>How many pens can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i> <i>Rubbers, rubbers,</i> <i>How many rubbers?</i> <i>How many rubbers can you see?</i> <i>Hurray! Let's play! Let's jump and climb.</i></p> <ul style="list-style-type: none"> • Display the flashcards 12-19 or real items in the classroom to revise classroom object vocabulary. Hold up a pencil and say, What's this? Is this a yellow ruler? 	<ul style="list-style-type: none"> • Look at the flashcards 12-19 or real items in the classroom, listen and answer T's questions
<p>Learning adventure 5 min</p>	<ul style="list-style-type: none"> • Have pupils look at the lesson 7 and ask, <i>What are we learning today?</i> • Write the lesson objective on the board: <i>We're thinking about our learning adventure.</i> • Ask pupils if they can remember the things they have been learning in this unit, e.g. <i>How many words for the classroom objects can you remember?</i> Put their ideas on the board. • For each example, ask pupils, <i>Where are you on your learning adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice. 	<ul style="list-style-type: none"> • Look at the lesson 7, listen and answer T's question to recognize the lesson objective • Answer T's question if they remember the things they have been learning in this unit
PRACTICE		
<p>PB page 18, Act 14 5 min</p>	<p><i>Listen and stick. Then trace.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 14 	<ul style="list-style-type: none"> • Look at Activity 14 in

	<p>in their Pupil's Books.</p> <ul style="list-style-type: none"> Ask pupils to turn to the stickers of the classroom objects at the back of their books and name the objects. Play the audio. Ask pupils to listen and point to the stickers. <p>AUDIO SCRIPT – (CD1:37)</p> <p><i>1 It's a purple pen.</i></p> <p><i>2 It's a yellow ruler.</i></p> <p><i>3 It's a blue pencil.</i></p> <p><i>4 It's a white rubber.</i></p> <p><i>5 It's a red book.</i></p> <p><i>6 It's an orange chair.</i></p> <p><i>7 It's a brown table.</i></p> <ul style="list-style-type: none"> Play the audio again and ask pupils to stick the stickers in place. They then trace the words under the stickers. Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully. <p>Activity answer key:</p> <p>1 pen 2 ruler</p> <p>3 pencil 4 rubber</p> <p>5 book 6 chair</p> <p>7 table</p>	<p>their Pupil's Books</p> <ul style="list-style-type: none"> Turn to the stickers of the classroom objects at the back of their books and name the objects. Listen and point to the stickers. Listen again and stick the stickers in place. Trace the words under the stickers. Stick the star sticker in place if they feel they have learnt the unit vocabulary successfully
PB page 18, Act.15 5 min	<p><i>Colour. Then listen and ask and answer.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 15 in their Pupil's Books. Pupils work individually and colour the classroom objects. They then compare their pictures in pairs. One pupil points to one of his/her partner's pictures. His/her partner describes the 	<ul style="list-style-type: none"> Look at Activity 15 in their Pupil's Books, work individually and colour the classroom objects Compare their pictures in pairs. One pupil points to one of his/her partner's pictures. His/her partner

	<p>picture, saying, e.g. <i>It's a (blue) (pen)</i>. Invite pupils to the front to share their drawings with the class.</p> <ul style="list-style-type: none"> • Play the audio to give pupils an idea of the language they will need and model the sentences with the class. • Pupils stick the star sticker in place if they feel they have learnt the unit structures successfully. <p>AUDIO SCRIPT – (CD1:38) <i>What's this?</i> <i>It's a red guitar.</i></p>	<p>describes the picture, then come to the front to share their drawings with the class.</p> <ul style="list-style-type: none"> • Listen to the audio • Stick the star sticker in place if they feel they have learnt the unit structures successfully
GAME 5 min	<ul style="list-style-type: none"> • Stick flashcards on the board. Then divide pupils into two teams and hand out classroom object word cards to several pupils in each team • Call out a classroom object and the team which has the corresponding word card sticks it on the board. Award points for correct answers. 	<ul style="list-style-type: none"> • Look at flashcards on the board. Then work in groups
AB page 17 5 min	<p><i>Read and match.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Activity Books. • Pupils match the words with the corresponding pictures by drawing matching lines. <p>Activity answer key: 1 table 2 chair 3 rulers 4 rubber 5 pencils 6 pens 7 book</p> <p><i>Read and colour.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Activity Books. • Pupils read the words in Waldo's thought bubbles and colour the 	<ul style="list-style-type: none"> • Look at Activity 12 in their Activity Books • Match the words with the corresponding pictures by drawing matching lines • Look at Activity 13 in their Activity Books. • Read the words in Waldo's thought bubbles and colour the pictures

