

PLANIFICACIÓN ANUAL¹

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPOSITORES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
1 Birthday party	10 a 15 horas	Vida cotidiana: yo y mis amigos.	Presentarse. Saludar. Preguntar y contestar por la edad. Nombrar comidas y elementos típicos de una fiesta de cumpleaños. Reconocer las cualidades de 'grande' y 'chico'. Reconocer los números del 1 al 10. Contar del 1 al 10. Agradecer y pedir disculpas.	Fiestas de cumpleaños: <i>Happy birthday!</i> <i>A present for you!</i> <i>Thank you.</i> Requerir información sobre la edad: <i>How old are you? I am 8 years old.</i> Comidas y elementos típicos de una fiesta de cumpleaños: <i>cake, candles, hot dogs, juice, pizza, popcorn, present, sweets</i> Formas de agradecer y pedir disculpas: <i>Thank you. / Sorry.</i> Números del 1 al 10 (revisión) Identificación de tamaño: <i>big/small</i> Juguetes (revisión): <i>ball, boat, doll, skateboard</i>	Historieta Canción Poema	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 (saludar, pedir permiso, entre otros).	Ser cortés. Saber cuándo decir gracias y cuándo disculparse.

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.

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
2 Oh, my foot!	10 a 15 horas	Vida cotidiana: yo y mi cuerpo.	Reconocer las partes del cuerpo. Identificar los números del 11 al 15. Contar del 11 al 15. Dar órdenes.	Parts of the body: <i>arm, ears, eyes, foot, hand, head, fingers, leg, mouth, nose, toes</i> Números del 11 al 15 Órdenes: <i>Touch your foot.</i> Colores (revisión)	Historieta Canción	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.	Realizar actividad física. Reconocer la importancia de no llevar un estilo de vida sedentario.
3 Visiting Grandma	10 a 15 horas	Vida cotidiana: yo y mi familia; mi casa.	Reconocer y nombrar los miembros de la familia. Reconocer y nombrar las partes de la casa. Preguntar sobre la ubicación de alguien.	Miembros de la familia: <i>grandma, grandpa; mum, dad</i> (revisión) Partes de la casa: <i>bathroom, bedroom, dining room, garage, kitchen, living room</i> Identificar miembros de la familia: <i>He is Dad!</i> Requerir información sobre ubicación: <i>Where is Grandma? She is in the living room.</i>	Historieta Canción	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.	Ayudar en casa. Reconocer la importancia del respeto y la colaboración en casa.

Planificación Anual (continuación)

UNIDAD	TIEMPO ESTIMADO	CONTEXTOS/ÁREAS DE EXPERIENCIA	PRÁCTICAS/USO DEL LENGUAJE	EXPONENTES LINGÜÍSTICOS	VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA	NAP	HABILIDADES SOCIALES
4 At school	10 a 15 horas	Vida personal y en sociedad: yo y mi escuela.	Reconocer y nombrar los lugares de la escuela. Preguntar sobre los lugares de la escuela.	Identificar los lugares en la escuela: <i>cafeteria, classroom, computer room, gym, library, toilet</i> Requerir información sobre lugar: <i>Where is the gym? There it is. Where is he/she? He/She is in the gym</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.	Cuidar la escuela. Reconocer la importancia de la responsabilidad en el cuidado de espacios comunes.
5 My favourite animal	10 a 15 horas	Vida cotidiana: yo y los animales.	Reconocer y nombrar los animales silvestres. Preguntar sobre el animal favorito. Expresar preferencia. Reconocer los números del 16 al 20. Contar del 16 al 20.	Animales silvestres: <i>crocodile, elephant, giraffe, hippo, lion, monkey, snake, zebra</i> Números del 16 al 20 Requerir información sobre preferencia: <i>What is your favourite animal? I like giraffes. Is it the elephant? No, it isn't.</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.	Respetar a los animales. Reconocer la importancia de respetar el hábitat y las costumbres de los animales silvestres.

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6 At the market	10 a 15 horas	Vida personal y en sociedad: yo y el mercado.	Expresar lo que nos gusta y nos disgusta. Expresar preferencias. Reconocer y nombrar frutas y verduras.	Frutas y verduras: <i>apples, broccoli, carrots, corn, grapes, lettuce, pears, pineapples, potatoes, strawberries, tomatoes, watermelons</i> Requerir y expresar información sobre preferencia: <i>My favourite fruit is pears. I like lettuce and carrots! I don't like vegetables.</i>	Historieta Canción Textos descriptivos breves (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.	Comer de manera saludable. Reconocer la importancia de una alimentación saludable y variada.



TEACH YOUNG LEARNERS:

Keeping learners' attention and motivation: One of the characteristics of young learners is that they have got a short attention span. Moreover, they are energetic and they need to move. Here are some points to bear in mind when planning a class for young learners:

- ▶ Make your activities short and varied.
- ▶ Change the pace of the activities by having **stirrers** followed by **settlers**.
- ▶ Use lots of physical movements and mime. Use puppets not only to catch your learners' attention but also to make them speak. Include games, songs, rhymes, chants, stories, TPR activities, etc.
- ▶ And, above all, enjoy your class. If pupils see that you love what you do and that you enjoy yourself, then they will participate more and be motivated all the time.

Arts and crafts: Creative activities and crafts are very motivating. They give you a good opportunity to give instructions in English. They should be connected with what pupils are learning at the moment or have just learnt. It is essential that you try it out yourself and you take a finished product so that pupils can see it. Once they have finished, put on display what they have made. This gives them a sense of pride in their work.



PRACTICAL IDEAS:

Settlers and **stirrers** help you vary the pace of the lesson. When pupils are overexcited and restless, a settler may be just what they need to calm down and be able to focus on the activity you intend to present. These are some settlers you can try:

- ▶ **Close your eyes and imagine ...:** This is a simple task you can adapt to whatever vocabulary you

would like to review. You can finish the instruction in this way: *Close your eyes and imagine something you want to eat or imagine what your mum is doing now or imagine there is a new animal in the zoo.* You give them some seconds to relax and imagine the scenario. When they open their eyes, they can draw or tell you what they have imagined.

- ▶ **Listen and draw:** Play some background music and ask them to draw something they like eating or their favourite animal, etc. Then, they can show their drawing to a partner.

On the other hand, stirrers are designed to stir pupils into action. When the level of energy is too low, bring in an activity that 'wakes them up' and adds excitement to the lesson. These are some stirrers you can use:

- ▶ **Think fast and give me three:** This highly adaptable activity is good to shake up the minds of your class as they have to think and give you a quick answer. You can say, *Think fast and give me three colours / things you can eat / parts of the face or of the body*, etc.
- ▶ **Put into categories:** Draw a chart with three columns on the board. Write three categories, for example: colours, animals, parts of the house, etc. In pairs or in mini-groups they have to think of three or more words for each category. The first group to be ready says the words aloud. The other groups listen and add words the first group has not mentioned.
- ▶ Other examples of stirrers are all TPR tasks, ball games, action songs, etc.



'ALL ABOUT ME' MINI-PROJECT:

My favourite room of the house: Before setting pupils to do this task, show different pictures of different parts of houses and ask pupils to identify them. Then, pupils draw their favourite room in their house and colour it. They can even paste part of the room with cut-outs taken from magazines to make it more real. Once the drawing is over, have them prepare a special frame for the drawing.

They make the frame with cardboard, which has to be a bit bigger than the drawing. Then, they stick the drawing and decorate the frame as they wish. Hang the frames around the classroom or the school.

