

## PLANIFICACIÓN ANUAL<sup>1</sup>

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
<b>1</b> <b>Alphabet soup</b>	10 a 15 horas	Vida cotidiana: yo y mi familia; yo y mis amigos.	Presentarse. Saludar. Preguntar el nombre de alguien. Reconocer los días de la semana. Reconocer las letras del abecedario. Deletrear palabras.	Saludos: <i>Hello! Hi! Goodbye! Bye!</i>  El abecedario: <i>Spell your name, please.</i>  Los días de la semana: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> <i>What is your favourite day?</i>  <i>be: What is your name? I am... / My name is ... Are you Clara? Yes I am. / No, I am not.</i>	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 (saludar, pedir permiso, entre otros).	<b>Respetar tu turno.</b>  Identificar los momentos en los que se debe respetar el turno.  Ser respetuoso en público.

<sup>1</sup> 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 Shapes around us	10 a 15 horas	Vida cotidiana: yo y mis objetos y muebles. Las formas que nos rodean.	Reconocer formas. Reconocer colores y números. Reconocer objetos de la casa y muebles. Preguntar por los colores, formas, objetos de la casa y muebles.	Formas geométricas: <i>circle, rectangle, star, square, triangle</i>  Revisión: colores y números  Muebles y otros objetos de la casa: <i>bookcase, clock, cooker, fridge, sink, sofa</i>  <i>be: Is it red?</i> <i>Is this/it a triangle?</i> <i>Yes, it is. / No, it isn't.</i> <i>This is my/a green sofa.</i>	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.	<b>Respetar las reglas de juego.</b>  Capacidad de comprender la importancia de las reglas cuando se juega y las implicancias del quiebre de estas.
3 A dream job	10 a 15 horas	Vida personal y en sociedad: profesiones.	Reconocer y nombrar profesiones. Preguntar por las profesiones. Su importancia. Reconocer y utilizar los pronombres personales de 3ª persona singular, masculino y femenino.	Profesiones: <i>bus driver, engineer, dentist, doctor, firefighter, football player, police officer, singer, teacher, vet</i> (revisión)  El artículo indeterminado <i>a y an: a doctor, an engineer</i>  <i>be: I am a doctor. I am an engineer. Are you a firefighter? Yes, I am. / No, I am not. He is a vet. She is a teacher.</i>  Pronombres personales <i>he y she: He is Nick. She is Mary.</i>	Historieta	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.	<b>Pedir ayuda.</b>  Ser capaz de reconocer cuando debemos pedir ayuda.

## 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 Tall or short?	10 a 15 horas	Vida personal y en sociedad: describir personas y animales que nos rodean, siempre respetando las diferencias.	Reconocer y nombrar adjetivos. Describir personas y animales. Reconocer y nombrar partes del cuerpo: ojos y cabello. Discriminar adjetivos posesivos masculinos y femeninos.	Adjetivos calificativos: <i>cute, short, strong, tall, ugly, blonde, long</i>  Partes del cuerpo: <i>eyes, hair</i>  <i>be: Is your sister strong? Yes, she is. / No, she isn't. It is short. It is not cute. His eyes are green. Her hair is long.</i>  Adjetivos posesivos: <i>his, her</i>	Historieta  Texto descriptivo breve  Texto descriptivo breve (Activate)	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 participación en dramatizaciones, rondas infantiles, juegos y otras instancias lúdicas que impliquen interacción oral.  El reconocimiento de la vinculación entre la lectura y la escritura como modo de favorecer el proceso de aprender a escribir.	<b>Ayudar a los amigos.</b>  Reconocer la importancia de la amistad en este estadio etario.
5 The farm	10 a 15 horas	Vida cotidiana: yo y los animales de la granja. La vida en la granja.	Reconocer y nombrar los animales de la granja. Describir los animales. Preguntar dónde están los animales. Su localización. Reconocer las formas plurales.	Animales de la granja: <i>cow, duck, hen, horse, pig, sheep</i>  Las formas plurales: <i>They are ducks.</i>  <i>be: Where is the cow? There it is! His sheep is hungry. Her hen is brown.</i>	Historieta  Canción	La escritura gradual y progresiva de textos breves en soporte físico o digital (carteles, afiches, entre otros) que suponen la frecuentación de ejemplos de textos que puedan servir de modelos a partir de los cuales trabajar la propia escritura.  La participación en dramatizaciones, rondas infantiles, juegos y otras instancias lúdicas que impliquen interacción oral.	<b>Respetar el hábitat de los animales.</b>  Reconocer la importancia de los diferentes hábitats naturales.  Concientización de los riesgos y los daños que producen el quiebre de los hábitats naturales.

