

PLANIFICACIÓN ANUAL¹

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
1 New friends	10 a 15 horas	Vida cotidiana: yo y mis amigos.	Saludar. Presentarse. Nombrar mascotas. Reconocer niño/niña. Reconocer los números del 1 al 5. Contar del 1 al 5.	Saludos: <i>Hello! Hi!</i> <i>Goodbye! Bye!</i> Identificación personal: <i>What is your name?</i> <i>I am ... / My name is ...</i> Animales domésticos: <i>dog, rabbit</i> Identificación por género: <i>boy, girl</i> Respuestas cortas: <i>Yes. / No.</i> Números del 1 al 5.	Historieta Canción	La comprensión de consignas orales en lengua extranjera apoyándose en el lenguaje gestual u otros soportes. La escucha global de textos orales breves del universo infantil con el apoyo de material rico en imágenes y de propuestas lúdicas. La participación asidua en intercambios propios del contexto escolar como saludar y pedir permiso, entre otros.	Ser respetuoso con los demás. Saludar a todos.

¹ There are several foci in this plan. The idea is that you pick and choose to develop your own yearly plan according to your context and to the demands made on you by the authorities at different levels.

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2 Family dinner	10 a 15 horas	Vida cotidiana: yo y mi familia.	Presentar a la familia. Reconocer miembros de la familia. Expresar tamaño. Expresar afecto.	La familia y sus miembros: <i>This is my ... (baby) brother/sister, mum, dad</i> Adjetivos de tamaño: <i>My family is big/small.</i> Expresar afecto: <i>I love my family.</i>	Historieta Canción Poema	La escucha de diferentes textos orales expresados por el/la docente o provenientes de fuentes diversas (grabaciones de audio y video, entre otras). Esto supone: ▶ el inicio en la identificación de la situación comunicativa, los interlocutores y el tema abordado, es decir, de elementos relacionados con el contexto de enunciación; ▶ la adecuación del tipo de escucha –global o focalizada– a la tarea comunicativa a realizar, con la ayuda del/la docente.	Reconocer diferencias sustanciales en la sociedad y en el ámbito del niño. Respetar las diferencias.
3 Let's play!	10 a 15 horas	Vida cotidiana y actividades del tiempo libre: los juegos de la plaza.	Reconocer y nombrar los juegos de la plaza. Reconocer y nombrar los colores. Preguntar sobre los colores. Expresar tamaño. Expresar preferencia.	Juegos de la plaza: <i>bike, seesaw, skipping rope, slide, swing</i> Colores: <i>blue, green, orange, purple, red, yellow</i> Identificar objetos por sus colores: <i>What colour is ...? This (slide) is (blue).</i> Adjetivos: <i>big, small</i> (revisión) Expresar preferencia: <i>My favourite colour is ...</i>	Historieta Canción Encuesta (Explore)	La formulación de anticipaciones e hipótesis sobre el sentido de los textos a partir de palabras o expresiones relacionadas con el tema, del tono de voz de quien habla, entre otras pistas temáticas, lingüístico-discursivas, paraverbales y no verbales. La reproducción de rimas, canciones, poesías, entre otros.	Reconocer la importancia del respeto y la amistad en el juego. Ser amigable.

Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
4 Toy fair	10 a 15 horas	Vida cotidiana y actividades del tiempo libre: jugar con mis juguetes.	Reconocer y nombrar juguetes. Reconocer y nombrar los colores. Preguntar sobre los colores.	Juguetes: <i>ball, boat, car, doll, skateboard, teddy bear</i> Colores: <i>black, brown, grey, pink, white</i> Identificar los juguetes por sus colores: <i>My doll is (pink). What colour is...? It is (pink). This is my (brown boat).</i>	Historieta Canción	La producción de textos orales (interacciones espontáneas, diálogos breves) acordes al momento de escolaridad y a las condiciones de enseñanza, apoyándose en lenguaje no verbal. La reproducción de rimas, canciones, poesías, entre otros.	Reconocer la importancia de la generosidad en toda relación. Ser generoso.
5 At the vet	10 a 15 horas	Vida cotidiana: yo y mis mascotas.	Reconocer y nombrar las mascotas. Preguntar sobre las mascotas. Describir los animales. Reconocer los números del 1 al 10. Contar del 1 al 10. Preguntar sobre cantidad. Reconocer los plurales.	Mascotas: <i>bird, cat, fish, hamster, dog, rabbit</i> (revisión) Identificar mascotas: <i>What is this? It is a (cat). This is my (cat).</i> Adjetivos: <i>It is big/small. It is (black).</i> (revisión) Requerir información sobre cantidad: <i>How many (birds)? (Two), please.</i>	Historieta Canción	La escritura gradual y progresiva de textos breves en soporte físico o digital (carteles, afiches, entre otros). La participación en dramatizaciones, rondas infantiles, juegos y otras instancias lúdicas que impliquen interacción oral.	Amar y cuidar a nuestras mascotas.

