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Unit 1

Language objectives

The learner:

- can say *hello* and *goodbye*,
- can sing with the group.

Language

Hello. Goodbye. It's nice to see you. See you next time.

Materials required

Student Book, pages 6–7; CD.

Teaching tip

It is very important to use English as much as possible in your lessons. If you have a monolingual class and you share their mother tongue, then you can use that as a back-up. Ideally, you will say whatever you want to in English, accompanied by a helping gesture or mimed movement, and then, if necessary, after saying it in English again, say it in the mother tongue. In this way, right from the start, students will see English as a separate system, which is capable of doing the same things as the mother tongue, rather than as something which is a poor substitute for the mother tongue and of secondary importance. Early on, it is essential to build up a series of regularly used pieces of classroom language which are understood by everyone, for example: *Open your book to page XX; Look at the photo/picture; Repeat after me; Listen carefully; Thank you; Please ...*

Warm-up

- Sit down on a chair at the front of the class, with all the class sitting, too. Say: *Stand up*, showing the students what you mean by standing up yourself, and indicating with your hands that they should stand up, too. Then say: *Sit down*, sitting down yourself and gesturing for them to do the same. Repeat this several times.

1 Listen and say.

Recording 1/2

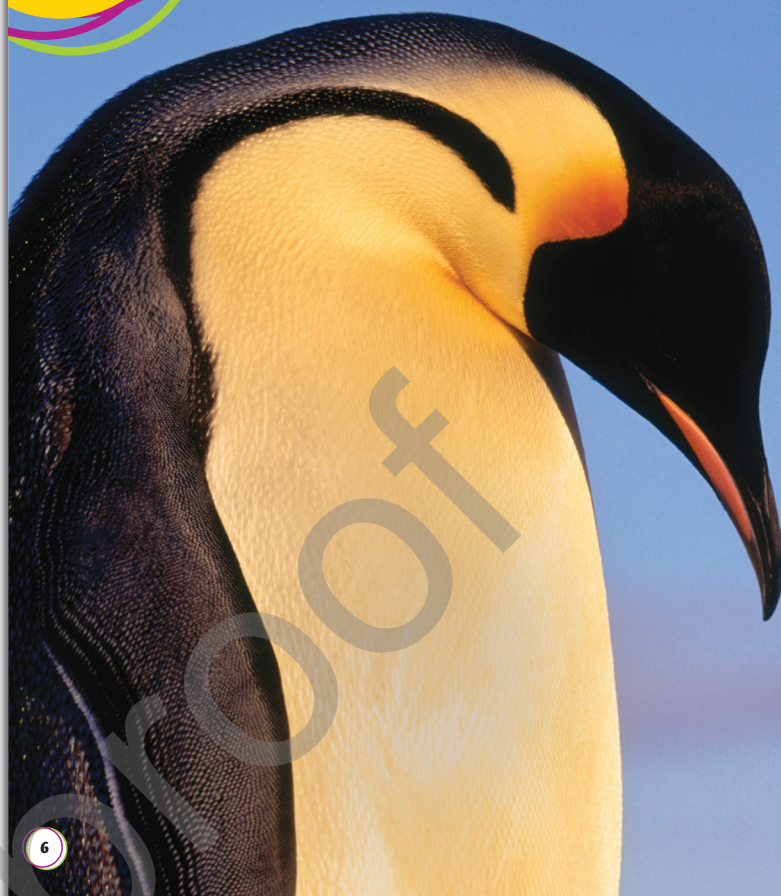
Hello.

It's nice to see you.

- Draw two stick figures on the board walking towards each other with smiles on their faces.
- Say: *Listen carefully*. Play the recording all the way through twice.
- Say: *Look and listen*. Play the recording, and point to the two people in turns as they speak.
- Say: *Listen and repeat*. Play the recording, pausing after each sentence for the students to repeat chorally.
- Once the students have mastered the phrases, practice without the recording.

Unit 1

Hello



Additional activity

- If the students are ready for it, divide them into two groups. Indicate that one group is one of the two stick figures on the board and the other group is the other one.
- Conduct the conversation between the groups, indicating the pictures as they speak. (If necessary, they can say it along with the recording.)

2 Listen and sing.

Recording 1/3

Hello, hello, hello!

It's nice to see you!

Hello, hello, hello!