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6 My clothes	10 a 15 horas	Vida cotidiana: yo y mi ropa.	Reconocer y nombrar artículos de ropa. Describir la ropa. Preguntar sobre la ropa que está usando alguien. Expresar gustos y preferencias.	Prendas de vestir: <i>cap, dress, sandals, shorts, skirt, socks, sweater, T-shirt, trainers, trousers</i>  Present continuous ( <i>wearing</i> ): <i>What are you wearing? I am wearing red sandals.</i>  <i>be: Her socks are yellow. His cap is red.</i>  <i>like: I like your trousers!</i>	Historieta  Canción  Texto descriptivo breve (Explore)	La lectura de textos breves y simples de diferentes géneros discursivos, relacionados con diferentes temáticas y acordes al momento de escolaridad y a las condiciones de enseñanza.  La participación en dramatizaciones, rondas infantiles, juegos y otras instancias lúdicas que impliquen interacción oral.	<b>Donar la ropa que ya no usamos.</b>  Concientizar sobre la importancia de donar a quien lo necesite.  Respetar otras realidades.

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Sample material





Page 43



## TEACH YOUNG LEARNERS:

**Vocabulary and grammar:** Young learners usually learn chunks of language, which combine vocabulary and grammatical structures in a holistic way. They do not analyze the grammatical structure into its components; they learn, for example, 'I've got' as a single item. As they grow older, they develop the ability to notice and analyze language forms and functions more explicitly. When teaching vocabulary to young learners, it is very important to teach concrete vocabulary items which are related to their environment and personal experience through pictures, flashcards, miming or realia. As children grow older, they can deal with more abstract concepts. Practising vocabulary through games, songs, rhymes, drama, arts and crafts activities provides learners with opportunities to use and manipulate the language in different and meaningful contexts. This helps them to store the new words into their long term memory. Children learn new words very easily, but they also forget them very quickly. Therefore, it is vital to recycle vocabulary regularly in different contexts and situations.



## PRACTICAL IDEAS:

Teaching vocabulary has three important stages: presentation, practice and recycling. Games and amusing activities are great to anchor the new language and to have fun at the same time. These are well tried and tested vocabulary games:

- **Dice game:** Use a big and soft dice. On the board write the vocabulary categories you will be playing with, eg: 1: Colours, 2: Animals, 3: Numbers, 4: Days

of the week, etc. Pupils roll the dice and see what they get, eg: if they get number 2 (animals), they name three examples. Increase the number of answers pupils generate to make it more challenging. You can play individually or in groups.

- **Scavenger hunt:** Give pupils a list of items to find in the book, eg: a red book, a blue triangle, two boys, etc. Pupils work in groups and they find these elements in different units. The first group to find all the items is the winner. They then describe the items on the list.
- **I say two you add one:** You need a ball. Toss it to a pupil and say two animals, colours or items belonging to a vocabulary area they have studied. The pupil catches the ball, repeats the two items you have said and adds one more.

## Page 43

- Tell pupils to open their books at page 43 and look at the pictures. Ask, *Where is Trip?* (in a hall of mirrors) *What is he doing?* (looking at his distorted images) Allow L1. Explain that these mirrors are popular in fun fairs or amusement parks. Ask pupils if they have ever looked at themselves in this kind of mirrors and how they felt.
- Hold up your book, point to the pictures and focus pupils' attention on the way Trip looks in each picture. Mime the adjectives (strong, tall, short, ugly and cute) and point to the corresponding picture.
- Ask pupils which of the images they like the best. Have them justify their answers. Allow L1.

### Lesson starters

- Sing the 'Hello song'.
- Draw a three-column table with these headings: *Shapes, Objects* and *Professions*. Write different words corresponding to the three categories on the board in random order. Pair up pupils. Explain that they 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 on the board so that they can check.

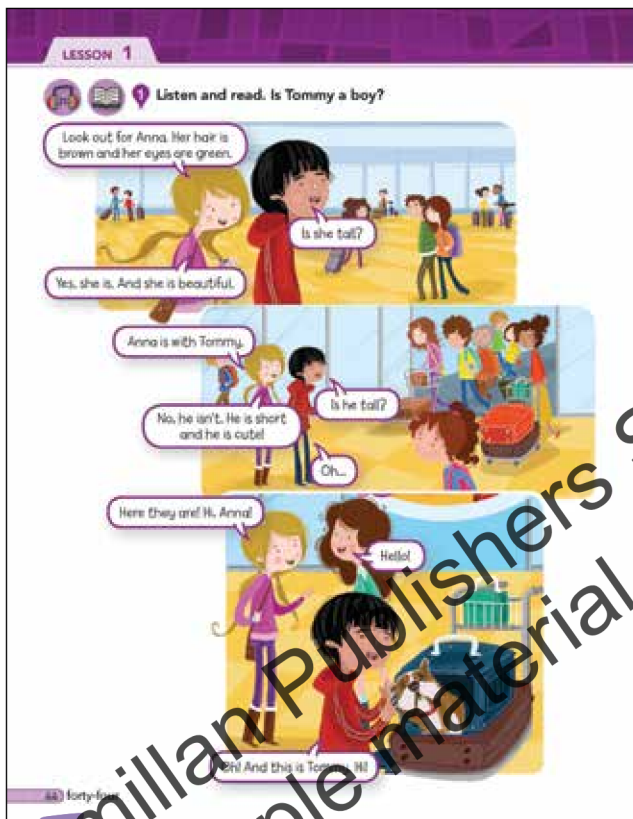


### TIP

It is important to include this kind of task as categorizing is vital for proper language use.



