

UNIT 4: MY FACE - LESSON 1***Learning objectives***

- Can identify parts of the face

Target language

- Ears, eyes, face, hair, mouth, nose

Recycled language

- Colours
- I've got (brown hair).

Receptive language

- Touch your (ears).
- Have you got (a green bag)?

Resources and Materials

- Pupil's Book page 28
- Activity Book page 25
- Audio CD2 track 01, 02
- Pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the picture of a monster on the board and look at the example for the first picture. Read the text together with the class, <i>I'm a monster. I've got three heads.</i> • Pair pupils and have them create a monster using the body parts. 	<ul style="list-style-type: none"> • See the picture of a monster on the board and look at the example for the first picture, listen and read together • Work in pair and create a monster using the body parts
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 1 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 objective: <i>We're learning face words.</i> • Ask pupils what English words they know for our faces, e.g. 	<ul style="list-style-type: none"> • Look at the lesson 1, listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective • Say what English words they know for our faces

	<p><i>eyes, nose.</i> Write them on the board.</p> <ul style="list-style-type: none"> 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 poster and listen
PRESENTATION		
	<ul style="list-style-type: none"> Present the new vocabulary. Touch various parts of your face and say, e.g. Touch your ears. Continue with eyes, hair, mouth and nose. Then begin again but make intentional mistakes, e.g. touch your nose, but say, Touch your mouth. Ask pupils to correct your mistakes. <p><i>eyes, ears, nose, mouth, hair, face.</i></p>	<ul style="list-style-type: none"> Learn the new vocabulary, look and listen Look at T's actions and correct T's mistakes
PRACTICE		
<p>PB page 28, Act.2 5 min</p>	<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. Focus on the scene. Ask pupils, <i>Who can you see? (Rose, Charlie and Ola)</i> Point to the doctor and say, <i>She's a doctor.</i> Ask pupils what they think is happening in the scene. (<i>The doctor is waiting for a friend to arrive at the island. The passengers are describing themselves.</i>) Play the audio again and ask pupils to circle each part of the face as they hear the word. Play the audio again. Pause after each line so pupils can point to the part of the face they have circled. 	<ul style="list-style-type: none"> Look at Activity 2 in their Pupil's Books. Focus on the scene; listen and answer the question; then look at the doctor, listen and say what they think is happening in the scene Listen and circle each part of the face as they hear the word. Listen again and point to the part of the face they have circled when T pauses after each line

	<p>AUDIO SCRIPT - CD2: 01</p> <p>Girl: <i>I've got brown hair. I've got a big mouth.</i></p> <p>Rose: <i>Have you got a green bag?</i></p> <p>Girl: <i>Yes, I've got a green bag.</i></p> <p>Boy: <i>I've got a small face. I've got big eyes.</i></p> <p>Rose: <i>Have you got a purple bag?</i></p> <p>Boy: <i>Yes, I've got a purple bag.</i></p> <p>Man: <i>I've got a small mouth. I've got black hair.</i></p> <p>Rose: <i>Have you got a blue bag?</i></p> <p>Man: <i>Yes, I've got a blue bag.</i></p> <p>Charlie: <i>Look! A brown nose and big ears! Who is it?</i></p> <p>Rose: <i>It's the dog!</i></p> <p>Dog: <i>Woof! Woof!</i></p>	
<p>PB page 28, Act. 3 5 min</p>	<p>Listen and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Pupil's Books. • Play the audio and ask pupils to listen first. • Focus on the labels next to each part of the face. Read them to the class one by one. Pupils find the words as they hear them and repeat them. • Play the audio again. Pupils listen, point to the parts of the face and repeat the words. Pupils then continue in pairs. <p>AUDIO SCRIPT – CD 2: 02 <i>hair face nose mouth ears eyes</i></p>	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books. • Listen to the audio first. • Focus on the labels next to each part of the face; listen and find the words as they hear them and repeat them. • Listen again and point to the parts of the face and repeat the words, then continue in pairs.
<p>AB page 25 5 min</p>	<p>Look and write. Then say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 1 in their Activity Books. • Point to each of the facial features in turn and ask, <i>What's</i> 	<ul style="list-style-type: none"> • Look at Activity 1 in their Activity Books. • Look at each of the facial features in turn, listen and

	<p><i>this?</i> Pupils answer.</p> <ul style="list-style-type: none"> Ask pupils to create labels by writing the parts of the face in the appropriate boxes. <p>Activity answer key: 1 face 2 hair 3 eyes 4 ears 5 nose 6 mouth</p>	<p>answer the question</p> <ul style="list-style-type: none"> Create labels by writing the parts of the face in the appropriate boxes.
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils, <i>How many face words do you know now?</i> Give pupils a minute to tell their partner the new words they know. Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember. Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> Tell their partner the new words they know. Say which words they find easiest or most difficult to remember.
	<p><i>Look and say.</i></p> <ul style="list-style-type: none"> Ask for 5 volunteer pupils and ask them to line up at the board. Then go through the flashcards and ask pupils to name the word. Click on the flashcard to confirm the answer. Once all words have been said, ask another group of pupils to line up at the board and go through the activity again. 	<ul style="list-style-type: none"> 5 volunteer pupils line up at the board, then look at the flashcards and name the word Once all words have been said, another group of pupils line up at the board and go through the activity again.

UNIT 4: MY FACE - LESSON 2***Learning objectives***

- Can talk about parts of the face using have got

Target language

- Long, short, glasses

Recycled language

- Big, small
- Parts of the face
- I've got (small) (ears).

Receptive language

- Who is it?