	pictures accordingly.	accordingly
POP QUIZ		
5 min	<p><i>Say the Unit 2 words.</i></p> <ul style="list-style-type: none"> • Tell pupils that we are reviewing the words that have been learnt in the unit. Ask for a volunteer pupil to say the first word. Check the answer. Repeat the word and have the rest of the pupils repeat. • Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words. 	<ul style="list-style-type: none"> • Listen and repeat the words • Work in pairs and look at the pictures and say the words

UNIT 2: AT SCHOOL - LESSON 8***Learning objectives***

- Can use what I have learnt in Unit 2

Recycled language

- Classroom objects, Colours, Numbers 1-10
Plurals

Resources and Materials

- Pupil's Book page 19
- Activity Book page 60
- Audio CD1 track 39
- Flashcards 12-19
- Active Teach Software
- Consolidation and extension worksheet 2 (TB: 46)

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show pupils the flashcards 12-10 in turn and stick them on the board. Number them from 1-7. Tell pupils (in L1) to try to remember the position of each flash card. After a while, take off two flashcards and ask pupils to say all seven words in correct order. Repeat until there aren't any flashcards on the board and pupils can repeat them in the correct order. 	<ul style="list-style-type: none"> • Look at the flashcards 12-10 in turn and try to remember the position of each flash card, then say all missing words in correct order
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 8 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. 	<ul style="list-style-type: none"> • Look at the lesson 8, listen and answer T's question, then guess what they will be learning in the lesson to recognize the

	<ul style="list-style-type: none"> Look at the lesson objective: <i>We're talking about the classroom.</i> 	lesson objective
PRACTICE		
PB page 19, Act.16,17 10 min	<p><i>Find and circle five differences.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 16 in their Pupil's Books. Pupils find five differences between the pictures, circling the differences on picture 2. Give pupils a time limit. They can work either individually or in pairs. Check answers as a class. Pupils say, e.g. <i>Picture 1, (two red pens). Picture 2, (two blue pens).</i> <p>Activity answer key: Picture 1: four yellow pencils, three black books, yellow ruler, yellow rubber, brown chair Picture 2: four orange pencils, three brown books, pink ruler, green rubber, grey chair</p> <p><i>Listen. Then say and play.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 17 in their Pupil Books. Ask pupils to say in which picture the yellow rubber can be found (<i>Picture 1</i>). Ask pupils to play a game in pairs. One pupil says an item from one of the pictures and his/her partner says the number of the picture. Play the audio to give pupils an idea of the language they will need. 	<ul style="list-style-type: none"> Look at Activity 16 in their Pupil's Books Find five differences between the pictures, circling the differences on picture 2. Give pupils a time limit. They can work either individually or in pairs. Look and say

	AUDIO SCRIPT – (CD1:39) A yellow rubber. One.	
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Show the activity on the board and look at the example for the first picture. Nominate a pupil to say <i>Five chairs</i>. • Put pupils into groups. Point to the flashcard and then to a group and ask them to say a sentence. • Return to the start and work through the pictures as a class, reviewing any words that are difficult. 	<ul style="list-style-type: none"> • Look at the example for the first picture, then say • Look at the flashcard and say a sentence
WHAT I KNOW	<ul style="list-style-type: none"> • Tell pupils that for homework, they will check and review what they learnt in the Unit. <p><i>What I know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</p> <p><i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</p> <p>Having reviewed the words, pupils repeat the <i>What I know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box.</p>	<ul style="list-style-type: none"> • Listen and pay attention to T's reminding • Look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box. • Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer. • Repeat the <i>What I know</i> activity and see how many more words they can remember this time