- ▶ Ask pupils to open their books at page 44. Focus their attention on the pictures. Go frame by frame and ask the following questions to contextualize the scene, *What can you see?* (people, boys and girls) *Where are they?* (at the airport) *What are they doing?* (They are looking for someone or they are waiting for a friend) Allow L1 to answer some of the questions.
- ▶ Play track 21 to check their predictions.
- ▶ Play the track again. Pupils listen and read. Remind them to follow the words with their fingers as they read and listen. Then, they answer the question 'Is Tommy a boy?' (No, he isn't. He is a dog.)
- ▶ Invite pupils to read and listen to the story again. Play the track once more.



Page 44

- ▶ Divide pupils into groups of three and give them some time to practise the dialogue. After the allotted time, invite some groups to act it out.
- ▶ Stick flashcards showing people who are strong, tall, short, ugly and cute on the board. Point to each picture and say the word. Encourage pupils to repeat after you.

### Optional activities

- Stick the flashcards of the unit in a row on the board. Pupils say the words. Remove the flashcards one by one. Point to where they were and pupils repeat the words as if they were still there. Make gestures to identify each adjective. Then, say an adjective, eg: *strong*, and invite pupils to mime the word.
- Give out the flashcards to different pupils. Tell them not to show it to anyone. When the teacher says the adjective, the pupil with that flashcard holds it up and says the word. Repeat the same with the rest of the adjectives.

### Closing activities

- Play Memotest: Stick flashcards showing different adjectives and cards with the corresponding words in random order. Tell pupils that they have 2 minutes to memorize where the flashcards and their corresponding words are. Then, put the flashcards and word cards face down. Divide the class into two teams. Choose one pupil from each team to come to the front and turn over two cards. If they match, then the team scores a point. If not, the cards are turned over in the same place and pupils go on playing.
- Show pupils a picture of a boy and a girl in any context. Then, show a flashcard showing an adjective, for example 'tall', and say, *The boy is tall*. If it is correct, pupils stamp their feet; if it is incorrect, they clap their hands. Repeat this several times.
- Sing the 'Goodbye song'.

**Note:** Ask pupils to bring some magazines for the following class.



## LESSON 2

### Lesson starters

- Sing the 'Hello song'.
- Play Mime and guess: Call a pupil and whisper an adjective for him/her to mime. The rest of the class watches and guesses. Encourage pupils to ask, *Are you ...?* The pupil who guesses mimes another adjective.



- Ask pupils to open their books at page 45. Focus their attention on the pictures in the activity.
- Play track 22 pausing after each adjective for pupils to point to and repeat. Highlight the pronunciation of some of the adjectives used.

### Optional activity

Play Pass the ball: Ask pupils to stand in a circle. They pass a soft ball round the circle while the music plays. When the music stops, you show a picture showing an adjective, eg: 'tall', and the pupil with the ball makes a sentence, eg: *I am tall*. If it is correct, you start the music again and get pupils to carry on passing the ball round. If it is incorrect, you may ask another pupil to help him/her and then you go on. Repeat this several times.



- Pair up pupils. Ask them to look at the pictures and complete the sentences. Set a time limit. Then, call volunteers to read out the sentences or to write the words on the board.

**Answers:** 1 strong; 2 tall; 3 ugly; 4 cute

UNIT 4 LESSON 2

1 Listen, point and say.

1 tall 2 short 3 ugly 4 cute 5 strong

2 Look and complete. Then say.

1 Jim is \_\_\_\_\_ 2 Paul is \_\_\_\_\_

3 The monster is \_\_\_\_\_ 4 The cat is \_\_\_\_\_

3 Talk about your family with a friend. Use tall, short and strong.

forty-five 45

Page 45



- Pair up pupils. Focus their attention on the word snake. Tell them to find five words. Set a time limit. Then, call some volunteers to provide the answers.

**Answers:** ugly, short, tall, strong, cute

Then, focus pupils' attention on the monsters: Mush and Rudus. Tell them to choose words from the word snake and to complete the sentences. Provide an example first. Set a time limit. Do class correction.

**Answers:** Mush: He is ugly and short. He is not cute.  
Rudus: He is tall and strong. He is not cute.



- Ask pupils to open their books at page 45. Pair them up. Tell them that they have 2 minutes to think about the members of their family.
- They should talk about their family with their partners and use the adjectives 'tall', 'short' and 'strong'. Write some useful language on the board, eg: *My mother/father/brother/sister is ... and ... He/She is not ...*
- Monitor pupils' work. Then, choose some pairs to speak.