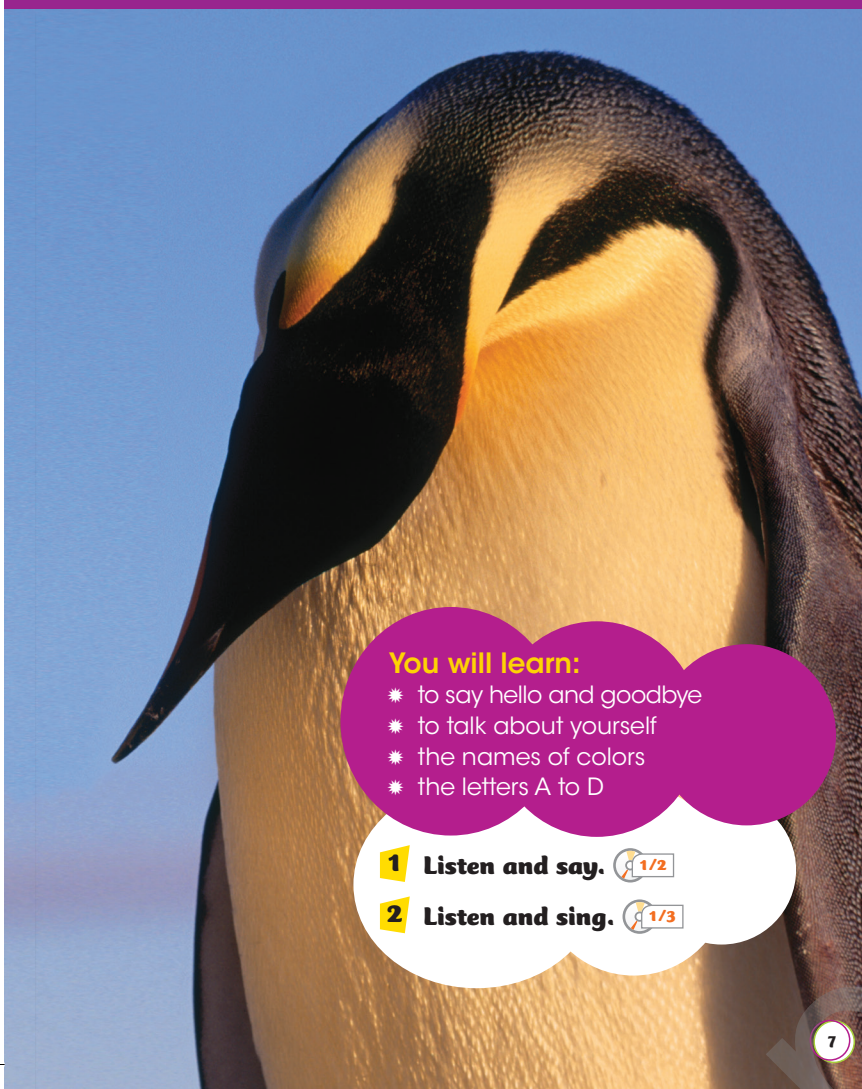
It's nice to see you!

Goodbye, goodbye, goodbye!

See you next time!

Goodbye, goodbye, goodbye!

See you next time!



You will learn:

- * to say hello and goodbye
- * to talk about yourself
- * the names of colors
- * the letters A to D

1 Listen and say.  1/2

2 Listen and sing.  1/3

7

Additional activity

- If you feel your students are ready for it, put them in pairs and say: *Stand up.*
- Model two people walking towards each other using one pair. Say the *hello* dialogue. Then get all the pairs to do it.
- Repeat the whole process using the words from the *goodbye* song.

Homework

Ask the students to tell their parents what they have been learning in English.

Notes:

- Below the first two stick figures, draw two more stick figures on the board walking away from each other, perhaps waving a hand.
- Say: *Listen carefully.* Say the words of the second verse of the song (but with just one *goodbye* as in a normal conversation): *Goodbye. Goodbye. See you next time! See you next time!*
- Say: *Look and listen.* Say the words again, and point to the two people in turns as you speak.
- Say: *Listen and repeat.* Say the words again, pausing after each sentence for the students to repeat chorally.
- Once the students have mastered the phrases, they practice without your help.
- Say: *Listen carefully.* Play the song all the way through twice.
- Say: *Listen and sing.* Encourage the students to sing along with the recording.
- If possible, instruct the students to sing the song by themselves.

Unit 1 Hello

Language objectives

The learner:

- can say the names of the Student Book characters,
- can ask about names using *What's your name?*
- can present themselves using *I'm (name)*,
- can read the learned words.

Language

Fred, Kate, Snap, Honey, Chatty; What's your name? I'm (name); It's nice to see you.

Materials required

Student Book, pages 8–9; Workbook, pages 4–5, 69; CD; flashcards: *Fred, Kate, Snap, Honey, Chatty*; teacher to make corresponding word cards; masks for the crocodile, bear and parrot (Teacher's Book, pages 123, 125, 127).

Warm-up

- Instruct a student who volunteers to go outside the classroom door (but leave it slightly open), and get her/him to knock on the door.
- Say: *Come in. Hello. It's nice to see you.* Encourage the class to join in with you.
- Instruct another student to go outside and repeat it, getting the class to say the phrases by themselves.
- Then get a student to leave the room. Say: *Goodbye. See you next time.* Encourage the class to join in with you.
- Repeat this with other students.

1 Listen and say.

Recording 1/4

Fred, Kate, Snap, Honey, Chatty

- Ask the class: *Do you like animals?* Elicit some answers about what they like.
- Show the students the crocodile, bear and parrot masks. Hold up the crocodile mask and say: *Snap*. Do the same for the bear (*Honey*) and the parrot (*Chatty*).
- Say: *Open your book to page 8. Look at the pictures at the top.* Point to the pictures of the five characters.
- Say: *Listen.* Play the recording and point to the pictures as each name is said.
- Say: *Listen and repeat.* Play the recording, stopping after each name for the students to say it chorally and individually.
- Hold up the flashcards in turns and elicit the names, helping as necessary.

2 Listen and read.

Recording 1/5

Frame 1

Hello. I'm Fred.

Hello. I'm Kate.

Frame 3

Hello. I'm Chatty.

Frame 2

I'm Snap. What's your name?

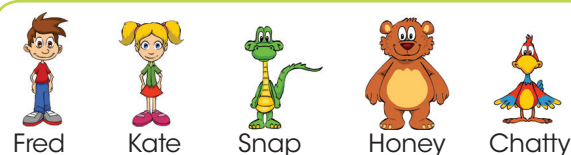
I'm Honey. It's nice to see you.

Frame 4

Welcome to my world!

Lesson 1

What's your name?