LESSON 1

Lesson objectives:

- ▶ To review family members.
- ▶ To identify new family members.
- ▶ To ask and answer about place.

New language: *grandma, grandpa; Where is Grandma? She is in the living room. He is Dad!*

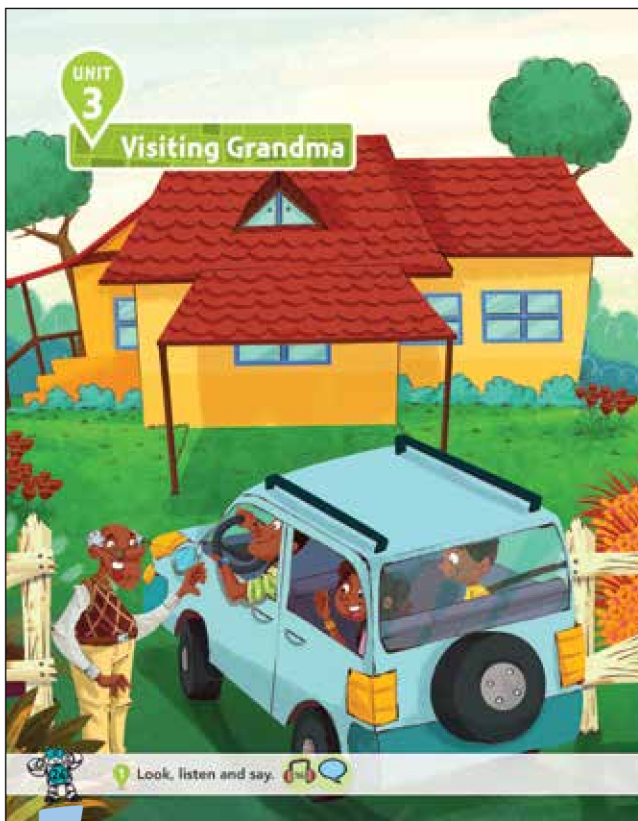
Materials: audio track 16, flashcards of family members, a soft or paper ball, photocopiable material (page 78)

Lesson starters

- a. Sing the 'Hello song'.
- b. Play Trip says!: Tell pupils to follow the instructions you give only when preceded by the phrase 'Trip says'. Say, *Trip says, 'Touch your nose!'* Pupils touch their nose. But if they follow an instruction not preceded by 'Trip says', they sit down. The last pupil to remain standing is the winner. Provide several examples before playing.



- ▶ Ask pupils to open their books at page 24. Focus their attention on the title: 'Visiting Grandma'. Ask, *Where are Clara, Tom and their Dad? What colour is the car? Is the house big or small?* Point to Grandpa and ask, *Who is he?* Pupils make predictions and answer the questions.
- ▶ Go on to page 25 and ask, *Where are they?* Point to Grandma and ask, *Who is she? What are they doing?*



Page 24

- ▶ Play track 16 and check predictions. Ask, *Who is Joe?* (Dad)

Audioscript

Clara: Hi, Grandpa! Where is Grandma?

Grandpa: She is in the living room.

Dad: Look! It is Grandpa.

Clara: And this?

Grandma: It is my baby Joe.

Tom: Baby Joe?

Clara: He is Dad!

Dad: Oh no!



Page 25

- ▶ Play the track again and pupils point to the people mentioned as they listen to them and say the words. Explain the meaning of the question 'Where is Grandma?' Make them aware of the fact that we are asking about a place. Provide other examples to clarify meaning.
- ▶ Divide the class into small groups and allocate each group a role. Play the track one more time, getting the groups to repeat their role in chorus.
- ▶ Divide the class into groups of five, with one pupil per role. Give them some time to practise the dialogue in their group.
- ▶ Invite groups to act out the dialogue.



TIP

When acting out, prompt pupils to use mime and actions as well as repeating the phrases or lines from the dialogue. Do not force shy learners to act out in front of others if they do not want to.

Optional activities

1. Stick flashcards of family members on the board (mother, father, brother, sister, baby, grandma, grandpa). Call a volunteer and tell him/her, *Touch the mother.* or *Point to the grandpa.* Repeat this several times.
2. Give out copies of the photocopiable material on page 78. Ask pupils to complete the family tree with the names and drawings of their family members. Then, divide them into pairs and ask them to share each others' tree. Provide an example first. Walk around and monitor.

Closing activities

- a. Play Pass the ball: Ask pupils to sit on the floor in a circle. They pass a soft ball round the circle while music plays. When the music stops, you show a picture of a family member to the pupil holding the ball and ask, *Who is this?* He/She says, *This is (mother).* If it is correct, you start the music again and get pupils to carry on passing the ball round. If it is incorrect, ask another pupil to help him/her and then you go on. Repeat this several times.
- b. Sing the 'Goodbye song'.

Note: Ask pupils to bring a photo of their family including their grandma and grandpa, if possible, for next class.

LESSON 2

Lesson objectives:

- ▶ To review family members.
- ▶ To ask and answer about place.
- ▶ To identify and talk about rooms in the house.

New language: *bathroom, bedroom, dining room, garage, kitchen, living room; in the kitchen*

Materials: audio tracks 17 and 18, word cards of the family members, pupils' family photos, flashcards of rooms in the house, Unit 3 stickers

Lesson starters

- Sing the 'Hello song'.
- Play a guessing game: A pupil chooses a card with the name of one family member but he/she can't look at the card. The teacher sticks the card on the pupil's forehead. The class reads the card and mimes some characteristic of that family member for the pupil to guess. Repeat this several times.
- Pair up pupils and ask them to take out their family photos. Encourage them to introduce their family members by saying, *This is my ...* Provide an example first. Show them a photo of your family.

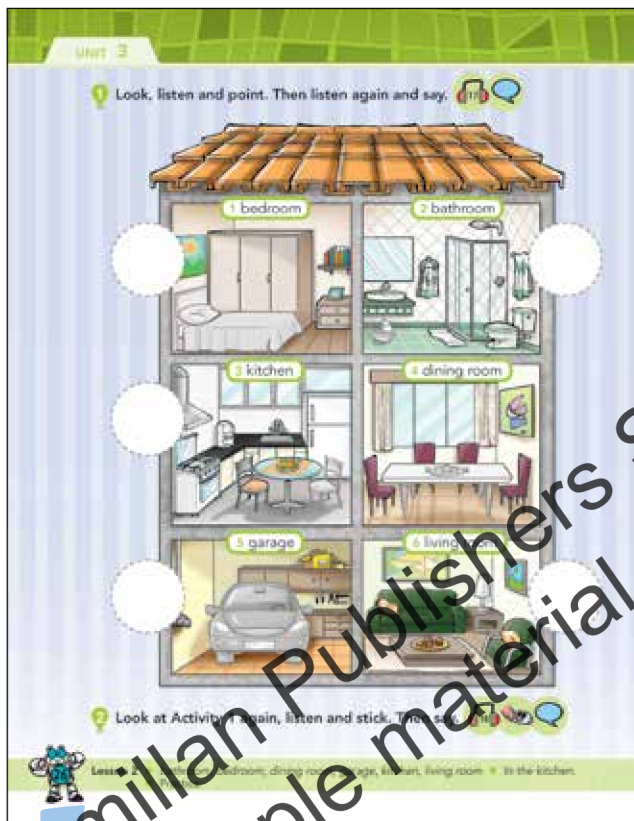


TIP

Remember to provide an example first and to write some useful language on the board, if necessary, so that weak learners know exactly what they have to do and thus feel confident enough to do the task.



