

UNIT 3: MY BODY - LESSON 1***Learning objectives***

- Can identify parts of the body

Target language

- Arms, body, feet, fingers, hands, head, legs, toes

Receptive language

- Move your (legs)
- Look, a party! Look at my (fingers).

Recycled language

- Numbers 1-10

Resources and Materials

- Pupil's Book page 20
- Activity Book page 18
- Audio CD1 track 30, 41, 42
- Flashcards 16-23
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Listen, sing and do the actions.</i></p> <ul style="list-style-type: none"> • Tell pupils they are going to sing the Quest song from Unit 2. • As the song plays, have pupils watch you as you do appropriate actions to accompany the song. Then play the song and have pupils do the appropriate actions. <p>AUDIO SCRIPT – CD1: 30</p> <p><i>Stand up, jump up, come on a quest, come on a quest today.</i></p> <p><i>Turn around, sit down, come on a quest, how can we help today.</i></p> <p><i>Help with dinner, at the castle, and... with dinner.</i></p> <p><i>Help with dinner today.</i></p>	<ul style="list-style-type: none"> • Sing the Quest song from Unit 2. • As listening the song ,watch T as T does appropriate actions to accompany the song; then do the appropriate actions
<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> 	<ul style="list-style-type: none"> • Look at the lesson 1; listen and answer T's question; then

	<p>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 learning body words.</i> • Ask pupils what English words they know for parts of the body, e.g. <i>arm, leg</i>. Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure.</i> 	<p>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"> • Say what English words they know for parts of the body • Look at the poster and listen
PRESENTATION		
VOCABULARY 4 min	<ul style="list-style-type: none"> • Present the new vocabulary with Flashcards 16-23 or by pointing to parts of your body. Show the cards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word. • Now say the words again and pupils find the parts of their own bodies. • Indicate the flashcards on the board and say, <i>My body</i>: arms, toes, fingers, legs, hands, body, feet, head. 	<ul style="list-style-type: none"> • Look at the new vocabulary with Flashcards, listen and repeat • Listen the words again and find the parts of their own bodies. • Indicate the flashcards on the board and say, <i>My body</i>: arms, toes, fingers, legs, hands, body, feet, head.
PRACTICE		
PB page 20, 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. • Focus on the scene. Ask where the characters are (<i>At the caves.</i>). Ask pupils what family members they can see. • Play the audio and have pupils listen. AUDIO SCRIPT – CD 1: 41 <i>Uncle Dan: Look, a party! Move your body!</i> <i>Rose: Arms, arms! Move your arms.</i> <i>Aunt: Body, body. Move your body!</i> 	<ul style="list-style-type: none"> • Look at Activity 2 in their Pupil's Books. • See the scene, answer where the characters are and what family members they can see. • Listen the audio

	<p>Charlie: Hand! Move your hands! Ola: Look at my fingers and my toes. Boy cousin: Look at my feet! Move your feet. Rose: Look at my head. Move your head. Grandad: Phew! Ow! My legs.</p> <ul style="list-style-type: none"> • Play the audio again and ask pupils to circle each part of the body as they hear the word. • Play the audio again. Pause after each line so pupils can point to the body parts they have circled. <p>Activity answer key: Circled items: arms, body, hands, fingers, toes, feet, head, legs</p>	<ul style="list-style-type: none"> • Listen again and circle each part of the body as they hear the word. • Listen again and point to the body parts they have circled when T pauses after each line
PB page 20, Act.3 5 min	<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. Pupils listen, point to the parts of the body and repeat the words. • Focus on the labels next to each part of the body. 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 body and repeat the words. Then they continue in pairs. <p>AUDIO SCRIPT – CD1: 42 hands, fingers, toes, head, arms, legs, body, feet</p>	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books. • Listen, point to the parts of the body and repeat the words. • See the labels next to each part of the body, listen and find the words as they hear them, and repeat them. • Listen again, point to the parts of the body and repeat the words; then continue in pairs.
AB page 18 5 min	<p>Number and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 1 in their Activity Books. • Ask pupils to read the words in 	<ul style="list-style-type: none"> • Look at Activity 1 in their Activity Books. • Read the words in the

	<p>the word bank and look at the arrowed body parts in the pictures. They write the number of the word that corresponds to the body part in the box next to each picture.</p> <p>Activity answer key: 7 legs 4 fingers 6 head 5 hands 1 arms 2 body 8 toes</p>	<p>word bank and look at the arrowed body parts in the pictures; then write the number of the word that corresponds to the body part in the box next to each picture</p>
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils, <i>How many body words do you know now?</i> Give them 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>Say the part of the body.</i></p> <ul style="list-style-type: none"> Show the pictures on the board and nominate a pupil to name the part of the body (<i>Arms!</i>). Ask for 7 volunteer pupils and ask them to line up at the screen. 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 screen and go through the activity again. 	<ul style="list-style-type: none"> Look at the pictures on the board and name the part of the body 7 volunteer pupils line up at the screen; then look at the flashcards and name the word Once all words have been said, another group of line up at the screen and go through the activity again

