

1 This is Happy Town.

Topic	Introductions Things in the town
Structures	<i>There is/There are ...</i> <i>this/that/these/those</i> <i>Wh-</i> questions

Lesson 1

Pupil's Book pages 6–7
Activity Book page 4

Aim	Talking about places.
Language focus	<i>this/that/those</i>
Vocabulary	<i>campsite, tent, town</i> <i>who?</i>
Materials	Flashcards: boy, campsite, flower, girl, house, ice cream, pizza, school, shop, tent, tree; Cassette

Opener

- Greet the children as they enter the room.
- Revise *boy, flower, girl, house, ice cream, pizza, school, shop* and *tree*, and teach *campsite* and *tent*. Put the flashcards on the board. Point to the boy and ask *What's this?* Encourage the children to answer with a full sentence *It's a boy*. Do the same for each object. Then ask the children to say which things they would expect to see or have on holiday. Leave the flashcards on the board.
- Teach *town*. Write the new words (*campsite, tent, town*) on the board and tell the children to copy them into their notebooks.

1 Listen and read.

- Ask the children to open their books at page 6. Tell the children to look at the pictures for a minute by themselves. Ask the children which objects on the board they can see in the picture or find in the story (all of them).
- Give a brief outline of the story (see following) and talk about the pictures in your own language. Discuss whether the children guessed the details of the gang's holiday correctly.

Story outline

The gang have a wonderful holiday. Eddie and Fred stay with relatives somewhere in the middle of the ocean, and Brill, Nora, Denzil, Alice and Bertie sail to a distant land. As their ship approaches the shore, they see a lovely looking town by the coast. This is Happy Town. The gang decide to go and spend some time there. They land and set up camp. Then they look for children to play with.

The gang decide to go and investigate the local school. On the way, they meet a small crab carrying his luggage. He is leaving Happy Town because he isn't happy.

- Tell the children they are going to listen to the story on the cassette. Play the cassette.

Tapescript

- Brill** Look! There are lots of trees.
Denzil Yes. And houses. Let's go!
Alice Is that the school? Those are lovely flowers.
Denzil Where are we?
Bertie I'm hungry and I'm tired!
Brill Look, this is the campsite. Where's the tent?
Denzil Here it is!
Bertie Help!
Alice Where's Bertie?
Bertie I'm in the tent.
Alice Where are all the girls and boys?
Brill They're at school.
Nora Let's go to the school. Happy Town, Happy School!
Bertie No, let's go to the shops.
Alice He's hungry!

Crab Who are you? Who's she? Who's he?
Brill I'm Brill. This is Nora, Denzil, Alice and Bertie.
Crab I don't like this town. This isn't a happy town and that isn't a happy school!
Nora That's the school.
Bertie I don't like school. I like pizza and ice cream and ...
Alice, Brill & Denzil Bertie!

Activity Book

Answers

- 1 BRILL ALICE NORA BERTIE DENZIL
- 2
 - 1 This is Alice.
 - 2 This is Bertie.
 - 3 I am Brill.
 - 4 I am Denzil.
 - 5 This is Nora.



- Read the story slowly and clearly to the children, stopping after each speech bubble. Check the children understand the words. In particular, explain that we use *who?* to ask questions about people. If the children want to know what a *crab* is, tell them – however, they do not need to learn the word.
- Play the cassette again. Ask the children to point to the speech bubbles as they listen.
- Read the story slowly and clearly to the children again, stopping after each speech bubble. Tell the children to repeat in chorus after you. Then let the children take it in turns to read aloud.
- Play the cassette again for them to enjoy once more.

2 Choose and circle.

- Do this activity orally with the whole class first. Tell the children that this activity will test how well they understand and remember the story.
- Read sentence 1 aloud to the class. Explain that they should say *Yes* if it is true that there are lots of trees in Happy Town and *No* if it isn't true. Point to where the answer is in the story (frame 1).
- Invite a child to read sentence 2. Ask anyone who knows the answer to put their hand up. Ask a child to point to where the answer is (frame 2). Finally check the answer with another child. Continue in this way for sentences 3–5.
- Now the children circle *Yes*. or *No*. at the end of each sentence.
- Write the answers on the board for the children to check their own work.