1 Listen and say. 1/4

2 Listen and read. 1/5

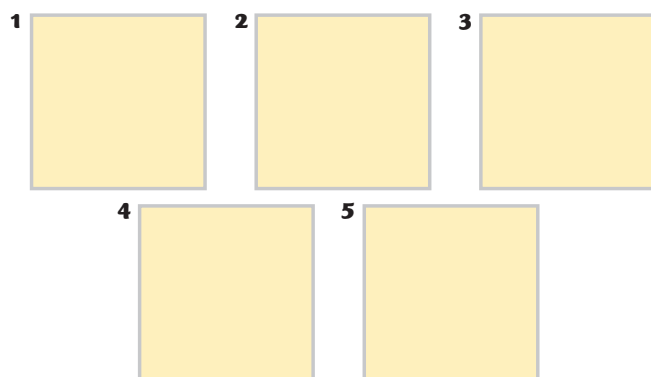


Teaching tip

Before you start this activity, teach the students the word *point*. Point to the crocodile mask and say: *Snap*. Put the mask down, then raise it again. Say: *Point to Snap*. Get the students to all point their index fingers towards the mask. Repeat with the *Chatty* and *Honey* masks.

- Say: *Look at the four pictures and listen carefully.* Then play the recording.
- Read the dialogue to the students and instruct them to repeat after you. Make sure to read in small parts and not in length.
- Then show the students how to follow along to the words by using a finger, and read the dialogue again.
- Say: *Listen and repeat.* Play the dialogue, pausing after each sentence for the students to repeat chorally and individually.
- Finally, encourage the students to try to read on their own.

3 Listen and stick. 1/6



4 Listen, chant and point. 1/7

5 Look and say.



- Say: *Listen and stick the stickers in the correct place.* Play the recording all the way through first. Then play it again, pausing after each answer so the students can stick the stickers in the correct place.

4 Listen, chant and point.

Recording 1/7

<i>What's your name? (x3)</i>	<i>What's your name? (x3)</i>
<i>I'm Fred.</i>	<i>I'm Kate.</i>
<i>What's your name? (x3)</i>	<i>What's your name? (x3)</i>
<i>I'm Snap.</i>	<i>I'm Honey.</i>
<i>What's your name? (x3)</i>	
<i>I'm Chatty.</i>	

- Say: *Listen carefully.* Play the recording all the way through.
- Say: *Listen, chant and point.* Play the recording and encourage the students to point to the correct picture and join in with the chant. They can also clap/tap gently to the beat.
- If you feel the students are ready, they could chant with you, but without the recording.
- Workbook, page 4, activity 1. Say: *Look at the pictures. Complete them, then color them.* When they have done this, point to each of the characters and ask: *Who's this?*

5 Look and say.

Teaching tip

Teach the students the words that are important for focusing their attention.

Listen. You can initially show this with a hand cupped behind one ear.

Look. You can illustrate this by pointing two fingers (index and middle, held in a V) to your eyes and then away from you.

Additional activity

- Instruct a girl (for Kate), a boy (for Fred) and three other students with the Honey, Chatty and Snap masks at the front of the class. Only ask students who want to do this.
- Instruct the students say the language of the pictures one by one.
- If possible get the students to use *Hello. I'm (name).* *What's your name?* in pairs as the characters.
- Change students several times and repeat.

3 Listen and stick.

Recording 1/6

1 <i>What's your name?</i>	4 <i>What's your name?</i>
<i>I'm Fred.</i>	<i>I'm Chatty.</i>
2 <i>What's your name?</i>	5 <i>What's your name?</i>
<i>I'm Kate.</i>	<i>I'm Honey.</i>
3 <i>What's your name?</i>	
<i>I'm Snap.</i>	

- Help the students find the stickers of the characters they need.
- Say: *Look at page 9, activity 3.* Show the students the five boxes and say the numbers 1–5.

- Say: *Look at the five pictures.* Point to them. Talk to the first picture, pointing to it and ask: *What's your name?* Elicit: *(I'm) Snap* from the class. Gesture/ elicit that it's the crocodile's nose we can see.
- Do the same with the other four pictures, eliciting: *(Fred's hair; Kate's legs/feet/shoes; Honey's arm/hand; Chatty's wing.)*
- If the students are ready, put them in pairs to ask and answer *What's your name?* about themselves.
- Workbook, *More fun*, page 68. Say: *Match the characters and say the names.* Have the students point to the pictures and say: *(It's) Snap*, etc.

Homework

- Ask the students to practice asking and answering *What's your name?* questions at home.
- Ask the students to do Workbook, page 5, activity 2 at home. They need to find the correct head stickers to put on each character's body. Then they should say the names.

Unit 1 Hello

Language objectives

The learner:

- can say the colors: *red, yellow, orange*,
- can understand and use the question: *What color is this?*
- knows the word *kite* and recognizes it in a sentence,
- repeats the sentences in the recording,
- can read the learned words.

Active Language

Tell me, please. Red, yellow, orange. Kite. What color is it?

Materials required

Student Book, pages 10–11; Workbook, pages 6–7 and cut-out pages; CD; flashcards: *Fred, Kate, Snap, Honey, Chatty, kite, red, yellow, orange*; teacher to make corresponding word cards; pieces of orange, yellow and red card cocktail sticks.

Teaching tip

Introduce reading in English to the students as a sort of detective game. The letters hide a meaning which needs to be discovered. They can ask themselves: *What is this word? What does it mean?* Explain that the words around (before and after) an unfamiliar word can help determine the situation, thus helping discover the meaning of the new word. They need to learn the skill of inference to help them. If you have a monolingual class and share their mother tongue, you can show them how this works with a clear example in their mother tongue.

Warm-up

- Practice meeting, greeting and asking names. Model it with two students at the front:
A: *Hello. What's your name?*
B: *Hello. I'm (name). What's your name?*
A: *I'm (name). It's nice to see you.*
B: *It's nice to see you, too.*
- Put the students in pairs to practice. Say it at the same time once or twice, then let them practice with a new partner more freely if you feel they are ready.

