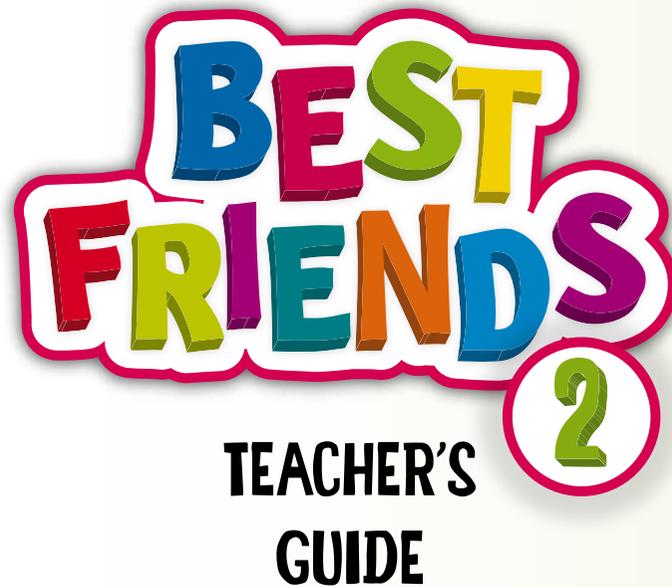


# BEST FRIENDS 2



**TEACHER'S  
GUIDE**





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FRIENDS**  
**2**  
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GUIDE**

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# THEORETICAL BACKGROUND

## Based on the book *Pedagogía Adventista*<sup>1</sup>

### *God created perfect human beings*

God is love and due to his immense love He created man in His own image. God blessed man and gave him the possibility to interact with Him as his Creator, with other human beings as his peers, and with nature as host. These relationships were perfect. Unfortunately, the presence of sin destroyed these well-balanced relationships. Therefore, continuous communion with the Lord was spoilt; humans are in constant conflict with their peers and they do not take care of nature.

However, these relationships can be fostered through true education.

“[...] True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come” (Ellen White, *Education*, p. 13; [Ed]).

A relationship with Jesus should be the first step of the human learning process and should serve as a guide to ensure the development of deeper knowledge in all cognitive areas. Real knowledge is seen as a synonym of wisdom. It is a continuous process that lasts a lifetime.

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<sup>1</sup> Departamento de Educación de la División Sudamericana de la Iglesia Adventista del Séptimo Día. *Pedagogía Adventista*. Buenos Aires: ACES, 2007.

## Methodology: how to approach learning

Teachers should base their teaching on Christian principles and beliefs.

**Integration of faith and teaching:** “For the Jews, there was no separation between God and History, the sacred and the secular, between pedagogy and religion, faith and reasoning” (*Pedagogía Adventista [PA]*, p. 14).

Jesus should be a part of our daily activities. Christian teachers should not leave Him out of their teaching. In order to achieve this integration, teachers must first have a close relationship with God.

**A deep knowledge of students’ backgrounds:** It is of vital importance to be aware of students’ prior knowledge, interests, and needs in order to begin the process of teaching and learning correctly.

**An affective learning environment:** Teachers should provide a classroom experience that is nonthreatening and one which demonstrates to their students a deep understanding of their needs. The key is to make students feel welcome and comfortable so that their anxieties and fears do not impede their learning. This does not mean that teachers should not establish limits, which are necessary, but they should follow Jesus’ example in doing this.

**Respect towards students’ differences:** Each student should be seen as a child of God, someone extremely important for whom Jesus gave his life. Moreover, God has given them different talents and abilities that make them unique. As a result, students’ individuality and potential must be respected since they have the possibility of developing these throughout their lifetime.



**Relationship between theory and practice:** Theory and practice must go together. What is learnt should be practised. Practice should be integrated into all aspects of life. Teaching concepts will not be meaningful and sufficient unless they are related to students' daily lives and experiences.

**Teaching values:** Students need to learn how to develop good habits and how to interact with others with respect. They should learn to be responsible and cooperative. They need to know about their rights but also about their obligations. They need to learn to show respect. This cannot be taught explicitly but it can be modeled in your all behavior.

## Tips!★

- Establish some rules as part of your working parameters.
- Have few rules.
- Have clear reasons for the rules.
- Make sure the rules are clear.
- Express rules using inclusive language; for instance, “our rules”.
- Express rules positively to lead to desired behavior, for example: “We must talk quietly”, instead of: “We mustn’t talk”.
- If possible, include the children in decisions about rules.



**Developing creativity:** Teachers should promote their students' creativity when completing tasks. In other words, children should be encouraged to seek out opportunities to gain new skills by using their imagination.

**Service:** One of the main objectives of Christian education is to serve others, just like Jesus did when He lived among human beings. Teachers should strive to plan different situations in which students can render service to their peers and to anyone around them.

## Things to bear in mind

### *The classroom*

In most cases, English language teachers do not have classrooms of their own, so they must go from classroom to classroom. Consequently, before the class starts, it can be very useful for teachers to ask themselves the following questions.

- Is there enough room in the classroom to allow students to move around and interact with others?
- It is important to keep in mind the available classroom space when designing activities. If there is not enough space, teachers should not be afraid of carrying out some tasks or activities in the playground or school yard. Of course, it's important to remember to ask for permission first.
- Is there a special board to display students' work?

Students will work harder and will be more motivated if they know that their work will be displayed where parents and classmates can see them while at the same they contribute to create a nice atmosphere and serve as visual aids. So it would be appropriate to have a bulletin board or an English board for these purposes.

### **A tip!**

It would be beneficial if at the beginning of the school year you design an English corner with your students. You can organize a workshop where the students can help you paint and decorate "The English bookcase", "The English bulletin board". You can use wooden crates -like those used to keep vegetables-, sponges, water paint, etc. In addition, parents can be invited to take part in the workshop. They will be delighted to be involved in it.

## Approaches, strategies, techniques and audio-visual aids

It's important for teachers to ask themselves the following questions:

- Do I have the appropriate equipment and resources for the development of my class?
- Do I use different visual aids to illustrate and to promote learning and production?
- Are the visual aids big enough for all the students to see?
- Do I include Total Physical Response (TPR) activities in class?
- Do I bring different kinds of games to promote learning?
- Do I use different teaching techniques and strategies to cater for students' different learning styles and potential?
- Do I connect the new target language with my students' prior knowledge?
- Do I organize tasks that are significant for my students?
- Do I provide different group work dynamics to make them interact socially and to promote cooperative learning?
- Do I design activities to be solved individually in order to promote autonomous learning?
- Do I allow students enough time to accomplish the tasks?
- Do I provide feedback to contribute to my students' progress?
- Do I praise my students for their achievements?
- Do I focus my practice on Jesus as the center of our lives?
- Do I teach students that the Bible is the main source of knowledge and wisdom?

## Useful suggestions

Before planning lessons, it is advisable to check all the resources and materials needed. If special equipment is needed, such as a CD player, it is important to check its availability and working condition. This will help teachers have an effective development of the class and avoid wasting time, which leads to disruptive behaviour.

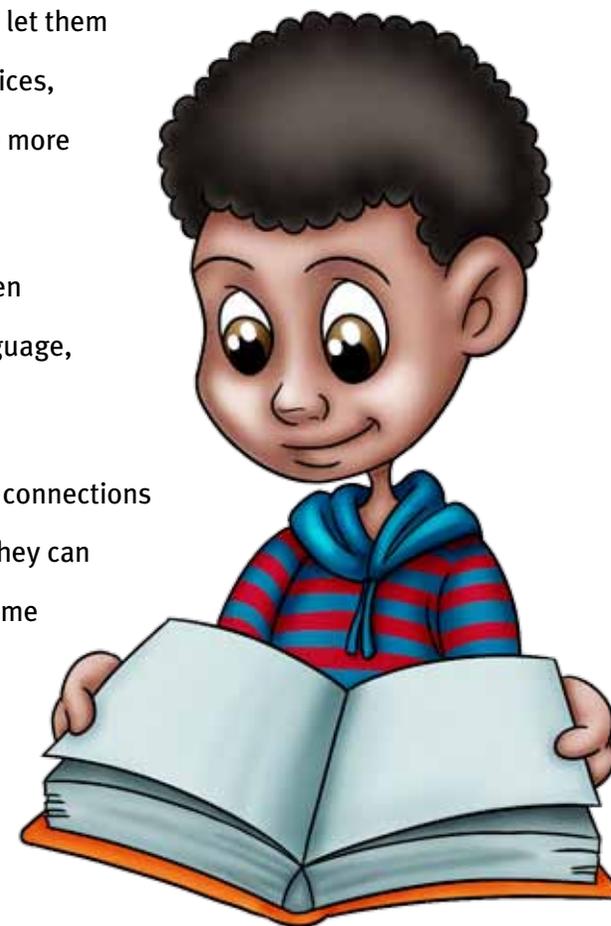
Eye-catching visual aids and real objects should be used to make language more meaningful. These should be big enough for all the students to see.

Children at this age learn through games, songs, chants, but mainly by experiencing things. This includes activities like acting out a story, following instructions through movements, miming, playing different kinds of games, etc. It is good to let them choose between one activity and another from time to time. Students should have the chance to make simple choices, such as what project they would like to do. This will increase motivation, keep their attention, and make language more memorable and, at the same time, will help them to become gradually autonomous in the process of learning.

Teachers should avoid teaching always in the same way or according to their own learning style. For instance, when teaching vocabulary, different kinds of teaching aids should be used, such as realia, drawings, pictures, body language, spidergrams, etc.

When introducing a new topic, the teacher should try to set a scene or a situation in which students can establish connections with what they already know about the topic. In this way language becomes more meaningful for students since they can contribute with their own experiences to the class, while feeling actively involved in the learning process at the same time.

Tasks should be carefully designed in order to be appealing and significant to young learners. In other words, tasks should not be beyond their understanding, but should be challenging enough to capture their interest.



This can be achieved if tasks have clear learning goals, coherence, and unity for learners, beginning and end, and if they keep students actively engaged.

Student groups should be planned according to the activity they have to participate in, as well as the space available in the classroom. Criteria should be established to arrange the students' seating in a way that will allow them to find their place quickly and smoothly. Instructions must be clear and short. Some activities are better if done individually, while others are more appropriate if done in pairs, groups or as a whole class.

Students should be allowed enough time to finish the tasks. Children need extended periods of time to really get involved in activities. They experience great satisfaction when they finish the task given. Teachers should give students support when they need it, but should be careful not to take over completely.

Teachers should provide feedback that contributes to students' language progress. Teachers should be tolerant towards mistakes, keeping in mind the fact that students at this age have just started the process of learning a second language. And so errors are normal, necessary and natural. Students' production should be guided through paraphrasing and modelling, encouraging self-correction and peer correction, among other techniques.

Teachers should be encouraging. Being critical will kill students' eagerness to learn. It is important to let them know whenever they have reached a goal.