**TIP** It is important to write useful language on the board when you are dealing with a speaking or writing activity. This kind of support is essential for learners to complete the task successfully, especially for weak learners.



- Pair up pupils. Tell them to find the word hidden in each circle and write them on the lines. After that, ask pupils to match the words with the corresponding pictures. Provide an example. The first pair to finish is the winner.

**Answers:** 1 strong; 2 cute; 3 tall; 4 short / 1a; 2b; 3c; 4d

### Closing activities

- Divide pupils into groups of four. Give out a piece of coloured cardboard paper to each group. Tell pupils to take out their magazines and look for people who are tall, short, strong, etc and stick them on the sheet of cardboard paper. Encourage the groups to write sentences. If it is necessary, write some useful language on the board.
- Sing the 'Goodbye song'.

## LESSON 3

### Lesson starters

- Sing the 'Hello song'.
- Play Picture card bingo: Ask pupils to get the cut-outs of adjectives that are at the back of the book ready to use. Tell them to choose four and lay them face up on their desks. Call out the adjectives in random order. Pupils turn their cards over when they hear the words. When they have turned all their cards, they say, *BINGO!*



- Ask pupils to open their books at page 46. Make them read the 'Look!' box. Explain that when we talk about a girl we use 'she' and when we talk about a boy we use 'he'. Focus their attention on the short answer.
- Tell pupils to listen to different questions. They look at the pictures and circle the correct answer. Play track 23 and stop after each question.
- Play the track again so that pupils can check their answers.
- Call volunteers to provide the answers.

#### Audioscript

1 Is your sister strong? 2 Is your father strong? 3 Is Tim short? 4 Is Jerry short?

Answers: 1 No, she isn't. 2 Yes, he is. 3 Yes, he is. 4 No, he isn't.

### Optional activity

Play a guessing game: Call a volunteer. He/She chooses a flashcard or picture of a person. Pupils should ask their classmate *Yes/No* questions to guess the adjective, eg: *Is it a boy or a girl? Is he/she tall/short?* The pupil holding the picture answers. The pupil who guesses, takes over.

**LESSON 3**

1 Listen, look and circle.

1 a Yes, she is. b No, she isn't.

2 a Yes, he is. b No, he isn't.

3 a Yes, he is. b No, he isn't.

4 a Yes, he is. b No, he isn't.

Look! Is your sister strong? Yes, she is. Is Tim short? No, he isn't.

2 Read, look and guess the monster.

It is strong and tall. It is not short. It is not cute. It is ugly. Monster number: \_\_\_\_\_

3 Choose your monster and play a guessing game.

Is it strong? Yes, it is. Is it short? No, it isn't.

Page 46



- Pair up pupils. Focus their attention on the pictures of monsters in the activity.
- Tell pupils to read the description and guess the monster. Set a time limit. Then, call a volunteer to provide the answer.

Answer: 4

### Optional activity

Pair up pupils. Ask them to choose a monster 1–3 from Activity 2 and write a description similar to the one in the book. Write some useful language on the board. Set a time limit. Then, call different pairs to read their descriptions for the class to guess the monster.



- Pair up pupils. One pupil chooses a monster and keeps it secret. The other pupil asks *Yes/No* questions to try and guess it. Explain that for monsters we use 'it'.
- Play with the whole class to provide an example first. Then, pairs play. Walk around and help if necessary.



### TIP

For a speaking activity to be successful, it is important to establish clear goals and to be sure that the language demands are within pupils' level of competence. It is vital to model first.



- Pair up pupils. Ask them to write the questions, look at the pictures and then circle the correct answers. Do class correction.

Answers: 1 Is Fred strong? Yes, he is. 2 Is Monica short? Yes, she is. 3 Is Tobias short? No, he isn't. 4 Is the monster ugly? Yes, it is. 5 Is the cat cute? Yes, it is.

### Closing activities

- Play Spell and hit: Write adjectives on the board. Divide the class into two teams. Call two volunteers from one of the teams. Whisper one of the words to one of the pupils. He/She spells the word. The other pupil listens to the spelling and touches the word. If it is correct, the team scores a point. Play several times.
- Sing the 'Goodbye song'.



## LESSON 4

### Lesson starters

- Sing the 'Hello song'.
- Hold up a picture of a person showing certain characteristics, eg: 'strong', and say, *He is strong*. If it is correct, pupils stamp their feet; if it is incorrect, they clap their hands. Repeat this several times.
- Divide the class into groups of four or five. Each group sits in a circle on the floor. Stick or draw on the board pictures of monsters showing the adjectives pupils know and write the monsters' names. Give an empty plastic bottle to each group. A pupil from each group spins the bottle and says an adjective, eg: *tall*. When the bottle stops, the pupil the bottle is pointing to makes a sentence about one of the monsters on the board using that adjective, eg: *Meck is tall*. Then, he/she says another adjective and spins the bottle. Repeat this several times.