1 Listen and say.

Recording 1/8

red, yellow, orange, kite

- Use the color flashcards to introduce the names of the colors: *red, yellow, orange*.
- Play the recording. Say: *Listen and look*. As the recording plays the three colors, hold up the card for each color. Repeat this two or three times.
- Say: *Listen and repeat*. Play the recording again, pausing after each word for the students to repeat it chorally and individually.
- Say: *Look at page 10 in your book. Listen and point*. Play the recording again and have them point to the correct color at the top of the page.
- Say: *Look at the kite*. Point to the photo at the top right.
- Say: *Listen and repeat*. Play the recording for *kite* and let the students repeat it chorally and individually.

Lesson 2

Colors



red



yellow



orange



kite

1 Listen and say. 1/8

2 Listen and read. 1/9



2 Listen and read.

Recording 1/9

Look at the kite. What color is it? It's yellow. It's red. It's orange.

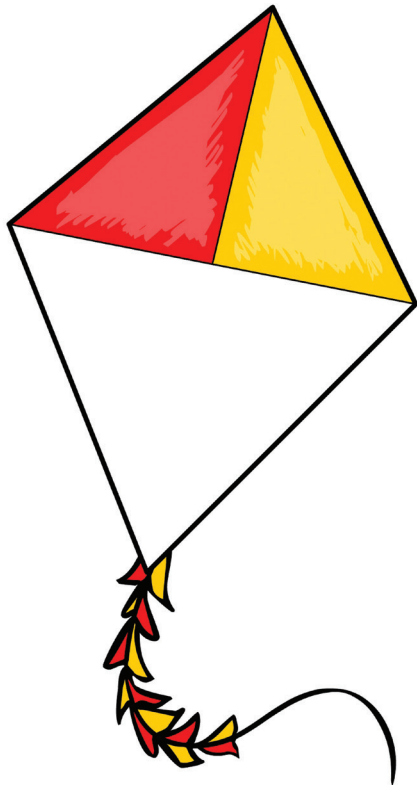
- Say: *Look at the photo and listen*. Then play the recording.
- Read the sentences to the students and instruct them to repeat after you. Make sure to read in small parts and not in length.
- Then show the students how to follow along to the words by using a finger, and read the sentences again.
- Say: *Listen and repeat*. Play the recording, pausing after each sentence for the students to repeat chorally and individually. Then encourage them to try to read on their own.
- Workbook, page 6, activity 1. Ask the students to color the kite. When they have finished, ask: *What color is the tail?* Point to the tail on the kite on page 11 of the Student's Book if they don't understand the word.

Additional activity

- Practice the colors *red, yellow, orange* in the classroom. Say: *Point to orange/red/yellow*. Check what the students are pointing to in the classroom (e.g. a book, part of a picture, a toy). Say: *Yes, this is red/yellow/orange*.

3 Color, make and say.

4 Listen, color and sing. **1/10**



4 Listen, color and sing.

Recording 1/10

Yellow and red
Tell me please
Yellow and red
What color is this?
Orange! Orange!
(x2)

- Say: *Look at the picture of a kite on page 11. Point to the red triangle. Ask: What color is this? Elicit: (It's) red. Repeat with the yellow triangle.*
- Say: *Listen and look at the kite. Play the recording.*
- Point to the white bottom part of the kite. Ask: *What color is this? Elicit the answer: (It's) orange.*
- Say: *Color the kite orange.*
- When the students have finished, say: *Listen, point and sing. Play the recording. The students should sing with the recording, and point to the colors as they are named.*
- Workbook, page 7, activity 3. Say: *Stick the stickers on the kite. Say the names of the colors you use.*

 Additional activity

Cut three kite shapes out of orange, yellow and red card paper. You can attach tails to them if you wish. Throw one of the kites up into the air, and have the students repeat, e.g. *red kite, red kite* as it falls to the floor. Do it with the other colored kites. Then you can let a student throw the kite up into the air.

Homework

- *Say: For homework, sing the song we learned in the lesson.*
- Workbook, page 7, activity 2. Ask the students to complete the picture of the kite, color it in, and say the colors. (*Red, yellow and orange.*)

3 Color, make and say.

- Ask the students to cut out the red and yellow circle from the cut-out pages in the back of the Student Book.
- Give each student half of a cocktail stick (the kind with a point at each end). The students should stick through the center of the circle.
- Ask: *What color is your spinning top?* Elicit: *(It's) red and yellow.*
- Say: *Spin your top.* Ask: *What color can you see now?* Elicit: *(It's) orange.*

Additional activity

- Have pairs of the students spin their tops together (count down: 3-2-1-Go!). The one whose top spins the longest is the winner. You could make it a competition, with the winners each time playing each other until you get to the last two winners to find the champion.

Notes:

[illegible]

Unit 1 Hello

Language objectives

The learner:

- can use the color words: *blue, green*,
- can point to photos when listening to the recording,
- knows the words: *tree, flower* and repeats them in the chant,
- can draw information given in the recording ,
- can read the learned words.

Language

Blue, green, tree, flower; It's a tree; It's a green tree. Yes. No.

Materials required

Student Book, pages 12–13; Workbook, pages 8–9; CD; flashcards: *blue, green, flower, tree*; teacher to make corresponding word cards.

Warm-up

- Point to red, yellow, orange things around the classroom and ask: *What color is it?*
- Teach *touch*, by touching something with your hand. Say: *I touch red* and touch something red in the classroom. Say: *(Name), touch yellow* and have the child stand up and touch something yellow in the classroom. Repeat with other students and other colors.
- Note: ensure the students move around the class safely for themselves and others.