Students should be encouraged to develop the habit of praying, which should include both prayer requests and blessings they are thankful for. This can be achieved through short and simple prayers, songs and chants. Also, students should be given the opportunity to listen to Bible stories.



## Characteristics of seven year olds to bear in mind for your lesson plans

Children are different and unique as well as their development. Each child's development is complex and is influenced by different factors such as the environment; their cultural background. However, children develop through a generally predictable sequence of steps, but they may not proceed through these steps in the same way or at the same time. The information provided is just a brief comment on what child development experts consider to be “widely-held expectations” for what an average child might achieve within seven years old.

### General characteristics

- They begin to develop better techniques for self-control.
- They can express needs and wants in appropriate ways.
- They need the security of rules, routines, and can internalized these rules and routines.
- They can find it hard to copy from the board.
- They still need extended periods of time to get involved in the activities and finished them.
- They look for opportunities to gain new skills.
- They still require much direction from teachers to complete tasks appropriately. However they need clear instructions at the beginning of each tasks as well as an appropriate feedback. Thus they start developing self-assessment.
- They can make simple choices, such as what project they would like to do.
- They enjoy showing their project with their classmates.
- They are developing language rapidly, like to talk and uses language to tell stories and to express his/her feelings.
- They like to be given responsibility.
- They learn better in an active situation.
- They demonstrate understanding of verbal instructions, either through physical responses or yes/no answers.

- They are interested in books and the information they offer.
- They can initiate a conversation and respect the turn takings when speaking.
- They learn how to work with classmates in group projects with clear assigned roles. However, they prefer playing or working alone or with one friend or classmate.
- They expand their list of “sight words” –words that are frequently used.
- They can decode and spell the beginning and ending consonant sounds in words.
- They are quick to learn words as well as skills, but slower to learn complex phrases and structures, which poses the necessity of a constant repetition and recycling thereof.
- Their reasoning is concrete. They need the use of realia and situations they can observe in the immediate environment.
- They communicate and repeat stories. They are able to identify details in the stories.
- Their receptive vocabulary increases rapidly.
- They enjoy repeating tasks and reviewing learning.
- They can do quiet work for longer periods.
- They can get sick for worrying about tests and assignments.

## When learning a second language

- Young learners make sense of the world and of language through the context they find themselves in.
- Their receptive vocabulary (words recognized when heard or seen) is much wider than their productive one.
- They learn vocabulary that is relevant to them, vocabulary related to everyday life, especially that which relates to experiences at school and at their homes. It is extremely important to teach students words connected to concepts they are familiar with.
- They enjoy language play, including nursery rhymes, songs, and word games.
- They show understanding of verbal instructions by responding either through physical responses or yes/no answers.
- They easily memorize words with more common sound patterns.
- They should be able to say and understand demonstrative pronouns and use them appropriately.
- They often have trouble producing correct pronouns.
- They can provide simple descriptions, such as “red car”.
- They can express ideas using simple sentences.
- They grasp the idea of content words that label things, like “car” or “doll,” but not of function words like “the” or “is”.
- They learn rules for making words plural.
- They can understand and repeat stories in which events are in a logical order.
- They are able to ask and answer simple “wh-” questions: who, what, where.
- They can start a conversation and give directions to others.
- They begin to respect turn-taking.
- They can recognize common, high-frequency words by sight, meaning that they can read quickly and automatically, without decoding letter by letter.

In the 1970's, researchers formulated the hypothesis that people should acquire the second language in the same way they have acquired the first one. According to some researchers, such as the psychologists Vigotsky and Piaget, and the linguist Krashen, we should pay more attention to the way an infant makes sense of the world and acquires his first language as he interacts with the environment.

Many methods, approaches and techniques have applied these researchers' observations to second language teaching. Among these are the Natural Approach, the Communicative Approach and the Total Physical Response (TPR). Some of their principles sustain that the children who are learning a second language should:

- ...be allowed to have a silent period till they can make sense of the second language words. Just as a baby spends a lot of time listening to the language till he feels ready to speak.
- ...receive meaningful exposure to the language. For instance, meaning should be conveyed through pictures, movement gestures and acting or even by using the students' native language when it is necessary.
- ...be exposed to a language just above their level of production, in other words the input should be "comprehensible" for them.
- ...learn in a friendly environment in order to keep their "affective filter low". According to Krashen's affective filter hypothesis, students' language acquisition is influenced by their attitudes, feelings, needs and emotions. Therefore if a student feels anxious or stressed, he may not acquire the language as well as a learner that feels comfortable, motivated and secure in the class.
- ...be asked to respond to the language with all their beings, which implies body and mind. This can be achieved by the giving of commands to which the students act in response. In this way the child's learning becomes more memorable and less stressful.
- ...be allowed to make mistakes till they gain confidence in the second language. According to the "Error analysis", errors should be considered positive and necessary to the development of language. That is to say students move forwards and backwards as they become more native-like, just as a young child does when he is learning his mother tongue.
- ...interact with an adult in order to progress from the present level of their language to the potential one. In other words somewhere between his "Zone of Proximal Development". According to this hypothesis the child can learn more than on his own with the assistance of an older person.



## Each student should be considered unique

*“[...] teachers should give special emphasis to the cultivation of the weaker faculties that all the powers may be brought into exercise, carried forward from one degree of strength to another [...]”*

*(Ellen White, Fundamentals of Christian Education, p. 16)*

According to the multiple intelligences theory, all learners learn in different ways since each of them possesses different intelligences.

Teachers who see their students as multiple intelligence learners acknowledge that they are not going to learn in the same way. Howard Gardner theorized that individuals have at least seven intelligences although they are not equally developed. Therefore it is important to plan lessons and provide activities that represent each of them in order to develop not only the students' main intelligences but also the less developed ones.

In order to keep up with the principles discussed above, each unit has been designed to address students' different learning ***styles and multiple intelligences***:

***Verbal/Linguistic***: in order to establish a verbal linguistic learning atmosphere this book has attempted to include activities that will promote verbal interaction. To achieve this, emphasis should be placed on developing students' listening skills, since it is through listening that students learn to speak correctly and understand, as well as to pronounce the sounds of the target language. So each unit of the book presents different kinds of listening tasks, storytelling, and role plays as well as opportunities for the students to interact with each other and the teacher by asking and answering questions. To become effective communicators, students should learn to use facial expressions, body language and the appropriate tone. This can be practised when they are acting out a story, or doing a role play, or talking about their preferences.

**Body/Kinesthetic:** kinesthetic students learn best when they involve their whole bodies in the activities or when they experience things. Throughout the book you are going to find some tasks that will help your students to get involved in activities such as acting, miming, simulations, games, movement, and real life experiences. Furthermore, some activities will require specific motor skills such as cutting out, doing crafts and different kind of displays.

**Musical/rhythmic:** each unit provides all types of activities that develop students' musical skills. For instance, songs, sounds, and chants are presented throughout the book. Students can respond to these activities by singing, imitating sounds, or moving. In addition, songs will help students pick up the language as well as create a nice atmosphere by making learning much more enjoyable and more memorable. Moreover, songs and chants will provide students the opportunity to give thanks to God, since in most of these activities Jesus is presented as the center of their lives.

**Interpersonal:** these kinds of learners have the ability to interact and communicate effectively. For these learners the best way of learning is by interacting with others. This can be achieved by arranging the students in pair or group work. Some activities in the book, such as projects, role plays, games, acting out and dialogues have been created to develop the students' social abilities, which not only foster listening and speaking skills but also promote cooperation and a better understanding of other people's feelings and needs.

**Intrapersonal:** intrapersonal learners work independently, acknowledge their thoughts and feelings, and manage to practise self-discipline. Activities that can promote these skills are the practice of self-assessment and homework.

**Visual/Spatial:** students who are visual oriented have many skills such as visual discrimination, mental imagery, and spatial reasoning, among others. To promote these aptitudes, some activities have been especially designed in the book in order to foster visual and spatial reasoning. Among them you will encounter paintings, drawings, card games, board games and chart completion. Moreover, each unit is illustrated through colorful pictures and drawings that will catch students' attention and make the language more meaningful and enjoyable.

**Logical/mathematical:** some students are more engaged when they are challenged to solve a problem or do a puzzle. In these cases you are dealing with students that have logical-mathematical intelligence. In order to draw their attention, each unit has activities that involve logical and mathematical skills such as classifying, categorizing, puzzle solving, guessing games, discovering code, putting things in order, comparing, counting, and calculating.

# GAMES

## *Why use games in the EFL classroom?*

Learning a language demands a great deal of effort. Games help students make and sustain the effort of learning. Besides, for many children between the age of four and twelve, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.

Since...

- Games have a great educational value.
- Games are fun, motivating, and challenging.
- Games help to promote positive attitudes towards learning English.
- Games lower the affective filter.
- Games allow children to experiment, discover and interact with their environment.
- Games usually involve friendly competition and they keep learners interested.
- Games foster whole class participation.
- Games boost children's confidence and self-esteem.
- Games add variation to the usual routine of the language class.
- Games provide an incentive to use the target language and encourage spontaneous use of it.
- Games promote communicative competence.
- Games create a meaningful context for language use.

- Games provide language practice in the various skills speaking, writing, listening and reading.
- Games encourage students to interact and communicate, and even reluctant and shy students feel attracted to take part in games.
- And of course, children like to play games.

### *What is a language game?*

Games and directed play (as opposed to free play) allow for holistic learning and the integrated physical, social, emotional and cognitive development of young learners as well as the development of language skills.

Language games are task-based. Therefore they provide a real context and situation for students to use their language skills in order to achieve the goal of the game. Thus English becomes a tool to reach a goal which is not language related.

Language games are differentiated from other type of activities in the English language classroom due to the presence of a visible set of rules which guide the children's action and an element of strategy the use of their language (and other) skills.

The key to a successful language game is that these rules are clear and the ultimate goal or outcome is well defined. Of course, the game must be fun; but always keep the language component at the forefront of your planning.

When is it appropriate to use language games?

Games can make lesson planning much easier. They can be used at all stages of a lesson, provided that they are suitable and carefully chosen.



### Language games can be used...

- To introduce new material.
- To practise and/or reinforce recently learnt language items.
- To practise grammar in a communicative way.
- To introduce, practise and revise vocabulary.
- To introduce or practise certain topics.
- To relax or energize a class.

### They can be used as...

- Short warm-up activities.
- A valuable backup if you go through your material too quickly.
- Extensions if you work with a mixed ability class or if the class is divided into different levels of performance.

### *What should you do before playing a game?*

- Double check that you have everything you need.
- If you have asked the students to bring materials, be sure to have a lot of extras yourself.
- Try to go to the classroom before the students arrive.
- Check if the classroom space fits the requirements of the game you have chosen.
- Divide the classroom into sitting area and empty space so that you can move from one activity to another without interrupting the flow of the lesson.
- Make sure all aspects of the activity are taken into account.
- Remember all the rules of the game.
- Test-play games yourself or with friends before introducing them to the class.