- Ask pupils to open their books at page 47. Focus their attention on the picture and ask these questions to contextualize the scene, *What can you see?* (children) *Where are they?* (in the playground, at school) *What are they doing?* (talking and playing) Allow L1.

Play track 24 and they check their predictions.

Play the track again. Pupils listen and read. Explain the concepts of 'hair' and 'eyes' by pointing to your hair and eyes. Then, explain the concepts of 'long' and 'short' by gestures. Then, ask pupils to point to the girl's brother and the boy's sister in the picture.

Focus pupils' attention on the 'Grammar Trip' section and make them aware that when we talk about the girl's hair or eyes we use 'her' but when we talk about the boy's hair or eyes, we use 'his'.



Page 47

### Optional activity

Ask pupils to stand in a circle. They pass a soft ball round while music plays. When the music stops, the pupil with the ball introduces the pupil on his/her right and describes him/her, eg: *This is Pedro. His hair is ... and his eyes are ...* If it is correct, you start the music again and have pupils carry on passing the ball round. If it is incorrect, you ask another pupil to help him/her and then you go on. Provide an example first and write some useful language on the board. Repeat this several times.



TIP

Remember it is advisable to practise the new vocabulary and structures orally first and then do a writing task.



- Focus pupils' attention on the picture in Activity 2. Explain the concept of 'blonde'. Point to the photos of the blonde children.

Pair up pupils. Tell them to look at the picture and decide whether the sentences are correct or not. They write *Yes* or *No*. Provide an example first. Set a time limit. Call volunteers to provide the answers.

Answers: 1 No; 2 Yes; 3 No; 4 No; 5 No; 6 Yes



p52

- Pair up pupils. Focus their attention on the descriptions of Henry and Susan, and have them complete the blanks with 'his' or 'her'. Do class correction.

Answers: 1 His, His; 2 Her

Then, tell pupils to choose either Henry or Susan and draw him or her following the description.

### Closing activities

- Give out copies of the photocopiable material on page 79. Pair up pupils. Tell them to read the descriptions and write the names of the characters under each picture. Then, they complete description number 6. Do class correction.
- Sing the 'Goodbye song'.

**Note:** Ask pupils to bring a picture of their favourite football player, singer or actor/actress for the following class.

### Lesson starters

- Sing the 'Hello song'.
- Play a dice game: Stick pictures of people with different characteristics on the faces of a large-size dice. Pupils take turns to throw the dice and make a sentence according to the picture that they get, eg: *His hair is short*. Provide an example first. Repeat this several times.
- Pair up pupils. Give out copies of the wordsearch provided as photocopiable material on page 80. Pupils find eight hidden words. The first pair to finish is the winner. Walk around and monitor. Help if necessary.



- Ask pupils to open their books at page 48. Tell them to choose three classmates and keep it secret. Then, they complete the table with information about them and write their names.
- Explain to pupils that they should circle 'his' or 'her' according to the choice. Provide an example first.
- Call volunteers to read the descriptions for the class to guess who they are.



- Pair up pupils. Ask them to complete the descriptions with the words in the box.
- Provide an example first.
- Call volunteers to provide the answers.

**Answers:** 1 firefighter, strong, His; 2 singer, tall, Her

**LESSON 5**

Write about your friends and circle **His** or **Her**. Then play a guessing game as a class.

	Friend 1:	Friend 2:	Friend 3:
His / Her eyes are... (colour)			
His / Her hair is... (short or long)			
His / Her hair is... (colour)			

Look and complete.

1 This is Terry. He is a firefighter. He is strong.

2 This is Lena. She is a singer. She is tall. Her eyes are blue.

Page 48

### Optional activity

Stick six pictures of people with different characteristics face down on the board. Number them 1 to 6. Write **START** at the beginning and **FINISH** at the end. Divide pupils into two teams. Call a volunteer from one of the teams. Throw a dice. He/She turns over the picture with the number on the dice and makes a sentence describing the person in the picture, eg: *He is strong* or *Her hair is long*. If it is correct, the team scores a point.

If it is wrong, they miss a turn. Do the same with a volunteer from the other team. The winner is the group that gets to the Finish first.



p53

- Pair up pupils. Tell them to read the sentences and match them with the corresponding pictures. Provide an example first.

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

- Pair up pupils. Focus their attention on the pictures. Tell them to read the descriptions and circle the correct options. Provide an example first. Do class correction.

**Answers:** 1 Her, long, black, Her, brown; 2 His, short, blonde, His, small

### Optional activity

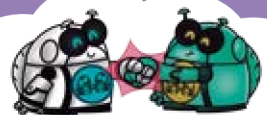
Ask pupils to take out the picture of their favourite football player, singer or actor/actress. Give a sheet of coloured paper to each pupil. Tell them to stick the picture and write a description of that person following the descriptions in Activity 6, My Practice Trip. Write some useful language on the board. Then, collect the descriptions and put them on display in the classroom.

