

3 I'm dancing

Vocabulary I

Aims: to learn and review action verbs.

Target language: *dancing, jumping, running, singing, talking, walking; I'm (dancing).*

Review: feelings; weather.

Receptive language: *cup; What is Chip doing? Is Belle sad? He's (talking).*

Materials: CD1. Level 3 and Level 4 flashcards with activities.

Optional activity

- On the board write: *Today is (Monday). It's (sunny). I am happy. I'm not worried.*
- Read the sentences to the students. Ask them to write four similar sentences to read to the class.

Presentation

- Place flashcards with activities on the board. Point to each one, say the words and have students repeat them after you.
- Mime the action verbs and have students say: *I'm (singing).*
- Have a volunteer student come to the front of the class. Ask a classmate to call out an action verb for the volunteer student to mime. Once they have mimed three action verbs, have another student come to the front. If the student gets the first verb wrong, they sit down and another student does the activity.

Student's Book, page 20

1 Listen and find.

- Have students go to Student's Book, page 20, Activity 1. Ask if they know the characters (Belle and Chip Potts from *Beauty and the Beast*, see page T24). T: *What is Chip doing?* Students: *Jumping.* T: *Is Belle sad?* Students: *No. She's happy.*
- Tell students to point to the characters they hear. Play Track 1.31.

Look, it's Belle. She's at the Beast's house. She's talking to a cup! **1.31**
His name is Chip. He's a magic cup. He's talking, too. And he's jumping.

- Play the track again, this time with pauses. Students repeat what they hear as they point to the characters and mime talking and jumping.

2 Read, listen and repeat. Then look and say Yes or No.

- Students look at each picture. T: *Point to (talking).* Monitor their work.
- Explain that students have to repeat what they hear. Play the first part of Track 1.32.

Part 1: dancing, jumping, running, singing, talking, walking. **1.32**
Part 2: I'm dancing. I'm jumping. I'm running. I'm singing. I'm talking. I'm walking.

- Play the second part of the track, pausing after each sentence for students to repeat. Then point to the pictures randomly and have students say: *I'm (singing).*
- Ask students to look at the picture in Activity 1. Say the sentences from the recording, e.g. *I'm dancing*, and have students answer *Yes* or *No*.

3 Listen and say.

- Ask students to look at Belle and Chip. Explain that they have to complete the sentences they hear. Play Track 1.33. Do the activity with the students.

Look, it's Belle. She's at the Beast's house. **1.33**
She's (...) talking to a cup! His name is Chip. He's a magic cup.
He's (...) talking, too. And he's (...) jumping.

- On the board write: *I'm Belle. I'm talking.* Read it to the class.

TPR

Bring students to the front of the class. Explain that you will say and mime an action verb and they have to copy you. However, you may say an action verb but mime another one. T: *Look! I'm singing.* Mime singing. T: *Look! I'm jumping.* Mime dancing. Students who mime dancing instead of jumping sit on the floor and miss a turn.

Consolidation

- Have your students take out their notebooks. Explain that they have to draw two action verbs, then swap drawings with their partners who have to guess and mime the actions.

Optional activity

Have students draw Belle or Chip doing different actions and write sentences about them, e.g. *I'm (jumping).*

Activity Book, page 20

1 Look and circle.

- Students look at the pictures and circle the correct picture.
- Answers:** *talking, running, jumping.*

2 Look and write.

- Students use these words to complete the sentences.
- Answers:** 1 *walking*, 2 *talking*, 3 *jumping*, 4 *dancing*, 5 *running*, 6 *singing*.

UNIT
3 I'm dancing

1 Listen and find. CD 1.31

2 Read, listen and repeat. Then look and say Yes or No. CD 1.32

dancing jumping running singing talking walking

3 Listen and say. CD 1.33

I'm jumping!

20 Vocabulary I: dancing, jumping, running, singing, talking, walking. I'm (dancing).

Practice I

Aims: to review and extend action verb vocabulary. To learn a song.