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6 School surprise!	10 a 15 horas	Vida personal y en sociedad: yo y mi escuela.	Expresar posesión. Reconocer y nombrar los objetos escolares. Describir los objetos escolares. Preguntar sobre objetos escolares. Preguntar sobre cantidad.	Útiles escolares: <i>backpack, book, eraser, notebook, pen, pencil, pencil case</i> Adjetivo: <i>new</i> Expresar posesión: <i>I have a new (backpack).</i> Requerir información sobre cantidad: <i>How many (books)? I have two books.</i>	Historieta Canción Información presentada en una tabla (Explore)	La lectura de consignas acompañadas de íconos u otro tipo de apoyo visual, utilizados como referencia principal en una primera instancia y posteriormente, sólo como apoyo o referencia secundaria de la palabra escrita. La participación en dramatizaciones, rondas infantiles, juegos y otras instancias lúdicas que impliquen interacción oral. La reproducción de rimas, canciones, poesías, entre otros.	Reconocer la importancia de la cooperación en el aula. Cooperar entre todos.

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Sample material



**CLASSROOM ORGANIZATION:**

- ▶ The physical organization of the classroom is important. It is advisable to have some room for pupils to sit on the floor or to move in the case of TPR activities.
- ▶ It is also necessary to vary the group dynamics: individual, pairs, groups, whole class. Working in groups may be new to the pupils and they may find it a bit difficult at first but they get used to that quickly.
- ▶ Put on display all pupils' work of art.
- ▶ Feedback is a vital part of the language learning process. You may use L1 when giving it. Remember to praise pupils' efforts so that you help them increase their self-esteem.

**TEACH WITH MUSIC:**

Sometimes, when the level of noise is too high and the situation gets less manageable, it is a good idea to use some chants that help reduce the level of noise while pupils soothe and relax. Start chanting and add body movements. You will soon notice that pupils will enjoy following your rhythm as it brings personal relaxation and peace to the group.

Sh! Sh!

Silence, please.

Sh! Sh!

Let's begin.

Sh! Sh!

Move your body like this. (while swaying your body)

Breathe in.

Breathe out.

Stretch, stretch.

Turn around.

**TEACH WITH GAMES:**

In general, guessing games are engaging and make pupils think. The main objective is to make a guess by interpreting miming, by asking questions, by paying attention to clues, etc.

Guessing game: Show flashcards of playground items of different colours. Put them into a bag. Divide the class into teams. The leader of each team takes a flashcard from the bag and then gives clues to their classmates so that they can guess the object and the colour. This can be done by touching and miming. Switch roles. Keep a brisk pace for fun.

**PRACTICAL IDEAS:**

Classroom management skills are highly important to have effectiveness in our daily practice. One key point is to get and hold pupils' attention during the whole lesson. It is important to remember that when teaching young learners this can be achieved by presenting a chain of short, fun and engaging activities. However, transitions may be difficult as pupils may lose focus. One good way to grab their attention again is by using a technique known as Call and response. It is really simple. You call one part of a line, name or phrase and pupils should provide the missing part. You can use names of football players, actors, cartoon characters, people in the school, repeated lines from a song, and so on. Here are some examples:

1, 2, 3 / Listen, please!

Zip, zip, zap / We shut up!

Banana / split

Donald / Duck

Mickey / Mouse

**'ALL ABOUT ME' MINI-PROJECT:**

My colour collage: Each pupil chooses a colour from the unit and prepares a collage to show how this colour can be used. They can colour parts of the page, stick objects of that colour, stick elements such as noodles or rice already painted. The aim is that each sheet of paper must be completely covered by things sharing the colour chosen. Display all projects to add colour to the classroom.