### Closing activities

- Play Hangman: Put slips of paper with adjectives written on them inside a bag. Call one volunteer to pick one slip of paper. He/She reads the word to himself/herself and writes dashes on the board to represent each of its letters. The rest of the pupils try to guess the letters. If someone thinks they know the word, they can guess it. The pupil who guesses the word is the winner.
- Sing the 'Goodbye song'.

**Note:** Ask pupils to bring some magazine pictures of friends helping each other for the following class.





Help your friends.

### Lesson starters

- Sing the 'Hello song'. You may hold a singing competition, eg: boys vs girls.
- Place two chairs at the front of the class. Stick the word 'TRUE' on the backrest of one of the chairs and the word 'FALSE' on the other chair. Divide pupils into two teams. Call one volunteer from each team. Show them a picture of one person and describe him/her. If the description matches the picture, he/she sits on the 'TRUE' chair; but if the description doesn't match the picture, he/she sits on the 'FALSE' chair. The first pupil to sit on the correct chair is the winner and his team scores a point. Provide an example first. Play several times.



- Ask pupils if they help their friends and if so, how. Give them some minutes so that they can think about it individually and then ask them to put up their hands to provide their answers. Allow L1.
- Tell pupils to open their books at page 49 and draw their attention to the icon shown at the bottom of the page.
- Ask in L1 what they can see. You may also ask in L1, *Are the robots happy? Why? Why are they shaking hands? Now, invite them to read the statement. Ask, Are the robots friends?*



- Invite pupils to look at the pictures. Call their attention to the different situations. Explain in L1 that we should always help our friends because we love them and we want them to be happy.
- Pair up pupils. Ask them to look at the different pictures again. Tell them to draw a happy or sad face according to each situation. Set a time limit. Ask them to tell you their answers.

Answers: 1 😊; 2 😊; 3 😊; 4 😊



- Tell pupils to go on working in pairs. Tell them to read the sentences, look at the pictures in Activity 1 and circle the correct answer.
- Do class correction.

Answers: Picture 1: 😊; Picture 4: 😊

### Optional activity

Divide pupils into small groups. Ask them to take out the magazine pictures you asked them to bring the previous class and make a collage all together. They should stick the different situations onto a large sheet of paper the way they like. Set a time limit. Pupils show their collages to the rest of the class and explain how the people in the different situations are helping their friends.



### TIP

Put on display what pupils have made, either in the classroom or around the school. This gives them a sense of pride in their work.

### Closing activities

- Stick pictures of eight people showing different characteristics on the board. Number them 1 to 8. Divide the class into two teams. A pupil from one team says a number and a pupil from the other team describes the person in the picture. If the description is correct, the team scores a point. Provide an example before beginning to play. Repeat the procedure with the other team. Play several times.
- Sing the 'Goodbye song'.

## LESSON 7

### Lesson starters

- Sing the 'Hello song'.
- Play Noughts and crosses: Draw a 'noughts and crosses' grid on the board. Stick a picture of a person in each square. Divide the class into two teams: Xs and Os. A pupil from team X goes to the board and chooses a picture. He/She describes the picture. If it is correct, you remove the picture and draw an X in the square. If the description is not correct, the picture stays on. Repeat the same procedure with team O. The first team to get three Xs or three Os in a row horizontally, vertically or diagonally wins.



- Ask pupils to go back to page 43 and, in pairs, they describe Trip as we see him in the distorting mirrors. Provide an example first. Then, call volunteers to describe Trip to the class.



- Pair up pupils and ask them to open their books at page 50. Focus their attention on the pictures. Tell them to read the descriptions and match them with the correct pictures. Remind pupils that there is an extra one that is not to be used.
- Set a time limit. Call volunteers to provide the answers.

**Answers:** 1 b; 2 a; 3 c

**LESSON 7**

**Read, look and match.**

**Look and describe Trip.**

1 His name is Ralph. He is 10 years old. His hair is long and brown.

2 Look! Her name is Emma. Her hair is grey. She is happy. She is my grandma.

3 Emma is not tall, she is short. Her hair is black and her eyes are brown.

4

5

6

7

**My Project** Make a poster, draw and describe a superhero. Share with your friends.

50: 10y

51: 10y

Page 50

**MPT** p54

- Pair up pupils. Tell them to read the descriptions and colour the faces accordingly. Set a time limit. Then, call volunteers to show the way they have coloured the pictures. Focus pupils' attention on the last face. Tell them to finish the drawing the way they like best and then write a suitable description. Set a time limit. Invite some pupils to read their descriptions and show the pictures as well.

### Optional activity

Give out copies of the second activity provided as photocopiable material on page 80. Pair up pupils and have them read the descriptions and draw. Walk around and monitor. Praise their work. Invite pupils to show their work to their classmates.



### My Project

- Ask pupils if they like superheroes and why. Elicit the names of different superheroes and write them on the board.
- Divide pupils into groups of four or five. Give out a sheet of cardboard to each group. Tell them to choose a superhero and then draw and write a description of him/her. Write some useful language on the board, eg: the beginning of the sentences. Set a time limit. Walk around and help pupils if necessary.
- After the allotted time, each group goes to the front, shows the poster and reads the description. Encourage pupils to tell you why they have chosen that superhero. Put the posters on display.