- ▶ Ask pupils to open their books at page 26. Draw their attention to the picture of the house.



Page 26

- ▶ Play track 17. Hold up your book and point to the pictures as the different rooms are mentioned on the recording.
- ▶ Play the track again and ask pupils to repeat each word. Pay attention to the pronunciation of 'bathroom'.
- ▶ Play the track one more time and ask pupils to point to the corresponding picture in their textbooks.
- ▶ Say the rooms of the house in random order and ask pupils to point to the room in their books.

Optional activities

- Hold up a flashcard of a room in the house and say, *This is the living room*. If it is correct, pupils stamp their feet; if it is incorrect, they clap their hands. Repeat this several times.
- Play a miming game: Call a volunteer and tell him/her the room where he/she is secretly. He/She pretends to be there and mimes actions connected to the room where he/she is. The rest of the class guesses. Ask, *Where is (Lucia)?* Encourage pupils to say, *She is in the (kitchen)*, but accept if they say *In the (kitchen)*.



- ▶ Tell pupils to go to the back of the book and take the first sticker for this activity. Say, *This is Tom*. Listen to where he is.
- ▶ Play track 18 and stop after the first sentence. Ask, *Where is Tom?* (in the bathroom). Pupils stick Tom in the bathroom. Follow the same procedure with the rest of the members of the family. Provide help if necessary.

Audioscript

Tom is in the bathroom. Clara is in the kitchen. Dad is in the garage. Grandpa is in the bedroom. Grandma is in the living room.

Closing activities

- Play Chinese whispers: Divide the class into groups. Call a pupil from each group and whisper one room of the house to them, the same room. They go back to their group, whose members will be standing up in a line, and whisper the word to the next pupil in the group, who in turn whispers it to the one beside/behind him/her. This continues to the last pupil in the group who then says the word out loud.
- Sing the 'Goodbye song'.

LESSON 3

Lesson objectives:

- ▶ To review family members.
- ▶ To identify and talk about rooms in the house.

Materials: audio track 19, flashcards of rooms of the house, word cards of the rooms of the house, a large-size dice, photocopiable material (page 79)

Lesson starters

- Sing the 'Hello song'.
- Play a dice game: Stick the flashcards of the rooms of a house on the faces of a large-size dice made of cardboard. Pupils take turns to throw the dice and say the room they see on the face of the dice. Repeat this several times.



- ▶ Stick the flashcards of the rooms and write the corresponding words next to each flashcard on the board.
- ▶ Point to the written words and ask the class to read them out loud. Tell pupils to pay attention to the words and take a photo of them with their imaginary camera. After a few minutes, ask them to close their eyes. Erase the vowels of each word. Call a pupil to the board and ask him/her to write the missing letters in one of the samples offered. Provide an example first. Do the same with the other words.
- ▶ Ask pupils to open their books at page 27. Focus their attention on the words with missing letters. Pair up pupils and ask them to complete the words. Then, call different volunteers to read the words.



Page 27

- ▶ Draw their attention to the pictures. Tell them that they are going to listen to the children in the pictures saying where they are. They should number the pictures. Play track 19 twice. Do class correction.

Audioscript

1 Tom: Hi, there! My name is Tom. I am in the living room.

2 Sue: Hello! I am Sue. I am in the kitchen.

3 Nick: Hi! My name is Nick. I am in my bedroom.

4 Mary: Hello! I am Mary. I am in the bathroom.

Answers: 1 c; 2 d; 3 a; 4 b



- ▶ Play the track again. Pair up pupils. Ask them to listen to the recording again and complete the sentences. Call volunteers to read the answers.

Answers: 1 bathroom; 2 bedroom; 3 living room; 4 kitchen

- ▶ Ask questions randomly, eg: *Where is Tom?* Encourage pupils to say, *He is in the living room.* but accept if they say *In the living room.*

Optional activity

Give out copies of the photocopiable material on page 79. Ask pupils to cut out the family members and stick them where they want to and keep it secret. Set a time limit. Then, have pupils pair up and ask each other where the different family members are, eg: P1: *Where is the (mother)?* P2: *She is in the (bedroom).* Then, they switch roles. Provide an example first and write some useful language on the board for support.

Closing activities

- Pair up pupils. One of them chooses one of the words and with his/her forefinger writes it on his partner's back. His/Her partner feels the word and guesses it. Provide an example first with the whole class. Repeat this several times.



TIP

The more senses you can engage your pupils in your choice of activities, the easier it will be for them to store the information in their long-term memory and retrieve it when needed.

- Sing the 'Goodbye song'.

LESSON 4

Lesson objectives:

- ▶ To ask and answer about place.
- ▶ To review rooms in the house.

Materials: cut-outs of the rooms of the house, flashcards of rooms of the house

Lesson starters

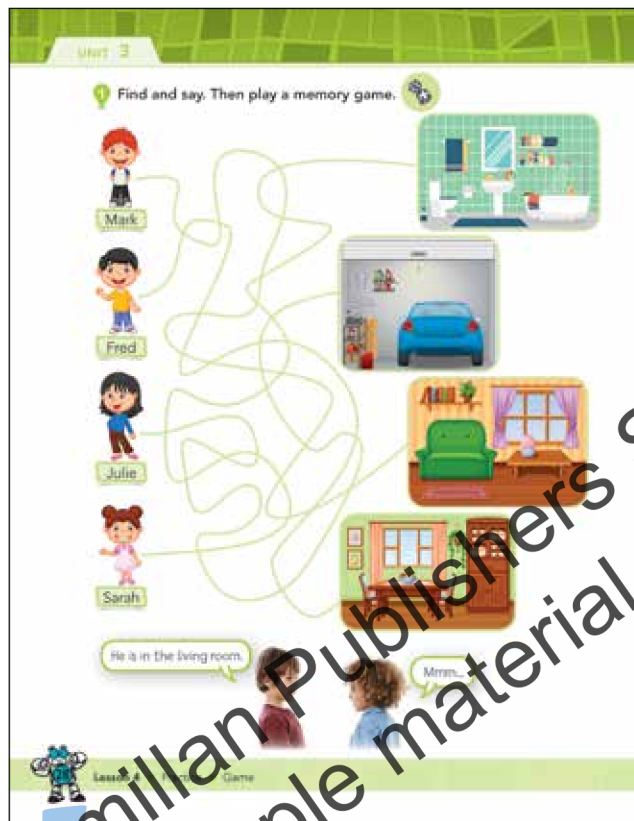
- Sing the 'Hello song'.
- Play Bingo: Ask pupils to go to the back of the book and cut out the rooms of the house. Set a time limit. Then, ask them to choose four cards from the set of cards and place them face up on their desks. Call out the words in random order. Pupils turn their cards over when they hear the words. The first pupil to turn all his/her cards over says *BINGO!* and wins.



TIP

Remember to give clear instructions and demonstrate and/or model playing the game with the whole class first before you begin actually playing it.

- Stick the flashcards of the rooms of the house on the board and write the words below each picture. Ask pupils to take a photo with their imaginary camera and after a few minutes ask them to close their eyes. Erase some letters from each word. Tell pupils to open their eyes. Invite volunteers to complete the words.



Page 28

MPT p32

- 1 Pair up pupils and ask them to complete the words corresponding to the rooms in the house. Do class correction. Then, draw their attention to the pictures of the rooms of the house. Tell them to write the words in the picture. After some time, ask pupils to read the answers and show the pictures in their books.