Resources and Materials

- Pupil's Book page 29
- Activity Book page 26
- Audio CD2 track 04, 05
- Flashcards 24-33
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show Flashcards 24-33 in turn and say a word, either the correct word or one that does not correspond with the picture. For example, show the eye flashcard and say, a nose. Pupils say right or wrong by waving their arms if the sentence is correct and clapping their hands if your sentence is correct. 	<ul style="list-style-type: none"> • Look at the flashcards 24-33 in turn, listen and say right or wrong by waving their arms if the sentence is correct and clapping their hands if your sentence is correct.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 2 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 objective: 	<ul style="list-style-type: none"> • Look at the lesson 2 ; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the

	<p><i>We're talking about our faces.</i></p> <p>Ask pupils what parts of the face they know in English, e.g. <i>eyes</i>, <i>nose</i>. Write them on the board.</p>	<p>lesson objective</p> <ul style="list-style-type: none"> • Say what parts of the face they know in English
PRESENTATION		
<p>CHANT</p> <p>PB page 29, Act.4</p> <p>7 min</p>	<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. • Tell pupils that they are going to listen to a chant about parts of the face. • Play the audio. Pupils point to the parts of the face as they hear them in the chant. • Play the audio. Ask pupils which characters are saying the chant (<i>Ola and the doctor.</i>). • Play the chant again and ask pupils to chant along. <p>AUDIO SCRIPT – CD2: 03</p> <p><i>Who is it? Look!</i></p> <p><i>I've got big eyes.</i></p> <p><i>I've got a small nose.</i></p> <p><i>I've got small ears.</i></p> <p><i>And I've got short hair.</i></p> <p><i>Short, short hair.</i></p> <p><i>Short, short hair.</i></p> <p><i>I've got a small face.</i></p> <p><i>I've got a pink mouth.</i></p> <p><i>I've got glasses.</i></p> <p><i>And I've got long hair.</i></p> <p><i>Long, long hair.</i></p> <p><i>Long, long hair.</i></p> <ul style="list-style-type: none"> • Draw two faces on the board with hair and eyes only. One face has got long hair and big eyes; the other has got short hair 	<ul style="list-style-type: none"> • Look at Activity 4 in their Pupil's Books. • Listen to a chant about parts of the face. • Listen and point to the parts of the face as they hear them in the chant. • Listen and say which characters are saying the chant • Listen to the chant again and chant along. <ul style="list-style-type: none"> • Look at the board

	<p>and small eyes.</p> <ul style="list-style-type: none"> Point to the big eyes and say, <i>big eyes</i>. Now point to the small eyes and say, <i>small eyes</i>. Do the same with hair, ears. Now point to the features individually and say, <i>I've got small eyes</i>. 	<ul style="list-style-type: none"> Look at the big eyes and the small eyes, listen Look at the features individually and listen
PRACTICE		
PB page 29, Act. 5 5 min	<p><i>Listen and draw. Then say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Pupil's Books. Focus pupils' attention on the outline of face 1. Play the audio. Pupils listen and complete the picture by drawing the facial features. Check the answers. Ask pupils to choose facial features for face 2 and dictate them to a partner. <p>AUDIO SCRIPT - CD2: 04</p> <p><i>I've got big eyes.</i></p> <p><i>I've got a small nose.</i></p> <p><i>I've got a big mouth.</i></p> <p><i>I've got small ears.</i></p> <p><i>I've got short hair.</i></p>	<ul style="list-style-type: none"> Look at Activity 5 in their Pupil's Books. Pay attention on the outline of face 1; listen and complete the picture by drawing the facial features Then choose facial features for face 2 and dictate them to a partner.
QUEST SONG PB page 29 5 min	<p><i>Listen and sing.</i></p> <ul style="list-style-type: none"> Ask pupils to look carefully at the scene on pages 28–29. Remind them that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island. Play the Quest song. Ask pupils to listen and sing along. <p>AUDIO SCRIPT – CD 2: 05</p> <p><i>Stand up, jump up, come on a quest,</i></p>	<ul style="list-style-type: none"> Look carefully at the scene on pages 28–29. Remember that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island. Listen and sing along.

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POP QUIZ		
5 min	<p><i>Tell a friend. Guess.</i></p> <ul style="list-style-type: none"> • Show the pictures on the board and look at the example for the first picture. Nominate a pupil to say the sentence (<i>I've got a big nose.</i>) and have the class tell you who has a big nose (<i>Grandad!</i>). • Pair pupils and have them make sentences about the people, while the other pupil guesses who they are talking about. Make sure they take turns to guess. 	<ul style="list-style-type: none"> • See the pictures on the board and look at the example for the first picture, say the sentence and have the class tell you who has a big nose • Work in pairs and make sentences about the people, while the other pupil guesses who they are talking about. Make sure they take turns to guess.

UNIT 4: MY FACE - LESSON 3***Learning objectives***

- Can describe and sing a song about faces

Target language

- He's/She's got (blue eyes).