UNIT 3: MY BODY - LESSON 2***Learning objectives***

- Can identify body movements

Target language

- Clap, move, shake, stamp, touch, wave

Recycled language

- Parts of the body, Family, Numbers

Resources and Materials

- Pupil's Book page 21
- Activity Book page 19
- Audio CD1 track 43, 44, 45
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Play a game to revise parts of the body. Say, e.g. Move your fingers. Prompt pupils to move their fingers. Continue with other body words. • Bring a few different songs to class. Play the music and call out parts of the body. Pupils move the part you have mentioned to the rhythm of the music. • Ask a pupil to come to the front of the class to say and do the action. The class follows by saying and doing the action. 	<ul style="list-style-type: none"> • Listen to T's instruction and play the game • Listen to the music and move the part T has mentioned to the rhythm of the music. • A pupil comes to the front of the class to say and do the action. The class follows by saying and doing the action.
<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 images and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're moving our bodies.</i> Ask 	<ul style="list-style-type: none"> • Look at the lesson 2; 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 objective

	pupils what body words they know in English, e.g. <i>head, arms</i> . Write them on the board.	<ul style="list-style-type: none"> Say what body words they know in English
PRESENTATION		
CHANT PB page 21, 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. Tell pupils that they are going to listen to a chant about moving their bodies. Play the audio. Pupils point to the body parts as they hear them in the chant. Tell pupils they can learn some new actions in the chant. Play the audio again, stopping it after every two lines. Teach pupils the actions (wave, stamp, clap, touch, move, shake). Play the audio again. Encourage pupils to move their bodies and say the chant along with the audio. <p>AUDIO SCRIPT – CD1: 43</p> <p><i>Arms, arms, wave your arms, Wave your arms with me.</i></p> <p><i>Feet, feet, stamp your feet, Stamp your feet with me.</i></p> <p><i>Hands, hands, clap your hands, Clap your hands with me.</i></p> <p><i>Toes, toes, touch your toes, Touch your toes with me.</i></p> <p><i>Legs, legs, move your legs, Move your legs with me.</i></p> <p><i>Body, body, shake your body, Shake your body with me.</i></p> <p><i>Stamp, stamp, stamp.</i></p> <p><i>Move, wave, shake.</i></p> <p><i>Clap, clap, clap.</i></p>	<ul style="list-style-type: none"> Look at Activity 4 in their Pupil's Books Listen to a chant about moving their bodies and point to the body parts as they hear them in the chant. Learn some new actions in the chant. Listen to the audio again, do the actions when T stops it after every two lines. Play the audio again Move their bodies and say the chant along with the audio.

	<ul style="list-style-type: none"> Use the actions from the chant to play a game of <i>Teachers says</i>. Explain that pupils should perform an action only when you say <i>Teacher says ...</i> at the beginning of the sentence. Say, <i>Teacher says Clap your hands</i>. Say, <i>Touch your toes</i> and pupils should do nothing. Try variations like move your legs, shake your hands, etc. 	<ul style="list-style-type: none"> Listen to T's explanation and play the game
PRACTICE		
PB page 21, Act.5 5 min	<p><i>Listen and number. Say</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Pupil's Books. Point to the characters at the bottom of the page. Say the actions from the chant and pupils point to the picture of the child doing that action. Play the audio. Pupils write the number in the correct box. Play the audio again and pupils check answers in pairs. <p>Activity answer key: a 5 b 2 c 6 d 3 e 1 f 4 AUDIO SCRIPT – CD1: 44 <i>1 Stamp your feet.</i> <i>2 Clap your hands.</i> <i>3 Wave your arms.</i> <i>4 Move your legs.</i> <i>5 Touch your toes.</i> <i>6 Shake your body.</i></p>	<ul style="list-style-type: none"> Look at Activity 5 in their Pupil's Books. Look at the characters at the bottom of the page, listen and point to the picture of the child doing that action. Listen to the audio and write the number in the correct box. Listen again and check answers in pairs
QUEST SONG PB page 20, Act.2 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 20–21. Remind them that Rose and Charlie want to win the Amazing 	<ul style="list-style-type: none"> Look carefully at the scene on pages 20–21; remember that Rose and Charlie want to win the