Target language: *drawing, reading, swimming, writing; He's/She's (drawing).*

Review: action verbs from lesson 1. *I'm (dancing).*

Materials: CD1. Level 3 and Level 4 flashcards with activities, a bag/box and slips of paper for the "Oops!" game.

Optional activity

- Place activities flashcards from vocabulary I on the board. Point to each one and have students tell you what it is. Explain that you will play "Simon Says" (see Resource Bank). Say *Simon says: I'm (dancing)* and play until action verbs have been covered twice.

Presentation

- Place activities flashcards from this lesson on the board, point to them, say the words and have students repeat them after you.
- Write *He's...* and *She's...* on the board. Point to a flashcard with a boy and say: *Look! He's (reading)*. Then point to a flashcard showing a girl. T: *Look! She's (writing)*. Have students repeat both sentences after you.
- Explain that we use *He's* for boys and *She's* for girls. Point to each picture on the board and have students tell you what they are doing. Encourage them to use *He's* and *She's*.
- Bring a volunteer student to the board. Have him/her point to a flashcard of their choice for the classmates to say what action is shown, e.g. *(She's) (drawing)*. Use all flashcards and continue with as many students as possible.

Student's Book, page 21

4 Listen, read and say the number. Then play.

- Direct students to the Student's Book, page 21, Activity 4. Ask them to tell you what each person is doing. Again, encourage them to use *He's* and *She's*.
- Explain to students that they will listen to the CD and say the number of the photo being described.
- Play Track 1.34. Pause at each part for students to find the right photo.

She's drawing. He's reading. He's dancing. She's singing.
She's writing. He's swimming.

1.34

- Explain that you will call out a number and that students have to tell you what the boy or girl is doing. T: *Three*. Student: *He's swimming*. Once all items have been covered, place students in pairs and have them continue with the activity.

5 Read and say. Then listen and check.

- Have students look at the pictures and ask them to tell you which actions they can see.
- Put students in pairs so they can read the text together. Then play Track 1.35 for them to listen and check.
- Replay the track and encourage all students to read and say the text.

Look! I'm dancing.
And I'm singing!
Look! I'm running.
And I'm jumping!
Now I'm reading.
And I'm writing, too.
Now I'm walking.
And I'm talking with you.

1.35

TPR

Place students in two groups. Explain that you will say an action verb and either the girls or the boys from that group have to stand up and mime it. T: *He's dancing*. Only boys stand up and mime dancing. T: *She's running*. Only girls stand up and mime running. If a boy mimes to *She's* and vice versa, he has to sit down and miss a turn. Say action verbs faster every time to make the activity a little more challenging.

Consolidation

- Play "Oops!" together. Divide the class into a few teams. Prepare some slips of paper. Write *Oops!* on several slips and on the remaining ones write personal pronouns and action verbs, e.g. *He/reading, I/dancing, She/swimming*. Mix all the slips in a bag or box. Each student picks a slip and reads the words out loud and says the full sentences, e.g. *He's reading*. If they are correct, they keep the slip and win a point for their team. If incorrect, you keep the slip. If they pick *Oops!*, they don't win a point. To make the game more exciting, you may take away all slips and points won by a team if one of the team members picks *Oops!*.

Optional activity

Place students in pairs. Explain that one of them has to mime an action for the other one to guess. Then students swap roles.

Activity Book, page 21

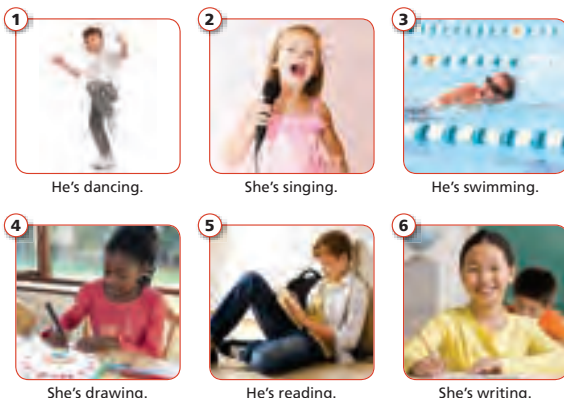
3 Read and match.