Recycled language

- Big, small, long, short
- Parts of the face, Colours

Resources and Materials

- Pupil's Book page 30
- Activity Book page 27
- Audio CD 2track 06, 07, 08, 09
- Pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Yes or No?</i></p> <ul style="list-style-type: none"> • Show the pictures on the screen and look at the first picture. Nominate a pupil to say the sentence, <i>I've got big ears</i>. Have the class tell you whether this is correct or not. • Pair pupils and have them work through the other screens, deciding if the sentence is correct or not. Check answers as a class. 	<ul style="list-style-type: none"> • See the pictures on the screen and look at the first picture; say the sentence and tell T whether this is correct or not. • Ask in pairs to work through the other screens, deciding if the sentence is correct or not
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 3 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 people's faces</i>. • Ask pupils what English words they know for parts of the face, e.g. <i>big eyes, long hair</i>. Write them on the 	<ul style="list-style-type: none"> • Look at the lesson 3 ; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objectives

	board. <ul style="list-style-type: none"> Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i> 	
PRESENTATION		
	<i>Look and say.</i> <ul style="list-style-type: none"> Ask pupils to look at the images and read the words. Say the words for them to repeat. Point to your hair and say <i>I've got long / short hair.</i> Ask pupils to repeat again. Continue with other face words, eg <i>I've got brown eyes.</i> 	<ul style="list-style-type: none"> Look at the images and read the words; listen and repeat Listen and repeat again. Continue with other face words
PRACTICE		
<i>SONG</i> PB page 30, Act. 6 5 min	<i>Listen and find.</i> <ul style="list-style-type: none"> Ask pupils to look at Activity 6 in their Pupil's Books. Focus on the song illustration. Ask pupils what they see in the picture (<i>A puppet theatre with three puppets, performing the story Hansel and Gretel.</i>). Play the audio. Ask pupils to listen and point to the puppet that is being described. AUDIO SCRIPT – CD 2: 06 <i>Who is it? Who can it be?</i> <i>Who is it? Listen to me!</i> <i>She's got blue eyes, blue eyes</i> <i>And a small nose, a small nose.</i> <i>She's got small ears, small ears, And long, long hair.</i> <i>Who is it? Who can it be?</i> <i>Who is it? Listen to me!</i> <i>He's got brown eyes, brown eyes</i> <i>And a small nose, a small nose. He's got a big mouth, a big mouth</i>	<ul style="list-style-type: none"> Look at Activity 6 in their Pupil's Books. Focus on the song illustration and say they see in the picture Listen and point to the puppet that is being described.

	<p><i>And short, short hair.</i> <i>Who is it? Who can it be?</i> <i>Who is it? Listen to me!</i> <i>She's got green eyes, green eyes</i> <i>And a big nose, a big nose. She's got big ears, big ears</i> <i>And short, short hair.</i> <i>Who is it? Who can it be? Who is it?</i> <i>Listen to me</i></p>	
<p>PB page 30, Act.7 5 min</p>	<p><i>Listen and point. Play.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Pupil's Books. • Ask pupils to use the pictures to play a game. Play the audio to give pupils an idea of the language they will need and ask them to point to Number 1. One pupil chooses a puppet and describes it to his/her partner. The partner says the number. <p>AUDIO SCRIPT – CD2: 08 <i>She's got a big nose.</i> <i>Number 1.</i></p>	<ul style="list-style-type: none"> • Look at Activity 7 in their Pupil's Books. • Use the pictures to play a game; listen to the audio to take the idea of the language they will need and ask them to point to Number 1. One pupil chooses a puppet and describes it to his/her partner. The partner says the number.
<p>HOME_SCHOOL LINK</p>	<ul style="list-style-type: none"> • Ask pupils to sing the song at home with their families 	<ul style="list-style-type: none"> • Sing the song at home with their families
<p>AB page 27 5 min</p>	<p><i>Listen and colour.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 4 in their Activity Books. • Play the audio. Pupils listen and point to the correct face for each line. • Play the audio again, stopping it after each sentence. Pupils listen and colour the faces accordingly. <p>Activity answer key: Boy: blue eyes, green ears, red mouth, purple nose Girl: brown eyes, red nose, orange</p>	<ul style="list-style-type: none"> • Look at Activity 4 in their Activity Books. • Listen and point to the correct face for each line. • Listen again, colour the faces accordingly when T stops it after each sentence

	<p>mouth, pink ears</p> <p>Read. Then look and circle.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Activity Books. Ask pupils to read the sentences. They then look at the pictures in Activity 4 and circle <i>Yes</i> if the sentence is correct or <i>No</i> if it isn't. <p>Activity answer key: 1 Yes 2 No 3 Yes 4 Yes 5 No AUDIO SCRIPT – CD2: 09 <i>He's got blue eyes.</i> <i>He's got green ears.</i> <i>He's got a red mouth.</i> <i>He's got a purple nose.</i> <i>She's got brown eyes.</i> <i>She's got a red nose.</i> <i>She's got an orange mouth.</i> <i>She's got pink ears.</i></p>	<ul style="list-style-type: none"> Look at Activity 5 in their Activity Books. Read the sentences. They then look at the pictures in Activity 4 and circle <i>Yes</i> if the sentence is correct or <i>No</i> if it isn't.
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils, <i>How many face words do you know now?</i> Give pupils a minute to tell their partner the new words they know. As a whole class or in pairs, ask pupils to say where they are on their adventure now. Tell pupils, <i>Well done!</i> to reinforce the progress they are making. Play Parachute with the vocabulary items this unit. Put pupils into two teams and tell them to take turn to guess a letter. Teams win a point when they guess the word correctly. 	<ul style="list-style-type: none"> Tell their partner the new words they know. As a whole class or in pairs, say where they are on their adventure now. Work into two teams; listen and take turn to guess a letter. Teams win a point when they guess the word correctly.

UNIT 4: MY FACE - LESSON 4***Learning objectives***

- Can describe face using He's/She's got
- Can say the sounds /au/ and /ei/

Target language

- Clothes, Shapes

Recycled language

- Baby, big, long, old, short, small
- He's/She's got (green) (eyes).