Answers

1 Yes 2 No 3 No 4 Yes 5 No

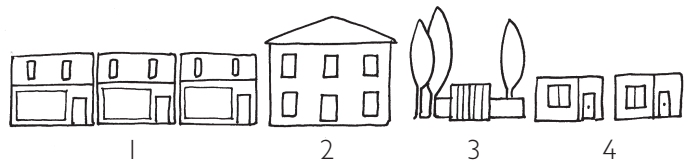
 **MACMILLAN**
EDUCATION

Lesson 2 Pupil's Book page 8
Activity Book page 5

Aim Describing places.
Language focus *this/that/these/those*

Opener

- Revise *this is* and *these are*. Draw an outline of a street (see below) and number the building or group of buildings. Write *shops*, *school*, *park* and *houses* in a column on the right.
- Point to each drawing in turn and ask *What are these?* *What is this?* for the children to identify the type of building. When they have identified it correctly, write the name above the drawing. Then describe the street: *These are shops. This is a park.* and so on. Ask the children to repeat the sentences after you.



Grammar box

- Ask the children to open their books at page 8. Draw the children's attention to the picture of Bertie on the right of the page. Read the speech bubble aloud. Tell the children to look at the picture and decide if Nora and her friends are near or far away (far away). Then explain that we say *that is* when there is one object or person and *those are* when there is more than one object or person.
- Read the text (but not the questions) in the Grammar box aloud to the class. Let the children say the sentences aloud several times to practise the pronunciation. Pay particular attention to the difference between *this* and *these*.
- Write *this is*, *that is*, *these are* and *those are* on the board. Ask which two phrases are about one person or thing, which two phrases are about more than one person or thing, which two phrases are about objects close by, and which two phrases are about objects far away.
- Tell the children that *that's* is short for *that is*. Explain that *that's* is usually spoken and *that is* is often the written form.
- Read the questions aloud but do not focus on them at this stage or the children will become confused.
- Ask the children to copy the text into their notebooks.

3 Point, ask and answer.

- Tell the children to look at the picture and ask them what they can see. Elicit *boys, a campsite, flowers, girls, a school, shops, a tent, trees* and any other objects in the picture – for example, *birds, sky*. This is useful revision of vocabulary they have met before.
- Ask two children to read the speech bubbles aloud to the class. Tell the children that they are going to ask and answer questions about the picture. Explain that they must ask *What's that?* about singular items and answer *It's a ...* and ask *What are those?* about more than one object and answer *They're ...*. If necessary, refer to the Grammar box above. Practise saying the questions and the answers together as a class. Then point to different objects in the picture and ask pairs of children to ask and answer questions about them.
- Divide the class into pairs and let the children take it in turns to ask and answer the questions *What's that?* and *What are those?* Remind the children to point to the object they are asking about. While the children are doing the activity, walk around the class giving encouragement and help where necessary.

4 Match, choose and write.

- Do this activity orally with the class first. There are two parts to this activity. The children identify the object in the picture and choose the sentence which matches the picture. Then they complete the sentence with the appropriate word from the list. Read the example to the class.
- Work through the second question with the class. Ask the children to identify what they can see in the picture (a tent) and then choose the appropriate sentence (a). Ask the children whether there is one or more tents and whether the tent is close by or far away. In this way, encourage the children to choose the correct word from the list to complete the sentence. Repeat the same steps for each sentence.
- The children draw lines between the matching pictures and sentences. Then the children complete the sentences. While the children are writing, walk around the class giving encouragement and help where necessary.
- To check the answers, ask individual children to read their answers aloud. Write the answers on the board.

Answers

- 1 c That is a school.
- 2 a This is a tent.
- 3 d These are flowers.
- 4 b These are houses.



Activity Book

Answers

- 3 1 Those are birds.
2 Those are trees.
3 Those are tents.
4 These are tents.
5 These are birds.
6 These are trees.
- 4 1 Yes, they are.
2 No, they aren't.
3 Yes, it is.
4 No, it isn't.