Answers: 1 bathroom; 2 bedroom; 3 kitchen; 4 dining room; 5 garage; 6 living room



- ▶ Ask pupils to open their books at page 28 and focus their attention on the children in Activity 1.
- ▶ Pair up pupils and ask them to follow the lines to know where the children are. Set a time limit. Ask, *Where is Mark?* They answer. Repeat the procedure with the rest of the characters.

Answers: 1 Mark is in the living room. 2 Fred is in the dining room. 3 Julie is in the garage. 4 Sarah is in the bathroom.

- ▶ Tell pupils they have 3 minutes to remember where each child is. After the allotted time, ask them to close their books. Say, eg: *He is in the dining room.* and they have to tell you the name of the child, P1: *Fred.*

- ▶ Pair up pupils and invite them to play.

Closing activities

- Pupils stand or sit in a circle. Give out the flashcards of the rooms of the house to different pupils in the circle. Play some music and the pupils pass the cards clockwise round the circle. When the music stops, the pupils holding the cards have to show the card and say where they are, eg: *I am in the (living room).*
- Play a miming game: Call a volunteer and whisper a room of the house for him/her to mime. The rest of the class tries to guess. The first pupil who guesses correctly has the next turn.
- Sing the 'Goodbye song'.

LESSON 5

Lesson objectives:

- ▶ To review family members.
- ▶ To ask and answer about place.
- ▶ To review rooms in the house.
- ▶ To sing a song.

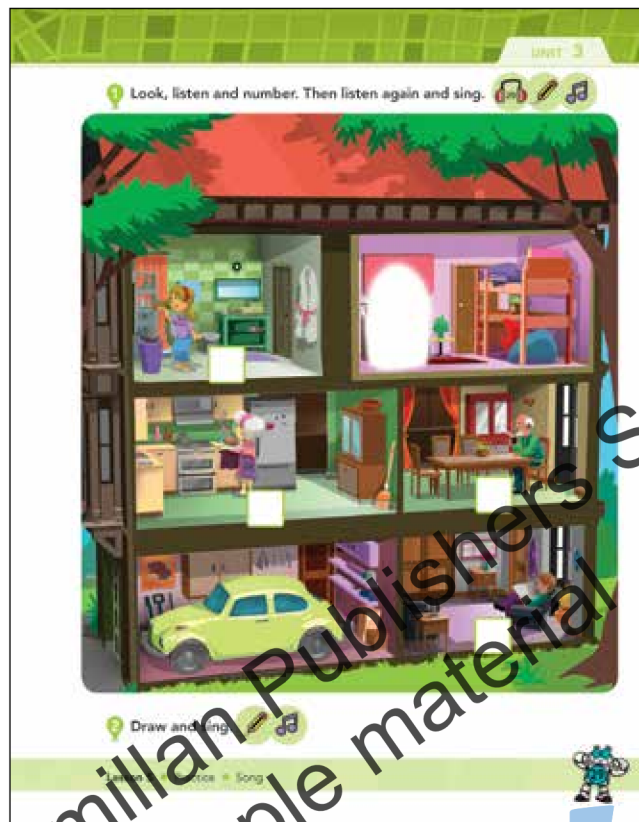
Materials: audio track 20, flashcards of family members, flashcards of rooms of the house, photocopyable material (page 80), cardboard paper, glue, scissors, paper fasteners

Lesson starters

- Sing the 'Hello song'.
- Stick flashcards of the rooms of the house on the board. Call a pupil and give him/her a flashcard of a member of a family, for example, Grandma. Say, *Put Grandma in the kitchen*. The pupil sticks the picture of Grandma in the kitchen. Then, call two pupils. P1 gives the instruction and P2 sticks the member of the family in the corresponding place. Repeat the procedure with all the family. Help if necessary.
- Tell pupils to look at the pictures on page 28 of their books for some minutes and then have them close their books. Say, *Mark is in the living room*. If it is correct, pupils stamp their feet; if it is incorrect, they clap their hands and correct the statement. Repeat this several times.



- ▶ Ask pupils to open their books at page 29. Draw their attention to the house. Tell them that they are going to listen to a song.
- ▶ Play track 20 and ask pupils to point to the different family members.



Page 29

- ▶ Play the song again and ask pupils to number the family members in the order they are mentioned. Do class correction.

Audioscript

Where is Grandma?	Where is Grandpa?	In the living room.
In the kitchen.	In the dining room.	Yes, there he is!
Where is she?	Where is he?	Where is Mum?
In the kitchen.	In the dining room.	In the bathroom.
Yes, there she is!	Yes, there he is!	Where is she?
	Where is Dad?	In the bathroom.
	In the living room.	Yes, there she is!
	Where is he?	

Answers: 1 Grandma, in the kitchen; 2 Grandpa, in the dining room; 3 Dad, living room; 4 Mum, in the bathroom

- ▶ Play the track again and encourage pupils to sing along.



It is a good idea to make a song book where pupils can add the new songs as they learn them. At the end of the year, they can take it home and share it with their family.



p33

- Pair up pupils and draw their attention to the boy in Activity 2, Fred. Read the speech bubble and tell them to look at the pictures of Fred's family and to choose the correct option. Call some pupils to read out the answers.

Answers: 1 mum; 2 grandpa; 3 dad; 4 grandma



- ▶ Pair up pupils. Tell them to draw a member of the family in the bedroom. Then, pupils show their drawing to the class and sing a stanza with the family member they have drawn.

Closing activities

- Give out copies of the photocopyable material on page 80 and some cardboard paper. Tell the class to cut out the wheel and the arrow and to stick them onto the cardboard paper. Then, tell them to draw a room of the house in each section and a family member in each room. Then, they fix a paper fastener through the hole in the wheel. Pair up pupils and have them play Spin and say. They use the wheel and ask his/her partner where a family member is. P1 spins the wheel and asks, *Where is (Mum)?* P2 answers, *She is in the (living room)*. Pupils take turns using their wheel and asking and answering questions. Walk around and monitor.
- Sing the 'Goodbye song'.

Note: Ask pupils to bring magazines for next class.



LESSON 6



Lesson objectives:

- ▶ To discuss the importance of helping at home.

Materials: flashcards of family members and rooms of the house, word cards of family members and rooms of the house, a flyswatter, photocopiable material (page 81), magazines, scissors, glue, cardboard paper

Lesson starters

- Sing the 'Hello song'.
- Sing the song in Lesson 5.
- Play Memotest!: Stick some flashcards of members of the family and rooms of the house and the corresponding word cards for both categories on the board in random order. Ask pupils to look at the flashcards and the words for two minutes and remember where they are. After the allotted time, turn the cards face down. Divide pupils into groups. Ask a representative from one of the groups to choose two cards (a picture and a word). If they match, the group scores a point. If not, the cards go back to their places. Play several times.
- Play Hit the word: Stick the flashcards of the rooms of the house and word cards of family members on the board. Divide the class into two teams. Call a volunteer from one of the teams and give him/her a flyswatter. Say a word and the pupil should listen and hit the correct word with the flyswatter. If it is correct, the team scores a point. Do the same with members of the other team. Play several times.
- Give out copies of the photocopiable material on page 81 and ask pupils to draw their favourite room of the house. Set a time limit. Then, ask pupils to show their drawing to the class and encourage them to say, *My favourite room is ...*



Page 30

1

- ▶ Ask pupils to open their books at page 30. Draw their attention to the icon on top of the page. Ask in L1 what they can see. You may also ask in L1, *What is Trip doing? Does he look like a common robot? Why?*
- ▶ Tell pupils to look at the pictures and call their attention to the different situations. Explain in L1 that it is very important to help at home with very simple things. Do a brainstorming by asking them in what way they can help at home. Accept different answers in L1.