Resources and Materials

- Pupil's Book page 31
- Activity Book page 28
- Audio CD2 track 10, 11
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Listen and point.</i></p> <ul style="list-style-type: none"> • Tell pupils that they are going to sing the song about parts of the face, and they should point at the words they hear. Play the audio. • Play the song again and have pupils sing along. <p>AUDIO SCRIPT – CD2: 06</p> <p><i>Who is it? Who can it be?</i></p> <p><i>Who is it? Listen to me!</i></p> <p><i>She's got blue eyes, blue eyes</i></p> <p><i>And a small nose, a small nose.</i></p> <p><i>She's got small ears, small ears, And long, long hair.</i></p> <p><i>Who is it? Who can it be?</i></p> <p><i>Who is it? Listen to me!</i></p> <p><i>He's got brown eyes, brown eyes</i></p> <p><i>And a small nose, a small nose. He's got a big mouth, a big mouth</i></p>	<ul style="list-style-type: none"> • Sing the song about parts of the face, and they should point at the words they hear; listen to the audio. • Listen to the song again and sing along.

	<p><i>And short, short hair.</i> <i>Who is it? Who can it be?</i> <i>Who is it? Listen to me!</i> <i>She's got green eyes, green eyes</i> <i>And a big nose, a big nose. She's got big ears, big ears</i> <i>And short, short hair.</i> <i>Who is it? Who can it be? Who is it?</i> <i>Listen to me!</i></p>	
<p>Learning adventure 2 min</p>	<ul style="list-style-type: none"> • Have pupils look at the lesson 4 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in the lesson. • Look at the lesson objectives: <i>We're talking about faces. We're saying some English sounds.</i> 	<ul style="list-style-type: none"> • Look at the lesson 4; listen and answer T's question; then look at the images and guess what they will be learning in the lesson to recognize the lesson objectives
<p>SKILL PRACTICE</p>		
<p>GAME PB page 31, Act.8 5 min</p>	<p>Play the game. Say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 8 in their Pupil's Books. • Ask pupils to turn to the Unit 4 Cutouts on page 75 of the Pupil's Book. • Ask pupils to cut out the eyes, ears, noses and mouths. • Say, e.g. <i>It's a long nose.</i> Pupils show you the correct picture. Continue with other pictures. • Ask pupils to work in pairs. One constructs two faces on the outlines in Activity 8, then describes them to a partner, e.g. <i>He's got green eyes.</i>, etc. His/her partner listens and positions the features to match. Pupils then check to make sure the pictures 	<ul style="list-style-type: none"> • Look at Activity 8 in their Pupil's Books. • Turn to the Unit 4 Cutouts on page 75 of the Pupil's Book. • Cut out the eyes, ears, noses and mouths. • listen and show T the correct picture. Continue with other pictures. • Then work in pairs. One constructs two faces on the outlines in Activity 8, then describes them to a partner, e.g. <i>He's got green eyes.</i>, etc. His/her partner listens and

	match.	positions the features to match. Pupils then check to make sure the pictures match.
PHONICS		
	<ul style="list-style-type: none"> Remind pupils of the words Shapes and Nose. Ask them which sounds they can hear in both words. Say the words several times, emphasizing /au/ and /ei/ sounds. oh, oh, ay, ay oh, ay, oh, ay, oh, ay 	<ul style="list-style-type: none"> Remember the words Shapes and Nose. Say which sounds they can hear in both words. Say the words several times
PB page 31, Act. 9 5 min	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> Point to the sounds and ask pupils to say the words. Each time, play the audio for the word to confirm the sound. <p>AUDIO SCRIPT – CD2:10</p> <p><i>oh</i> <i>old</i> <i>clothes</i> <i>big nose</i> <i>Old clothes for a big nose.</i></p> <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> Point to the sounds and ask pupils to say the words. Each time, play the audio for the word to confirm the sound. <p>AUDIO SCRIPT – CD2: 10</p> <p><i>ay</i> <i>baby</i> <i>plays</i> <i>shapes</i> <i>A baby plays with shapes.</i></p>	<ul style="list-style-type: none"> Look at the sounds and say the words Look at the sounds and say the words

	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Focus on the first picture. Indicate the man and say, e.g. <i>Look, a man!</i> • Ask which part of the face (<i>nose</i>) pupils can see. Play the audio. • Move on to the next picture. • Focus on the second picture. Indicate the baby and say, e.g. <i>Look, a baby!</i> • Ask which shapes are in the picture (<i>triangle, circle, square</i>). Play the audio. • Play the audio again, and have pupils repeat. <p>AUDIO SCRIPT – CD2: 10 <i>Old clothes for a big nose.</i> <i>A baby plays with shapes.</i></p>	<ul style="list-style-type: none"> • Focus on the first picture and listen • Say which part of the face they can see; then listen to the audio. • Move on to the next picture. • Focus on the second picture and listen • Say which shapes are in the picture; then listen to the audio. • Listen to the audio again, and repeat.
<p>AB page 28 5 min</p>	<p><i>Listen and number. Then trace.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Activity Books. • Point to the words in turn and ask pupils to read them aloud. • Play the audio. Pupils number the words. • Pupils then trace the words. <p>Activity answer key: 1 play 2 old 3 baby 4 clothes 5 shapes 6 nose</p> <p><i>Find and colour. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Activity Books. • Point to the boat and say, <i>boat</i>. Repeat the /əʊ/ sound and draw pupils' attention to the key at the top of the activity. Say, <i>Colour /əʊ/ red.</i> 	<ul style="list-style-type: none"> • Look at Activity 6 in their Activity Books. • Look at the words in turn and read them aloud. • Listen and number the words. • Then trace the words. • Look at Activity 7 in their Activity Books. • Look at the boat and listen; then pay attention to the key at the top of the activity and listen