### ***What should you do at the beginning and during the game?***

- Demonstrate the game to the whole class.
- Give clear instructions. Unless students understand what they are expected to do and how to do it, the objective cannot be achieved and the game cannot be played.
- Walk around the classroom acting as a monitor and source of information.
- Make sure all the students are involved all the time, even if not directly.
- Do not interrupt to correct mistakes in language use.
- Play the game until students are having fun. Thus they will be willing to play in another occasion.
- Stop the game if it is tiring, boring, or if students are losing interest.

### ***Is it possible to play a game when the class is too large?***

Large classes (+25 students) are very difficult to handle even for the most experienced teacher. It is also very hard to set up activities which promote active language use. There are some games that can be played with large classes; especially those based on Total Physical Response, such as “Simon Says”, but this type of games tend to elicit passive responses.

However, instead of looking for games which are suitable for large classes, you can use games designed for 8 students and expand the game chosen to 24 by splitting the class into teams. Thus the game is played in groups of three simultaneously after an initial demonstration by the teacher for all the students. Try and encourage English as the means of communication between team members and insist that one member of each group produce the target language or in chorus if the game permits.

### ***What should you do with students who are “out” of games?***

Many games have winners and losers and even in non-competitive games, some students finish before others. These students need to be entertained with something else in order to avoid disruptive behaviour.

There are different strategies to follow:

- Split the class into groups so that winners, losers, or quick players of one group can continue playing with those winners, losers or quick players from the other group.
- Prepare a large board game. Children who are “out” can roll the dice and move across the board landing on different squares. Each square represents a particular activity. The activities can vary according to the aim of the class or the language items that should be practised.
- Set up “game corners”. Divide the class into groups. While some children are playing a game in one corner the other groups are playing in the others. Therefore the children who are “out” can continue playing in the other corners. One of these corners can be designed as a small library so that students who are “out” can read if they do not want to continue playing.

### ***Can games be included in the syllabus?***

One of the best ways to get students interested in a game is to have them participate in its creating. Not only is it an excellent craft activity but also it involves a lot of language use. Students can create cards, or design board games based on rules they have already agreed upon. Game creation projects, such as the one provided in Unit 3, excite students and culminate when the game is played.

## *What types of games are available?*

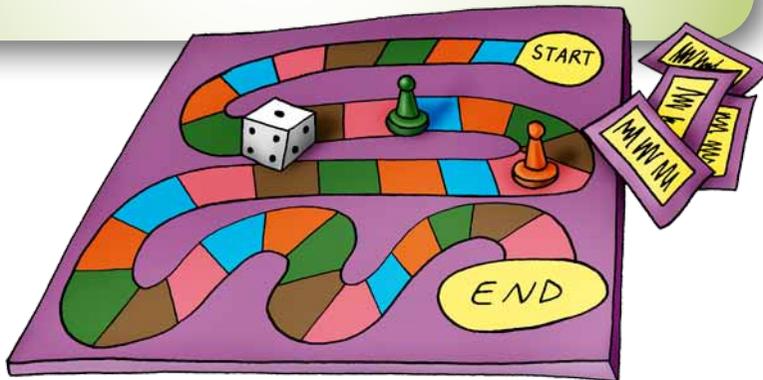
It is important to know about the different types of games, either to plan a lesson with a balanced rhythm, or to create or design your own games based on these categories. There are many different types of games:

### ***Movement games***

In this type of games, children are physically active. Movement games energize the class. They are really useful if students need to be motivating, but this kind of game needs to be closely monitored.

### ***Board games***

Games which mainly involve moving markers along a path. Board games can be designed or made by the students as a project or a craft activity.



### ***Card games***

Children collect, give away, exchange, sort, and count cards. The cards can have meaning or value in a game, or simply serve as symbols for objects or actions.

### ***Dice games***

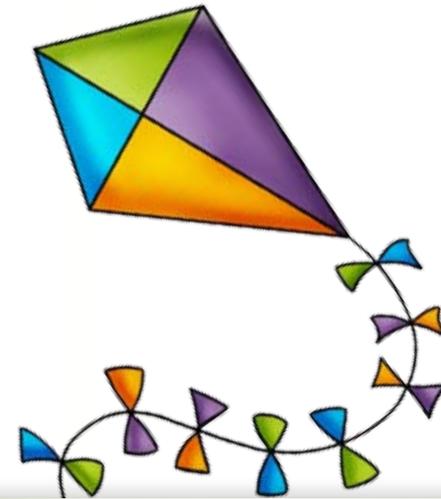
Dice games can be used for different purposes. The dice don't necessarily need to have only numbers on the faces, but colours, letters or anything you like or want to practise. Little students can roll one dice but older ones can play with three or more dices at the same time.

### ***Drawing games***

Drawing games help students develop other functions of the brain since they require creativity and the ability to understand instructions and to explain their art. This type of game is particularly helpful with shy students who are reluctant to talk. A picture is a very personal thing and even though students are not ready to describe their drawing they can respond to your questions with yes or no answers.

### ***Role-play games***

Role play games can be considered simple, guided drama activities. The language will depend on the language level, curiosity, and confidence of students. They are particularly helpful to foster true communication.



### ***Guessing games***

In guessing games, the aim is to guess the answer to a question of some kind.

### ***Singing and chanting games***

In this type of games music plays a key role, similar to the one it plays in early childhood learning. In most of these games movement is involved.

### ***Team games***

Team games can belong to any of the categories mentioned before, but also require cooperative team work to achieve the goal.



### ***Word games***

The key is to enjoy playing with words. These are appropriate for older students since most of these games involve writing or spelling.

## **Remember!**

There are several games provided in the development of each lesson. However, do not feel compelled to play all the games suggested or in the way they have been suggested. Be creative, try a variation or adapt them according to your group of students. Experiment a bit, but above all, have fun!

## Assessment

Assessment should be carried out continuously by monitoring in the classroom. Each student must be assessed individually since they learn at their own pace and style.

Assessment must be congruent: Children should be assessed in the way they have learnt during each lesson, using activities they are familiar with either individually or in groups. Teachers should also take into account students' strengths and weaknesses, as well as the way they interact with others, participate, take responsibilities, and perform in class. This kind of assessment should be carried out through observations, record keeping, portfolios (i.e. keeping a collection of their work), and self-assessment sheets.

We provide an example of an assessment record keeping chart:

By the end of Unit 1 students will be able to...	Students' names			
	Tom	Meg	Peter	Anne
<b>Linguistic skills</b>				
Identify and name school supplies.	***	**	*	**
Identify and name parts of the school.				
Count from 1 to 20.				
Name the colors in the target language.				
Describe school supplies using colors.				
Ask and answer questions with "How many..."				
Say where people and things are.				
Understand simple and short dialogues.				
Cognitive, motor and social skills.				
Respond to instruction through movements.				
Recite a chant.				
Play vocabulary games.				
Make a project in groups.				
Match the elements of nature with their corresponding colours.				
Participate in class.				
<b>Values: Respect classmates</b>				

Reference: Well achieved=\*\*\* About average=\*\* Needs more practice=\*

(Example of an assessment profile [from *Playway*, 1998, p. 325])

# The book

The aim of *Best Friends 2* is to integrate faith and teaching in English language classes in a practical and natural way. The idea underlying this project is to provide English teachers with a comprehensive tool that they can use within the Christian educational framework.

The book has been purposely designed to emphasize the concept of Jesus as the center of people's lives. This concept is presented through the close relationship that the characters of the book experience with Him. This relationship with Jesus is portrayed in their daily activities. The aim is to allow children to meet Jesus, recognizing Him as their creator, protector and friend.

**The syllabus** intends to provide a balance between the spiritual, mental, physical, and social dimensions as well as to develop social, cognitive, and language skills.

The activities designed point to interact with peers, to develop their minds in the acquisition of a second language, to learn through practice and by doing, but mainly to see Jesus as part of their daily lives.

In this way the activities can act as a bridge that facilitates interaction with God, peers, and society.

The book presents the sequence of the concepts to be taught. However, the methods, techniques and strategies to approach the different concepts will depend on what each teacher considers more appropriate for their students.

There are many activities designed and additional tasks suggested, but this does not mean that teachers have to carry out all of them.

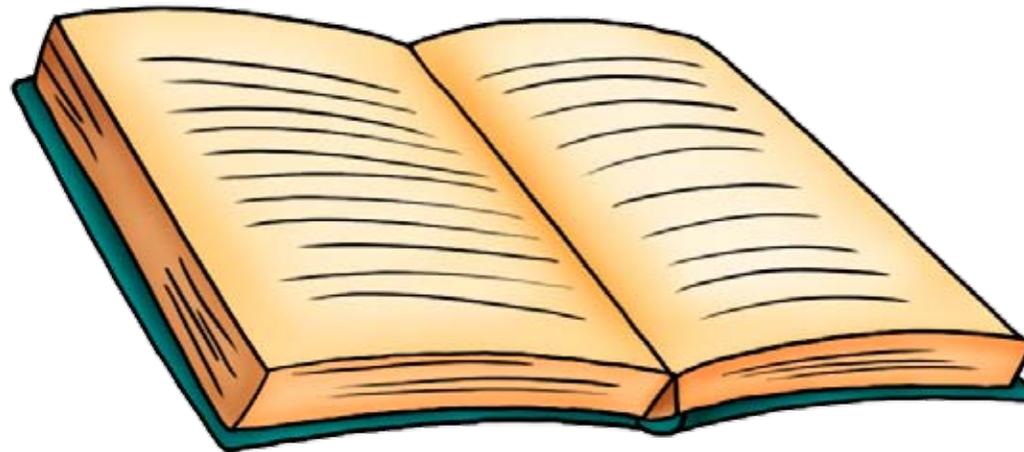
Each teacher should select the activities according to their students' needs and interests. Teachers can adapt them or bring their own ideas to the class. Remember that a wide variety of resources will help students in their learning process.

## Tip!

### *How to use the book if your class is formally split into levels of performance*

Different levels of competence/performance are common in the English language classes. There are weak and strong students. For some reasons, there are schools which prefer to split the classes into two groups “Weak students” and “Strong students”. Despite the benefits of working in a less heterogeneous class, it is important to consider the children’s self-esteem as being labeled, especially those of the weaker students.

If this is your case, it is recommended that the same book be used in both groups. The book can be used in two different ways. You can follow the course book and the core syllabus with the weaker students and you can follow the course book plus all the extra activities and extensions suggested in the *Teacher’s guide* with the stronger students. Each child has his/her own pace when learning. Working with the same book will also enable you to reassign a student to one or the other group according to his/her progress.



## Level

*Best Friends* has been designed to introduce students to the pleasures of learning English and enable young learners to improve their level throughout the three books -*Best Friends 1*, *Best Friends 2*, and *Best Friends 3*- in the series.

The books in the series have been written taking into consideration the proposals in the Common European Framework (CEF). However, the CEF has been developed with older learners in mind and the learning context and domains for young learners are somewhat different and likely to be more limited in scope. CEF includes the Common Reference Levels which offer a description of what a language learner “can do” at different stages of the learning process.