Lesson 3 *Pupil's Book page 9* *Activity Book page 6*

Aim	Identifying people and places.
Language focus	<i>Who? Where?</i>
Materials	Pictures of famous people from magazines (optional)

Opener

- Revise *where?* Ask questions about the story: *Where are the Brilliant children?* (in Happy Town) *Where are the girls and boys?* (at school). Also ask questions about the real world: *Where are we?* (at school) *Where are the shops?* (in town).
- Teach *who?* Open the Pupil's Book at pages 4–5 and hold it up for the class to see. Point to the characters in the story ask *Who's he/she?* Then ask about the children in your class. Then, if you have brought in magazine pictures, hold them up and ask *Who's he/she? Who are they?*

Grammar box

- Ask the children to open their books at page 9.
- Read the text in the Grammar box aloud.
- Tell the children that *who's* is short for *who is* and *where's* is short for *where is*. Explain that *who's* and *where's* are usually spoken and *who is* and *where is* are often the written forms.
- Ask the children to copy the last two lines into their notebooks.

5 Point, ask and answer.

- Tell the children to look at the picture. Ask them to find the names of five people in the picture (David, Clare, Jason, Linda, Pete).
- Then point to the people in turn and read the names aloud with the children.
- When the children can say the names confidently, read the speech bubbles aloud. Practise the question and answer together with the whole class. Remind them to use *he/she* correctly. Point to Jason and ask *Who's ...* and let the children supply *he?* Ask and answer about each person in turn with the whole class.
- Set up a chain whereby one child asks another child near him/her *Who's he/she?* and points to a person in the picture. The child who answers then asks another child and so on. The children should try to ask about a different person in the picture each time.

- When the children can ask and answer the question confidently, divide the class into pairs and let the children take it in turns to ask and answer questions about the people in the picture. While the children are doing the activity, walk around the class giving encouragement and help where necessary.

6 Match.

- Tell the children that the questions and answers are about the picture in Activity 5. Ask the children to look at the Grammar box again and remind them that *Where* asks about places. Revise *he/she/it/they*.
- Ask the children to look at the picture and draw lines between the matching questions and answers. Look at the example with the whole class. Let the children do the rest of the activity on their own.
- In pairs, the children compare their answers, then check the answers with the whole class.

Answers

1 b 2 d 3 a 4 e 5 c

Activity Book

Answers

5 1 Who are you?
2 Where are you?
3 Where are you?
4 Who are you?
5 Where are you?
6 1 d 2 f 3 b 4 c 5 a 6 e

Lesson 4 *Pupil's Book page 10* *Activity Book page 7*

Aim	Describing landscapes.
Language focus	<i>There's/There are ...</i>
Vocabulary	<i>make friends</i>
Materials	Cassette; Stickers

Opener

- Tell the children that they are going to listen to a song about Happy Town. Divide the class into pairs. Set a time limit and ask each pair to think of four things they would like to find in Happy Town. Encourage them to think of things in English but accept a few ideas in your own language.
- Ask each pair for a suggestion.

7 Sing.

- Ask the children to open their books at page 10. Tell the children to look at the picture and say what they can see (Bertie, Alice, children, a town, flowers, trees).
- Say *Now listen to the song*. Play the cassette with the children following in their books.
- Now say each line and ask the children to repeat the words after you. Make sure they understand the phrase *make friends*. Discuss whether any of the children's suggestions were mentioned in the song.
- The children sing the song with the cassette.

Tapescript

This is a very nice place
Happy Town, Happy Town.
These are flowers
These are trees
Those are girls and boys.
There are lots of lovely things
In Happy Town, in Happy Town.
Let's stay here
And make some friends
In Happy, Happy Town.

8 Listen and find the stickers.

- Tell the children to look at the pictures on page 10. Ask *Can you see a town?* (Yes, picture B) *Can you see the beach?* (No) *Can you see a campsite?* (Yes, picture A). Explain that there are some things missing from the pictures.
- Tell the children to find the stickers for this activity. Ask the children to describe each sticker (two shops, two tents, three boys, three girls, two trees, a school).
- Explain that they are going to listen to a description of the campsite and the town. The children must decide which items are in the town and which on the campsite, and put each sticker in the correct place.
- Play the cassette but stop the cassette after the sentence *There are two tents on the campsite*. Ask the children which sticker they have chosen and where they have put it (the sticker of the two tents on the campsite). In this way, you can check that the children are doing the task correctly.
- Now play the rest of the cassette. Allow time after each sentence for the children to put the sticker in place.