	<p>Helper Award but to do so, they need to help people around the island.</p> <ul style="list-style-type: none"> • Play the Quest song. Ask pupils to listen and sing along. <p>AUDIO SCRIPT – CD1: 45 <i>Stand up, jump up, come on a quest, Come on a quest today.</i> <i>Turn around, sit down, come on a quest, How can we help today?</i> <i>Help at the cave!</i> <i>At the castle, with dinner and... at the cave.</i> <i>Help at the cave today!</i></p>	<p>Amazing Helper Award but to do so, they need to help people around the island.</p> <ul style="list-style-type: none"> • Listen to the Quest song and sing along.
<p>AB page 19 5 min</p>	<p><i>Look and write. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 2 in their Activity Books. • Say a part of the body, e.g. <i>body</i> and pupils say an action that you can do with that part, e.g. <i>shake your body</i>. Continue with several other body parts and actions. • Ask pupils to read the words in the word bank. Then they look at the pictures, read the sentences below them and complete them with the words from the word bank. • Finally, ask pupils to read their completed sentences aloud to a partner to check answers. <p>Activity answer key: 1 arms 2 hands 3 legs 4 body 5 feet 6 toes</p>	<ul style="list-style-type: none"> • Look at Activity 2 in their Activity Books. • Listen and say an action that T can do with that part; continue with several other body parts and actions. • Read the words in the word bank; then look at the pictures, read the sentences below them and complete them with the words from the word bank. • Read their completed sentences aloud to a partner to check answers.
POP QUIZ		
<p>5 min</p>	<p><i>Tell a friend. Do the action.</i></p> <ul style="list-style-type: none"> • Stick flashcards 16-23 on the board and look at the example for 	<ul style="list-style-type: none"> • Look at the flashcards 16-23 on the board and look

	<p>the first picture. Nominate a pupil to give the instruction (<i>Shake your head.</i>) and a pupil to do the action.</p> <ul style="list-style-type: none"> • Pair pupils and have them say and do the actions, taking turns to be the pupil speaking. 	<p>at the example for the first picture; listen to T's instruction and a pupil does the action.</p> <ul style="list-style-type: none"> • Work in pair pupils, say and do the actions, take turns to be the pupil speaking
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UNIT 3: MY BODY - LESSON 3***Learning objectives***

- Can sing a song about parts of the body

Target language

- I've got (two) (hands).

Recycled language

- Body movements, Parts of the body, Numbers

Resources and Materials

- Pupil's Book page 22
- Activity Book page 20
- Audio CD 1 track 46, 47, 48, 49
- Pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>How many...?</i> <ul style="list-style-type: none"> • Show the pictures on the board and look at the first picture. Nominate a pupil to say the first question, <i>How many hands?</i> The class together says the answer, <i>Two hands!</i> • Pair pupils and have them ask and answer questions about the pictures. Pupils take turns to be the pupil asking and answering. 	<ul style="list-style-type: none"> • Look at the pictures on the board and look at the first picture. A pupil says the first question and the class together says the answer, • Work in pair to ask and answer questions about the pictures; then take turns to be the pupil asking and answering
<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 our bodies.</i> • Ask pupils what English words they know for actions, e.g. <i>clap</i> 	<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. • Say what English words they know for actions

	<p><i>your hands, stamp your feet.</i> Write them on the board.</p> <ul style="list-style-type: none"> For each example ask pupils: <i>Where are you on your learning adventure?</i> 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 poster and listen
PRESENTATION		
5 min	<p><i>Look and say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at the images and read the words. Say the words for them to repeat. Hold up two hands and say, <i>I've got two hands.</i> Ask pupils to repeat again. Continue with other parts of the body. Draw a sea creature, monster or alien on the board. Make a statement about it using the I've got structure as you draw each body part, e.g. draw four arms on your monster and say, <i>I've got four arms.</i> 	<ul style="list-style-type: none"> Look at the images and read the words; listen and repeat Repeat again. Continue with other parts of the body. Look at the board and listen
PRACTICE		
<p>SONG PB page 22, Act.6 5 min</p>	<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. Focus on the song illustration. Ask pupils (in L1) where they think the children are in the illustration (<i>They're at a kids' club on the beach.</i>). Point out that the turtle mascot is leading the children in a dance and the children are doing 	<ul style="list-style-type: none"> Look at Activity 6 in their Pupil's Books. Pay attention to the song illustration, say where they think the children are in the illustration Look and point to the child doing that action. Continue with <i>wave your arms, stamp your feet</i> and

	<p>different actions. Say, <i>Clap your hands</i>. Ask pupils to point to the child doing that action. Continue with <i>wave your arms</i>, <i>stamp your feet</i> and <i>touch your toes</i>.</p> <ul style="list-style-type: none"> • Play the audio. Ask pupils to point to the correct children as they are mentioned. <p>AUDIO SCRIPT – CD1: 46</p> <p><i>I've got two hands.</i> <i>Clap your hands.</i> <i>I've got two hands.</i> <i>Clap your hands.</i> <i>I've got two hands.</i> <i>Clap your hands.</i> <i>Clap your hands with me.</i> <i>I've got two arms.</i> <i>Wave, wave, wave.</i> <i>I've got two arms.</i> <i>Wave, wave, wave.</i> <i>I've got two arms.</i> <i>Wave, wave, wave.</i> <i>Wave, wave, wave with me.</i> <i>I've got ten toes.</i> <i>Touch your toes.</i> <i>I've got ten toes.</i> <i>Touch your toes.</i> <i>I've got ten toes.</i> <i>Touch your toes.</i> <i>Touch your toes with me</i> <i>I've got two feet.</i> <i>Stamp your feet.</i> <i>I've got two feet.</i> <i>Stamp your feet.</i> <i>I've got two feet.</i> <i>Stamp your feet.</i> <i>Stamp your feet with me.</i></p>	<p><i>touch your toes.</i></p> <ul style="list-style-type: none"> • Listen to the audio and point to the correct children as they are mentioned.
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[illegible]