- Students have to match the pictures to the sentences.
- Answers:** 1 *He's running*. 2 *She's swimming*. 3 *He's reading*. 4 *She's drawing*. 5 *He's singing*. 6 *She's dancing*.







4 Write the words. Then draw.

- Explain that there is a hidden word in the crossword. Students complete the crossword and draw the missing activity.
- Answers:** 1 *drawing*, 2 *reading*, 3 *singing*, 4 *talking*, 5 *walking*, 6 *swimming*, 7 *jumping*. Secret word: *writing*.

4 Listen, read and say the number. Then play.



5 Read and say. Then listen and check.

Look, I'm 	Now I'm 
and I'm  too.	and I'm  too.
Look, I'm 	Now I'm 
and I'm  too.	and I'm  to you.

Vocabulary II

Aims: to consolidate vocabulary from lessons 1–2. To learn and review household items vocabulary.

Target language: *bowl, cup, plate, couch, spoon, closet, juggling.*

Review: actions: *chair; I'm / He's / She's (dancing).*

Receptive language: *Who is here? What can you see? What is the (cup) doing? What am I?*

Materials: CD1, flashcards with household items used in this lesson.

Optional activity

- Bring a boy to the front of the class. Explain that he will mime an action and you will say what it is. Intentionally say the wrong action. T: *He's singing* (boy is miming dancing). Students: *No. He's dancing.* Ask the boy to mime another action. T: *He's writing* (boy is writing). Students: *Yes.*

Presentation

- Draw a big house on the board. Ask students, in L1, what items associated with a house they know. Draw the items they mention.
- Then place flashcards on the board. Ask students what they are called in English. Go through each item by pointing to it, saying it and having students repeat after you. Point to a chair and review this word. Take down flashcards and write the following words on the board: *cup, plate, closet, bowl, spoon, couch.*
- Ask a volunteer student to read them. Then pick up the flashcards. Show each one to the students, have them tell you what it is and place it under its word on the board. Ask students which of the words taught/ revised today is missing on the board. (*Chair.*)

Student's Book, page 22

6 Listen, find and repeat.

- Direct students to page 22 and 23. T: *Who is here?* Students: *Belle and Chip.* T: *What can you see?* Students: *A couch, spoon, cup, etc.* T: *What is the cup doing?* Students: *Singing.* T: *What is the closet doing?* Students: *Dancing.*
- Direct students to Activity 6. Ask them to listen to the recording and point to the right pictures. Play Track 1.36.

It's a couch. It's a cup. It's a plate. It's a closet. It's a chair.
It's a bowl. It's a spoon. **1.36**

- Replay the track with pauses. Students repeat the words and point.

7 Listen and say. Then write in your notebook.

- Ask students to say the name of the objects being described. Play Track 1.37. Pause the recording after each question and have students answer.

- 1.37**
- A: I'm dancing. What am I? (...) B: A closet.
 - A: I'm juggling. What am I? (...) B: A chair.
 - A: I'm jumping. What am I? (...) B: A plate.
 - A: I'm singing. Tra la la. What am I? (...) B: A cup.
 - A: I'm talking. What am I? (...) B: A couch.
 - A: I'm walking. What am I? (...) B: A bowl.

- Quiz students. T: *I'm singing.* Students: *A cup.* Continue with all items.

8 Read and say Yes or No.

- Ask students to look at the two pages. T: *The cup is singing.* Students: *Yes.* T: *The plate is jumping.* Students: *No.* Continue for all items.
- Explain that they have to read the sentences and say Yes or No. Place students in pairs. Have one student read the sentences for their partner to answer.

TPR

Have students sit in a circle. Assign each one a different household item. Explain that when you say an item and an action, the students with that item have to stand up and mime the action. T: *Spoon. Walk.* Students assigned *spoon* walk. Make the game more interesting by having two items mimed at the same time. T: *Bowl, talk, plate, dance.*

Consolidation

- In their notebooks have students draw three household items doing activities and write sentences about them.