1 Listen and say.

Recording 1/11

blue, green, flower, tree

- Say: *Open your book to page 12. Look at the four photos at the top.*
- Say: *Look at the photos and listen.* Play the recording all the way through a couple of times.
- Say: *Listen, point and repeat.* Play the recording, pausing after each word, getting the students to point to the photo and say the word chorally and individually.
- Show the flashcard of the green tree. Ask: *What is it?* Elicit: *(It's a) green tree.*

Teaching tip

It is important in a game-like activity like the one above that the students' excitement does not get out of hand, especially if there is a potential for accidents. You may want to say that students who wait quietly and politely at their desks for their turn will have a chance sooner than those who clamor and wave. Part of the students' general education is about self-control and respect in the group, and this is one way to reinforce the correct attitudes and values.

Lesson 3

In the garden



blue



green



flower



tree

1 Listen and say. 1/11

2 Listen, number and say. 1/12



Additional activity

Put papers of the five known colors (*red, yellow, orange, blue, green*) into plastic folders on the floor. Ask a volunteer to come and step onto one color. he/she and the class then call out the color. he/she then steps onto another color and the class calls it out, and so on. You can also play the game so that the class calls out the color for the individual student to step onto.

2 Listen, number and say.

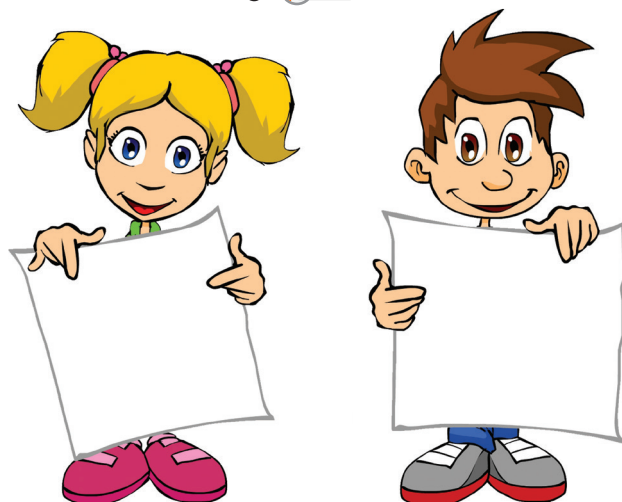
Recording 1/12

<i>Hello. What's your name?</i>	<i>Hello. What's your name?</i>
<i>I'm Alice.</i>	<i>I'm Ben.</i>
<i>Hello, Alice.</i>	<i>Hello, Ben.</i>
<i>Look. It's a tree.</i>	<i>Look. It's a flower.</i>
<i>Yes. A green tree.</i>	<i>Yes. A blue flower.</i>

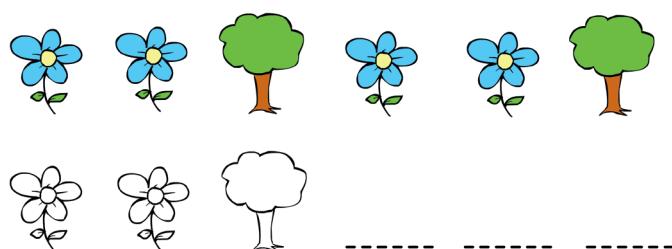
- Say: *Look at the two photos. What can you see?* Elicit: *(It's a) (green) tree/(blue) flower.*
- Say: *Look at the photos and listen.* Play the recording all the way through. There are two parts.
- Ask: *Which photo is the first part? Which photo is the second part?*
- Say: *Number each photo according to the order it was said.*

3 Listen and chant. 1/13

4 Listen, draw and say. 1/14



5 Draw, color and say.



Additional activity

- On a large piece of brown paper, draw a tree trunk. Elicit what it is from the students.
- Give each student a large marker or crayon in red, yellow, orange, green or blue. Ask them to draw a branch with leaves onto the tree trunk.
- When the students have finished, they should write their name next to their branch.
- Display the picture on the wall. Have the students stand in front of it, point to individual branches and say: *It's yellow/green, etc.*

4 Listen, draw and say.

Recording 1/14

Kate: *It's a flower.*

Fred: *It's a tree.*

- Say: *Look at the picture on page 13. Who is it?* Elicit: *It's Kate/Fred.*
- Say: *Look and listen.* Play the recording and point to the pictures in turns. Play it again.
- Say: *Draw the pictures.* Circulate and check that the students are drawing the correct things in the correct place. Ask them individually: *What is it?* as they draw and elicit answers.
- Workbook, page 9, activity 3. Have the students look at the picture. Ask them to find the flowers among the leaves and then color them in. When they have finished, have them point to their flowers and say the correct color, e.g. *red flower*. Circulate and monitor their production.

5 Draw, color and say.

- Point to the picture in activity 5 and ask: *What can you see?* Elicit the pattern: *blue flower – blue flower – green tree – blue flower – blue flower – green tree.*
- Point to the first uncolored flower and ask: *What's this? What color is it?* Elicit that it's a blue flower.
- Say: *Color the flowers and trees to complete the pattern.* Circulate and check that they are doing it correctly. Elicit information about what they have drawn.

Homework

- Workbook, page 9, activity 2. Explain that the students have to color the picture according to the key, and say the names of the objects. You might want to teach them *brown*.
- Ask the students to see what they can find out about the life of crocodiles and parrots.

- Play the dialogues again, pausing after each line for the students to repeat chorally and individually.
- Point and ask some questions about the photos: *What's this? What color is it? What's her/his name?*
- Workbook, page 8, activity 1. The students should follow the lines from the photos and color the flowers in the center the same color. You can then point and ask: *What color is this flower?*

3 Listen and chant.

Recording 1/13

Tree, tree. It's a tree. (x2)

It's a green tree. It's a green tree.

Flower, flower. It's a flower. (x2)

It's a blue flower. It's a blue flower.

- Say: *Listen and look.* Play the recording and hold up the appropriate flashcard as the students listen.
- Play the recording all the way through a couple of times, then say: *Now listen and chant.* Play the recording a few more times and encourage the students to join in. You could have them clap to the rhythm.