	<ul style="list-style-type: none"> Now point to the train and say, <i>train</i>. Repeat the /eɪ/ sound and look at the key. Say, <i>Colour /eɪ/ blue</i>. Ask pupils to colour the objects in the picture containing the /əʊ/ sound red and objects containing the /eɪ / sound blue. To check the answers, ask pupils, <i>What's red/blue? What colour is the (train)?</i> <p>Activity answer key: o = boat, clothes, nose a = baby, shapes, train AUDIO SCRIPT – CD2: 11 <i>oh</i> <i>ay</i> <i>1 play 2 old 3 baby</i> <i>4 clothes 5 shapes 6 nose</i></p>	<ul style="list-style-type: none"> Look at the train and the key, listen Colour the objects in the picture containing the /əʊ/ sound red and objects containing the /eɪ / sound blue. Listen and answer the questions
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils to stand up if you say a word with the /au/ and sit down for a word with the /ei/ sound. Say the words from the audio. If pupils are standing when they should be sitting, they continue the game with their hands on the heads. The winner is the last pupil without hands on head. 	<ul style="list-style-type: none"> Listen to T's instruction and do the activity

UNIT 4: MY FACE - LESSON 5***Learning objectives***

- Can listen to and act out a story

Functional language

- Let's find the new doctor. Oh, no! Oops! Sorry!
- Welcome to the Tropical Island!

Values

- Respect differences

Resources and Materials

- Pupil's Book page 32
- Activity Book page 29
- Audio CD 2 track 12
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Story</i> <ul style="list-style-type: none"> • Remind pupils of the story from Unit 3. Then look at the questions and nominate a pupil to read the first question, <i>What are the children doing?</i> Nominate another pupil to answer (<i>They're exercising.</i>) • Move on to the next question and have pupils raise their hands if they know the answer. As an extension, see if any pupils can tell you anything more about the story. <p>Activity answer key: 1 They're exercising. 2 They help the bus driver. 3 They push the bus.</p>	<ul style="list-style-type: none"> • Remember the story from Unit 3. Then look at the questions and read the first question; another pupil to answer • Move on to the next question and raise their hands if they know the answer
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 5 and ask, <i>What are we learning</i> 	<ul style="list-style-type: none"> • Look at the lesson 5; listen and answer T's

	<p><i>today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</p> <ul style="list-style-type: none"> Look at the lesson objective: <i>We're reading and acting out a story.</i> Remind pupils that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island. 	<p>question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</p> <ul style="list-style-type: none"> Remember that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island.
PRESENTATION		
<p>STORY PB page 32, Act. 10 5 min</p>	<p><i>Listen to the story. Read.</i></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 each scene: <i>What can you see in the pictures? (Rose, Charlie, Ola and the doctor.)</i> Ask pupils to predict what will happen in the story. Play the audio and ask pupils to listen to the story as they follow along in their books. Play the audio again. Check pupils' understanding of the story by asking questions, e.g. <i>Who are they looking for? (The new doctor.) Has he got long hair? (No) What happens to him? (He falls in the water.)</i> Be sure that pupils understand that Rose and Charlie are helping the doctor. After pupils have a clear understanding of the story, play the audio again and ask different 	<ul style="list-style-type: none"> Look at Activity 10 in their Pupil's Books. Pay attention to the story and answer the questions about the characters and each scene Predict what will happen in the story. Listen to the story as they follow along in their books. Listen to the audio again; listen and answer the questions to check the understanding of the story After pupils have a clear understanding of the story, listen to the audio again and different groups of pupils read along the parts of the Doctor, Rose, Ola and the new doctor.

	<p>groups of pupils to read along the parts of the Doctor, Rose, Ola and the new doctor.</p> <p>AUDIO SCRIPT – CD 2:12</p> <p>1 Doctor: <i>Let's find the new doctor.</i></p> <p>2 Rose: <i>Has he got long hair?</i> Doctor: <i>No, he's got short hair.</i></p> <p>3 Doctor: <i>He's got brown eyes.</i></p> <p>4 Rose: <i>Oh, no!</i> Doctor: <i>And he's got glasses.</i></p> <p>5 Ola: <i>Oops! Sorry!</i></p> <p>6 New Doctor: <i>Hello, I'm the new doctor.</i> Doctor: <i>Oh! Welcome to Tropical Island!</i></p>	
PRACTICE		
	<p>Yes or No?</p> <ul style="list-style-type: none"> Check pupils' understanding of the story. Show the first picture on the screen. Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. Repeat with the second picture. 	<ul style="list-style-type: none"> Look at the first picture on the screen; listen to the statement and answer. Repeat with the second picture
PB page 32, Act. 11 5 min	<p>Act out the story.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 11 in their Pupil's Books. Invite four pupil volunteers to act out the roles of Rose, Charlie, the doctor and the new doctor. Say the lines while the pupils act out the story and then ask pupils to 	<ul style="list-style-type: none"> Look at Activity 11 in their Pupil's Books. Four pupil volunteers act out the roles of Rose, Charlie, the doctor and the new doctor, listen and repeat Say the lines