LESSON 1**Lesson objectives:**

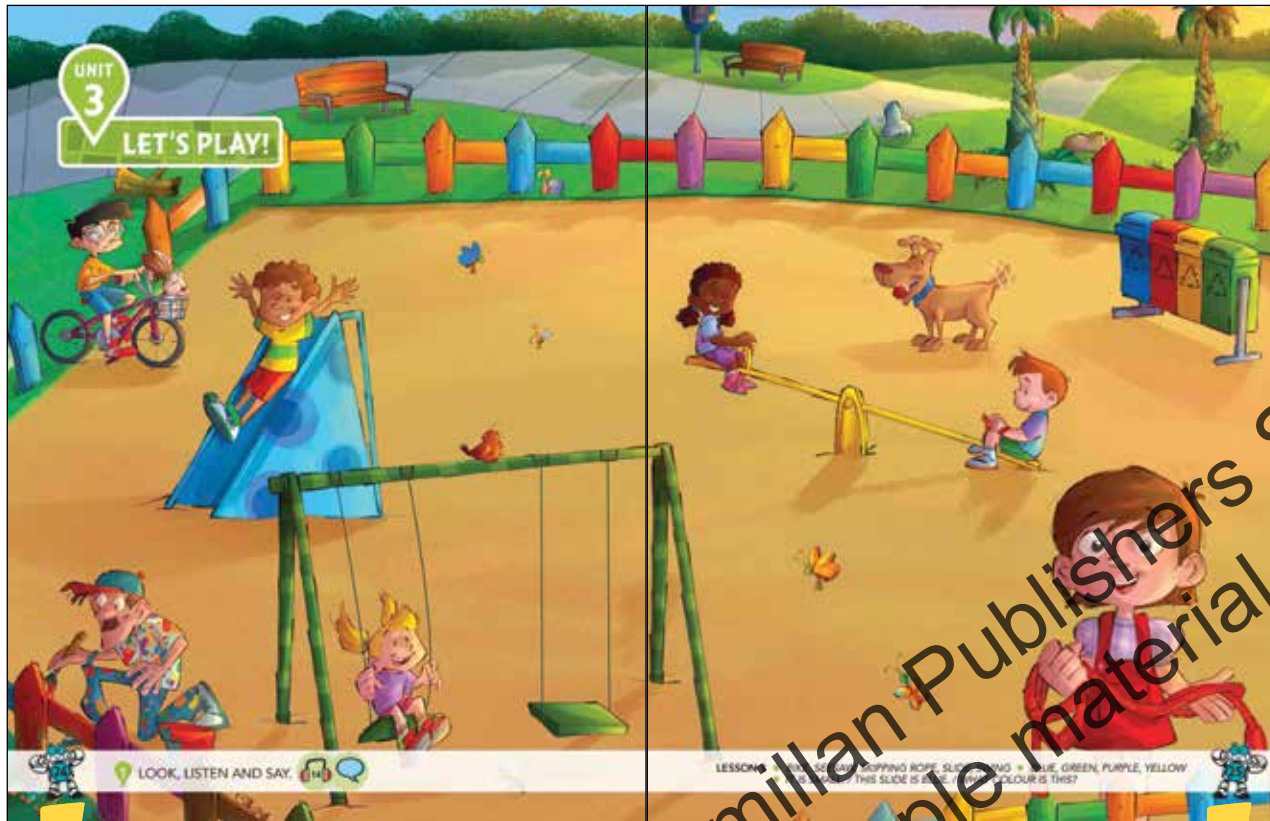
- ▶ To identify a playground and playground items.
- ▶ To identify colours.
- ▶ To review the notion of 'I love my ...'
- ▶ To describe things.
- ▶ To answer the question 'What colour is ...?'

New language: *bike, seesaw, skipping rope, slide, swing; blue, green, purple, yellow; It is small. This slide is blue. What colour is this?*

Materials: audio track 14; pictures of a family and a playground; a ball; flashcards of a seesaw, a slide, a swing, a bike and a skipping rope; flashcards of the following colours: blue, yellow, purple and green

Lesson starters

- Say the 'English time chant' (see 'Tips for a successful trip', Unit 1).
- Sing the 'Hello song'.
- Play Toss the ball: Show a picture of a family and elicit the words for the different members. Draw a big heart on the board, point to it and say, *I love my dad*. Toss the ball to a pupil and encourage him/her to choose one member of the family he/she loves. Encourage him/her to say, *I love my ...*



Page 24

Page 25



- ▶ Have pupils look at the picture on pages 24 and 25 and ask questions about it in L1: *What can you see? Who is in the playground? Do you often go to the playground?, etc.*
- ▶ Ask pupils the names of the characters in the scene. Introduce Clara and Alice. Use a picture to introduce the word 'playground'.
- ▶ Show the flashcard of a seesaw. Say the word aloud. Make up and down hand movements (imitating the

movements of a seesaw). Encourage pupils to say the word and imitate these movements. Do the same with a swing and a slide.

- ▶ Put the three flashcards together (flashcards of a seesaw, swing and slide). Give TPR instructions such as *Point to the slide* or *Touch the seesaw*, etc. Then, say the words and ask pupils to do the movements associated with the items. To add fun, keep a brisk pace.
- ▶ Direct their attention to Aki. Point to his bike. Say the word 'bike' and imitate the movement of riding one. Encourage pupils to imitate you. Follow similar steps

with a skipping rope. Show the flashcards of the bike and the skipping rope so pupils can get used to these new words.

- ▶ Use flashcards of colours green and blue. Point to one and say the colour. Point to objects in the classroom of the same colour and repeat the word. Encourage pupils to say the words. Follow the same steps with purple and yellow.
- ▶ Ask the class to imagine what the children in the playground are saying. Play track 14. Confirm their predictions.

Audioscript

Aki: *Look! My bike is purple. It is small.*

Mike: *This slide is blue.*

Alice: *This swing is green.*

Clara: *And this seesaw is yellow. I love this playground! It is fantastic!*

Julia: *What colour is this skipping rope?*

- ▶ Play the track again and stop after each comment. Pupils point to the character who is talking. Repeat what the character says several times. Encourage them to describe the items if they feel confident to do so. Play the track one more time to give pupils the chance to listen to the whole dialogue again.
- ▶ Focus on the question posed by Julia. Repeat her question. Elicit the answer.

Closing activity

Play some music. When the music stops, pupils choose a playground item and imagine they are on it. They freeze and say the word aloud.

LESSON 2

Lesson objectives:

- ▶ To review colours.
- ▶ To identify 'orange' and 'red'.
- ▶ To describe things.