Unit 1 Hello

Language objectives

The learner:

- can visually and audibly recognize and identify letters A to D,
- can write lowercase and uppercase letters Aa to Dd,
- can pronounce letters A to D.

Language

Letters: A-D; ant, bear, cat, dog.

Materials required

Letter flashcards for A-D; picture flashcards for A-D; Student book; Workbook; CD.

Warm-up

- Show the students a picture flashcard associated with each letter. Go through the pictures until they can identify each with its letter/sound. Show them the picture of Ant and say: A - /A/ - Ant. Continue with the others.
- Then show the students the flashcards again only this time. Say an incorrect letter/sound for each one, and encourage the students to correct you.

1 Listen and say.

Recording 1/15

A, /a/, /a/, /a/, a, /a/, ant
B, /b/, /b/, /b/, b, /b/, bear
C, /k/, /k/, /k/, c, /k/, cat
D, /d/, /d/, /d/, d, /d/, dog

- Play the recording and have the students listen to it carefully. Then play it a second time and have them repeat after it.
- Put the students into pairs and have them practice the short phonics chant. Encourage them to chant in low/high/slow/fast voices.

2 Point and say.

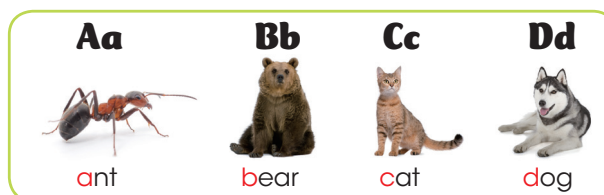
- Direct the students' attention to the letters. Point to the letter "D" and ask: *What letter is it/this/that? What does this letter sound like?*
- Say: *Point to the letter "D"* and have the students point to the correct letter and identify it. The students can either point to the uppercase or lowercase letters. Start slowly, and slowly pick up your speed of delivery.

3 Trace and say.

- Point to each picture and say what it is. Then stress its initial sound and instruct students to repeat after you. Point to the bear and say: *Bear - /b/b/b/ - Bear.*
- Ask: *What letter does "bear" begin with? What does "B" sound like?* Instruct the students to trace the line from the picture of the "Bear" to lower and uppercase letters of "Bb."

Lesson 4

Phonics

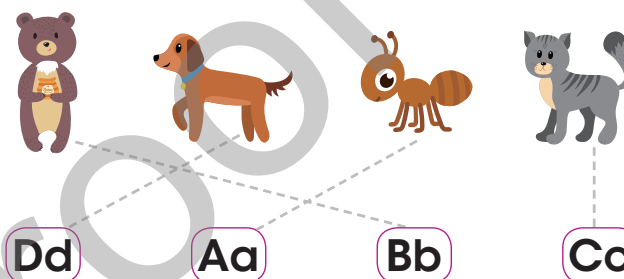


1 Listen and say. 1/15

2 Point and say.



3 Trace and say.



4 Listen and sing. 1/16

14

4 Listen and sing.

Recording 1/16

A and B and C and D
I like you and you like me.
D and C and B and A
Come with me. Let's play.
(x2)

- Play the recording and instruct the students to listen to it carefully. Then play it a second time and instruct them to repeat after it.

Homework

- Workbook, page 10, activity 1. Have the students color the uppercase and lowercase letters and then to match each to the corresponding picture.
- Workbook, page 10, activity 2. Have the students trace and write the letters.

Lesson 5

Grammar

What's your name? I'm Chatty.
What color is it? It's green.

* What's = What is I'm = I am It's = It is

1 Listen and say.

2 Write and say.



What's your name?

I'm _____

3 Match and say.

It's yellow.

It's red.

It's blue.



15

Language objectives

The learner:

- can ask and answer: *What's your name? What color is it?*

Language

Names, colors, plants.

Materials required

Picture/word flashcards for names, colors, plants;
Student book; Workbook; CD.

2 Write and say

- Direct the students' attention to the boy who asks "What's your name?" Instruct the students to answer the question orally.
- Then direct the students' attention to the lines. Say: "I'm" is written. We need to trace it. But what is missing? Instruct the students to trace *I'm* and complete the sentence by writing their name. Say: *Trace "I'm" and write your name to complete the sentence.*

3 Match and say.

- Direct the students' attention to the colors at the bottom of the page. Point and ask: *What color is it/this/that?* Ask them to tell you something that is that color.
- Then direct the students' attention to the sentences above. Help them read if needed. Say: *Repeat after me: It's yellow.*
- Instruct the students to draw lines to match each sentence to its correct color. Say: *Draw a line from each sentence to the correct color below.*

Homework

- Workbook, page 11, activity 1. Have the students color the pictures and then match each picture to the corresponding sentence.
- Workbook, page 11, activity 2. Have the students read the sentences for the pictures and then color the pictures accordingly.

Warm-up

- Practice the sentence patterns with the students.
- Ask each student his/her name, and then instruct the students to go around the classroom asking each student his/her name.
- Point to items in the classroom and ask: *What color is it?* Help students answer accordingly.
- Then put the students into pairs and instruct them to take turns asking and answering the same question using whatever there is in the classroom.

1 Listen and say.

Recording 1/17

What's your name?

I'm Chatty.

What color is it?

It's green.

- Play the recording and instruct the students to listen to it carefully. Then play it a second time and instruct them to repeat after it.
- Then without the recording, ask students to recall what they heard and encourage them say the as much of it as they can remember. Ask: *What did the recording say?*
- Explain the sentence patterns to the students.

Unit 1 Hello

Language objectives

The learner:

- can use the words *crocodile*, *parrot*, *bear*,
- understands the phrase *wild animals*.