	<p>repeat them after you.</p> <ul style="list-style-type: none"> Read the lines again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story. Encourage them to say the lines from memory, using prompts. You might like to give pupils feedback on their roleplay. 	<ul style="list-style-type: none"> Listen to the lines again and speak along. Other groups of pupils come to the front to act out the story; try to say the lines from memory, using prompts. Listen to T's feedback on their roleplay.
AB page 29 5 min	<p><i>Read and draw.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 8 in their Activity Books. Point to the characters in turn and ask, <i>Who's this? (Ola, Tim).</i> Ask pupils to read the sentences in Ola's thought bubble and complete the picture of Tim's face. <p><i>Read and tick or cross.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 9 in their Activity Books. Ask pupils to read the sentences and put a tick if the sentence is correct or a cross if the sentence is incorrect. <p>Activity answer key: 1 Yes 2 No 3 Yes 4 No</p>	<ul style="list-style-type: none"> Look at Activity 8 in their Activity Books. Look at the characters in turn and answer Read the sentences in Ola's thought bubble and complete the picture of Tim's face. <p><i>Read and tick or cross.</i></p> <ul style="list-style-type: none"> Look at Activity 9 in their Activity Books. Read the sentences and put a tick if the sentence is correct or a cross if the sentence is incorrect.
POP QUIZ		
5 min	<ul style="list-style-type: none"> Divide pupils into three groups. Give each group one word from the story, e.g. eyes, glasses, hair. Play the story audio (CD2:12) and ask pupils to stand and wave their arms when there is mentioned. 	<ul style="list-style-type: none"> Work into three groups; listen, stand and wave their arms when there is mentioned.

UNIT 4: MY FACE - LESSON 6***Learning objectives***

- Can describe shapes and make a shape picture

Cross-curricular

- Maths: shapes

Target language

- Circle, rectangle, square, triangle

Recycled language

- Toys

Resources and Materials

- Pupil's Book page 33
- Activity Book page 30
- Audio CD2 track 13, 14
- Flashcards 01-07
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Play the chant from lesson 2(CD2:03). Encourage pupils to touch the part of their faces as it's mentioned • Hand out Flashcards 01-07 from Unit 1. Go around the class asking. <i>What have you got?</i> Pupils answer, <i>I've got a boat.</i> Now ask pupils to hide their card. Ask the class to recall which card each pupil has got. Ask <i>Who's got the boat?</i> 	<ul style="list-style-type: none"> • Listen to the chant from lesson 2 and try to touch the part of their faces as it's mentioned • Look at the flashcards 01-07 from Unit 1; listen and answer the question; then hide their card and recall which card each pupil has got
<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. • Look at the lesson objective: 	<ul style="list-style-type: none"> • Look at the screen ; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson

	<p><i>We're learning shape words.</i></p> <ul style="list-style-type: none"> Ask pupils what English words they know for shapes, e.g. <i>circle</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>objective:</p> <ul style="list-style-type: none"> Say what English words they know for shapes Look at the poster and listen
PRESENTATION		
	<ul style="list-style-type: none"> Have pupils look at the board with shapes of <i>square, triangle, rectangle, and circle</i>. Point to each in turn and say, <i>This is a circle</i>. Ask pupils to repeat several times Remind pupils of the word shapes, which pupils learnt in Lesson 4 	<ul style="list-style-type: none"> Look at the board with shapes of <i>square, triangle, rectangle, and circle</i>. Look at each in turn; listen and repeat several times Remember the word shapes, which pupils learnt in Lesson 4
PRACTICE		
<p>PB page 33, Act. 12 5 min</p>	<p><i>Listen and point.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 12 in their Pupil's Books. Direct pupils' attention to the photos of the girl and ask, <i>What's she making? (a face) What shapes has she got? (a circle, a square, etc.)</i> Play the audio. Pupils listen and point to each shape as it is mentioned. Pupils say the shapes. <p>AUDIO SCRIPT – CD 2: 13</p> <p><i>1 I've got a big circle.</i></p> <p><i>2 I've got a triangle. One triangle, two triangles. Look. Red eyes!</i></p> <p><i>3 I've got a square. It's a nose!</i></p> <p><i>4 I've got a rectangle. It's a mouth!</i></p> <p><i>5 It's a face!</i></p>	<ul style="list-style-type: none"> Look at Activity 12 in their Pupil's Books. Pay attention to the photos of the girl ; listen and answer the questions Listen to the audio and point to each shape as it is mentioned; then say the shapes

<p>PROJECT PB page 33, Act. 14 5 min</p>	<p><i>Make a shape picture. Tell your friend about your poster.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 14 in their Pupil's Books. • Give each pupil a sheet of paper. Ask them to decide what they're going to create from shapes, e.g. a train, a house, a doll, etc. They may wish to sketch it before they begin drawing their shapes. • Ask pupils to draw shapes in different sizes that they will use to make their picture. • Ask pupils to colour in their shapes and to cut them out. • Then give each pupil a sheet of paper and ask them to glue their shapes on the paper to create their picture. • Ask pupils to compare their pictures with a partner. They describe their pictures, e.g. <i>It's a train. Three squares, two rectangles, eight circles and one triangle.</i> • Display pupils' pictures in the classroom. • You might like to give pupils feedback on their projects. 	<ul style="list-style-type: none"> • Look at Activity 14 in their Pupil's Books. • Decide what they're going to create from shapes. They may wish to sketch it before they begin drawing their shapes. • Draw shapes in different sizes that they will use to make their picture. • Colour in their shapes and to cut them out. • Glue their shapes on the paper to create their picture. • Compare their pictures with a partner. They describe their pictures, Display pupils' pictures in the classroom. • Listen to T's feedback on their projects
<p>AB page 30 5 min</p>	<p><i>Count and write. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Activity Books. • Pupils count the shapes in the shapes man and write the correct number below each shape. • To check the answers, ask pupils, <i>How many (circles)?</i> 	<ul style="list-style-type: none"> • Look at Activity 10 in their Activity Books. • Count the shapes in the shapes man and write the correct number below each shape. • Listen and answer