Activity Book, page 22

5 Find and circle. Then write.

- Students to find the household items in the word search and write them under the correct pictures.
- Answers:** 1 *closet*, 2 *couch*, 3 *chair*, 4 *cup*, 5 *bowl*, 6 *plate*, 7 *spoon*.

6 Look and write.

- Ask students to look at each picture and write the action underneath.
- Have students work and check answers in pairs.
- Answers:** 1 *The plate is dancing.* 2 *The bowl is juggling.* 3 *The cup is singing.* 4 *The spoon is jumping.*

6 Listen, find and repeat. CD 1.36

7 Listen and say. Then write in your notebook. CD 1.37

- I'm dancing. *A closet*
- I'm juggling. *A chair*
- I'm jumping. *A plate*
- I'm singing. *A cup*
- I'm talking. *A couch*
- I'm walking. *A bowl*

8 Read and say Yes or No.

- The closet is talking. *No*
- The plate is jumping. *Yes*
- The cup is singing. *Yes*
- The chair is dancing. *No*
- The couch is juggling. *No*
- The bowl is walking. *Yes*

Vocabulary II: bowl, closet, couch, cup, plate, spoon; closet; juggling.
Actions: I'm / He's / She's (dancing).

Practice II

Aims: to review topic vocabulary and structures. To practice phonics /ɪ/.
Target language: *Is the couch (dancing)? Yes, it's (dancing).*

Review: actions, feelings, furniture, household items. *I'm / He's / She's (dancing).*

Receptive language: *What can you see? What's the (couch) doing?*

Materials: CD1, Level 3 and Level 4 flashcards with activities, household item flashcards, a sheet of paper for each student.

Optional activity

- Ask students to write down the vocabulary items they have learnt from this unit, without opening their books. Have students read out their answers.

Presentation

- Show students two flashcards each time (an action and a household item) and ask them: *Is (the couch) (singing)?* so that students have to answer using a negative sentence: *No, it's (dancing).*

Student's Book, page 23

9 Listen and answer Yes or No. Then ask and answer.

- Direct students to the Student's Book, pages 22–23. T: *What can you see?* Students: *(A chair.)* T: *What is (the chair) doing?* Students: *(Juggling.)* Continue asking for all items.
- Ask students different questions about what the items are doing. T: *Is (the cup) (dancing)?* Students: *No. It's (singing).*
- Explain that they have to listen and answer the questions.
- Play Track 1.38. Pause after each question and let students answer. Then replay the recording so that students can check their answers.

- A: Is the couch juggling? (...)
B: No, it's talking.
- A: Is the closet jumping? (...)
B: No, it's dancing.
- A: Is the chair talking? (...)
B: No, it's juggling.
- A: Is the cup dancing? (...)
B: No, it's singing.
- A: Is the plate singing? (...)
B: No, it's jumping.

1.38

- Place students in pairs and have them ask each other about the pictures. Student 1: *Is the (chair) (talking)?* Student 2: *Yes / No, it's (jumping).* Ask them to swap roles.

10 Tongue Twister! Listen and repeat.

- On the board write *dancing, singing, juggling, talking*. Say each word, pointing to *ing* and have students repeat after you.
- Ask students to say as many words as they know that contain *ing*.
- Remind students, in L1, what a tongue twister is. Then direct students to Activity 10. Ask what they can see in the picture.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play Track 1.39. Ask students to listen to the tongue twister and repeat it. Ask students how each word is pronounced.
- Replay the track as many times as necessary until students are confident to say the tongue twister without the recording.
- Place students in two groups. Have each group repeat the tongue twister as many times and as quickly as possible. The group that says it correct most times, wins.

TPR

Divide the class into small groups and give each group a flashcard with a piece of furniture or household item on it. Explain that you will call out an item and a feeling, and students who have it must stand up and mime that feeling. T: *Cups, excited*. Continue game by having students swap flashcards and start over.

Consolidation

- Ask students to draw themselves and a few friends during their break. Have them write a few sentences describing what they are doing. Have students present their work to the class.

Optional activity

Have students draw any piece of furniture or household item from pages 22–23 and write what it is doing.