Language

*Red, yellow, orange, blue, green. Hello! What's your name?
It's nice to see you. Bye. See you next time.*

Materials required

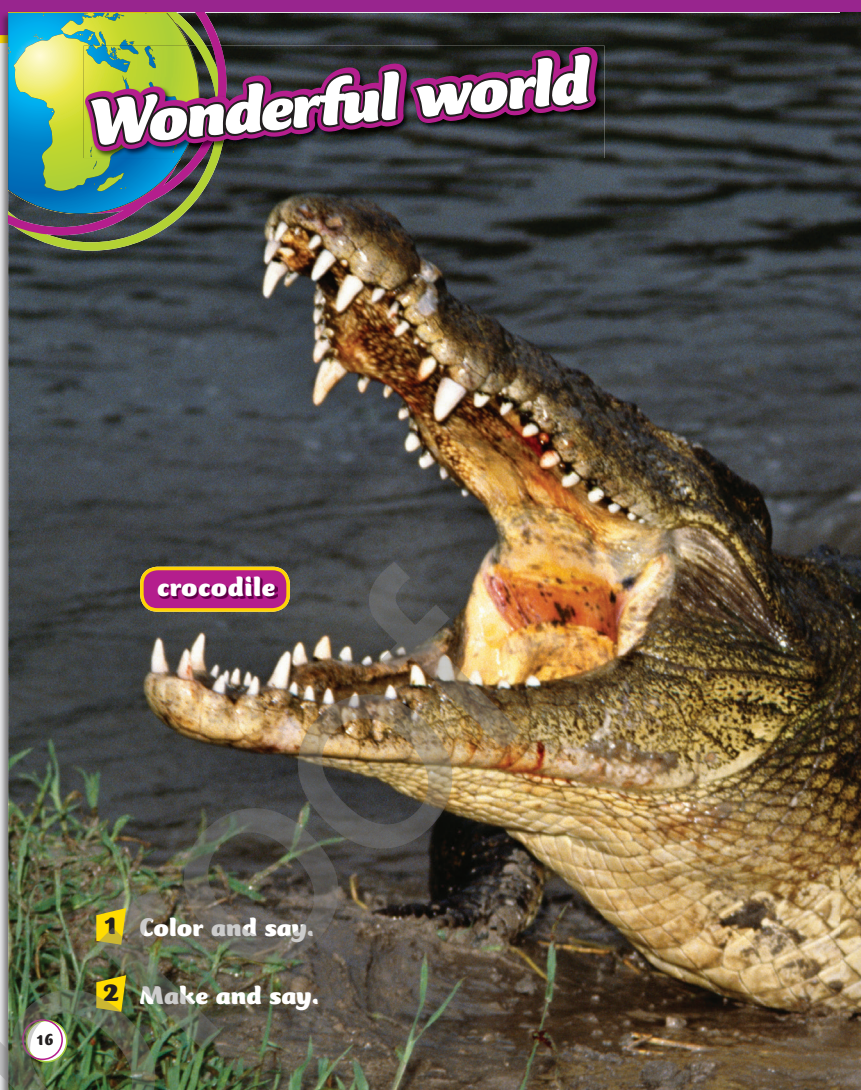
Student Book, pages 16–17; Workbook cut-out pages; photos or pictures of wild animals from magazines or the Internet; flashcards: *crocodile (Snap)*, *bear (Honey)*, *parrot (Chatty)*; teacher to make corresponding word cards; a piece of A4 card paper with a 5 cm hole in the middle photocopies from the Teacher's Book, pages 129–130; scissors; pieces of different colored paper; glue; a large sheet of green or brown paper.

Warm-up

- Put your flashcards, photos and pictures of wild animals (with crocodile, parrot and bear at the top) in a pile on a desk and say: *Wild animals*. Cover the pile with the A4 card with the hole in it. Ask the students to come around and look. Ask: *What animal is it? What color is it?* Move the card around so the students can see different parts of the animal.
- Say: *Open your book to page 16. Look at the photos. What can you see?* Point to the word *crocodile* (or hold up a word card) and say: *Crocodile. It's a crocodile*. Have the students repeat chorally and individually. Repeat with *bear* and *parrot*.
- Ask: *What color is the parrot?* (point to one) Elicit: *(It's) blue and yellow*. Ask: *What color is the crocodile?* Elicit: *(It's) green*. Ask: *What color is the bear?* Teach *brown* if you haven't already done so.

Additional activity

- Introduce some gestures for the three animals; for example, *crocodile*: hold both arms straight out in front of your head, one above the other, and open and close them; *bear*: hold both hands with fingers curved like claws and open your mouth and say: *grrrr*; *parrot*: hold both hands out to the sides of your body with your fingers spread straight and flap them. Practice these gestures with the students.
- Prepare the flashcards of the crocodile, bear and parrot. Instruct the students to stand up; then hold up the cards in random order, for the students to do the appropriate gesture.
- Say the words: *parrot*, *bear*, *crocodile* in random order for the students to do the appropriate gesture.
- Finally, hold up the word cards of the three animals in random order, and again, the students do the appropriate gesture.
- Invite some students, one by one, to say an animal name for the others to react to.



1 Color and say.

- Hand out a photocopy of the parrot and the bear to each student (alternatively, let them choose, so each student only has one picture).
- Say: *Color your animal with blue, green, yellow, red, orange, (brown)*. Circulate and talk to the students as they color. Ask: *What color is your parrot?*
- When the students have finished, they can walk around and ask different partners those questions about their picture(s).