[illegible]

POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils, <i>How many shape words do you know now?</i> Give pupils a minute to tell their partner the new words they know. • Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember. • Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> • Tell their partner the new words they know • Say which words they find easiest or most difficult to remember. •
	<p><i>Ask and answer.</i></p> <ul style="list-style-type: none"> • Show the picture. Ask a pupil the question, <i>How many triangles?</i> And elicit the answer, <i>Two triangles!</i> • Pair pupils and have them work together to ask and answer about the other shapes: squares, rectangles, circles. 	<ul style="list-style-type: none"> • See the picture. A pupil answers the question • Work in pair to ask and answer about the other shapes: squares, rectangles, circles

UNIT 4: MY FACE - LESSON 7***Learning objectives***

- Can assess what I have learnt in Unit 4

Recycled language

- Parts of the face, Shapes, Colours
- He's/She's got (big) (eyes).
- It's a (nose).

Resources and Materials

- Pupil's Book page 34
- Activity Book page 31
- Audio CD2 track 15, 16
- Pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Write.</i></p> <ul style="list-style-type: none"> • Nominate a pupil to complete the sentence (<i>She's got a long nose</i>). • Pair pupils and have them work together to complete the sentences. • At the end, go through the sentences together as a class, spelling out the words. <p>Activity answer key: 1 She's got a long nose. 2 He's got a big mouth. 3 She's got blue eyes. 4 He's got short hair.</p>	<ul style="list-style-type: none"> • Complete the sentence • Work in pair to complete the sentences.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 7 and the lesson objective, <i>We're thinking about our learning adventure</i>. • Click to the next screen and ask pupils if they can remember the 	<ul style="list-style-type: none"> • Look at the lesson 7 and the lesson objective • Look at the next screen and say the things they have been learning in this

	<p>things they have been learning in this unit, e.g. <i>How many face and shape words can you remember?</i> Put their ideas on the board.</p> <ul style="list-style-type: none"> 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. 	<p>unit if they can remember</p> <ul style="list-style-type: none"> Listen and answer the question
PRACTICE		
PB page 34, Act. 15	<p><i>Look and write. Then listen and say Emma or Tom.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 15 in their Pupil's Books. Ask questions about the photos of the children, e.g. <i>Has he/she got (big) (eyes)?</i> Ask pupils to read the words in the word bank and read the children's names. Tell pupils to write the words in the numbered spaces. Check the answers with the class. Pupils say, e.g. <i>Number (1). It's a (nose).</i> Play the audio, pausing after each sentence to give pupils a chance to answer. Ask pupils to say Emma or Tom accordingly. Pupils then continue the activity in pairs. Ask pupils to stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully. <p>Activity answer key: 1 hair 2 eyes 3 mouth 4 face 5 ear 6 nose</p>	<ul style="list-style-type: none"> Look at Activity 15 in their Pupil's Books. Answer the questions about the photos of the children, Read the words in the word bank and read the children's names. Write the words in the numbered spaces. Check the answers with the class Listen to the audio and answer when T pauses after each sentence ;then say Emma or Tom accordingly;continue the activity in pairs. Stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully.

	<p>AUDIO SCRIPT - CD2: 15</p> <p><i>1 She's got long hair. Emma</i></p> <p><i>2 He's got brown eyes. Tom</i></p> <p><i>3 She's got blue eyes. Emma</i></p> <p><i>4 He's got a small nose. Tom</i></p> <p><i>5 She's got a small nose. Emma</i></p> <p><i>6 He's got short hair. Tom</i></p>	
<p>PB page 34, Act. 16</p> <p>5 min</p>	<p><i>Draw a friend. Then write. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 16 in their Pupil's Books. • Ask pupils to draw a friend's face in the frame. • Ask pupils to use the words in the word bank to complete the sentences about their picture. • Ask pupils around the class to read their descriptions aloud and ask the class to guess who they could be describing. • Ask pupils to stick the star sticker in place if they feel they have done this successfully. 	<ul style="list-style-type: none"> • Look at Activity 16 in their Pupil's Books. • Draw a friend's face in the frame. • Use the words in the word bank to complete the sentences about their picture. • Read their descriptions aloud and ask the class to guess who they could be describing. • Stick the star sticker in place if they feel they have done this successfully.
<p>AB page 31</p> <p>5 min</p>	<p><i>Read. Then look and write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Activity Books. • Ask pupils to look at the pictures and complete the sentences using words from the word bank. • Pupils check their answers in pairs. <p>Activity answer key:</p> <p>short</p> <p>big</p> <p>small</p> <p>long</p> <p>small</p>	<ul style="list-style-type: none"> • Look at Activity 13 in their Activity Books. • Look at the pictures and complete the sentences using words from the word bank.