Activity Book, page 23

7 Look, read and match.

- Students have to look at the picture, read and answer the questions.
- Answers: 1 c, 2 d, 3 a, 4 b.

8 Look at Activity 7 and write.

- Students answer the question according to what they see in Activity 7.
- Answers: *No. It's jumping.*

UNIT
3



9 Listen and answer Yes or No. Then ask and answer. CD 1.38

1 Is the couch juggling? <i>No</i>	Is the couch juggling?
2 Is the closet jumping? <i>No</i>	No, it's talking.
3 Is the chair talking? <i>No</i>	
4 Is the cup dancing? <i>No</i>	
5 Is the plate singing? <i>No</i>	

10 Tongue Twister! Listen and repeat. CD 1.39

Dancing and singing.
 Dancing and singing.
 The closet is dancing and singing.



Practice II: Phonics: /ɪ/. Is (the couch) (dancing)? Yes, it's dancing. Actions: Furniture. I'm / He's / She's (dancing).

Story

Aims: to review the language from lessons 1–4. To listen to a story.

Review: action verbs. *bird, flying; I'm / He's / She's / It's (dancing). Is (Pluto) (walking)? He's / He isn't (tired).*

Receptive language: *park; Is it (sunny)? What's (the bird) doing? Is (Mickey) (happy)? Is (Mickey) (jumping)? What's this? Look out! Oh, no!*

Materials: CD1.

Optional activity

- Direct students to the story on page 16. Ask, in L1, what they remember about it and who the main characters are. Ask which story from the Student's Book they like so far.

Student's Book, page 24

11 Listen and answer.

- If possible, invite students to sit in a circle rather than at their desks.
- T: *It's story time!* Ask students to open their Student's Books to page 24.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Minnie and Pluto.*
- Have students tell you what they see in the pictures. T: *Is it sunny in picture 3?* Students: Yes. T: *What's Pluto doing in picture 4?* Students: *He's running.* T: *What's he running after?* Students: *A bird.*
- Encourage students to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey is reading a book. Pluto sees a bird and tries to catch it. He falls on Mickey. Mickey is mad.) Explain the phrase *Oh dear!*
- Tell students they will hear a story. Explain they have to listen carefully and answer the question: *Is Mickey happy?*
- Play Track 1.40. Point to the frames in your own book to show students which frame is being read. Students can also follow the story in their books.
- Repeat the question: *Is Mickey happy?* Encourage students to answer correctly. Students: *No, he isn't happy.*
- Ensure students have understood the story by asking them to briefly summarize it in L1.
- Replay Track 1.40 stopping at each frame to ask the following questions. Picture 1: *Is Mickey playing with Pluto?* (No, he's tired.) Picture 2: *Is Pluto tired?* (No.) Picture 3: *What's this?* (pointing to the bird) (A bird.) *What is the bird doing?* (It's flying.) Picture 4: *Is Pluto walking?* (No, he's running.) Picture 5: *Is Minnie sad?* (No, she's worried.) Picture 6: *Is Mickey happy?* (No, he isn't happy.)
- Replay Track 1.40 pausing at each individual sentence. Encourage students to repeat the sentences together.

12 Now act the story out.

- Divide the class into six groups. Assign each group a picture and have them read the text aloud, in unison.
- Place students in groups of four. Assign the roles of Mickey, Minnie, Pluto and the narrator. Encourage students to act out the story with words and gestures. Monitor students and help if necessary. Invite volunteer students to present the story to the class.

Consolidation

- Have a volunteer student come to the front of the class. Ask him/her to choose a scene from the story and to mime it. The first student to guess correctly comes to the front of the class. Repeat the activity with the story from the previous unit.


Activity Book, page 24

9 Unscramble and write. Then number.

- Students unscramble the letters to write the words, then they match them to the pictures and write the correct number.
- **Answers:** *running, flying, jumping.*


10 Look and write.

- Students look at the pictures and write complete sentences with the correct words from the box.
- **Answers:** 2 No, it's flying. 3 Yes, he's reading. 4 No, he's swimming.



11 Listen and answer.


1



Mickey, Minnie and Pluto are at the park.


Go, Pluto! Oh, I'm tired!