2 Make and say.

- Ask the students to color in the picture of the crocodile in the Student Book cut-out pages. When they have finished coloring, give them scissors to cut out the larger picture of the crocodile's body and head. They should also cut slits along the dotted lines at the top of the crocodile's head. Circulate and help those who find the cutting difficult.
- Ask the students to fold the crocodile's body in half along the length of its back, but they should not fold the head section. The crocodile should stand on its own four legs.
- Then the students cut out the smaller picture of the crocodile's eyes and teeth and fold the eyes forward along the dotted line. They push the eyes through the slits that they have cut on the head so that the crocodile's mouth opens and closes.



bear



parrots

Class project

Wild animals

- Prepare pictures of wild animals living in forests and meadows.
- Make a poster.
- Say the names of the animals and colors in English.



17

- When the students have finished, stick the trees and animals onto a large sheet of green or brown paper and display it on the wall.
- Have the students talk about the animals and the colors using the language they have learned .

Notes:

- Say: *I'm a crocodile. Snap! Snap!* Repeat it several times and have the students repeat it after you chorally and individually. They can use their paper crocodiles to make a 'snapping' gesture at the same time.
- Remind the students of the *hello / goodbye* dialogue and have them do it in pairs with their crocodiles. Model it with two students; one has the crocodile (B), the other doesn't (A):
A: *Hello! What's your name?*
B: *I'm a crocodile. Snap! Snap!*
A: *It's nice to see you.*
B: *It's nice to see you, too.*
A: *Goodbye. See you next time.*
B: *Goodbye.*
- The students should keep their crocodiles to use in Unit 5, *Wonderful world* (Additional activity).

Class Project

- Say: *Look at the picture on page 17.* Tell the students that they are going to make a picture like that.
- Elicit the names of some local wild animals from the class.
- Ask each student to draw a local wild animal, and ask some of them to draw trees. If possible, give them different materials to color their animal (pieces of colored paper for collage, glue, colored pens/pencils, crayons, etc.) and encourage them to do something original.

Unit 1 Hello

Language objectives

The learner:

- understands the dialogues and the contexts of situations,
- can say what color things are in the DVD,
- can repeat words during the slideshows.

Language

Hello. Look. Kite. Tree. Flower. Red, yellow, blue, green, orange. Goodbye.

Materials required

Student Book, pages 18–19; DVD; flashcards: crocodile (Snap), bear (Honey), parrot (Chatty); teacher to make corresponding word cards

Warm-up

- Practice the names of the animals using the flashcards: crocodile, bear, parrot.
- Hold up the flashcards, say the names, then hold up the word cards of the three animals randomly and have the students do the gestures you agreed on in the last lesson.
- Say: Open your book to page 18. Look at the photo. Ask: What can you see? Elicit answers: Yes, that's right. There are green trees, white clouds and yellow flowers. There is green grass, blue sky, a boy and girl.

1 Watch, check and say.

- Say: Look at activity 1. Ask: What can you see? Elicit the answers: kite(s), tree(s), sky, cloud(s), flower(s).
- Say: Watch the DVD carefully. Play the DVD.

Hello!

Hello! What's your name?

I'm Tina. What's your name?

I'm Tom. It's nice to see you.

It's nice to see you, too.

Look! A boy with a kite!

It's a red and yellow and blue kite!

Look! It's a tree.

Yes, it's a green tree, green

grass and a blue sky.

It's a flower.

It's an orange flower!

Wow!

Goodbye! See you next time!

Goodbye! See you!

- Ask about the contents of the DVD: What/Who did you see? Ask specific questions, too, e.g. what color is the ...?
- Say: Look at activity 1 and check what you see in the DVD. Play the DVD again to complete the task, pausing when necessary. When complete, ask: What objects did you check?

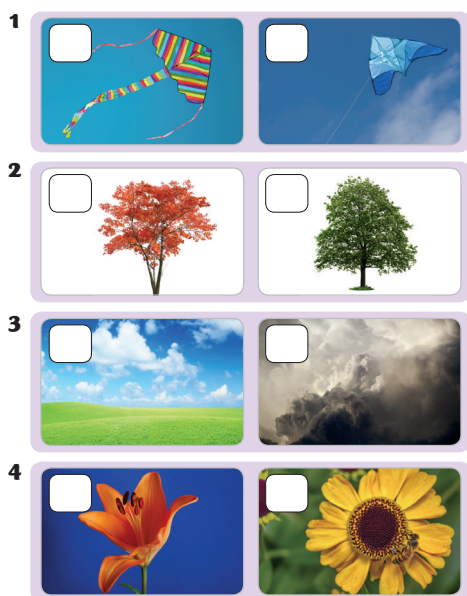
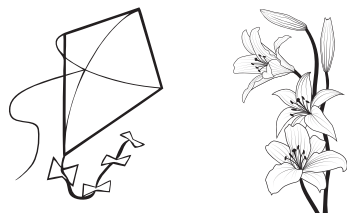


- Ask various questions: What's this? (pointing to the small photos); What color is the kite? What color is the tree?

2 Watch, color and say.

Video

- Say: Look at the pictures in activity 2. Ask: What can you see? Elicit the answers: a kite, a flower.
- Say: Watch the DVD carefully. Play the DVD.
- Say: Look at activity 2 and color the pictures the same colors as in the DVD. Play the DVD again to complete the task, pausing when necessary. When complete, ask: What color is the ...?
- Play the slideshows and say: Watch the slideshows and repeat the words. Pause after each word so that the students can repeat chorally and individually.
- Play the DVD and slideshows again. As the students watch, ask questions, e.g., What is green in the DVD? What is blue? What is red, yellow and blue?

1 Watch, check and say.**2 Watch, color and say.**

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Additional activity

- Have the girls in the class sit together, and the boys sit together. Tell them that they are going to say the dialogue in chorus as the girl and boy. Play the DVD again, pausing after each scene for the boys and girls to repeat their parts. Repeat if you feel it is necessary.
- Ask the students to say the whole dialogue without the DVD (or you might play the DVD with the sound on *mute*).
- If individual pairs of boys and girls would like to say the dialogue, encourage them to do so.