New language: *orange, red; My favourite colour is red.*

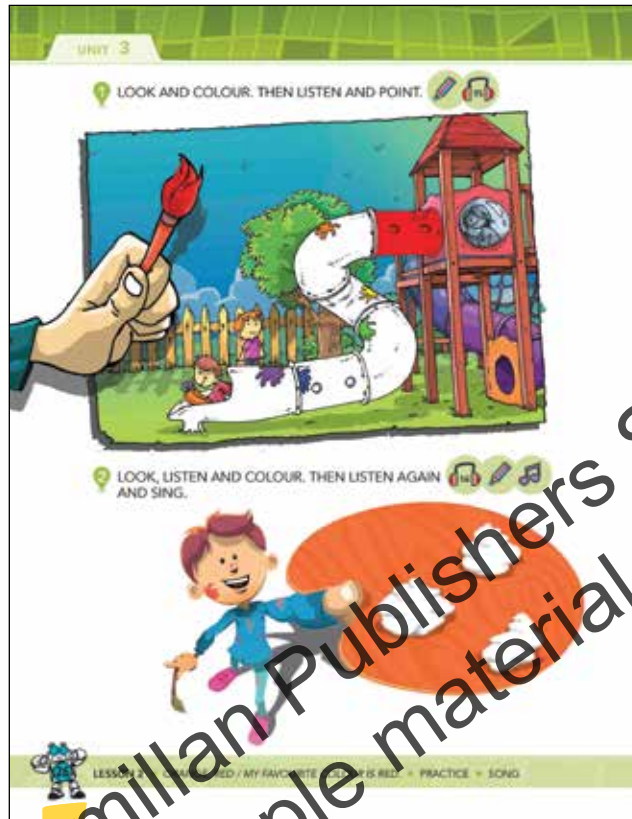
Materials: audio tracks 15 and 16; a dice with pictures of a playground, a seesaw, a slide, a swing, a bike and a skipping rope; pictures of orange and red objects; a paper circle with the colours pupils know

Lesson starters

- Say the 'English time chant' (see 'Tips for a successful trip', Unit 1).
- Sing the 'Hello song'.
- Play Roll the dice: Use a big dice. There are six sides on a dice. On each side stick a picture of the new words learnt in Lesson 1: a playground, a seesaw, a slide, a swing, a bike and a skipping rope. Pupils roll the dice and identify the object on the side it falls on.
- Play I spy: Choose something green and say, *I spy with my little eye something green.* Pupils look around and must guess which green object you have chosen. They point to the object and you answer by saying *Yes* or *No*. Repeat the same steps with other objects of different colours.



- ▶ Introduce colours 'red' and 'orange'. Use pictures and repeat the words several times. Encourage pupils to repeat.
- ▶ Ask pupils to look at the picture on page 26. Ask them to say the colours of the paint splotches on the slide.
- ▶ Once they finish colouring, play track 15. Pupils follow in their books.



Page 26

Audioscript

*Red, orange, yellow, green, blue, purple.
Blue, yellow, red, green, orange, purple.
Purple, orange, blue, red, yellow, green.
Yellow, green, red, purple, orange, blue.*

- ▶ Play the track again but this time pause at the end of each line. Pupils point to the colours they hear.

Optional activity

Pupils get the cut-outs of the colours at the back of their books ready. Call out different colours and pupils hold up the card with the colour you call.



TIP

Remember to keep a brisk pace in order to make tasks fun and dynamic.



- ▶ Draw pupils' attention to the picture and the blank splotches. Count the splotches together with the class and tell them that this boy likes three colours. Elicit possible colours for the three blank splotches.
- ▶ Play track 16 to check their predictions.

Audioscript

<i>My favourite colour is red, red, red.</i>	<i>My favourite colour is green, green, green.</i>	<i>My favourite colour is blue, blue, blue.</i>
<i>Red is my colour.</i>	<i>Green is my colour.</i>	<i>Blue is my colour.</i>
<i>I love red.</i>	<i>I love green.</i>	<i>What about you?</i>

Answers: red, green, blue

- ▶ Play the track again and stop after each stanza. Pupils colour the blank splotches.
- ▶ Play the track one more time. Explain unknown vocabulary. Have pupils repeat the lines after you. Then, encourage them to sing the lines.

Closing activity

Prepare a paper circle with all the colours pupils know. Add a movable arrow to it and stick the circle on the board. Invite pupils to spin it and when it stops, they say the colour the arrow points to.

LESSON 3

Lesson objectives:

- ▶ To review colours.
- ▶ To describe things.

Materials: photocopiable material (page 79); flashcards of all the colours pupils know; small squares or splotches of yellow, purple, red, orange, blue and green; a bag; Unit 3 stickers; photocopiable material (page 80); circles, triangles and squares of all the colours pupils know; colour boxes

Lesson starters

- Say the 'English time chant' (see 'Tips for a successful trip', Unit 1).
- Sing the song in Lesson 2.
- Play Colour Bingo!: Give out copies of the game provided as photocopiable material on page 79. Put up on the board flashcards of all the colours pupils know. Ask the class what colours they can see. Pupils have four blank squares on their bingo card. They choose four and colour each of the blank squares on the template. Prepare small squares or splotches of yellow, purple, red, orange, blue and green, and put them in a bag. Draw one out of the bag and call the colour. Pupils who have this colour on the template mark it. The one who marks all their colours first is the winner and calls out, *BINGO!* If you wish, have a pupils draw a colour and say it.