- ▶ Pair up pupils and ask them to look at the different pictures again and draw a happy or sad face according to each situation.
- ▶ Do class correction. Have pupils justify their choice.

Answers: 1 😊; 2 😊; 3 😊; 4 😊



- ▶ Ask pupils to think of one way in which they can help at home. Give them some time to think. Then, tell them to go to Activity 2 and draw in their books the way in which they can help. Set a time limit. Invite pupils to show their drawing to their classmates. Have them vote for the best drawing.

Closing activities

- Divide pupils into small groups. Ask them to take out the magazines and to look for photos showing people helping at home. When they find a picture, they cut it out and stick it on a large sheet of cardboard paper to make a collage. Ask groups to show the rest of the class their collage. Put them on display in the classroom.
- Sing the 'Goodbye song'.

LESSON 7

Lesson objectives:

- ▶ To review family members.
- ▶ To ask and answer about place.
- ▶ To review rooms in the house.
- ▶ To review toys.

Materials: photocopiable material (page 82)

Lesson starters

- Sing the 'Hello song'.
- Pair up pupils and give out copies of the photocopiable material on page 82. Pupils have to find the names of six rooms of the house in the snail and then write them under the corresponding pictures. Provide an example first. Once they have finished, invite some pupils to write the words on the board for class discussion.
- Draw a table on the board divided into two columns and write the headings: *Rooms of the house* and *Family*. Write different words corresponding to the two categories on the board in random order. Pair up pupils. Explain that they are to write the words in the corresponding column in their notebooks. Provide an example first. Set a time limit. Then, call volunteers to write the words on the board so that they can all check.



Page 31

MPT p33

- Pair up pupils. Ask them to look at the pictures in Activity 2 and circle the correct option. Set a time limit. Do class correction.
Answers: 1 She, bathroom; 2 He, living room
- Tell pupils to imagine where Trip is. Give them some time to think and draw a room of the house where Trip is. They should complete the sentence in the book: 'Trip is in the ...'. Then, pair up pupils. P1 asks, *Where is Trip?* P2 answers according to his/her drawing, eg: *He is in the kitchen*. Then, they switch roles. Call volunteers to act out the mini-dialogue.



- ▶ Ask pupils to open their books at page 31 and focus their attention on the pictures in Activity 1. Ask them questions about the characters in random order, eg: *Where is (Kate)?* Encourage them to answer, *She is in the (living room)*. Repeat the procedure with all the characters.
- ▶ Draw their attention to the different toys in the activity. Say the toys in random order and ask them to point to them in their books.
- ▶ Tell them that they are going to play a game. Pair up pupils. P1 chooses a toy and P2 looks for the toy and says where the toy is. Provide an example first. Walk around and monitor. Help if necessary. Set a time limit. Choose some pupils to ask and answer about the toys.



- ▶ Refer pupils to page 70 and have them read the words in the banner for this unit (section in green).
- ▶ Tell pupils to look at the picture on pages 70 and 71, and find in it grandpa and the parts of the house listed in the banner. Explain to them that one of those words has not been included in the picture. They put a tick next to the words they find and a cross next to the one that is not included (living room). Then, have them say the words. You can also have them find grandma in the picture.

Closing activities

- Sing the family song in Lesson 5. Divide the class into two groups and hold a singing competition.
- Sing the 'Goodbye song'.

Lesson objectives:

- ▶ To review party food items.
- ▶ To review numbers.
- ▶ To review parts of the house.

Materials: audio tracks 05 and 21, flashcards of party food, a flyswatter, photocopiable material (page 83)



Page 34

Lesson starters

- Sing the 'Hello song'. Divide the class into groups and have each group sing the song with a different rhythm.
- Tell pupils to imagine it is your birthday today. Encourage them to sing the song in Unit 1 Lesson 3 (track 05). Praise their effort and their performance.
- Stick the flashcards of party food on the board. Make sure pupils can identify the items shown. Divide the class into two teams. Call one volunteer from one of the teams. Give the pupil a flyswatter. Explain that you will say a word and that he/she should listen and hit the correct word with the flyswatter and a member of his/her team should say the word aloud. If it is correct, the team scores a point. Do the same with members of the other team. Play several times.

1



- Ask pupils to open their books at page 34. Draw their attention to the pictures in the activity.
- Ask pupils to describe what they can see in each picture. Ask, *What can you see on the table? How many hot dogs can you see? How many candles? Is there any orange juice on tables 1 and 2?*
- Once they have described both pictures, pair up pupils and ask them to decide which silhouette on the right corresponds to each picture. Set a time limit. Call volunteers to say the answers.

Answers: 1 b; 2 c

2



- Draw pupils' attention to the pictures in Activity 2. Ask them to look at the different cakes and count the candles on each cake.
- Tell pupils that they are going to listen to two children, Sam and Clara, talking about their ages. Tell them to listen to and circle the correct cake for Sam and Clara.
- Play track 21 twice. Give pupils some time to do the activity. Do class correction.

Audioscript

1 Sam: Hi, I am Sam. Today is my birthday. I am 10 years old.

2 Clara: Hello! My name is Clara. I am 5 years old.

Answers: 1 cake with 10 candles; 2 cake with 5 candles

Closing activities

- Pair up pupils and give out copies of the photocopiable material on page 83. Explain to them that they are going to listen to you reading some texts and that they have to identify the boys and girls in each room, ie: write their name and age in the corresponding box. Tell pupils that there are an extra boy and girl. Do class correction.
Script to be read by the teacher:
Hello! My name is Jim. I am 8! I am in the living room now.
Hi, there! I am Tommy. I am 6! I am in the kitchen now.
Hello! My name is Susan. I am 9! I am in the bedroom now.
Hello! I am Mary! I am 10! I am in the dining room now.
- Sing the 'Goodbye song'.

Lesson objectives:

- ▶ To review parts of the body.
- ▶ To review party food items.
- ▶ To review instructions.



Page 35

Lesson starters

- Sing the 'Hello song'.
- Draw a chart on the board. Divide it into two columns, with the headings *Party food* and *Parts of the body*. Write different words corresponding to the two categories on the board in random order. Pair up pupils. Explain that they will have to write the words in the corresponding column in their notebooks. Provide an example first. Set a time limit. Call volunteers to write the words in the columns on the board to check.



- ▶ Tell pupils to open their books at page 35. Draw their attention to the pictures and ask them to identify the different parts of the body.
 - ▶ Pair up pupils. Ask them to match the numbers with the corresponding letters. Provide an example first. Then, call volunteers to say the answers.

Answers: 1 d; 2 e; 3 c; 4 a; 5 b

- ▶ Focus pupils' attention on the incomplete sentences below the pictures. Tell them to complete them with the words shown on pictures 1–5. Provide an example first. Do number 1 altogether. Set a time limit. Then, call volunteers to say the answers.

Answers: 1 legs; 2 arms; 3 feet; 4 mouth; 5 hands

- ▶ Tell pupils that this is a chant. Say the chant, clarify vocabulary doubts and ask pupils to repeat after you. Say the chant again and encourage them to say the chant and do the actions.
 - ▶ When they are familiar with the chant, they can repeat it in different ways: fast and slow, in a high voice or in a low voice, etc.