	<ul style="list-style-type: none"> • They then draw a monster in the frame with the correct number of body parts. • Have pupils show their monster to their partner or to the whole class. <p>Activity answer key: 1 4 2 3 3 8 4 6 5 8 6 12 7 red AUDIO SCRIPT – CD1: 49 1 <i>I've got four arms.</i> 2 <i>I've got three legs.</i> 3 <i>I've got eight hands.</i> 4 <i>I've got six feet.</i> 5 <i>I've got eight fingers.</i> 6 <i>I've got twelve toes.</i> 7 <i>I'm red.</i></p>	<ul style="list-style-type: none"> • Then draw a monster in the frame with the correct number of body parts. • Show their monster to their partner or to the whole class.
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils, <i>How many body and action 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. 	<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.
	<p>Say. Then answer Yes or No.</p> <ul style="list-style-type: none"> • Show the pictures on the board and look at the first picture. Nominate a pupil to say the first sentence, <i>I've got two heads.</i> Check with the class whether this is correct, and have the class shout out, <i>No!</i> • Pair pupils and have them make sentences that are correct or incorrect using the parts of the body. 	<ul style="list-style-type: none"> • Look at the pictures on the board and look at the first picture. A pupil says the first sentence • Work in pair and make sentences that are correct or incorrect using the parts of the body.

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

- Can describe bodies using I've got
- Can say the sounds /I/ and /i:/

Target language

- Big, fish

Recycled language

- Parts of the body, Body movements, Colours
- I've got (two) (legs).
- I'm (red)

Resources and Materials

- Pupil's Book page 23
- Activity Book page 21
- Audio CD1 track 51, 52, 53
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Listen, point and do the action.</i></p> <ul style="list-style-type: none"> • Tell pupils that they are going to sing the song about moving parts of the body, and they should point at the words on the screen as they hear them. Play the audio. • Play the song again and have pupils sing along and do the actions. <p>AUDIO SCRIPT – CD1:46</p> <p><i>I've got two hands.</i></p> <p><i>Clap your hands.</i></p> <p><i>I've got two hands.</i></p> <p><i>Clap your hands.</i></p> <p><i>I've got two hands.</i></p> <p><i>Clap your hands.</i></p> <p><i>Clap your hands with me.</i></p> <p><i>I've got two arms.</i></p>	<ul style="list-style-type: none"> • Sing the song about moving parts of the body, and they should point at the words on the screen as they hear them. Play the audio. • Listen to the song again, sing along and do the actions

	<p><i>Wave, wave, wave.</i> <i>I've got two arms.</i> <i>Wave, wave, wave.</i> <i>I've got two arms.</i> <i>Wave, wave, wave.</i> <i>Wave, wave, wave with me.</i> <i>I've got ten toes.</i> <i>Touch your toes.</i> <i>I've got ten toes.</i> <i>Touch your toes.</i> <i>I've got ten toes.</i> <i>Touch your toes.</i> <i>Touch your toes with me.</i> <i>I've got two feet.</i> <i>Stamp your feet.</i> <i>I've got two feet.</i> <i>Stamp your feet.</i> <i>I've got two feet.</i> <i>Stamp your feet.</i> <i>Stamp your feet with 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 our bodies.</i> <i>We're saying some English sounds.</i> 	<ul style="list-style-type: none"> Look at the lesson, 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 23, 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. Look at the sea creatures at the top of the page. Describe one of the creatures to the class using the first person, e.g. <i>I've got two</i> 	<ul style="list-style-type: none"> Look at Activity 8 in their Pupil's Books. Look at the sea creatures at the top of the page, listen to T's description about one of the creatures

	<p><i>arms. I've got six legs. I'm red.</i></p> <p>Pupils guess which creature you described (<i>I</i>) and say the action the creature is doing (<i>Stamp your feet.</i>).</p> <ul style="list-style-type: none"> Now divide pupils into pairs. Pupils describe the creatures to a partner. Partners guess the creature and say the action the creature's doing. Play the audio to give pupils an idea of the language they will need. <p>AUDIO SCRIPT – CD 1:50</p> <p><i>I'm purple. I've got eight arms.</i></p> <p><i>Number 2! Wave your arms</i></p>	<p>and guess which creature T described and say the action the creature is doing</p> <ul style="list-style-type: none"> Work in pairs, describe the creatures to a partner. Partners guess the creature and say the action the creature's doing; then listen to the audio and take an idea of the language they will need.
PHONICS		
	<ul style="list-style-type: none"> Remind pupils of the words Pink and Green by pointing to the colours of the book or finding objects of these colours in the classroom. Ask them which sounds they can hear in both words. Say the words several times, emphasizing /ɪ/ and /i:/ sounds: <i>i, i, ee, ee</i> <i>i, ee, i, ee, i, ee</i> 	<ul style="list-style-type: none"> Remember the words Pink and Green by pointing to the colours of the book or finding objects of these colours in the classroom. Say which sounds they can hear in both words
PB page 23, Act. 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 – CD1: 51</p> <p><i>i</i></p> <p><i>big</i></p> <p><i>pink</i></p> <p><i>fish</i></p> <p><i>A big pink fish.</i></p>	<ul style="list-style-type: none"> Listen to the sounds and say the words