2



Pluto isn't tired. Look! He's swimming.


3



Pluto, I'm reading.

Oh! Look at the bird! It's flying!

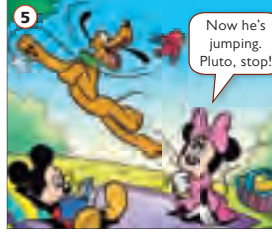
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Is Pluto walking?


No, he's running.

5



Now he's jumping. Pluto, stop!

6



Look out!

Oh, no! Mickey isn't happy.

12 Now act the story out.

Story: Actions. *I'm / He's / She's / It's (dancing). Is Pluto (walking)?*

Skills

Aims: to consolidate vocabulary from previous lessons. To play a game with cut-out cards.

Review: actions, feelings, household items. *I'm / He's / She's / It's (dancing).*

Receptive language: *Where are they? Is (he) (swimming)? What's number (two) doing?*

Materials: CD1, sheets of paper for each student, Level 3 and Level 4 flashcards with activities.

Optional activity

- Explain to students that you are going to say three words. Two will be of the same vocabulary family, one will not. They have to tell you which word does not belong to the vocabulary group. T: *Singing, hot, writing.* Students: *Hot.* T: *A cup, scared, happy.* Students: *A cup.* Continue in this way, ensuring you cover vocabulary taught so far.

Review

- On the board draw a beach. (including a few sun umbrellas and the sea)
- Ask students to imagine they're at a beach. Say: *What are you doing?* Students: *I'm (swimming).* Place the flashcards with the activities the students are talking about in the picture on the board. Then point to the flashcards and ask: *Is (he) (swimming)?* and have students answer: *Yes. / No, (he's) (reading).*

Student's Book, page 25

13 Read and find. Then write in your notebook.

- Have students look at the picture. T: *Where are they?* Students: *At the beach.* T: *What's number (two) doing?* Students: *(She's) (walking).* Continue in this way for all the items.
- Ask volunteer students to read the sentences. Have the rest of the students find the people being described in the picture and say: *(Max) – number (1).*
- Have students read the text once again and describe the people in their notebooks. Write the first answer on the board: *Max is number 1. He's running.*
- Check answers by having students call them out.
- Answers:** *Max is number 1. He's running. Mum is number 2. She's walking. Maria is number 3. She's swimming. Simon is number 5. He's dancing. Dad is number 11. He's reading.*

14 Go to page 77. Cut out. Then listen and play.

- Have students cut out the cards on page 77. Ask each to student describe the cards to you.
- Ask students to look at the photos in Activity 14 and tell you how they think the game will be played.
- Play Track 1.41.
- Ask students if they know what the game is called. (Pelmanism.)
- Pair activity. Ask students to place their cards face down in front of them in random order. They can shuffle them around once they are face down so they do not remember where each image is. Student 1 turns over a card and describes the action, e.g. *She's singing.* Student 2 turns over a different card trying to find the matching pair. Student 2 can keep the pair if they match. If not, the cards are turned face down again and students play again. This time Student 2 turns over a card and describes the action and Student 1 tries to find a matching pair. The winner is the student with the most matching pairs.

TPR

Place students in four groups. Give each group a sheet of paper. Ask them to write on it four different actions. Remind them to use all the action verbs they have learnt so far. Bring the first group to the front. Have them mime one action from their list. The first group to guess correctly, earns a point. Continue until all groups have mimed their words. The group with the most points, wins.

Consolidation

- Have students pretend they are at the beach and write a few sentences about what they are doing there.

Activity Book, page 25

12 Unscramble and write.

- Students unscramble the words to write the questions and answers.
- Answers:** *Is he jumping? No, he's singing. Is she dancing? Yes, she's dancing.*

13 Look and write.

- Students look at the pictures and complete the sentences with the correct word from the box.
- Answers:** *1 throwing 2 jumping 3 running 4 swimming*

UNIT
3

13 Read and find. Then write in your notebook.

I'm **Max**. Can you see me? I'm running.
Look at my sister, **Maria**. Is she running? No, she's swimming.
My brother, **Simon**, is dancing.
Look at my **dad**. Is he reading? Yes, he's reading, and my **mom's** walking.