Closing activities

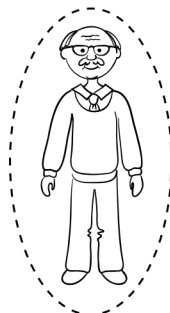
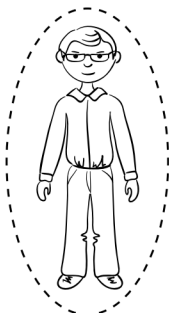
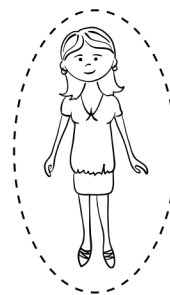
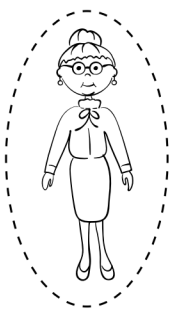
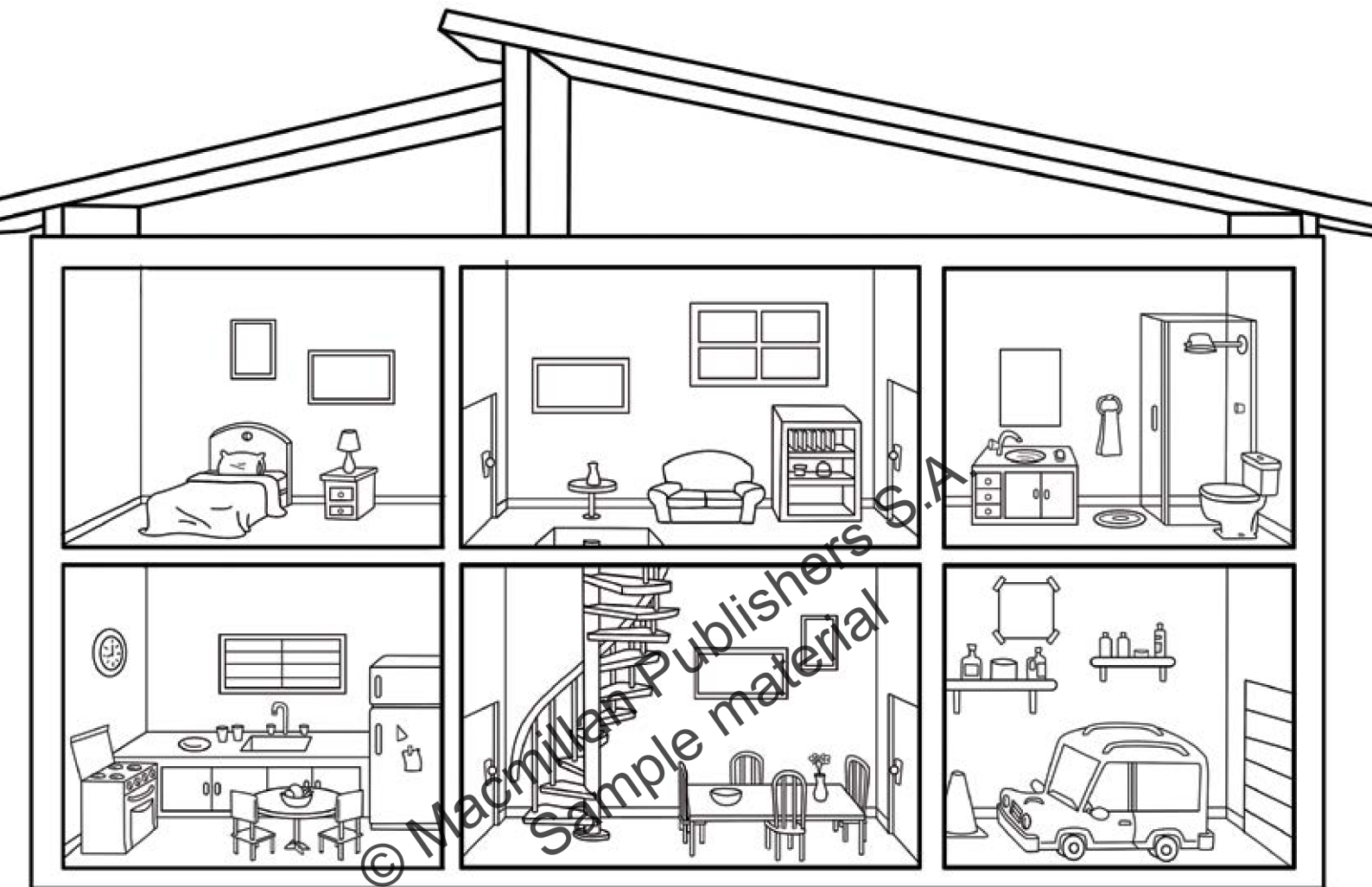
- Play Trip says!: Tell pupils to stand up. Say, *Trip says, 'Touch your head!'* Pupils touch their head. Tell pupils to follow the instructions only when they are preceded by the phrase 'Trips says'. Continue giving instructions with different parts of the body. If pupils follow the instructions not preceded by 'Trip says', they sit down. Provide an example first. Play several times. You may invite some pupils to give the instructions. The last pupil to remain standing is the winner.
- Sing the 'Goodbye song'.