In order to provide approximate specifications to language teachers, *Best Friends* -the series- is below level A1.

The activities designed are for young learners to work towards that level, assuming that the students have not already attained the level.

## YLE exams

In terms of recognized public YLE exams which your students may be working towards, *Best Friends* corresponds to Cambridge ESOL Starters or Trinity ESOL Grade 1.

# ABOUT THE STUDENT'S BOOK ORGANIZATION

*Best Friends 2* has been designed to meet 7 to 8 year-old needs.

## Language skills

### ***Listening and speaking skills***

Emphasis has been given to the development of listening and speaking skills. Through listening English, young learners are naturally led to speaking. However, when learning to listen in English children are actively engaged in contrasting meaning and making sense of what they hear.

Listening skills are developed before speaking skills and have a priority over oral production since at this age students do not master the language and forcing them to speak can increase their anxiety.

Initially children will benefit from activities that require lots of repetition and which help them memorize the vocabulary and chunks of language in a natural way. It is important to provide a framework for speaking activities which encourage them to use English for a real purpose.

### ***Reading and writing skills***

*Best Friends 2* provides support and scaffolding for young learners to be gradually introduced to the reading and writing skills.

The usual approach in most foreign language programmes is that reading and writing in English are introduced gradually after basic literacy has been established in L1.

Reading competence involves constructing meaning and making sense of the written text. This includes sight recognition of common, high frequency vocabulary, of syntactic patterns, and of word order within a sentence.

To start the process of teaching reading, a good idea is to create a literate, print environment in English, for example, picture and written word association, or labeling pictures. Many activities of these kinds have been included in the book. In developing initial reading skills in a foreign language, it is beneficial to read aloud regularly with the children while they follow the pictures or simple texts with the sole purpose of helping students get acquainted with the language.

This is provided through the Story Time section where students can enjoy and develop the pleasure of reading.

Remember, be it a word, sentence or text level, reading activities should be meaningful and create a reason and purpose for reading.

Reading provides a scaffold for learning to write. The emphasis in initial writing is to support and consolidate oral work, but activities must be meaningful and engaging.

***The book consists of eight units.*** The units have been organized according to a careful selection of topics which are presented in context. The syllabus has been designed in order to suit students' age and level of cognition. Language is recycled throughout the units to allow students to practise it in different situations.

Thus, students have different opportunities to consolidate what they have learnt.

***Each unit is intended to be developed in five or six lessons.*** However, this will depend on many factors such as the amount of hours of classes you have per week and/or students' progress.

All the units focus on Jesus as the center of the students' lives. The aim is to lead children to a close relation with Our Heavenly Father through the experience of the characters of the book. In this way they can be encouraged to restore and reinforce their relationship with God.

## Introduction and General Review

The introductory unit presents the characters of the book to the students, as well as simple language functions such as how to introduce themselves and provide personal information, greetings, etc.

The General Review is divided into units that correspond to the ones developed in the book and there is a wrap-up section to integrate all the language items developed. The General Review provides tasks, activities, and games to integrate and to reinforce all the language items taught during the course.

### Tips!

#### *The General Review can be used in different ways*

- It can be used as a **workbook** to reinforce the language taught after each unit.
- It can be used **to test** students' progress upon completion of each unit.
- It can be used as the end-of-the-year unit **to review**, integrate, and assess the course.



## Unit organization

### *Unit presentation*

The units are topic-based. You can find topics such as the relationship between Jesus and human beings, school, animals, and food, among others. The first two pages present the theme, core vocabulary, and target language to be developed in the whole unit.

The language and vocabulary are presented within a context which comes from the students' own world and daily experiences in order for them to be meaningful and significant.

## Unit development

### *Activities*

In each unit there are warm up activities suggested in the teacher's book to connect the new topic with the previous one. Most of the activities have a communicative purpose allowing students to use the language to communicate with each other.

The activities are varied in order to cater for different learning styles and also to promote the development of multiple intelligences.

Even though the emphasis is on spoken language, some activities are designed to gradually introduce students to written language through simple texts and phrases.

The variety of activities will generate different patterns of interactions and group dynamics. Thus, students will have the opportunity to work individually at their own pace as well as in pairs or in groups. This will develop students' social skills, and values.

## ***Games***

There are many games included in each unit and many others suggested in this *Teacher's Guide*.

Remember that kids enjoy playing and they are highly motivated through games, which allows them to lessen their anxiety. Games are used with the purpose of achieving educational aims. They allow students to interact with others in a fun way promoting dynamic exchanges.

Games with an educational purpose have the following characteristics:

- A level of freedom
- The possibility of providing joy
- Challenges

## ***Story Time***

In each unit there is a Story Time section. The context created by the story, its predictable patterns of events, language, and pictures, all act to support listeners' understanding of unfamiliar words. Children will pick up words that they enjoy, and so will take advantage of the potential stories offer for vocabulary growth (Lynne Cameron, *Teaching Language to Young Learners*, p. 163). This section will also provide students the opportunity to be exposed to language through listening and simple written words. They can also practise language in an enjoyable way through dramatizations, role plays, repetition of simple texts and sounds.

Apart from contributing to language acquisition, the story time section allows students to become acquainted with the stories of the Bible and to identify with the main characters. The Story Time section presents the story of creation in accordance with the Bible class textbook used in second grade.

The central theme in the story time section is Friendship -“Jesus’ friendship”, “The ties of friendship”, and “Friendship and service”. Each theme is developed in two stories.

“Jesus’ friendship” is portrayed by his protection and care towards human beings in the story of “Noah’s ark” and “Jesus and the tempest”.

“The ties of friendship” is illustrated in the story of “David and Jonathan” through the close relationship between friends and in the story of “Joseph’s tunic” through the genuine and paternal love from Jacob to his son.

“Friendship and service” is seen in the stories of “The lost coin” and in the “Two fish and five pieces of bread” where friendship and service is shown in the importance of sharing and paying attention to those in need.

### ***Projects***

There is a suggested project in each of the units. Projects give students the opportunity to be creative, to share ideas with their peers and to linguistically and socially interact with others. Working with projects means that students have to search for information about a specific topic and solve a task. According to “task-based learning” realness should be located in outcomes. In other words, tasks should be designed to bring the classroom and real life closer.

Learners work together to do things like solve a problem, interpret and follow instructions in a recipe, play a game, or share and compare experiences (Willis, 1996). It is also a good time to make students practise different values, such as being cooperative and respectful towards their classmates. Projects also allow the teacher to introduce students to the concept of service. Students should be able to help each other during the task. They must be conscious that helping others is very important, following Jesus’ example when He was living among human beings.

### **Projects...**

- Are connected to real life.
- Require students to search for information about a specific topic.
- Allow students to work together to solve a task.

There is always a positive outcome!!!

Kids have the ability to memorize and sing, especially chants and songs with common sound patterns. These have been designed to develop their listening skills and oral performance, but mainly to lead and encourage children to render thanks to God.

When teaching songs and chants teachers need to remember that students do not necessarily need to understand every single word, apart from the key vocabulary. The pictures that accompany these songs and chants can help students understand the overall concept.

### ***Review section***

At the end of each unit there is a section designed to review, reinforce and integrate what has been seen during the unit through different types of activities. It is crucial for teachers to plan for a review of what they have taught before evaluating their students.

## Lesson development

Each lesson is fully developed in the *Teacher's guide*.

It contains...

- An opening box with the objectives, target language, vocabulary, grammar, and functions to be taught, as well as the materials needed.
- Teacher's notes.
- Warm-up, extension, ideas for extra activities and games.

## Special Days

Special activities are designed to highlight special events, such as father's day, Christmas, holidays, etc. The main objectives of these activities are to allow students to express their feelings and wishes in the target language, to learn specific vocabulary related to these events, and to promote students' artistic skills.

## Cut-out section

The cut-outs have been designed to help students explore and discover what is missing. Teachers should clearly explain what they have to do with the cutouts before students start cutting them.

Some cut-outs are used for different activities, so teachers should make sure that students save them in envelopes for future use.

## Sticker section

Stickers are used to practise key vocabulary items in each unit. Students must observe what is missing and then choose the appropriate sticker to be put on the picture. As this kind of activity adds more fun to the class, student's language learning will become more memorable.

## Flashcards

Each unit is accompanied by a set of flashcards to illustrate key vocabulary items. They can be used in different activities and games to make students practise the vocabulary in a fun way.

## Icons

The icons have been created to help children understand what they are expected to do in each activity or task presented in the book. Icons can be easily interpreted and in this way they facilitate students' autonomous learning.

It is important that you help students understand instructions by the use of icons. This will be one of the first steps taken in the process of reading for specific purpose. Print the icons flash cards and stick them on the board every single class. Whenever students have to carry out a task or activity, have them pay attention to the icons that appear next to the instruction. Ask SS what they are supposed to do by pointing to the icons stuck on the board. Take the icon flash card and place it bellow. If the instruction requires different steps, put the icons one bellow the other to help SS follow the order.

The following icons are used when students have to...

	Match
	Point to a picture.
	Role play or act out a story.
	Colour.
	Glue.

	Cut out.
	Tick.
	Say or talk.
	Sing.
	Listen.

	Stick.
	Play.
	Write or draw.
	Look.

# TABLE OF CONTENTS

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Introduction Hello again!	3	Greetings Introducing themselves Greeting people Introducing to each other Asking and answering about personal information.	-Hello -How are you? -I'm fine and you? -Nice to meet you. <b>Verb to be:</b> What's your name? How old are you? Where are you from? Are you David? Yes, I am. <b>Possessive Adjectives:</b> This is my mum.	Greetings: Hello!, Hi! Good-bye. How are you? Fine, thanks. Nice to meet you. Numbers.

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 1  Welcome back to school	8	Identifying parts of school  Describing the classroom  School supplies  Counting  Asking and answering about quantities.	<p><b>There is/are:</b></p> <p>There is a blackboard.</p> <p>There are chairs.</p> <p>How many...?</p> <p><b>Demonstrative Pronouns:</b></p> <p><b>Recycling:</b></p> <p>This is ...</p> <p>What's this?</p> <p><b>Verb to be:</b></p> <p>It's ... (a desk)</p> <p>They're ... (chairs) (Receptive)</p> <p><b>Prepositions of place:</b></p> <p>Where is the book?</p> <p>It's on the table.</p> <p><b>Imperatives:</b></p> <p>Open your book.</p>	<p>Parts of school: library, computer lab, classroom, playground, toilets.</p> <p>Classroom items: Desk, blackboard, windows, door, eraser, chalk, dust bin, chairs.</p> <p>Prepositions of place: on, in, under.</p> <p>Recycle: School supplies: pencil, eraser, crayons, ruler, pencil case, book, notebook, Bible, school bag, scissors, glue.</p> <p>Classroom instructions: open your books, take a break, listen, etc.</p> <p>Numbers.</p>

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 2  Wild animals	22	Identifying and describing wild animals.  Asking about quantities.  Talking about abilities.  Asking and answering about the animals habitats.	<b>Verb to be:</b>  What's this?  It's a lion.  Is it a lion?  Yes, it is / No, it isn't.  What colour is it?  It's grey.  How many ...?  <b>Prepositions of place:</b>  Where are they?  They are in the (forest)  Verb can:  It can / It can't (fly).	<b>Wild animals:</b> elephant, crocodile, lion, fish, giraffe, zebra, monkey, hippo, snake, bear, dolphin, parrot, camel.  <b>Actions:</b> fly, swim, jump, climb, run, walk.  <b>Habitats:</b> river, jungle, sea, mountains, forest.  <b>Recycling:</b> colours and numbers.