- In pairs, the children compare their answers, then check the answers with the whole class.

Answers

Picture A – two trees, two tents, three boys
Picture B – two shops, three girls, a school

Tapescript

Nora

Look at the pictures. In picture A there's a campsite and in picture B there's a town. There are two tents on the campsite. There are two shops in the town. There are three boys at the campsite. There are three girls in the town. They're happy! On the campsite, there are two tall trees next to the river. There's a school in the town. Look! That's the school. It's behind the shops.

9 Listen again. Then write *There's/There are*.

- Tell the children to complete the sentences about the descriptions and stickers in Activity 8.
- Play the cassette again to remind the children of the descriptions.
- Look at the example with the class. Remind the children that *there's* is used with singular nouns and *there are* with plural nouns. Write *There's* and *There are* on the board in one column and *two tents* and *a campsite* in another column. Invite a child to come to the front of the class and match the phrases.
- The children do the activity. While the children are writing, walk around the class giving encouragement and help where necessary.
- To check the answers, ask individual children to read sentences aloud. Write the answers on the board.

Answers

In picture A there's a campsite. There are two tents and two tall trees next to the river. There are three boys at the campsite.
In picture B there's a town. There's a school in the town and there are two shops. There are three girls. They're happy.

Answers

- 7**
- 1 There's a town.
 - 2 There's a school.
 - 3 There's a shop.
 - 4 There are trees.
 - 5 There's a campsite. There are tents.
 - 6 There are boys.
 - 7 There are houses.
 - 8 There's a tent.
 - 9 There are birds.
 - 10 There are girls.
 - 11 There are flowers.
- 8**
- 1 bird 2 shop 3 bird

Lesson 5 - Adventure Notebook

Pupil's Book page 11

Activity Book page 8

Aim	Revision of language in this unit.
Vocabulary	flag Argentinian, Italian, Italy, Spanish
Materials	Colouring pencils; Pieces of coloured paper/card – one per child (optional)

Opener

- Draw the outline of a flag on the board and write *flag* underneath. Ask the children to describe their country's flag in their own language. Draw the detail on the flag as the children tell you.

10 Read.

- Ask the children to open their books at page 11. Say *Look at the pictures. What can you see?* Write *Argentina, Italy* and *Spain* on the board. Ask the children if they know which flag comes from which country. Then teach the adjectives by pointing to the flags and saying *It's Argentinian* and so on.
- Read the descriptions slowly and clearly aloud. Check whether the children guessed the flags correctly. Tell the children to repeat in chorus after you. Try to read as naturally as possible as the children will follow your example. Then let the children take it in turns to read a sentence aloud.

11 Choose and write.

- Tell the children that the questions are about the pictures and texts in Activity 10. Read and discuss the example with the class. Ask the children to read the questions and find the answers on their own. Explain that they should choose the correct answer from the list of words.
- While the children are writing, walk around the class giving encouragement and help where necessary.
- To check the answers, ask individual children to read the questions and answers aloud.

Answers

- 1 Luca
- 2 Blue and white
- 3 Spain
- 4 Argentina



Activity Book

Answers

- 9**
- 1 Her flag is red and yellow.
 - 2 Her flag is blue, white and yellow.
 - 3 His flag is green, white and red.
- Check that the children have coloured the pictures correctly.
- 10**
- Check that the children have coloured the flag correctly.

Optional project

- Remind the children that the Brilliant characters have been on holiday. Ask the children to bring in photos or to draw pictures of somewhere they've been on their holidays. They should each stick their picture onto a piece of coloured paper or card and call it *My holiday in ...* They should then write a few sentences describing their picture and stick these onto the coloured paper alongside the picture. If necessary, prompt the children to say things like *There is a campsite. There is a beach. There are lots of girls and boys. That is my mum*, etc. Make a display of all the posters to bring some of their holiday fun into the classroom.