My family tree

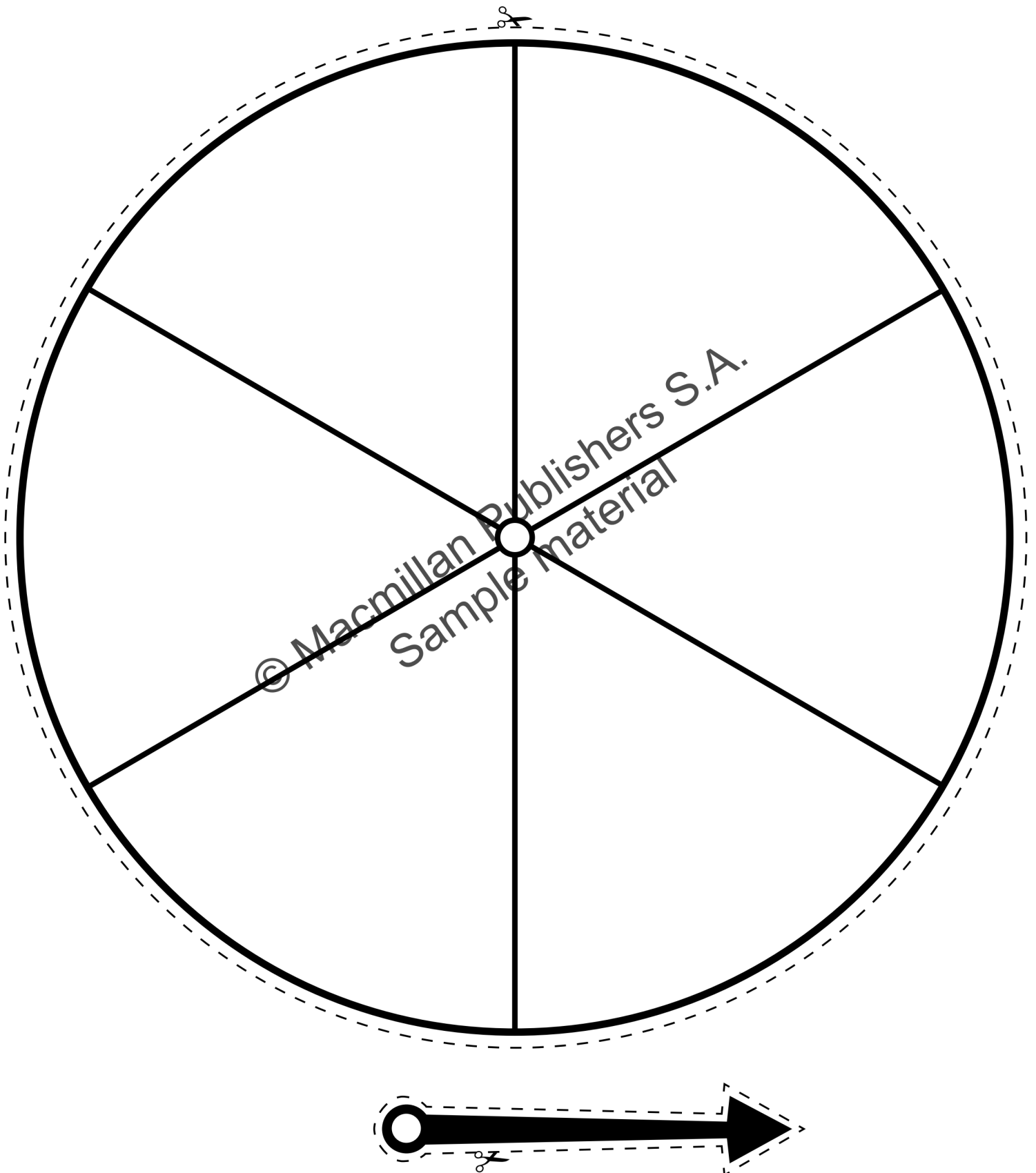


Unit 3 • Lesson 3

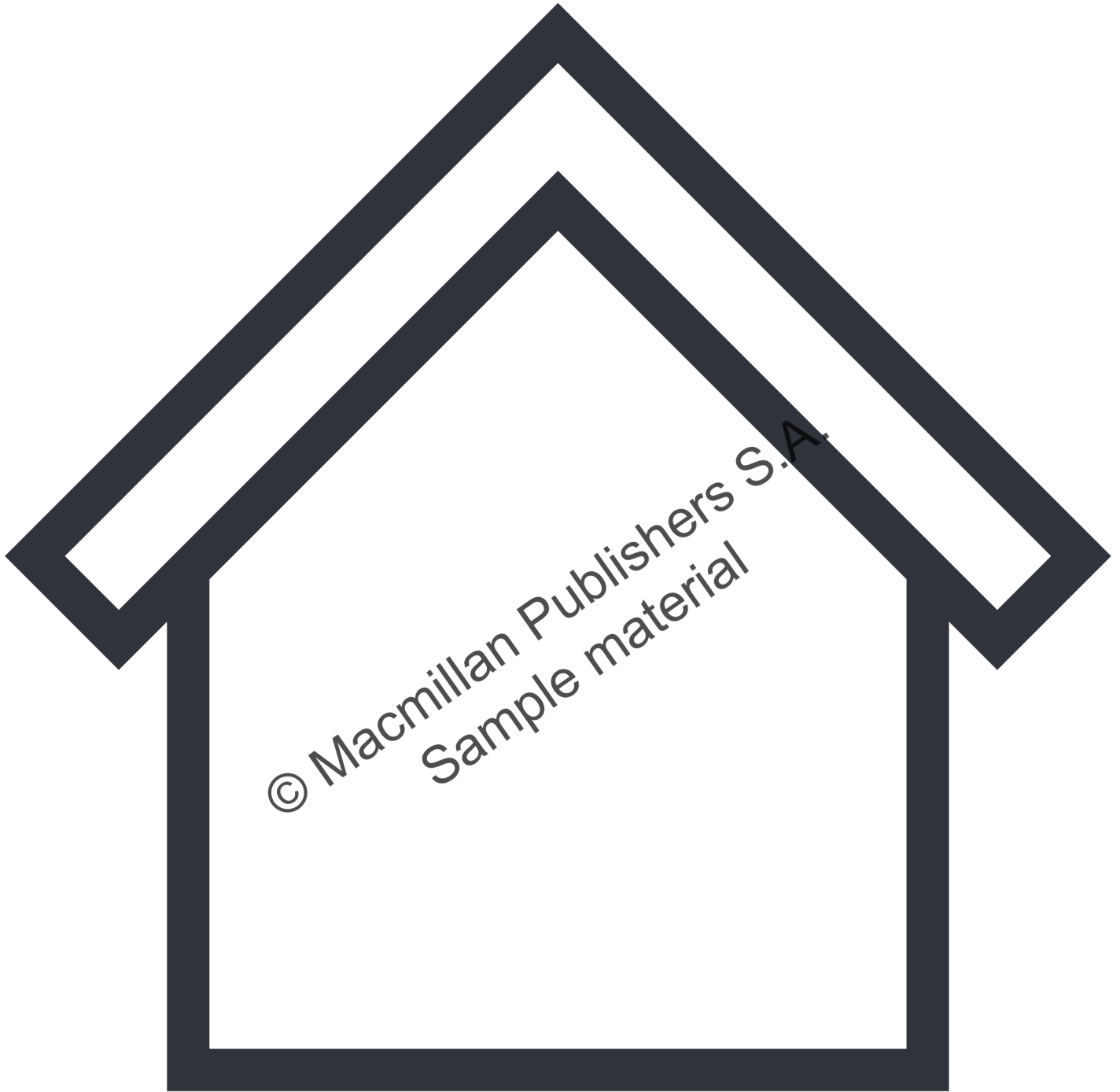
Where is the family? Choose, stick and say.



The house wheel



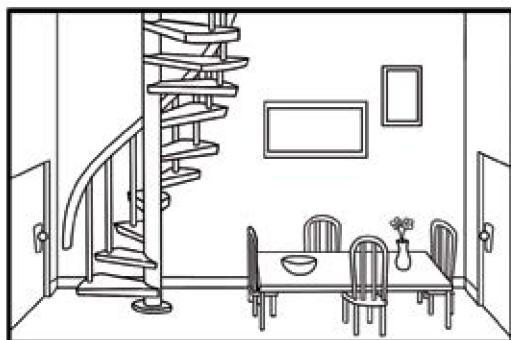
My favourite room



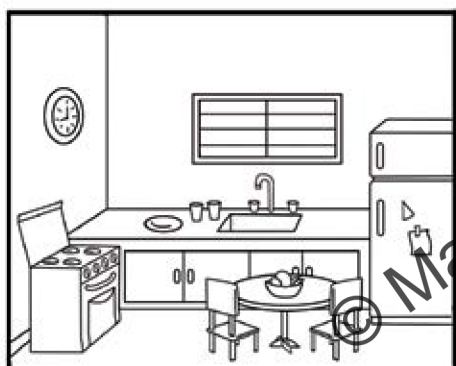
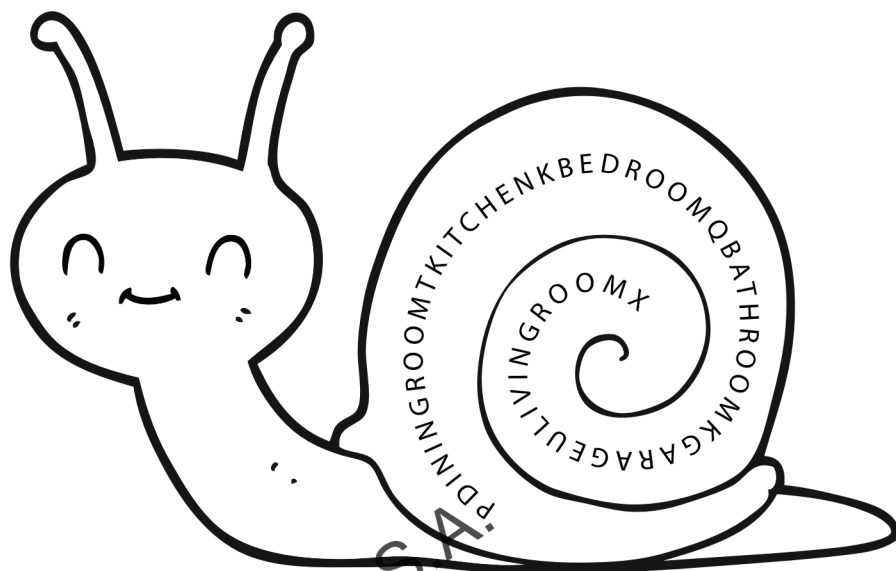
My favourite room is _____.