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 3  My belongings	36	Identifying belongings.  Talking about possessions.  Asking about location.  Describing the belongings.	<b>Verb have:</b>  I / You / we have (a car)  I have (a small car)  <b>Verb to be:</b>  <b>Recycling:</b>  The doll is small. Your kite is big.  The plane is green.  <b>Verb can:</b>  <b>Recycling:</b>  It can talk / It can walk.  <b>Prepositions of place:</b>  <b>Recycling:</b>  Where is it?  It's under the bed.	<b>Belongings:</b> car, plane, doll, kite, ball, skateboard, bicycle, cell-phone, computer, CDs, teddy bear, books, Bible, robot, comics, board games.  <b>The bedroom.</b>  <b>Adjectives:</b> big, small.  <b>Recycling:</b> Prepositions of place: in, on, under.  Colours.

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 4 Breakfast	50	Identifying breakfast food items.  Asking and answering about likes and dislikes.  Offering.	<b>Present Simple: verb like:</b>  I like / I don't like.  Do you like fruit?  Yes, I do / No, I don't  Verb would:  What would you like for Breakfast? I'd like (toasts) / Here you are.  <b>Recycling:</b> How many? Thank you.	<b>Breakfast:</b> cereal, cookies, yogurt, orange juice, milk, toasts, bread, butter, jam, cheese, fruit, coffee, tea.  Adjectives. Delicious.  Receptive vocabulary: Wheat, spike, water can, sun, sky, cow, spike, tree.  Recycling: colours, numbers.
Unit 5 Clothes	64	Identifying clothes.  Describing clothes using colours and adjectives of size.  Giving instructions.  Asking and answering about specific clothes.	<b>Present Continuous:</b>  I'm wearing (a skirt).  She is wearing ... (receptive)  <b>Imperatives:</b>  Put on a (dress) / Take off your (jacket)  <b>Verb to be:</b>  Where is my (shoe)? It's small / big.  Recycling: Is it a skirt?  Yes, it is / No, it isn't.	Clothes: jeans, t-shirt, shorts, skirt, sandals, hat, trainers, shoes, socks, pants, sweater, jacket.  Adjectives: beautiful, hot, cold, small, big.  Recycling: colors.

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 6  The weather	78	Identifying different kind of weather.  Describing the weather.  Asking and answering about the weather.  Identifying the seasons.  Recycling colours and clothes.	<b>Verb to be:</b>  What is the weather like?  It's snowy.  It's sunny, I'm wearing a hat.  <b>Present Continuous:</b>  She is wearing ...	The weather: rainy, cloudy, sunny, snowy, windy.  Seasons: spring, autumn, winter, summer.  Nature elements: flowers, leaves, sun, rain, snow, wind, birds, snowball, sea.  Recycling: Clothes.
General Review		Introduction to unit 6?	Introduction to unit 6	Introduction to unit 6

# INTRODUCTION★ HELLO AGAIN!

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Introduction  Hello again!	3	Greetings  Introducing themselves  Greeting people  Introducing to each other  Asking and answering about personal information.	Hello  How are you?  I'm fine and you?  Nice to meet you.  <b>Verb to be:</b>  What's your name? How old are you? Where are you from?  Are you David? Yes, I am.  <b>Possessive Adjectives:</b>  This is my mum.	Greetings: Hello!, Hi!  Good-bye.  How are you?  Fine, thanks.  Nice to meet you.  Numbers.

## Lesson 1 (pages 3 & 4)

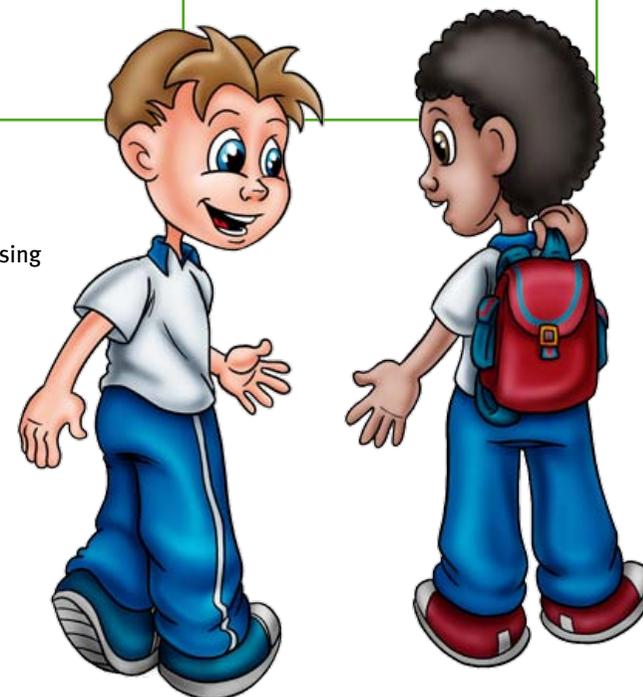
**Objectives:** At the end of this unit students will be able to...

- ...greet people formal and informally.
- ...introduce themselves and others.
- ...answer simple questions about personal information.
- ...ask and answer about their age.
- ...sing new songs and say chants.
- ...be aware that Jesus protects us.
- ...greet and introduce themselves and others.

- ...sing a song.
- ...say a chant.
- ...respond to simple instructions by using bodymovement.
- ...see Jesus as their best friend and carer and protector.

**Target language:**

- Hello /Hi / Good bye / Bye
- Nice to meet you.



- How are you?
- I'm fine, and you?
- This is...
- What's your name?
- My name's...
- How old are you?
- I'm...
- Hello, I'm...
- Hello, how are you?
- I'm fine, thank you.
- Nice to meet you.
- Nice to meet you, too.

**Recycled language:**

- Hello, I'm...
- What's your name?
- My name's...
- This is...

**Receptive language:**

- Help.
- Protect.

**Materials:**

- The course book.
- The course book CD.
- CD player.
- A puppet of each character.
- Two puppets.

**Introduction**

**Social value: The importance of knowing each other and socializing.**

*Setting the scene:* Ask your students (SS) to open their books in page 3. Say: "Open your books (while you open your own book) at page 3". Point to David and say: "Do you remember David?" Point to Kelly and say: "Do you remember Kelly?" Beforehand, cut out the puppets of David and Kelly and hold them in your hands. Move each puppet and say "Hello! I'm David / Kelly" and wave their hands. Encourage the SS to say hello back to them while waving their hands. Then, move the puppet of David and say: "Hello, friends. How are you?" Move the puppet of Kelly and say: "I'm fine. Nice to see you again" Greet some of the SS by saying: "Hello, how are you?" Encourage SS to answer: "I'm fine. Nice to see you again"



**Play the CD.**

Track 1, page 3: Introduction

David: Hello, friends! How are you?

Kelly: Hello, I'm fine. Nice to see you again!!!

**Song (p. 3)**

Warm-up: Say "Go to the cut-out section". Ask the boys to cut out David's puppet and ask the girls to cut out Kelly's. Play the CD again and encourage the SS

to repeat the greetings while they move the puppets. Then play the song and ask the SS to listen to it. Encourage them to wave their hands whenever they hear the word "Hello". They can also look around whenever they hear "Hello my friends". Play the CD again and this time, encourage SS to sing the song while they wave their hands.



Track 2, page 3: Introduction

**Song**

Hello, hello,

Hello my friends

Hello, hello

It's nice to see you again.

Hello, hello

How are you, today?

I'm fine, thank you.

It's nice to see you again!

**Extra idea!**

*Game:* Hello game!

*Game type:* Movement game.

*Aims:* Language: Names and greetings.

*Time:* 10 minutes.

*Materials:* A drum, a whistle, or other noise-maker; a soft ball (Follow up)

**Development:**

1. All the SS sit on chairs in a circle. You are in the middle.
2. Go up to a student, shake hands, and say: "Hello, my name's..."
3. You and the student now introduce yourselves to other SS. Then these two SS stand up and introduce themselves to other children.
4. When all the SS are up and moving about, make a noise with your drum or whistle. You and the SS must run and find a seat. There will be one seat too few.
5. The student who doesn't find a seat goes to the middle and starts the game again. You sit on a seat like the other SS.

**Follow-up 1**

After they have introduced themselves, the SS sit in a circle and student 1 throws a soft ball to student 2, calling out student 2's name. Student 2 says "Hello..., how are you?" Student 1 says "I'm fine, thank you!" They then change places.

**Follow-up 2**

After each round the student in the middle can introduce new phrases: for instance, "It's nice to see you again!"

## **Listen and say (p. 4)**

**Warm-up:** Bring two puppets to the class. Pretend that you are introducing Tim, one puppet, to another, Pat. Say: “Tim, this is Pat”, Tim shakes hand with Pat and says: “Nice to meet you”, Pat answers: “Nice to meet you, too”. Continue working with one puppet. Introduce a student to your puppet, for example: “Tim, this is...”, Tim says: “Nice to meet you”. Encourage the student to say: “Nice to meet you, too”. Continue doing this until many SS have practised the greeting.

**Activity:** Open your book at page 4. Tell the SS that this is David’s first day at school. Point to the teacher and say: “This is the teacher”. Point to David’s mum and say: “This is David’s mum”. Explain that David is introducing them. Ask the SS to go to page 4. Show the SS the pictures again and say “Let’s listen”. Play the CD and ask SS to listen in silence. Divide the class into three groups and assign a character to each group to role play. Play the CD again and encourage each group to repeat only what their character says. Change the roles and continue the activity till all SS have practised the different parts of the dialogue.

Track 3, page 4: Introduction

David: Hello, Miss. This is my mum, Martha.

Teacher: Nice to meet you, Martha.

Mum: Nice to meet you, too.



### **More ideas!**

You can play a variation of the “Hello game!”

Development:

1. All the SS sit on chairs in a circle. You are in the middle.
2. Go up to a child, shake hands, and say: “Hello, my name’s.... Nice to meet you”.
3. Encourage the student to say: “Nice to meet you, too”.
4. You sit down and the student whom you have introduced to introduces him/herself to another one.
5. Continue doing this until all the SS have the opportunity to take part in the game.