### TIP

Always set a time limit for an activity. Pupils have short attention span, so activities should be short and varied.

### Closing activities

- Call a pupil to the front and ask him/her to imagine that he/she is tall/short/strong or that he/she has short/long hair, big/small eyes. The pupil mimes the characteristics for the class to guess.
- Sing the 'Goodbye song'.



## Activate

1

Look, count the professionals and write the numbers. Then say:



2

Read and write Yes or No.

Look! This is Nick. He is my brother. He is a police officer. He is tall and strong. His eyes are brown and his hair is short. And this is his pet, Lulubet. She is a big dog.



1 Nick is a firefighter. \_\_\_\_\_

2 Nick is not short. \_\_\_\_\_

3 His hair is blonde. \_\_\_\_\_

4 His dog is small. \_\_\_\_\_

Page 55

### Lesson starters

- a. Sing the 'Hello song'.
- b. Draw a two-column table on the board with these headings: *Professions* and *Descriptions* and write a number of words corresponding to the two categories in random order, eg: *firefighter, teacher, tall, strong*, etc. Then, pair up pupils. Explain that they 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 on the board so that they can check.



- 1
- Pair up pupils and ask them to open their books at page 55. Tell them that they have to look at the picture carefully and count the professionals.
- Call pupils' attention to the icons on the right side column. Elicit from them the professions they stand for. They look for bus drivers, engineers, police officers, firefighters and football players in the general picture.
- Pupils count and write the number in the box next to each icon.
- Set a time limit. Then, call volunteers to provide the answers.

**Answers:** 1 bus driver, 1 engineer, 3 police officers, 4 firefighters, 2 football players



- 2
- Focus pupils' attention on the picture. Ask them what they can see, where the man and the dog are, if the man is happy or sad, etc.
- Pair up pupils. Tell them to read the paragraph and to check the information by looking at the photo.
- Tell them to read the paragraph again and decide whether the statements provided are right or wrong. They write *Yes* if the statement is correct and *No* if it is incorrect.
- Set a time limit. Then, call volunteers to provide the answers.

**Answers:** 1 No; 2 Yes; 3 No; 4 No

### Optional activity

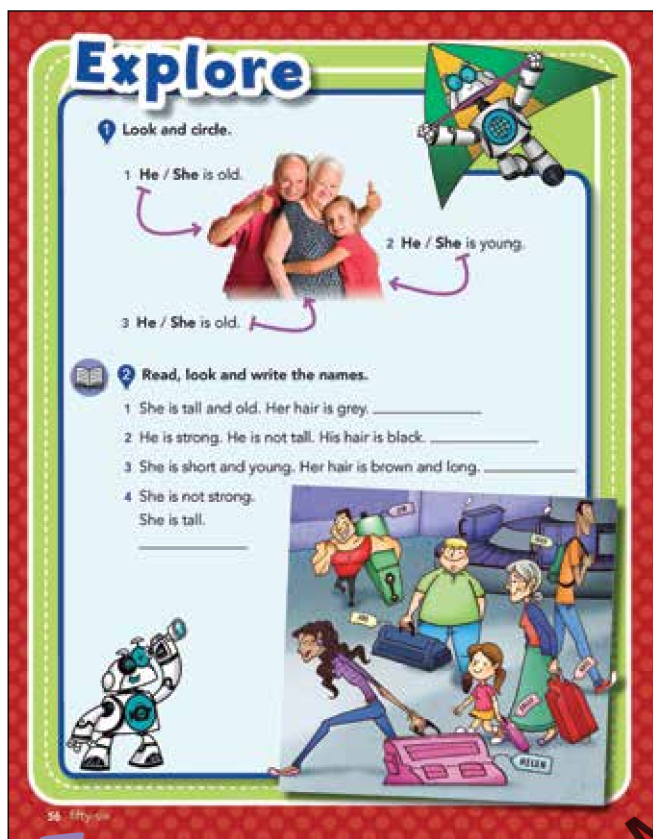
Tell pupils to write a similar paragraph about one member of their family and draw him/her. Provide useful language for them to use or the beginning of the sentences, eg: *This man/woman is ... He/She is a ... His/Her hair is ...*, etc. Set a time limit. Invite different pupils to read their paragraphs. Walk around and monitor. Provide help when necessary. You can collect the pieces of writing, check them and then put them on display in the classroom.

### Optional activity

Read out three false statements related to the picture in Activity 1. Pair up pupils and invite them to correct the statements. For example, read out the following ones, *The balls in the picture are red. The school bus is green. The two rabbits in the picture are big.*

### Closing activities

- a. Tell pupils to use the pictures they have drawn as if they were photos of their relatives. Pair them up and have them talk about the people in the pictures. Provide a model first. Set a time limit. Call some volunteers to act out the dialogue in front of the class.
- b. Sing the 'Goodbye song'.