- ▶ Ask pupils to open their books at page 27 and look at the picture in Activity 1.
- ▶ Ask pupils to look for the stickers of the playground items at the back of their books. They stick them to complete the scene. Pupils point to the four



playground items and say the names. Point to one and say what colour it is. Encourage pupils to repeat after you. If you feel your pupils are strong enough, invite them to ask, *What colour is the (slide)?* and answer.



p32

- 1 Tell pupils to follow the lines to discover what colour each object is. They colour the objects accordingly. Finally, they choose a colour for the blank splotch. Encourage pupils to say what colour each object on the page is. Model each sentence. Say, *The dog is ... / The seesaw is ...*



- ▶ Play a touching game: You call out different colours and pupils rush to touch an object of that colour and say it aloud. You can tell them to look for objects around the class, inside their backpacks or even touch pictures in their books. Keep a fast pace to add more fun to the activity.

Optional activity

Give out copies of the photocopiable material on page 80. Brainstorm possible colours for a rainbow. Pupils colour it using the ones they like best. They share their work with the class. Put up their art work on display.

Closing activity

Play Scavenger hunt!: Prepare circles, triangles and squares of the colours pupils know and put them in different places in the classroom. Divide the class into groups of four. Give each group a colour box. The group with the green box must go around the class and collect all the green shapes they find. Each group must do the same. Set a time limit. The winner is the group with the most shapes in their colour box.



LESSON 4

Lesson objectives:

- ▶ To review colours.
- ▶ To describe things.
- ▶ To identify your favourite colour.

Materials: audio track 17; a box; flashcards of all the colours pupils know; pictures of the following fruits: bananas, red apples, kiwifruit, grapes, blueberries, oranges; pictures of rabbits and dogs of different colours; a simple fishing rod made with a wooden stick and a piece of string and magnets; pictures of the objects pupils know; blue fabric

Lesson starters

- Say the 'English time chant' (see 'Tips for a successful trip', Unit 1).
- Sing the song in Lesson 2.
- Play Fruit salad: Put all the flashcards of the colours in a box. Pupils come to the front, pick one, say the colour and put it on the board. When all the colour flashcards are on display, show pictures of different fruits. Pupils have to match the fruit with the corresponding colour and say the colours aloud, eg: If they choose the picture of bananas, they have to put it next to the yellow flashcard. They point to the flashcard and say, *yellow*.



- ▶ Draw pupils' attention to the pictures on page 28 and invite them to say what objects they see.
- ▶ Ask them to identify the colours on the side of each object.
- ▶ Explain the task. Play track 17. Stop after each object. Pupils circle the colour they hear.
- ▶ Play track again to double check. Correct all together.

UNIT 3

LOOK, LISTEN AND CIRCLE

LOOK, COMPLETE AND COLOUR, THEN SAY

Page 28

- ▶ Encourage pupils to describe the objects they see.

Answers / Audioscript:

Look at the bike. It is yellow.
This slide is green.
This swing is purple.
This skipping rope is orange.

Optional activity

Use rabbits and dogs of different colours to create patterns on the board, eg: Pattern 1: a yellow rabbit, a red rabbit, a yellow rabbit and a blank space. Pupils study the pattern and they

decide what picture follows (a red rabbit). Another possible pattern could be: a yellow dog, a yellow dog, a red rabbit, a red rabbit, a blue dog and then a blank space (for a blue dog). When describing the pattern, pupils are only expected to say the colour and not the phrase 'a yellow rabbit'.



TIP

Developing critical thinking skills is of vital importance. Pupils exercise their abilities to solve problems, to compare and contrast, and to make choice. All of them are some of the life skills needed to succeed in our demanding 21st century scenario.



- ▶ Explain the task. Pupils look at the pictures and say what the incomplete objects are.
- ▶ They complete the pictures. Then, they say the words aloud.
- ▶ Ask pupils to colour and describe the pictures.

Closing activity

Play Let's go fishing!: Prepare a simple fishing rod with a stick, a piece of string and a magnet. Then, prepare pictures of the objects they know. On one side of the pictures add a magnet. Put a piece of blue fabric on the floor for the sea. Place the pictures on the fabric. Tell the class that they are going fishing. Pupils try and catch one picture by placing the magnet of the rod next to the magnet of a picture. When they catch something, they say only the colour of the object or, if they feel confident enough, they describe it by saying, eg: *This bike is purple*.

LESSON 5



Lesson objectives:

- ▶ To review colours.
- ▶ To describe things.
- ▶ To discuss what is good and bad behaviour in the playground.