## Ending the lesson: Chant (p. 4)

### Christian value: The importance of not being afraid because Jesus protects us.

*Warm-up:* Display a picture of a school and a picture of a house on the board. Point to the school and say: “This is the school” Point to the house and say: “This is your house”. Then stick a picture of a teacher next to the picture of the school and say: “The teacher helps you at school”. Stick a picture of a mum next to the picture of the house and say: “Your mum helps you at home”. If you consider necessary you can use L1. Finally, stick a picture of Jesus above the pictures of the school and home and say: “Jesus protects me and you wherever we stay or go”. When you say “Jesus” point to the picture of Jesus. When you say “protects me”, imitate a hug, and when you say “wherever I stay or go”, draw a circle in the air with your finger.

Tell the SS that they are going to listen to a chant. Ask them to go to page 4 and listen to it in silence. Play the CD again, and ask the SS to mime the actions. Play the CD once more, and ask SS to repeat the lines.

Track 4, page 4. Introduction

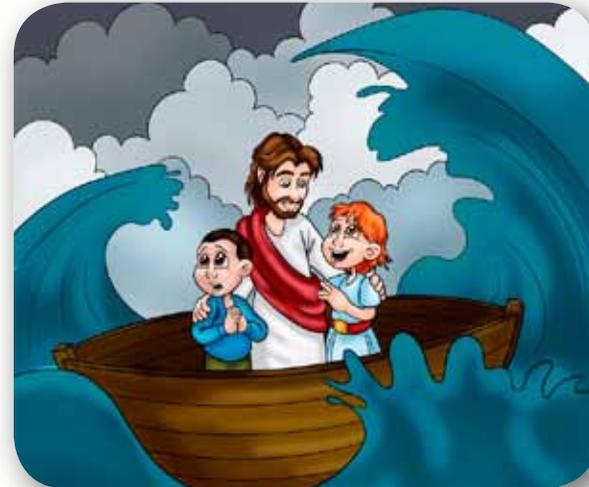
#### Chant

My teacher helps me at school.

My mum helps me at home.

Jesus protects me and you

wherever we stay or go.



## Lesson 2 (pp. 5 & 6)

**Objectives: At the end of the lesson students will be able to...**

- ...identify numbers from 1 to 10 and their corresponding written words.
- ...ask and answer about their age.
- ...sing a song.
- ...thank Jesus for their birthdays and lives.

**Target language:**

- How old are you?
- I'm 7 years old.

**Recycled language:**

- I'm...
- Numbers from 1 to 20.

**Receptive language:**

- Bless.
- Gift.

**Materials**

- The course book.
- The course book CD.
- CD player.
- A picture of a birthday cake.
- Picture of numbers from 1 to 20.

**Warm-up:** Greet students (SS) using the language you have introduced the previous class. Say: "Hello children! How are you?" Encourage SS to answer the questions. Say: "It's nice to see you again!"

In advance, draw a birthday cake on a thick cardboard, decorate it and then cut it out. Display the birthday cake picture on the board and tell the SS that it's a birthday cake. Draw ten candles and count the candles together with SS. Clean the board and draw seven candles and ask SS: "How many candles...?" Continue doing this until you review several numbers. After that, ask one student to come to the front, say a number and he/she should draw the amount of candles according to the number you have said.

### **Listen and complete the balloon (p.5)**

Ask the SS to go to page 5. Explain to them that it is David's birthday and he's celebrating his birthday with his classmates. Tell the SS to listen to the story carefully. Then ask the SS: "How old is David?" You can write three numbers on the board, for example: 6 – 7 – 8. Point to the numbers and ask 6? 7? 8? Then listen again and check. After that ask the SS to draw the number in the square.

Track 5, page 5. Introduction

#### **Listen and complete the balloon**

Teacher: Children, today is David's birthday.

Children: Happy birthday, David.

David: Thank you.

Teacher: How old are you, David?

David: I'm seven years old.

Teacher: Let's sing the happy birthday song.

Children: Happy birthday to you, happy birthday to you, happy birthday, dear David, Happy birthday to you. Jesus loves you a lot, and protects you as well. Jesus loves you and protects you, forever. Amen.

Teacher: David, blow out the candles.

David: FFFFFFFF

Let's eat the cake, but first we pray.



**Christian value: Teach SS that we should thank Jesus for our birthdays.**

Explain this in L1 if necessary. Teach the prayer and ask the SS to repeat the lines. Play the CD and stop to allow SS enough time to repeat the lines.

Track 6, page 5: Introduction

**Prayer**

Our Father in Heaven

Thank you for my birthday.

Bless this, your gift.

Amen.



**Listen and complete (p. 6)**

Ask the SS to open their books at page 6. Point to Kelly and ask: “Who is she?” Encourage the SS to answer. Ask: “How old is she?” Say: “I don’t know”. Do the same with the rest of the characters. Tell the SS to listen to the CD and complete the balloons.

Track 7, page 6: Introduction

**Listen and complete**

Teacher: How old are you, Kelly?

Kelly: I’m six years old.

Teacher: How old are you, David?

David: I’m seven years old.

Teacher: How old are you Tom?

Tom: I’m eight.

Kelly: How old are you, Miss?

Teacher: I’m twenty.



Check by asking the SS “How old is Kelly / David...?”

**Ask and complete (p. 6)**

*Warm-up:* The following game is recommended to practise the function that is to be used in the activity.

*Game:* How old are you?

*Game type:* Movement game.

*Aims:* Language: I'm...

*Time:* 10 minutes.

*Materials:* Picture of numbers from 1 to 20.

*Development:*

1. Put pictures of numbers around the room, on the floor, leaning against tables and chairs, or on the walls.
2. Each student stands next to a number. There should be three or four more numbers than SS and only one student may stand next to each.
3. Shout "How old are you?" The SS run to a different vacant number. When they arrive they call out "I'm seven, etc". The game continues until the SS are beginning to get tired. Keep the pace fast.
4. *Comments:* This is a fast-moving game where the SS use the language actively. Use it to get rid of students' excess energy in class.

**Ending the lesson: Ask and complete (p. 6)**

Ask the SS to form groups of three. Tell the SS to go to page 6. Point to the exercise. Ask the SS to complete the chart in the following way: First tell them to circle the correct face -the boy if they are boys or the girl if they are girls- and complete the first column with their age. Then, in order to fill in the rest they should ask their classmates: "How old are you?". It is better to model the activity with one or two SS until they understand what they are expected to do. Monitor while they are doing the task to check they are using the correct language.



## Lesson 3 (p. 7)

**Objectives:** At the end of the lesson students will be able to...

- ...reinforce greetings.
- ...respond to simple instructions by using body movement.
- ...identify numbers from 1 to 10 and their corresponding written words.
- ...ask and answer about their age.

**Target language:**

- Hello, I'm...
- Hello, how are you?
- I'm fine, thank you.
- Nice to meet you.
- Nice to meet you, too.

**Recycled language:**

- Hello, I'm...
- What's your name?
- My name's...
- This is...
- How old are you?
- I'm 7 years old.

**Materials**

- The course book.
- The course book CD.
- CD player.
- Pictures of numbers from 1 to 10.

### **Review**

**Warm-up:** A game is recommended to review greetings and introductions.

**Game:** Nice to meet you!

**Game type:** Movement game.

**Aims:** Language: Greetings and introductions.

**Time:** 10 minutes.

**Materials:** At least one card per student with pictures of a person on it. They can be famous people, people from the Bible, sports personalities, cartoon characters or the characters of the book.

**Development:**

1. Put the cards in a box. Move from student to student and let each one take a card out of the box.
2. Call out two names, the students must get up and greet each other saying, for example, "Hello! I'm Kelly". "What's your name?" The other child can reply "I'm Noah". "How are you?" Then they change places. You can use any phrase, such as "How old are you?"
3. Continue calling out names until all the SS have had a chance to change places at least once.
4. After a few rounds more, call "Nice to meet you!" The SS must all stand up and mingle, shaking hands and greeting each other, and then find a new place to sit down.

## ***Listen and number (p. 7)***

Ask the students (SS) to open their books at page 7. Explain to the SS that they are going to listen to three different dialogues. Tell them that they should number the pictures in the order they hear them. Play the CD and pause after each dialogue to allow SS time to write the numbers in the correct pictures. Listen again to check.

Track 8, page 7: Introduction

### **Review: Listen and number**

Narrator: number 1

A Child: Hello, David. How are you?

David: Hello, I'm fine. And you?

Narrator: number 2

A child: Miss, this is my dad. Dad, this is my English teacher.

Narrator: number 3

Teacher: Nice to meet you

Dad: Nice to meet you, too.



## ***Match and trace (p. 7)***

Bear in mind! The aim of the following exercise is just to allow the SS to distinguish between a number and a written word and to associate the number and its corresponding written word.

*Warm-up:* First, display the numbers 1 to 4 flashcards in sequence across the board. Above each number, stick the same number flashcard (word side). Point to each number in turn; say each number aloud and encourage SS to repeat in chorus several times. Then play the memory game. Play until you notice the SS start associating number and written word. Teach the number cumulatively, e.g. introduce number 5 and review 1, 2, 3, 4, 5, and so on. Continue doing this until you introduce the number 10. Do not introduce any other numbers.

Then write four or five numbers from 1 to 10 one below the other and in the opposite column write the written words at random order. Point to one number and match it to the corresponding written word. Then point to another number and ask the SS to help you match it to the word. Ask a volunteer to come to the front and encourage him / her to do the exercise.

*Activity:* Ask the SS to open their books in page 7 and encourage SS to do the task. Then tell SS to trace the numbers. This kind of activity will improve your SS fine motor skill.

### ***Ending the lesson: Extra activity!***

Ask ten SS to come to the front. Hand each one a card with a number on it. Say "Ready, steady, go". SS quickly get in a line showing the correct number sequence. Check with the rest of the class. The class counts aloud and the SS hold up their cards in turns. Repeat it two or three times.

Invite nine SS to the front and hand out nine numbers. The SS get in line and the class checks. Then they say which number is missing. Repeat, with a different missing number each time.

If you want to make the activity a little more demanding, invite four SS to come to the front. Hand each one a card with the written word of the number, e.g. "ONE", "TWO", "THREE", "FOUR". Say "Ready, steady, go". The SS quickly get in a line showing the correct number sequence. Check with the rest of the class. The class reads aloud and the SS hold up their cards in turns. Repeat until you have practised the written word of the ten numbers.