Unit 3 • Lesson 7

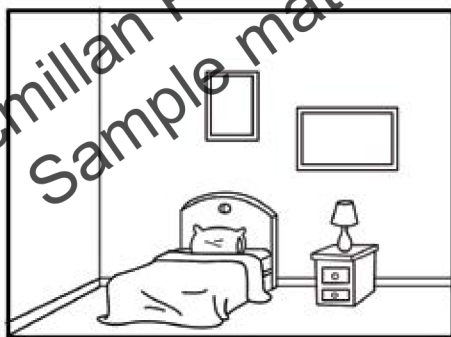
Find and circle 6 words. Then look and write. 



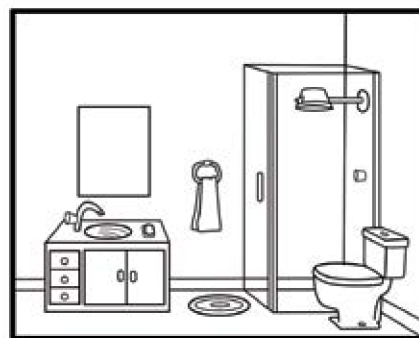
1 _____



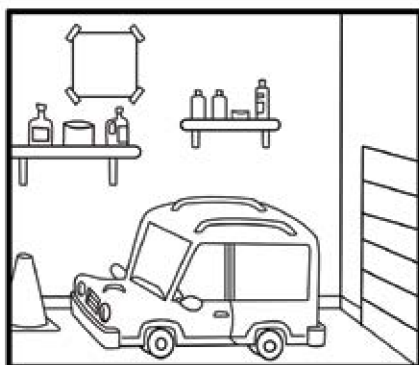
2 _____



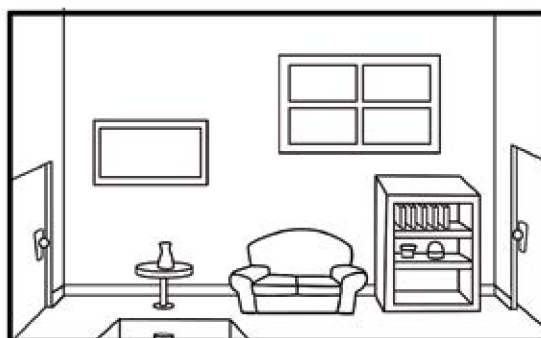
3 _____



4 _____



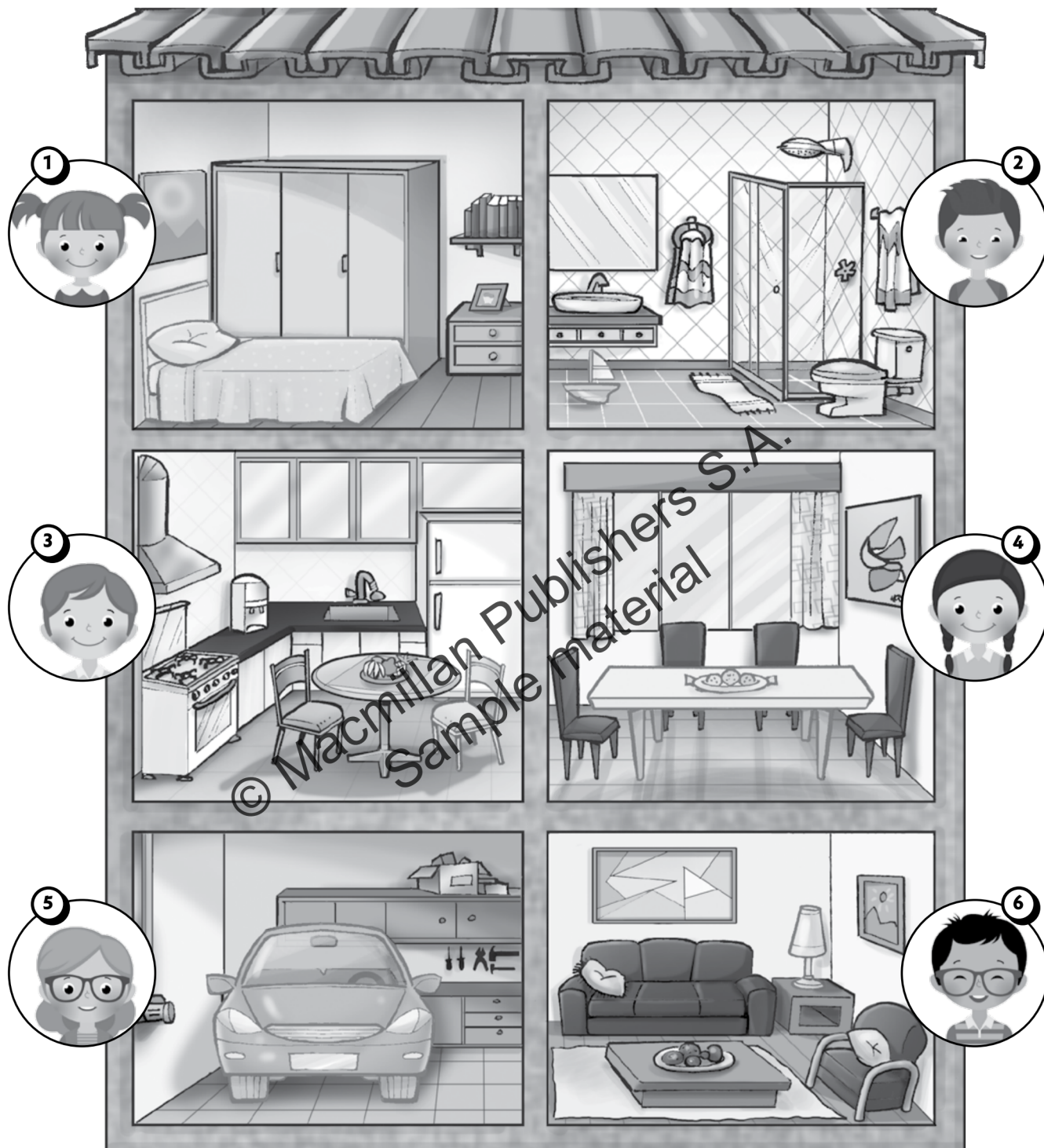
5 _____



6 _____

Activate

Who am I? Listen to your teacher and write. 



1 Name: _____
Age: _____

2 Name: _____
Age: _____

3 Name: _____
Age: _____

4 Name: _____
Age: _____

5 Name: _____
Age: _____

6 Name: _____
Age: _____