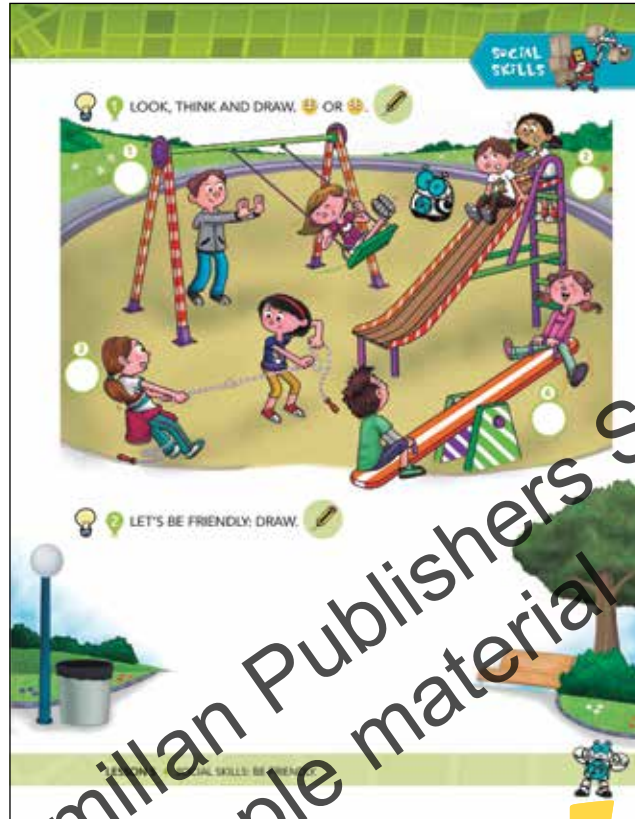
Materials: flashcards of all the colours pupils know to play Bingo; a bag

Lesson starters

- Say the 'English time chant' (see 'Tips for a successful trip', Unit 1).
- Sing the song in Lesson 2.
- Play Human bingo: Divide the class into groups of four. Each group sits on the floor. Each member of the group gets a circle of a colour. Put more circles into a bag. Draw one out of the bag and call the colour. Pupils with the circle of the colour you call stand up while the rest of the members remain on the floor. Repeat these steps. When all the members of the same group stand up, they shout *BINGO!* and they are the winners.



- ▶ Ask pupils to look at the picture on page 29. Ask them to describe what they see on the page.
- ▶ Explain that playground safety is an important issue. Elicit why they think playground safety is important to discuss. Pupils give their reasons in L1.
- ▶ Ask pupils to look more closely at the children in the scene. Ask them what they think they are doing. Elicit which attitude they think is good and which is not.



Page 29

- ▶ Explain the task. Pupils discuss their choices with a partner. When they are ready, they complete the circles with a happy or a sad face depending on each action.
- ▶ They all share their choices with the class.

Answers: 1 😊; 2 😞; 3 😊; 4 😊



Optional activity

Ask pupils to draw a happy face on a piece of paper and a sad face on the other side. Ask pairs or trios to come to the front and to mime a situation in the playground. It may be a good, or correct, situation, for example, a child helping another one get on a seesaw, or it may be a bad attitude, for example, two children pushing another one. Pupils mime the scene and the rest of the class decides: if the situation shows good behaviour, they put up the happy face; if it is an example of bad behaviour, the class puts up the sad face.



- ▶ Explain the task. Remind pupils the meaning of 'friendly'.
- ▶ Ask pupils to move around the class and to show their drawing to their friends.

Closing activity

Repeat a game from a previous lesson that has been successful with pupils, eg: Let's go fishing!, the game with the colour spinning circle, Fruit salad, etc.

Note: Ask pupils to bring some Plasticine® for the following class.

LESSON 6

Lesson objectives:

- ▶ To review colours.
- ▶ To describe things.

Materials: flashcards of all the colours pupils know, photocopiable material (page 80); Plasticine®; pictures of animals and objects pupils know

Lesson starters

- Say the 'English time chant' (see 'Tips for a successful trip', Unit 1).
- Sing the song in Lesson 2.
- Play a touching game: You call out different colours and pupils rush to touch an object of that colour and say it aloud.
- Place flashcards of the colours pupils know on the board. Pupils identify the colours. Give them 60 seconds to remember the order of the colours. Then, turn over the colour cards so that they cannot see them. Ask pupils to come to the front and say the order of the colour cards. Then, they turn over the cards to check.



- ▶ Ask pupils to open their books at page 30 to describe what they see on the page.
- ▶ Explain the task. Draw pupils' attention to the colour splotches at the bottom. Pupils colour the objects according to the key.
- ▶ Encourage pupils to describe the objects by saying, *This slide is ...*



Optional activities

1. Give out copies of the photocopiable material on page 80. There are three blank paint splotches in the painter's palette and pupils have to colour them using their three favourite colours. They share their work with the class. Then, they identify the colours chosen. It would be a good idea if you complete your palette and share it with pupils.

2. Ask pupils to make their favourite playground item out of Plasticine®. When they are ready, ask them to sit on the floor to share their work with the class. Encourage them to describe their playground item by saying, *My slide is ...*
3. Do a class survey. Ask pupils to get into groups according to the playground item they have made. There will be a 'Seesaw' group, a 'Slide' group and a 'Swing' group. Divide the board into three parts. Each pupil must draw a tick in the corresponding group. Check how many pupils there are in each group by counting the ticks.



TIP

It is important to include manual work when you are teaching young learners. Pupils love hands-on tasks and they are more likely to learn new things and to anchor knowledge when they play and when they do things than when they passively sit and listen to you. At the same time manual work is good to reduce stress and help more excited groups calm down.