# UNIT 1\* WELCOME BACK TO SCHOOL!

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 1  Welcome back to school	8	Identifying parts of school  Describing the classroom  School supplies  Counting  Asking and answering about quantities.	<p><b>There is/are:</b></p> <p>There is a blackboard.</p> <p>There are chairs.</p> <p>How many...?</p> <p><b>Demonstrative Pronouns:</b></p> <p><b>Recycling:</b></p> <p>This is ...</p> <p>What's this?</p> <p><b>Verb to be:</b></p> <p>It's ... (a desk)</p> <p>They're ... (chairs) (Receptive)</p> <p><b>Prepositions of place:</b></p> <p>Where is the book?</p> <p>It's on the table.</p> <p><b>Imperatives:</b></p> <p>Open your book.</p>	<p>Parts of school: library, computer lab, classroom, playground, toilets.</p> <p>Classroom items: Desk, blackboard, windows, door, eraser, chalk, dustbin, chairs.</p> <p>Prepositions of place: on, in, under.</p> <p>Recycle: School supplies: pencil, eraser, crayons, ruler, pencil case, book, notebook, Bible, school bag, scissors, glue.</p> <p>Classroom instructions: open your books, take a break, listen, etc.</p> <p>Numbers.</p>



**Objectives: At the end of this unit students will be able to...**

- ...identify school supplies and parts of the school.
- ...count from 1 to 20.
- ...ask and answer questions about "How many...?"
- ...say where people are.
- ...describe where things are.
- ...say chants and sing songs.
- ...thank Jesus for their friends.

**Target language:**

- What's this?
- This is a school bag.
- It's a desk.
- There is a blackboard.
- There are 20 chairs.
- How many books...?
- Where is David?
- He is in the classroom.
- Where is my book?
- It's under the table.



## Lesson 1 (pages 8 & 9)

**Objectives:** At the end of this lesson students will be able to...

- ...identify school supplies and parts of the school.
- ...count from 1 to 20.
- ...ask and answer about quantities.
- ...say a chant.

**Target language:**

- School supplies and places at school.
- There is a blackboard.
- There are 20 chairs.
- How many books...?

**Recycled language:**

- School supplies.
- Numbers.
- What's this?
- Who's this?

**Materials**

- The course book.
- The course book CD.
- CD player.
- Pictures of numbers from 1 to 20.
- Pictures of places in the school or flashcards.

**Game:** School supplies' game.

**Game type:** Guessing game.

**Aims:** Language: School supplies. Other: Memory training; observation and recognition.

**Time:** 10-15 minutes.

**Materials:** At least seven different school objects (or flashcards); a cloth; a bag; a tray.

**Development:**

1. Sit in a circle with the students (SS). Ask them to give you something of theirs, for example, a pencil. Add keys or other items of your own. There should be between seven to ten objects altogether. Put them in the middle on a tray.

2. Hold up each item and ask "What's this?" Practise saying the words, first each student individually and then in chorus, until the SS have a good knowledge of all the items.
3. Cover the school supplies with a cloth. Ask one student to stand up and turn around. Remove one object from under the cloth, show it to the other students, and hide it in the bag.
4. The standing student turns around again. Remove the cloth and ask the student "What's missing?" He/she replies.
5. Each student in turn tries to guess what's missing. You can encourage SS to ask questions in order to find out what is missing, for example: "Is it a book?" If it is a book the rest of the SS say "Yes, it is". If it is not the student continue asking questions.

**Variation 1:** After playing one round, ask SS as a group to try to recall all the objects under the cloth. Practise the phrases "There is... / There are..."

*Presentation:* Use the classroom objects to introduce the new vocabulary. Point to the board and say “Board”. Say “Point to the board”. SS point to the board. Drill the word in chorus, softly and then loudly. Repeat with the other classroom words – window, desk, chairs, book, bag. Revise other school supplies as part of this activity: pencil, eraser, ruler, etc. Say “Point to the window” The SS point. Say “Point to the door” The SS point, etc.

Use the flashcards to present the rest of the new vocabulary: computer, computer lab, library, toilet, and playground. Point to the computer flashcard and say “computer”. Ask SS to repeat. Drill the word in chorus, softly and then loudly. Repeat with the other words. Move all the flashcards to different walls of the classroom, where SS can see them. Say “Point to the computer lab”; SS point. Say “Point to the library”; the SS point, etc. Carry out this activity as a quick pointing game.

### ***Listen, point and stick. (pages 8 & 9)***

Ask your SS to open their books at page 8. Say: “Open your books at page 8, please” Say: “Look at the picture” Point to David and ask “Who’s this?” SS answer. Point to Alex and ask “Who’s this?” SS answer. Explain to SS that they have a new classroom. Say “Listen and point” Play the CD. The SS listen and point to the objects in the picture.

Hold up your book and ask: “What’s missing?” Elicit answers, e.g. the window. Tell the SS to go to the sticker section and complete the picture using the stickers.

Track 9, pages 8 & 9, **Unit 1: Welcome back to school!**

#### **Listen, point and stick**

Alex: Welcome back to school, David. Look! There are a lot of books here.

David: Of course, this is the library. Wow! There are new computers in the computer lab.

Alex: How many computers are there?

David: There are twenty computers. Look, Alex! This is our new classroom.

Alex: Wow, there is a board and a big window.

David: And there are desks and chairs.

Alex: Where is your school bag, David?

David: It’s on my chair.

Alex: And the girls?

David: Kelly is in the toilet and Meg is in the playground.

Alex: OK. Let’s play with them!



**Extension!**

**Listen again and number (pages 8 & 9).**

Tell the SS to listen again and write the number in the correct room according to the order they hear the rooms are mentioned.

Set the pre-listening questions: “Is Kelly in the classroom?” (No), “Where is Kelly?” (In the toilet); “Is Meg in the classroom?” (No); “Where is Meg?” (In the playground). Do not accept answers until after the listening. Play the CD again. SS listen for the answers. Check with the whole class.

Check comprehension by holding up your book and asking other questions, e.g. What’s this? What colour is it? Where is the bag?

**Ending the lesson: Chant (p. 9)**

*Warm up:* Revise the key vocabulary by using flashcards if necessary. Point to the different flashcards and ask the SS to say the word. You can introduce here the concept of “big” just by miming.

Tell the SS that they are going to listen to a new chant. Play the CD and ask them to listen to it. Play it again and pause the CD so that they can repeat the lines. Play it again and encourage them to say it enthusiastically.

Track 10, page 9: Unit 1

**Chant**

My school is big

My school is nice

There is a library

And a computer lab

There are six classrooms

And a lot of books

There is a gym

And a playground, too.



## Lesson 2 (pages 10 & 11)

**Objectives:** At the end of this lesson students will be able to...

- ...talk about plural school supplies.
- ...count from 1 to 20 in English.
- ...ask and answer questions about “How many...?”

**Target language:**

- There is..., There are...
- How many... are there?

**Recycled language:**

- School supplies.
- Numbers from 1 to 20.
- Colours.
- What’s this?
- What colour is it?
- Who is this?

**Material**

- The course book.
- The course book CD.
- CD player.
- Pictures of numbers from 1 to 20.
- School supply flashcards.

### Listen and write the number (p. 10)

Ask the SS to open their books at page 10. Hold up your book and point to David and ask: “Who’s this?” SS answer. Point to Kelly and ask: “Who’s this?” SS answer. Elicit what SS can see. Hold up your book and point to the different school supplies. Ask SS “How many books are there in the bag?” Before they try to answer say “We don’t know” or just make the gesture. Tell the SS to listen to the CD to find out. SS listen. SS listen again and write the amount in the corresponding square.

Check by asking “How many books are there?” And so on.

**Track 11, page 10: Unit 1**

are three books.

Kelly: David, your schoolbag is very big.

Kelly: What’s there in your pencil case?

David: Yes, and it’s very heavy!

David: There are two pencils and twelve crayons.

Kelly: What’s there in your bag?

Kelly: Wow!

David: There is a pencil case, a ruler and there



### Draw and say (p. 10)

Show the SS your pencil case and the school supplies you have in it. Say: “In my pencil case there is a ruler, there are 8 crayons, and there is an eraser. What’s in your pencil case?” Elicit some answers.

Say “Open your books at page 10, please”. Tell your SS to draw the school supplies in the pencil case which is on that page.

Once they finish drawing and colouring the picture, ask some volunteer to come to the front to show and describe their pictures. Encourage them to use the target language. You can guide them by asking questions, for example: “How many colouring pencils are there?”; “Is there a ruler?”; “What colour is it?”.

### **Extra ideas!**

*Game:* True / False chairs. (If time)

*Game type:* Movement game.

*Aims:* Language: There is / There are...; Numbers; School supplies. Other: Quick reactions.

*Time:* 10-15 minutes.

*Materials:* Two chairs per student. Flashcards or real objects.

#### *Development:*

1. Put the chairs in two straight lines on either side of the classroom. If the class is too large or the room is not big enough, draw a line or play outside.
2. Line up the SS in the center of the room, between the rows of chairs or on the line. Tell them that one row of chairs or one side of the line means “True” and the other row or side means “False”. Demonstrate this by showing a flashcard or real object. For example, hold up two pencils and say “There are two pencils”.
3. Then SS decide if the statement is true or false and sit in the correct row of chairs. SS who choose the wrong row are out.
4. The last student remaining wins.

*Variation:* If you do not want to do a competitive game, allow SS who choose the wrong row of chairs to continue playing.

### **Look and match (p. 11)**

Draw a table on the board in order to demonstrate the activity in the book. In the first column write “THERE”, in the second one “IS” and below it “ARE”, in the third column write different numbers one below the other and in the last column stick school supply flashcards.

Show them real objects that coincide with the flashcards displayed on the board, for example, point to the board and match “THERE” “IS” “1” “Board” (flashcard). Invite a student and show him/her three rulers, ask him/her to say the statement and then match the words, number and picture. Continue doing this until SS grasp the activity.

Say: “Open your books at page 11, please”. Hold up your book and tell SS that they have to find out the amount of school supplies in the picture. Then they should report by doing the correct matching.

Check with the class altogether and then take a quick look at their books.

## Lesson 3 (pages 12, 13 & 14)

**Objectives: At the end of this lesson students will be able to...**

- ...recognize prepositions of place -in, on, under.
- ...ask and answer questions about where people and things are.
- ...talk about where things are, using prepositions.
- ...say a chant.
- ...thank Jesus for their friends.

**Target language:**

- It's in...; it's on...; it's under...
- Where is...?

**Recycled language:**

- School supplies.
- Classroom objects.

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Classroom object flashcards.
- School supply flashcards.
- Puppet of Froggy or any other puppet.

**Presentation:**

Greet your students (SS). Show them the Froggy puppet and say: "Who is it?" SS answer. Ask SS to greet Froggy. Ask SS: "Where is Froggy?" Encourage them to answer: "In the classroom". Sit Froggy on a chair and say "Froggy is on the chair". Ask the SS: "Where is Froggy now?" Encourage them to say: "On the chair". Repeat this procedure with the preposition "IN". For example, put Froggy in your school bag and say: "Froggy is in the school bag". Then ask "Where is Froggy now?" Elicit answer from your SS. Put Froggy under the desk and say: "Froggy is under the desk". Ask: "Where is Froggy?" Encourage the SS to answer. Remind the SS that Froggy is David's pet. Ask the SS if they have pets. You can ask them in L1. Explain that David has a special class and he has brought Froggy to the class.