Max.
Number 1.

14 Go to page 77. Cut out. Then listen and play.

She's singing.
It's flying.

She's singing. She's singing.
They're the same.

Skills: Actions. *I'm / He's / She's / It's (dancing).*

25

Ready for life

Aims: Social Science – to learn about the Olympic Games. To make a poster.

Target language: *gold medal, Olympic/world champion, throw.*

Review: action verbs. *I'm / He's / She's (jumping). Is he/she (dancing)? He/She can (run).*

Receptive language: *What do you remember about (Jessica)?*

Materials: CD1, Level 3 and Level 4 flashcards with activities, cut-outs of different athletes performing a sport, picture of the Olympic Games rings. Sheets of paper, sports magazines/newspapers.

Optional activity

- Play "tic-tac-toe" together (see Resource Bank). In each field of the grid write one pronoun (*he, she or I*), one sign (+ or ?) and place one flashcard. Each time a student reveals a card, they must say a correct sentence, e.g. *He's jumping.*

Presentation

- Write new words/phrases on the board and place pictures of the Olympic Rings and athletes. Ask students if they know who a *champion* is and explain the difference between an *Olympic* and a *world champion*. Then introduce *gold medal* by drawing its picture on the board and mime the phrase *throw a ball*. Point to the words on the board, read them and have students repeat them after you.
- Ask, in L1, what students know about the Olympic Games, where they originated from and if they know any famous Olympic champions.

Student's Book, page 26

15 Read, listen and write the number.

- Direct students to the Student's Book, page 26, Activity 15. Have them name the activities they can see presented.
- Play Track 1.42. Students listen and read in their books.
- Explain to students that they have to read about the champions and match the text and picture to the sentences *a to d* below.
- Ask volunteer students to read a paragraph from the text aloud.
- Have students close their books. On the board write the names of the athletes from the text. Ask students: *What do you remember about (Jessica)?* and write their answers on the board, e.g. *She can run.*
- Have students open their books and see if they got all the facts.

- 1 Tomasz Majewski is throwing the ball. He's very strong. He can throw 21 meters. He has two Olympic gold medals. **1.42**
- 2 This is Usain Bolt. He's running. He can run very fast. He's the world champion and he has six Olympic gold medals!
- 3 Jessica Ennis is jumping. She can run very fast too. And she can throw. She has one Olympic gold medal.
- 4 This is Missy Franklin. She's swimming. She can swim very fast. She has four Olympic gold medals.

16 Project: Make a poster about some Olympic champions or sports.

- Place students in groups of four and give each one a sheet of paper. Explain that they have to make a poster about some Olympic champions they know. They can draw or use magazine or newspaper cutouts. If they don't know any champions, they can make a poster about a sport. When students have completed the activity, have each student present their work to the class and place all posters on classroom display.

TPR

Explain to students that they are going to pretend to be athletes in the Olympic Games. Place students in four groups and give each one a piece of paper. On it they have to write the name of their group and three things they have gold medals in. When you call out a group, they have to come to the front of the class, say what they have gold medals in and mime those actions. Keep the papers for Consolidation activity.

Consolidation

- Place students in the same four groups as in the TPR activity. Give them their drawings from the TPR activity and sheets of paper. Ask them to draw gold medals to present to another group and sign each medal with the name the activity it is for. Then have a group stand up, call out the group it drew the medals for and present them their medals. Students: *Group (1). Your gold medals for (running), (swimming) and (jumping).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

Optional activity

Ask students to choose an athlete from the lesson they particularly enjoyed learning about, next draw them and write a few sentences about them.

Extra practice, Activity Book, page 26

1 Look and write.

- Explain that students have to find the people in the main picture and complete the sentences with the words from the pool.
- Answers: (from top to bottom) *dancing, singing, juggling, reading.*

2 Look, draw and write.

- Explain that students have to find which activity is missing from each row, then draw it in the blank space and write its name.
- Answers: *singing, reading, running.*

15
Read, listen and write the number.
CD 1.42

Olympic Champions!