Closing activity

Place different pictures of the animals and the objects pupils know on the board. They say what colour the objects are. Give them time to study the pictures. Cover them. Ask pupils to remember what colour the objects are. If they are ready, elicit sentences such as *The slide is ...* If they cannot produce the sentences, ask, *What colour is (the slide)?*

LESSON 7

Lesson objectives:

- ▶ To review colours.
- ▶ To identify things.
- ▶ To describe things.

Materials: two boxes; shapes of different colours; flashcards of playground items, a bike and a skipping rope to play Bingo; flashcards of numbers; flashcards of animals, family members, numbers, colours and playground items pupils know; photocopiable material (page 81)

Lesson starters

- Say the 'English time chant' (see 'Tips for a successful trip', Unit 1).
- Sing the song in Lesson 2.
- Play Bingo!: Get two boxes – in one put shapes of different colours and in the other put flashcards of playground items, a bike and a skipping rope. Give pupils blank A4 sheets of paper and ask them to draw four objects from the unit and use for each of them the colour they want. When they are ready, draw a flashcard out of the object box and say the word. Then, pick a colour card from the other box and make a sentence using the object and colour, eg: *The bike is red.* If pupils have the same combination on their cards, they mark it. Repeat this several times. Encourage pupils to draw the cards out of the boxes and make the sentences. The winner is the first pupil to mark his/her four boxes. The winner must say, *BINGO!*



- ▶ Ask pupils to open their books at page 31 and describe what they see. Ask them to count aloud how many slides/bikes/swings they see.



Page 31

- ▶ Explain the task. They need to look closely at the pictures to see differences and similarities.
- ▶ Do class correction.



- ▶ Explain the task. Pupils work individually to complete the bike.
- ▶ After colouring it, they describe their bikes by saying *This bike is ...* or *My bike is ...*

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- Ask pupils to describe what they see on the page. Tell them to complete the pictures and share their work with a partner. Do class correction. Then, ask pupils to colour the objects. Encourage pupils to describe them. Finally, draw pupils' attention to the three boxes under the picture. They say what they see in each box. Ask them to count how many of each they see in the playground scene. They write and say the number in the corresponding box.

Answers: rabbits: 4; dogs: 5; skipping ropes: 3



TIP

If there are fast finishers in the class, this is a good chance to ask them to help those who need more time.



- ▶ Refer pupils to page 70. Tell them to look at the pictures in the Unit 3 section of the banner (the section in green).
- ▶ Invite them to find the park games (the slide, the skipping rope and the bike) in the picture and to circle and say them. In more advanced classes, after pupils have circled the elements in the banner, you may ask, *What colour is the ...?* In either case, accept just a word as an answer.

Closing activity

Place flashcards of all the vocabulary items pupils have seen in Units 1, 2 and 3 on a table (animals: rabbit, dog; family members; numbers; colours and playground items). Divide the board into four categories: 'COLOURS', 'NUMBERS', 'FAMILY' and 'PLAYGROUND'. You may use the words as headings, but if you feel that this is too much for your pupils, place a picture as heading. Explain the task. Pupils pick one picture, say the word aloud and place it in the corresponding category. Use a similar task provided as photocopiable material on page 81 as a follow-up.

ACTIVATE • UNITS 1, 2 & 3

Lesson objectives:

- ▶ To identify family members.
- ▶ To review the notions of 'big' and 'small'.
- ▶ To review numbers.
- ▶ To practise 'This is my ...'

Materials: two A4 sheets of paper per group; magazines, newspapers, scissors, glue; photocopyable material (page 82)



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- ▶ Invite pupils to open their books at page 34.
- ▶ Direct their attention to the pictures on the page. Ask them to describe the families they see in both pictures.
- ▶ Explain Activity 1. Pupils study both pictures, find the corresponding one and match it to each family.
- ▶ Give the class time to do the task individually. Then, pupils pair up and compare their work.
- ▶ Do class correction.
- ▶ Ask then pupils to choose one family and to imagine they are one of the people in the picture. They describe their new family by saying, *This is my (dad).*
- ▶ If you wish, you may pair up pupils and have them describe their families in pairs.

Answers: 1 c; 2 a

- ▶ As a follow-up, invite pupils to study the pictures again in order to compare the two families. They must find differences and similarities, eg: if there is a 'dad' in both pictures, they can point to the first picture and say *dad, a dad or one dad.* Then, they point to the father in the second picture and repeat the same. They continue in this way to describe all similarities.
- ▶ They start then describing the differences. They may point to the big dog in the first picture and say, *big, big dog or a big dog.* Then, they look at second one, point to the small dog and say, *small, small dog or a small dog.*



This is another good task to develop critical thinking skills. Pupils have to focus their attention, analyze, compare and evaluate two elements in order to solve the task.