	<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 – CD1: 51</p> <p><i>ee</i></p> <p><i>three</i></p> <p><i>green</i></p> <p><i>feet</i></p> <p><i>Three green feet.</i></p> <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Focus on the picture. Indicate the fish and say, e.g. <i>Look, a fish!</i> • Ask which colours are in the picture (<i>pink</i> and <i>green</i>). Now ask which body part pupils can see (<i>feet</i>). Emphasise the sound. <p>Now play the audio.</p> <p>AUDIO SCRIPT - CD1: 51</p> <p><i>A big pink fish with three green feet.</i></p>	<ul style="list-style-type: none"> • Listen to the sounds and say the words • Look at the picture; indicate the fish and say, • Say which colours are in the picture and which body part pupils can see
<p>AB page 21</p> <p>5 min</p>	<p><i>Listen and match. Then trace.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Activity Books. • Point to the words in turn and ask pupils to read them aloud. • Play the audio. Pupils listen and match the pictures with the words. • Pupils then trace the words. <p>Activity answer key:</p> <p>1 sister 2 fish 3 green 4 pink 5 three 6 feet</p> <p><i>Match. Then listen and check.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Activity Books. 	<ul style="list-style-type: none"> • Look at Activity 5 in their Activity Books. • Look at the words and ask read them aloud. • Listen and match the pictures with the words. • Trace the words • Look at Activity 6 in their Activity Books.

	<ul style="list-style-type: none"> Ask pupils to find the pairs of words with the same sound and draw lines connecting the pairs. Play the audio for pupils to check their answers. <p>Activity answer key: fish – six hand – van leg – pen three – feet</p> <p>AUDIO SCRIPT - CD1: 52,53 /i/ sister, fish, pink /i:/ feet, three, green /i/ fish, six /æ/ hand, van /e/ leg, pen /i:/ three, fee</p>	<ul style="list-style-type: none"> Find the pairs of words with the same sound and draw lines connecting the pairs. Listen to the audio check their answers.
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils to stand up if you say a word with the /i/ and sit down for a word with the /i:/ 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 3: MY BODY - LESSON 5***Learning objectives***

- Can listen and act out a story

Functional language

- Can you help? Bravo. Thank you.

Receptive language

- Stand on (your head)
- Jump, strong

Resources and Materials

- Pupil's Book page 24
- Activity Book page 22
- Audio Cd1 track 54,55
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Story</i></p> <ul style="list-style-type: none"> • Show the activity on the lesson 5 and look at the picture. Remind pupils of the story from Unit 2. Then look at the questions and nominate a pupil to read the first question, <i>Who do Rose and Charlie find?</i> Nominate another pupil to answer (<i>Grandad, Mum and Uncle Dan</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 Grandad, Mum and Uncle Dan. 2 Grandad's in the shop. 3 The family celebrate with a cake.</p>	<ul style="list-style-type: none"> • See the activity on the lesson 5 and look at the picture, remember the story from Unit 2; then look at the questions and listen and answer the first question • Move on to the next question and raise their hands if they know the answer. As an extension, see if any pupils can tell you anything more about the story.

Learning adventure 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 5 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 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. 	<ul style="list-style-type: none"> • Look at the lesson 5. 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 • Remember that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island
PRESENTATION		
STORY PB page 23, Act.10 5 min	<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. Ask, <i>Who's this? (Uncle Dan, Charlie, Rose, Ola).</i> Introduce Mr Jeepney, the bus driver. Ask (in L1, if necessary), <i>What are they doing? (They're exercising.)</i> • Ask pupils to predict what will happen in the story. • Pre-teach the words jump and strong by mining. • 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 (in L1, if necessary), e.g. <i>Who is giving instructions? (Uncle Dan) Why does Mr Jeepney need help? (The</i> 	<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. • Predict what will happen in the story. • Learn the words jump and strong by mining. • Listen to the story as they follow along in their books. • Listen to the audio again. To check their understanding of the story by answering questions • Listen again and different groups of pupils read along the parts of Uncle Dan, Ola and Mr Jeepney.