Olympic gold medal

1
Tomasz Majewski is throwing the ball. He's very strong. He can throw 21 meters! He has two Olympic gold medals.


2
This is Usain Bolt. He's running. He can run very fast. He's the world champion and he has six Olympic gold medals!


3
Jessica Ennis is jumping. She can run very fast, too. And she can throw. She has one Olympic gold medal.


4
This is Missy Franklin. She's swimming. She can swim very fast. She has four Olympic gold medals.


A He's running fast. 2
B He's throwing the ball. 1
C She's swimming. 4
D She's jumping. 3

16
Project: Make a poster about some Olympic champions or sports.

26

26

Ready for life: Thinking about the importance of working hard.

Review 3

Aims: to review the material from Unit 3. Self-evaluation.

Review: weather, actions, furniture, household items. *I'm/He's/She's/It's (dancing). Is he/she (running)?*

Receptive language: *Which number is singing? He/She isn't (running). Is it hot and sunny? Is it autumn?*

Materials: CD1. A sheet of paper for each pair of students. Level 4 flashcards with household items, a CD with lively music, 6 envelopes.

Review

- Have students look through their books. T: *Go to page 21. Which number is singing?* Students: 2. T: *Is number 5 drawing?* Students: No. *He's reading.* T: *Go to page 22. Is the plate singing?* Students: No, it's jumping. T: *Is the couch singing?* Students: Yes.
- Continue with as many pages and questions as possible.
- Play "What's in the envelope?" together (see Resource Bank). Give each row of students two envelopes. In one put activities flashcards and in the other one household items flashcards. Students make sentences using both flashcards each time, e.g. *The couch is (reading).*

Student's Book, page 27

1 Listen and answer Yes or No. Then read and say.

- Have students look at the picture and tell you who they see (Belle, the Beast and birds).
- T: *Is it hot and sunny?* Students: No, it's snowing and cold. T: *Is it fall?* Students: No. It's winter.
- Explain that students have to listen and say Yes or No. Play Track 1.43.
- Stop the recording after each question and have students answer. Then replay the recording and have them check their answers.

Is the Beast reading a book? (...)

No, he isn't reading a book. He's talking to a bird.

Is Belle talking to the bird? (...)

Yes, she's talking to a bird, too.

Is the blue bird dancing? (...)

No, it isn't dancing.

Is the orange bird flying? (...)

No, it isn't flying.

Is the brown bird flying? (...)

Yes, it's flying.

Is the red bird singing? (...)

Yes, it's singing.

- Ask volunteer students to read the sentences 1–6 and the rest of the students to decide whether they are true or false by saying Yes or No.

2 In your notebook, write five sentences about what your family and friends are doing. Then tell a friend.

- Ask students what actions they like to do.
- Place students in pairs and give each one a sheet of paper. Explain that they have to write five sentences describing what their family and friends are doing at the moment.
- Have students present their work to the class. Place all work on classroom display.

Consolidation

- Congratulate the students for having completed Unit 3.

Progress evaluation

- Evaluation sheet 3

Activity Book, page 27

1 Look and write.

- Students have to look at the picture, read the questions and complete them with the words from the word pool.
- Answers: 2 reading, 3 writing, 4 walking, 5 singing.


2 Say and check (✓). Then stick.

- This activity should be done in class.
- Ask students to read the sentences.
- Students assess their own skills by ticking the boxes. Encourage them to look through the unit in their Student's Book as they think about the sentences.
- Ask students to find the stickers for this Activity at the end of their Activity Books. If students can check all the boxes, they put a sticker.

REVIEW
3

1 Listen and answer Yes or No. Then read and say.

CD 1.43



1 It's flying.

3 It's singing.

5 He's reading a book.

2 It's dancing.

4 It's flying.

6 She's talking to the bird.

2 In your notebook, write five sentences about what your family and friends are doing. Then tell a friend.

My mom is dancing.

My dad isn't reading. He's talking to my brother.

My sister is singing.

Our pet bird is flying.

I'm writing.