Optional activities

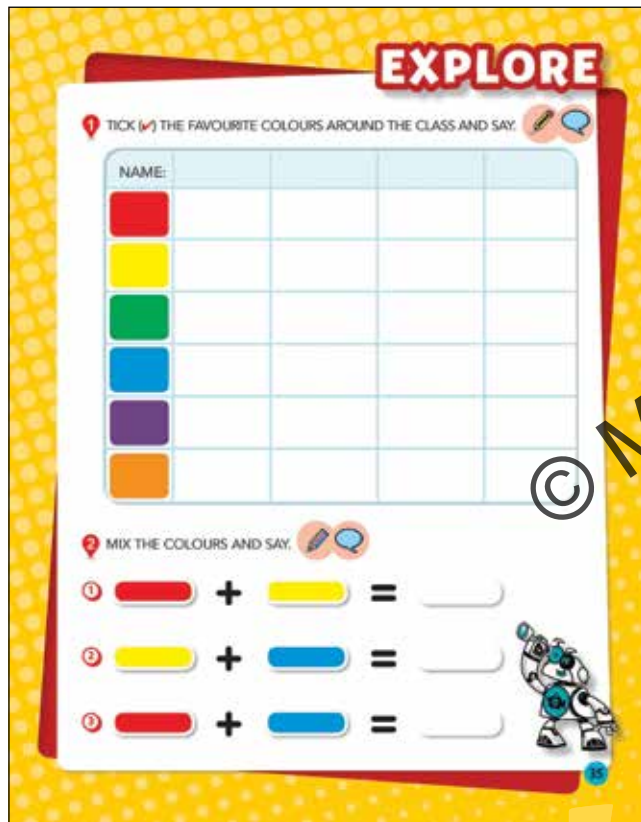
1. Play Find differences and similarities: Pupils play in groups. Give them two sheets of A4 paper. They cut out people, children and pets (dogs and rabbits) from magazines and newspapers. Then, they choose some characters and make up a family. They stick this family on an A4 sheet of paper. Then, they choose some other characters and make up a second family and they stick it on a different A4 sheet of paper. Each group will have two families. Then, groups exchange their families and find differences and similarities in the families prepared by another group. Display the families on the walls so as to have exponents of different families for further use. Allow pupils to include other pets not taught in class. Remember they have to identify size.
2. Give out copies of the photocopyable material on page 82. Pair up pupils. Tell them to look at the items they know in the park and colour them as they wish. Then, they point to them and say the corresponding word. Focus pupils' attention on the blank space at the bottom of the picture. Invite them to draw a small and a big animal and to identify them. If by any chance pupils choose to draw some animal unknown to them in the target language, teach the corresponding word. Finally, ask pairs to circle those actions which imply a positive attitude. Have them justify their choice. Walk around and have pairs say what they have done.

EXPLORE • UNITS 1, 2 & 3

Lesson objectives:

- ▶ To review colours.
- ▶ To review numbers.
- ▶ To practise the notions of 'Yes' and 'No'.

Materials: red, blue and yellow paint or colour glue; red, blue and yellow Plasticine®; blank sheets of paper; photocopiable material (page 83)



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- ▶ Direct pupils' attention to Activity 1. Ask them to describe the colours they see.
- ▶ Explain the task. Pupils choose four friends and write their names. The aim of the task is to carry out a mini-survey. First, pupils find out what colours their friends like and then, as a result of the survey, the class can say which their favourite colours are.
- ▶ Tell them to start with 'red' (the first on the table). Encourage pupils to have very simple dialogues, eg: The pupil carrying out the survey asks, *Red?* (with rising intonation). His/Her four friends may answer *Yes* (if they like the colour) or *No* (if they don't). For every answer, the interviewer writes a tick or a cross in the corresponding friend's box.
- ▶ Pupils repeat the same procedure with all the colours. Each pupil will have his/her own survey.
- ▶ To discover which the favourite colours in the class are, ask pupils how many ticks and crosses they have for each colour. They give their answers. Then, count all the ticks and announce the favourite colours in the class.



- ▶ Divide the class into groups of four or five. Distribute some paint or colour glue and blank sheets of paper.
- ▶ Direct pupils' attention to the second task. Ask them to identify the colours they see.
- ▶ Tell them they are going to carry out an experiment. They are going to mix the colours in items 1, 2 and 3 to see which colours they obtain.
- ▶ Groups work on their own. They mix the paint or colour glue and show the class the result.

Answers: 1 red + yellow = orange; 2 yellow + blue = green; 3 red + blue = purple



Optional activities

1. Ask pupils to work in groups of four or five. Invite each group to get their Plasticine® ready and make the following: a red rabbit and a yellow rabbit; a blue dog and a yellow dog; a red bike and a blue bike. Once they have finished making the Plasticine® models, invite pupils to describe what they have. Walk around and praise their work. Then, ask pupils to mix the Plasticine® of both rabbits and say which colour they get. Invite them to make a new rabbit using the new colour. Follow the same steps with the dogs and the bikes.
2. Give out copies of the game provided as photocopiable material on page 83. To play this game you need a game board for each team, a dice and a counter per player. Pupils can use the counters in the cut-outs section at the back of the book. Divide the class into teams. Each pupil throws the dice and moves forward on the game board according to the number they get. If they get to a space with a numbered robot, they go to that page and follow the instructions, eg: if a pupil falls on the space with the robot holding number 13, he/she looks at the silhouette of the rabbit, goes to page 13 on his/her book and counts the number of rabbits on the page, then writes the number in the square and says it aloud. If the answer is correct, he/she can continue playing. If the answer is wrong, he/she misses a turn. If pupils get to a space with an instruction on it, they follow the instruction. Teams continue playing until one of the pupils gets to the 'FINISH'. This player is the winner in each team.