	<p><i>bus has broken down.) How do Rose and Charlie help? (They push the bus.) Why is exercise good for you? (It makes you strong.)</i></p> <ul style="list-style-type: none"> • After pupils have a clear understanding of the story, play the audio again and ask different groups of pupils to read along the parts of Uncle Dan, Ola and Mr Jeepney. <p>AUDIO SCRIPT – CD1 : 54</p> <p>1 <i>Uncle Dan: Stand on your head!</i></p> <p>2 <i>Uncle Dan: Stand on one leg!</i> <i>Ola: This is fun!</i></p> <p>3 <i>Ola: Wow!</i> <i>Dan: Jump! Touch your toes!</i></p> <p>4 <i>Uncle Dan: Move your body!</i></p> <p>5 <i>Mr Jeepney: Bravo!</i></p> <p>6 <i>Mr Jeepney: Can you help? It's the bus.</i> <i>Ola: We can help you.</i></p> <p>7 <i>Mr Jeepney: Thank you! You're strong!</i></p>	
PRACTICE		
	<p>Yes or No?</p> <ul style="list-style-type: none"> • Check pupils' understanding of the story. Show the first picture. Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different pupils in open class or ask for a show of hands. Repeat with the second picture. 	<ul style="list-style-type: none"> • Understand of the story, look at the first picture; listen and answer T's question. Repeat with the second picture

<p>PB page 24, Act.11 5 min</p>	<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 three pupil volunteers to act out the roles of Uncle Dan, Ola and Mr Jeepney. Play the audio while pupils mime the story first. Then play the story audio again and ask them to speak along. Encourage pupils to say the lines from memory using prompts. • Divide pupils into groups of three. Give groups time to practise their role-play. • Play the audio again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story. • You might like to give the pupils feedback on their roleplay. 	<ul style="list-style-type: none"> • Look at Activity 11 in their Pupil's Books. • Three pupil volunteers act out the roles of Uncle Dan, Ola and Mr Jeepney. Play the audio while other pupils mime the story first. Then listen to the story audio again and speak along; say the lines from memory using prompts. • Work in groups of three to practise their role-play. • Listen to the audio again and speak along. Other groups of pupils comes to the front to act out the story. • Listen to T's feedback on their roleplay.
	<p><i>Listen and match.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Activity Books. • Point to each of the characters in turn and ask, <i>Who's this? (Mr Jeepney/Uncle Dan/Ola).</i> • Play the audio. Pupils listen and find the character who says the sentences in the story and draw lines matching the speech bubbles with the correct character. <p>Activity answer key: 1 b 2 c 3 a</p>	<ul style="list-style-type: none"> • Look at Activity 7 in their Activity Books. • Look at each of the characters and answer the question • Listen and find the character who says the sentences in the story and draw lines matching the speech bubbles with the correct character.

	<p><i>Read and number.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 8 in their Activity Books. • Point to each of the characters and elicit the action the character is performing. • Pupils read the sentences and write the correct number in each box. <p>Activity answer key: a 2 b 1 c 3 d 4 AUDIO SCRIPT – CD1: 55 <i>Uncle Dan: Jump! Touch your toes!</i> <i>Ola: This is fun!</i> <i>Mr Jeepney: Can you help? It's the bus.</i></p>	
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Write the story text from the speech bubbles on individual pieces of paper and put them in a bag. Have pupils take turns to pick a piece of paper and read the text to the class. The pupils then say the name of the story character who said that line. Draw a grid of six frames, numbered 1-6, on the board. Have pupils stick the pieces of paper in the correct frames. 	<ul style="list-style-type: none"> • Take turns to pick a piece of paper and read the text to the class; then listen to T's instruction and do the activity

UNIT 3: MY BODY - LESSON 6***Learning objectives***

- Can talk about an exercise routine

Cross-curricular

- PE: exercise routines

Target language

- Jump, dance, hop

Values

- Keeping fit

Recycled language

- Body movements, Part of the body

Resources and Materials

- Pupil's Book page 25
- Activity Book page 23
- Audio CD1 track 56,57
- Pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<p><i>Act out. Guess.</i></p> <ul style="list-style-type: none"> • Show the pictures on the board and look at the first picture. Ask pupils to name the body part and do the action that can be done with it (clap your hands). Have pupils guess the action. Once pupils have guessed the action, repeat the action and have pupils say and mime the action as well. • Ask for a pupil volunteer to come to the front of the class and do the next action. Have other pupils guess and then do the action. Work through all the pictures. Review any difficult 	<ul style="list-style-type: none"> • See the pictures on the board and look at the first picture; name the body part and do the action that can be done with it; then guess the action; after that say and mime the action as well. • A pupil volunteer comes to the front of the class and do the next action. Other pupils guess and then do the action. Work through all the pictures. Review any difficult

	words or expressions.	words or expressions.
Learning adventure 2 min	<ul style="list-style-type: none"> Have pupils look at the lesson 6 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 creating an exercise routine.</i> Ask pupils what English words they know for actions, e.g. <i>stamp, wave.</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 lesson 6; 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 action Look at the poster and listen
PRESENTATION		
	<ul style="list-style-type: none"> Say, I've got two hands. Pupils add in an action that's done with your hands, e.g. Clap, clap, clap. Repeat for other actions and parts of the body, e.g. feet/stamp, arms/wave, toes/touch. Teach the words dance and hop by miming the words. Revise jump. Ask pupils to repeat and say the words several times and mime the actions. 	<ul style="list-style-type: none"> Listen and add in an action that's done with T's hands. Repeat for other actions and parts of the body, e.g. feet/stamp, arms/wave, toes/touch. Learn the words dance and hop by miming the words; listen and repeat and say the words several times and mime the actions.
PRACTICE		
PB page 25, Act. 12 5 min	<p><i>Listen and number. Say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 12 in their Pupil's Books. Play the audio. Pupils listen and number the pictures. Ask pupils to read the words below the pictures. 	<ul style="list-style-type: none"> Look at Activity 12 in their Pupil's Books. Listen and number the pictures. Read the words below the pictures.