	<p><i>Listen and number.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 14 in their Activity Books. • Ask pupils to look at the pictures and identify the characters. • Play the audio. Pupils listen and number the pictures. • Ask pupils to read the three sentences in the Look! box to remind themselves of the key unit language. <p>Activity answer key: 1 mum 2 granny 3 dad 4 grandad AUDIO SCRIPT - CD 2: 16 <i>Mum: I've got long hair and a small pink mouth. I'm wearing a hat.</i> <i>Granny: I've got glasses and long grey hair.</i> <i>Dad: I've got big eyes and I'm wearing a hat.</i> <i>Grandad: I've got short hair and glasses.</i></p>	<ul style="list-style-type: none"> • Look at Activity 14 in their Activity Books. • Look at the pictures and identify the characters. • Listen and number the pictures. • Read the three sentences in the Look! box to remind themselves of the key unit language.
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils, <i>Where are you on your learning adventure?</i> Pupils indicate where they think they are on the learning adventure poster. • Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> • Indicate where they think they are on the learning adventure poster
	<p><i>Say the Unit 4 words.</i></p> <ul style="list-style-type: none"> • Tell pupils that we are reviewing the words that have been learnt in the unit. • 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"> • Review the words that have been learnt in the unit. • Work in pairs and look at the pictures and say the words. Review any difficult words.

UNIT 4: MY FACE - LESSON 8***Learning objectives***

- Can use what I have learnt in Unit 4

Recycled language

- Long, short, big, small
- Shapes
- He's/She's got (glasses).

Receptive language

- Has he/she got a (big) (nose)?
- Is it a (circle)?

Resources and Materials

- Pupil's Book page 35
- Activity Book page 61
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Talk about a friend.</i> <ul style="list-style-type: none"> • Show the activity on the board. Have pupils look at the photo of the girl and read through how she's been described. • Ask a pupil to come to the front of the class and describe them with pupils' help. • Now put pupils in pairs and ask them to describe each other. Ask for volunteers who want to tell the class their descriptions. 	<ul style="list-style-type: none"> • See the activity on the board. Have pupils look at the photo of the girl and read through how she's been described. • Come to the front of the class and describe them with pupils' help. • Work in pairs and describe each other; then volunteers who want to tell the class their descriptions.
<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. • Look at the lesson objective: <i>We're playing a game about our faces.</i> 	<ul style="list-style-type: none"> • Look at the lesson 8; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective

PRACTICE		
<p>PB page 35, Act. 17 5 min</p>	<p><i>Circle ten differences.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 17 in their Pupil's Books. • Point to the pictures and ask questions, e.g. <i>Look. Has he got (blue) (eyes)? Is it a (circle)?</i> • Ask pupils to look individually at the two pictures and to find ten differences. Tell them to circle the differences. Give them a time limit of, e.g. 5 minutes. • Ask pupils to check their answers in pairs and then feed back around the class, by pointing to each difference in the picture and asking pupils to describe it using <i>He/She's got...</i> and <i>It's a (shape)</i>. <p>Activity answer key:</p> <p>1 Picture 1: boy with short hair and blue eyes Picture 2: boy with short hair and brown eyes</p> <p>2 Picture 1: rabbit has got small ears Picture 2: rabbit has got big ears</p> <p>3 Picture 1: boy has got long red hair Picture 2: boy has got short red hair</p> <p>4 Picture 1: girl has long blond hair Picture 2: girl has short blond hair</p> <p>5 Picture 1: cat has got small eyes Picture 2: cat has got big eyes</p> <p>6 Picture 1: girl with cat has got long brown hair Picture 2: she has got short hair</p> <p>7 Picture 1: dog has got a big nose Picture 2: dog has a small nose</p> <p>8 Picture 1: clock is a circle Picture 2: clock is a triangle</p>	<ul style="list-style-type: none"> • Look at Activity 17 in their Pupil's Books. • Look at the pictures and answer the questions • Look individually at the two pictures and find ten differences; then circle the differences. • Check their answers in pairs and listen to T's feedback

	<p>9 Picture 1: pizza is a rectangle Picture 2: pizza is a circle</p> <p>10 Picture 1: window is a square Picture 2: window is a circle</p>	
5 min	<p><i>Look at activity 17. Say.</i></p> <ul style="list-style-type: none"> • Pupils refer back to Activity 17. • Read the speech bubbles aloud with the class and use these as a model to play a guessing game in pairs. • Go around the class to help each pair, if necessary. 	<ul style="list-style-type: none"> • Refer back to Activity 17 • Listen to T's instruction and play a guessing game in pairs.
	<p><i>Look and choose.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at the board. Do the first question together as a class. Pupils look at the picture and decide which sentence is correct (<i>He's got a pink mouth.</i>). • Put pupils into groups and ask them to work out the answers. Give pupils a minute to choose the correct answer and then click through to the next screen. • Go through the answers as a class, calling on different groups to give you their answer. Review any incorrect answers. <p>Activity answer key: 1 He's got a pink mouth. 2 He's got glasses. 3 He's got big eyes. 4 I've got two ears.</p>	<ul style="list-style-type: none"> • Look at the board, look at the picture and decide which sentence is correct • Work in groups and work out the answers, then choose the correct answer and then click through to the next screen. • Different groups give you their answer. Review any incorrect answers
AB page 61 5 min	<ul style="list-style-type: none"> • Pupils colour the body part pictures in the Picture dictionary. • They can then play a game in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture 	<ul style="list-style-type: none"> • Colour the body part pictures in the Picture dictionary. • Play a game in pairs. Each pupil takes turns to say a word and his /her

	<ul style="list-style-type: none"> Stronger pupils may wish to cover the written words below each picture. 	<p>partner points to the correct picture.</p> <ul style="list-style-type: none"> Stronger pupils may wish to cover the written words below each picture.
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils to get into pairs and to think about what they remember from unit 4. Ask them to tell each other if they feel ready for unit 5. 	<ul style="list-style-type: none"> Get into pairs and think about what they remember from unit 4; then tell each other if they feel ready for unit 5
<i>What I Know</i>	<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> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Do the homework; check and review what they learnt in the unit. 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. Review the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time