## Lesson starters

- a. You may ask questions about the text on Activity 2 in the 'Activate' section as a sort of revision or provide wrong statements for pupils to correct.
- b. Ask a volunteer to come to the front of the class. Give him/her a slip of paper with a vocabulary word from Units 3 or 4. He/She spells the word and pupils guess it. The first pupil to guess spells the next word.



- ▶ Focus pupils' attention on the picture. Explain the concepts of 'old' and 'young'.
- ▶ Show pupils pictures of different old and young people.
- ▶ Stick the pictures on the board. Call volunteers to touch or point to the different pictures.
- ▶ Pair up pupils. Tell them that they have to look at the picture in Activity 1 again and circle the correct option in each sentence. The first pair to finish is the winner and provides the answers.

**Answers:** 1 He; 2 She; 3 She

### Optional activity

Give out copies of the photocopiable material on page 81. Invite pupils to unscramble the words given and then complete the sentences using some of the words discovered. Once this has been corrected, have pupils match the descriptions with the corresponding pictures. Walk around and monitor. Provide help if needed.



- ▶ Divide pupils into small groups. Tell them to read the sentences, look at the picture carefully and write the names in the blanks.
- ▶ Tell them that there two extra people.
- ▶ Set a time limit. After the allotted time, call volunteers to provide the answers.

**Answers:** 1 Kate; 2 Jim; 3 Sally; 4 Helen; Extra people: Joe, Alex

## Closing activities

- a. Stick pictures showing different people on the board. Write a name below each picture. Pair up pupils. Tell them to choose one picture and keep it secret. They have to write a description corresponding to the person chosen. Write some useful language on the board or a box with words that pupils may use in their descriptions. Set a time limit. Then, call the different pairs to read their descriptions without saying the name of the person. The rest of the class has to guess which person it is. Encourage pupils to ask, *Is he/she (name)?* And the pair answers, *Yes, he/she is.* or *No, he/she isn't.*
- b. Sing the 'Goodbye song'.

Read the descriptions and write the names. Then look and complete.  

- a Tom is tall. His hair is short and his eyes are black and small.
- b Arius is short and strong. Its hair is short and its eyes are small. It is ugly.
- c Lucy is short. Her hair is short and her eyes are big. She is beautiful.
- d Bob is short. Its eyes are black and small. It is cute.
- e Pat is tall. Her hair is long and her eyes are big. She is beautiful.
- f Rex is \_\_\_\_\_



1 \_\_\_\_\_



2 \_\_\_\_\_



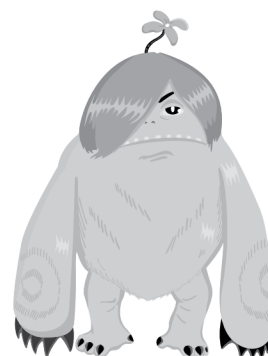
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_




# Unit 4 • Lesson 5

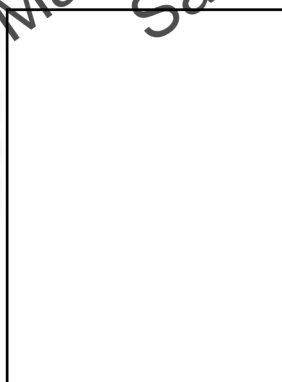
Find and circle 8 words. 

H	Q	S	H	O	R	T
C	U	T	E	U	K	A
Y	K	R	F	U	L	L
I	L	O	N	G	Z	L
H	L	N	A	L	X	E
A	O	G	E	Y	E	S
I	P	H	S	N	P	R
R	I	Q	W	J	G	V

# Unit 4 • Lesson 7

Read and draw. 

- ① Look at this man.   
He is my hero.  
His hair is long  
and he is strong.



- ② Look! She is  
Mary. She is tall.  
She has got long  
hair. She is cute.



- ③ This is Meg. She  
is my friend. She  
is short. Her eyes  
are big and her  
hair is long.



- ④ This is my  
brother, Tom.  
He is tall. His  
hair is short and  
his eyes are  
small.





# Explore

Solve and write. Then complete and match. 

1 dlo: \_\_\_\_\_

2 trnogs: \_\_\_\_\_

3 hrots: \_\_\_\_\_

4 ttsiend: \_\_\_\_\_

5 grenis: \_\_\_\_\_

6 nolg: \_\_\_\_\_

7 ognuy: \_\_\_\_\_

8 trocod: \_\_\_\_\_

1

My brother Thomas is not tall.  
He is \_\_\_\_\_.

2

That is Ursula. Is her hair  
\_\_\_\_\_?

3

Look at that man! He is not a  
dentist. He is a \_\_\_\_\_.

4

My grandpa is 87.  
He is \_\_\_\_\_.

5

My friend is a \_\_\_\_\_.  
His songs are nice.

a



b



c



d



e