	<p>Activity answer key: 3, 1, 2. AUDIO SCRIPT – CD1:56 <i>1 hop 2 jump 3 dance</i></p>	
<p>PROJECT PB page 25, Act. 14 5 min</p>	<p><i>Make an exercise routine.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 14 in their Pupil's Books. • Divide pupils into small groups of three to five pupils. Clear some space in the classroom to ensure there is a safe place for pupils to move in. • Ask pupils to work together. Each pupil chooses an action from Activity 13 and any other actions they know. • Play the audio to give pupils an idea of how they can turn their exercises into a routine. • Put pupils into groups. In their groups, ask pupils to decide in which order their actions should come in their routine. They show the action and say it at the same time, then repeat the action five times counting to five as they do so. • After pupils have practised their routine several times, ask them to lead the class in doing their routine, showing the actions and saying them as they go along. • 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. • Work into small groups of three to five pupils. • Work together. Each pupil chooses an action from Activity 13 and any other actions they know. • Listen to the audio to have pupils an idea of how they can turn their exercises into a routine. • Work into groups. In their groups, pupils decide in which order their actions should come in their routine. They show the action and say it at the same time, then repeat the action five times counting to five as they do so. • After pupils have practised their routine several times, they lead the class in doing their routine, showing the actions and saying them as they go along. • Listen to T's feedback on their projects.
<p>AB page 23 5 min</p>	<p><i>Look and write. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 9 in their Activity Books. 	<ul style="list-style-type: none"> • Look at Activity 9 in their Activity Books.

[illegible]

	<p><i>Say. Do the action.</i></p> <ul style="list-style-type: none"> • Show the action (<i>Pull!</i>) and have pupils guess the action. Once pupils have guessed the action, repeat the action and have pupils say and do the action. • Ask for a pupil volunteer to come to the front of the class and do the next action. Have pupils guess and then do the action. Work through all the screens. Review any difficult words or expressions. 	<ul style="list-style-type: none"> • Look at the action (<i>Pull!</i>) and guess the action; then listen, say and do the action. • A pupil volunteer to come to the front of the class and do the next action; then guess and do the action. Work through all the screens. Review any difficult words or expressions.
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UNIT 3: MY BODY - LESSON 7***Learning objectives***

- Can assess what I have learnt in Unit 3

Target language

- Parts of the body, Body movements
- I've got (ten fingers).

Resources and Materials

- Pupil's Book page 26
- Activity Book page 24
- Audio CD1 track 58
- Stickers
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Write.</i> <ul style="list-style-type: none"> • Show the sentence on the board. Nominate a pupil to complete the sentence (<i>Clap your hands.</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. 1 Clap your hands. 2 Wave your arms. 3 Touch your toes. 4 Move your body.	<ul style="list-style-type: none"> • See the sentence on the board and complete the sentence • Work in pairs to complete the sentences. • At the end, go through the sentences together as a class, spelling out the words.
<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 things they have been learning in 	<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 unit if they can remember

	<p>this unit, e.g. <i>How many body 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. 	<ul style="list-style-type: none"> Listen and answer T's question
PRACTICE		
PB page 26, Act.15 5 min	<p><i>Listen and stick. Then write.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 15 in their Pupil's Books. Ask pupils to read the words in the word bank. Ask pupils to find the stickers at the back of the book and say what the action is, e.g. <i>Stamp your feet.</i> Play the audio. Ask pupils to listen and point to the stickers. Play the audio again and pupils stick the stickers in place. Ask pupils to choose words from the word bank to write under each photo. Check answers with the whole class by saying the body movement, e.g. <i>Wave your arms.</i> Ask pupils to tell you the number of the sticker, e.g. <i>Number 4.</i> 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 toes 2 head 3 feet 4 arms 5 body 6 hands</p>	<ul style="list-style-type: none"> Look at Activity 15 in their Pupil's Books. Read the words in the word bank. Find the stickers at the back of the book and say what the action is, e.g. <i>Stamp your feet.</i> Listen and point to the stickers. Listen to the audio again and stick the stickers in place. Choose words from the word bank to write under each photo. Tell T the number of the sticker Stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully

	<p>AUDIO SCRIPT – CD1:58</p> <p><i>1 Touch your toes.</i></p> <p><i>2 Move your head.</i></p> <p><i>3 Stamp your feet.</i></p> <p><i>4 Wave your arms.</i></p> <p><i>5 Shake your body.</i></p> <p><i>6 Clap your hands.</i></p>	
<p>PB page 26, Act.16</p> <p>5 min</p>	<p><i>Draw your body. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 16 in their Pupil's Books. • Pupils draw their own body in the frame. • They then describe what they have drawn to their partner, using the language in the speech bubble as a model. • Pupils stick the star sticker in place if they feel they have done this successfully. 	
<p>AB page 24</p> <p>5 min</p>	<p><i>Look and write. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Activity Books. • Ask pupils to look at the pictures and complete the sentences using words from the word bank. • Ask pupils to check their answers in pairs. <p>Activity answer key:</p> <p>1 one body</p> <p>2 eight arms</p> <p>3 two hands</p> <p>4 six toes</p> <p><i>Read and circle.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Activity Books. • Ask pupils to look at the picture. They read the sentences in the speech bubble. They circle the 	<ul style="list-style-type: none"> • Look at Activity 11 in their Activity Books. • Look at the pictures and complete the sentences using words from the word bank. • Check their answers in pairs <ul style="list-style-type: none"> • Look at Activity 12 in their Activity Books. • Look at the picture. They read the sentences in the speech bubble. They circle the sentence that describes

	<p>sentence that describes the picture.</p> <ul style="list-style-type: none"> Ask pupils to read the three sentences in the Look! box to remind themselves of the key unit language. <p>Activity answer key: Stamp your feet.</p>	<p>the picture.</p> <ul style="list-style-type: none"> Read the three sentences in the Look! box to remind themselves of the key unit language.
POP QUIZ		
5 min	<p><i>Say the Unit 3 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 into pairs and look at the pictures and say the words

UNIT 3: MY BODY - LESSON 8***Learning objectives***

- Can use what I have learnt in Unit 3

Target language

- Parts of the body, Body movements
- I've got (six legs).
- I'm (pink)

Resources and Materials

- Pupil's Book page 27
- Activity Book page 60
- Pictures
- Worksheet 3
- 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 on the board and have pupils complete the sentence and say <i>I've got ten toes</i>. • Put pupils into two teams and go through the pictures asking each team to complete the sentence. Teams should get one point for completing the sentence and a bonus point for making another, similar, sentence. Review any difficult words or expressions as a class. 	<ul style="list-style-type: none"> • See the picture on the board and have pupils complete the sentence and listen • Work into two teams and go through the pictures asking each team to complete the sentence. Teams should get one point for completing the sentence and a bonus point for making another, similar, sentence. Review any difficult words or expressions as a class.
<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 bodies.</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		
PB page 27, Act.17 5 min	<p><i>Choose. Say and do.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 17 in their Pupil's Books. • Point to the pictures of the body parts and pupils say the word for each. • Divide pupils in pairs. They choose an action from words written down the left side of the page. They then choose a part of the body from pictures on the right side of the page. They say, e.g. <i>Wave your arms</i>. Their partner then does the action. They then switch roles. • Ask pupils to be able to use odd combinations to make this activity more fun. 	<ul style="list-style-type: none"> • Look at Activity 17 in their Pupil's Books. • Look at the pictures of the body parts and say the word for each. • Work in pairs. They choose an action from words written down the left side of the page. They then choose a part of the body from pictures on the right side of the page. They say, e.g. <i>Wave your arms</i>. Their partner then does the action. They then switch roles. • Use odd combinations to make this activity more fun
PB page 27, Act.18 5 min	<p><i>Play the game. Look and say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 18 in their Pupil's Books. • Ask pupils to look at the pictures. Ask questions, e.g. <i>What colour is it? How many (arms)?</i> • Describe one of the pictures to demonstrate the activity. Say, e.g. <i>I've got four legs. I'm green</i>. Ask pupils to tell you the number of the picture (<i>four</i>). • Ask pupils to read the speech bubbles 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"> • Look at Activity 18 in their Pupil's Books. • Look at the picture and answer the questions • Listen to T's description and tell T the number of the picture • Read the speech bubbles and use these as a model to play a guessing game in pairs.
AB page 60	<ul style="list-style-type: none"> • Ask pupils to colour the body part pictures in the Picture dictionary. • Ask pupils to be able to play a game 	<ul style="list-style-type: none"> • Colour the body part pictures in the Picture dictionary. • Then play a game in pairs.

	in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture. Stronger pupils may wish to cover the written words below each picture.	Each pupil takes turns to say a word and his /her partner points to the correct picture. Stronger pupils may wish to cover the written words below each picture.
Consolidation and extension worksheet 3	<ul style="list-style-type: none"> Ask pupils to complete the consolidation and extension activities on Worksheet 3 page 64 	<ul style="list-style-type: none"> Complete the consolidation and extension activities on Worksheet 3 page 64
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 3. Ask them to tell each other if they feel ready for unit 4. 	<ul style="list-style-type: none"> Get into pairs and to think about what they remember from unit 3 and tell each other if they feel ready for unit 4.
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. <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. <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. 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