**Listen and point (p.12)**

Ask the SS to open their books at page 12. Hold up your book and say: "Listen and look at the story". Ask: "Where is David?" SS answer ("In the classroom"). Tell the SS to listen to the story again, but this time they should point to Froggy in the different squares. Listen to the story again, but this time pause after each of David's questions and elicit answer from your SS. You can also point to the different places Froggy is and ask the question.

**Christian and moral value: Service shown when we help others. Take advantage of this activity to teach and emphasize that real friends help when you are in need.**



Track 12, page 12: Unit 1

**Listen and point**

David: This is Froggy. Froggy is my pet. Oh, no, Froggy! Where is Froggy? Friends, help me please!

Alex: It's on the desk.

Meg: No, It is under the chair.

David: Where is Froggy now?

Kelly: Look! It is in your school bag, David!

David: Come on, Froggy. Thank you friends for your help!

**Christian value: Teach your SS the importance of being grateful towards Jesus for the friends we have.**

**Chant (p. 12)**

Tell the SS that David finds Froggy thanks to his friends. Explain that friends are very important and that they are always there to help us. Use L1 for this explanation.

Tell the SS that they are going to learn a new chant. Teach the chant by doing some miming. Ask the SS to listen to the chant in silence. Then ask them to listen again, but this time pause after each line to allow the SS enough time to repeat. Encourage SS to say the chat as if they were whispering and then in a loud voice to have fun.

Track 13, page 12: Unit 1



### Chant

At school

I have friends

They are ready

when I need help.

Thank you Jesus

for my friends.



### Extra idea!

*Game:* School objects and prepositions relay.

*Game type:* Movement and team game.

*Aims:* Language: Prepositions (in - on - under)

*Time:* 10-15 minutes.

*Materials:* Two identical sets of familiar school supplies; for example, pencils, erasers, rulers; a whistle.

#### *Development:*

1. Clear a space in the classroom and divide the SS into two teams. Have them stand in two lines at one end of the room. At the other end of the classroom set up two tables facing the two teams. Place the school supplies on the tables.
2. Stand between the first two students and say, for example: "Put the ruler on the chair". Blow the whistle to start.
3. The SS run to the other end of the room, carry out your instruction, and run back to their lines. The first student to get back to the line earns a point for his/her team.
4. If the student chooses the wrong school supply or puts it in the wrong place, the team gets no points.
5. Play one or two rounds and add up the points.

*Variation:* Make the game more difficult by calling out more complicated tasks, for example, "Put the ruler on the chair and the eraser under the desk".

### ***Look and circle (p. 13)***

Display the preposition flashcards on the board. Point to the flashcard and write the preposition in capital letters that corresponds to the picture. Do the same with the other two prepositions. Point to the picture and point to the preposition to raise students' awareness of the written words. Point to the picture and say "Where is it?" Encourage the SS to answer and at the same time point to the written word. Repeat this procedure with the other two prepositions. Write another preposition next to the first one, for example, if the first picture illustrates the preposition "IN" write "IN"/"ON" below the picture and say: "Where is it?" SS answer and you circle the correct preposition. Continue doing this with the remaining prepositions, but this time invite a volunteer to the front and ask: "Where is it?" Tell the student to point to the correct preposition, if it is correct ask the student to circle the word.

Ask the SS to open their books at page 13. Hold up the book and say: "Where is Froggy?" SS answer. Point to the preposition "IN" and then to the prepositions "ON" say "IN or ON". Elicit answers from your SS. Encourage SS to work by themselves. Check with the whole class and then individually.

### ***Cut and glue (p. 13)***

Ask the SS to open their books at page 13. Show them the picture of the classroom. Tell SS to go to the cut-outs section. Ask them to cut out the pictures of the school supplies and glue them on the picture on page 13.

Once they finish, call out a student and say "Where is the ruler?" Encourage the student to answer. Model the activity with two more SS and then encourage them to work in pairs asking and answering questions about where the school supplies are.

Monitor students' oral production.

### ***Ending the lesson: Make the cut-outs and play (p. 14)***

Tell the SS to go to the cut-outs section and cut out the cards. Once they finish, they should hide/place the cards in different places, for example, on the table, under the desk, in the pencil-case. Explain that they should play in pairs. One student says "Where is the pencil?" the other answers.

If you want to make the activity a little more demanding, the student who hides the cards should say "Where is the ruler?" and the other student should ask questions to find out the place, for example: "Is it in the bag?"

This activity should not take more than 10 minutes.

## Lesson 4 (pages 14, 15, 16 & 17)

**Objectives:** At the end of this lesson students will have...

- ...had more practice in following classroom instructions.
- ...practised questions about where people are.
- ...listened and learnt a new story from the Bible.
- ...had more practice with prepositions of place -in, on, under.
- ...said a chant.
- ...learnt to thank Jesus for their friends.

**Target language:**

- Classroom instructions.
- Places in the school.
- Prepositions of place: in, on, under.
- Recycled language:
- Places at school.
- Prepositions of place.
- Where is...?
- Numbers.

**Receptive language:**

- Coin, bed, table.

**Materials:**

- The course book.
- The course book CD.
- CD player.
- EVA foam (*Goma EVA*) Story Time Book.

**Warm-up:** Remember that at this point students (SS) are quite familiar with classroom instructions. You can review them by playing Simon says or any other movement game.

Greet your SS and tell them that they are going to play a game. Explain how to play the game if they are not familiar with it.

While you and your SS are playing the game try to include the instructions that appear in the song and explain the meaning of them through miming.

### **Sing and do (p. 14)**

Tell SS that they are going to learn a new song. Ask them to go to page 14. Hold up your book and point to the different actions that illustrate the lyrics of the song. Play the song and ask SS to point to the different actions while listening to the song. Ask the SS to listen again, but this time mime the actions and encourage your SS to perform the actions with you. Finally, ask your SS to sing along while doing the miming.

Track 14, page 14: Unit 1

and close the door.

**Song**

Open your book

Stand up!

at page three.

Say hello!

Listen to the teacher.

Open the window

Homework to complete.



### ***Listen and number (p. 15)***

Use the flashcards to review the vocabulary of the different parts of the school.

Then ask the SS to open the books at page 15. Hold up the book point to the different squares and ask SS to mention the different places. Play the CD and ask SS to number the pictures in the order they hear. Listen to the CD again and check.

Track 15 Page 15 Unit 1

#### **Listen and number**

Narrator: Number one: The playground.

Narrator: Number two: The library.

Narrator: Number three: The toilets.

Narrator: Number four: The classroom.

Narrator: Number five: The computer lab.



### ***Listen and match. (p. 15)***

Hold up your book and point to the picture again. Point to the teacher and set the pre-listening question; say: “Where is the teacher?” Play the CD and then encourage your SS to answer. If they answer correctly, tell them to take a pencil and match the picture of the teacher to the correct place. Play the rest of the questions. Say: “Where is David?”, “Where is Kelly?” Listen again, check and encourage your SS to answer and to match the picture.

Repeat this by asking about Alex and Meg.

Track: 16 Page 15 Unit 1

#### **Listen and match**

Narrator: The teacher is in the classroom.

Teacher: Tom, Where is everybody? The classroom is empty!

Tom: David is in the computer lab and Meg is in the library.

Teacher: And, where is Kelly?

Tom: She is in the toilet.

Teacher: And Alex?

Tom: Hmmm... He is in the playground.



### ***Story Time! (p. 16)***

*Central theme:* Friendship and service is illustrated in the story of “The lost coin”.

*Presentation:* Remember this is the opportunity to let the SS know about a story from the Bible and should be a very special moment. You can organize a workshop with your students’ parents to decorate the “Story Time corner”. The SS can bring cushions to sit on them. You can also design a “Big Story Time Book” where the stories can be photocopied a little bigger.

Bring some coins to the class. Show the coins to the SS and count the coins, for example, five coins. Drop a coin or hide a coin. Ask SS to count the coins again, for example, count from one to four and say “Children I lost a coin, help me!” Point to the coin and say, for example: “It’s on the chair”. “Thank you!”

### ***Listen and point (p. 16)***

**Christian and moral value: The importance of sharing and of being grateful to friends.**

Say “It’s Story Time!” Ask the SS to come to the front and sit on the floor in a semicircle. Tell them to open their books at page 16 and say: “This is the story of the Lost Coin”. Ask the SS to listen to the CD in silence. Play the CD again and tell SS to listen and follow the story by pointing to the correct square. Point to the first square and ask “How many coins are there?” The SS answer. Point to the second square and ask “Is it on the table?” SS answer. Point to the following square and say “Is it in the bag?” SS answer. Then say “Where is the coin?” Say “The girl is happy and her friends are happy, too”.



Track 17, page 16: Unit 1

**Story time!**

*The story of the lost coin*

*Listen and point*

Girl: How many coins are there? One, two, three, four, five, six, seven, eight, nine, nine...

Girl: There are nine coins in the box. I've lost one coin. Where is my coin?

Girl: Is it on the table? No, it isn't.

Girl: Is it in the bag? No, it isn't.

Girl: Is it under the bed? Yes, it is!

Girl: I'm very happy! How many coins are there now? One, two, three, four, five, six, seven, eight, nine, ten. There are ten coins now. I'll tell my friends. Friends, I lost one coin.

Friends: Really?

Girl: Yes, but now there are ten coins again. I'm so happy now.

Friends: We are happy, too.

**Count and write (p. 17): How many coins...?**

Tell the SS to open their books at page 17. Hold up your book and point to the first picture. Encourage SS to count the coins with you. Once they count the coins, tell them to write the number in the blanks. Encourage them to do the same with the two remaining pictures. Check with the whole class. Once you check say: "How many coins are there in the story?" Encourage SS to answer "ten". Tell them to circle the picture where there are ten coins.

**Cut, listen again and glue (p. 17)**

Tell the SS to go to the cut-outs and cut out the coin. Then say: "Open your books at page 17". Hold up your book and show the scene. Ask again "Where is the coin?" Elicit answers from your SS. Then encourage them to glue the coin in the correct place.

Track 17, page 16: Unit 1



## Ending the lesson: Song (p. 17)

Tell the SS that they are going to learn a new song. This song is about the story. It is a very easy song. Play the CD and encourage the SS to count with their fingers. First listen to the song and mime the actions. Then encourage the SS to sing along.

Track 18, page 17: Unit 1



### Song

One coin, two coins, three coins, four,

Five coins, six coins, seven coins more,

Eight coins, nine coins, there's no more!

Where is my coin? Where is it?

Here it is! Here it is!

Ten coins I have with me.



## Lesson 5 (pp. 18 & 19)

**Objectives:** At the end of this lesson students will have...

- ...had more practice in using the vocabulary related to school supplies and classroom objects.
- ...practised questions about “How many...?”
- ...talked about amounts and what there is... / there are... in the classroom / school.
- ...sung a song.
- ...learnt to work in small groups.
- ...learnt to take care of classroom objects and school supplies.

**Target language:**

- How many...?
- There is / There are...
- School objects.
- Places in the school.

**Recycled language:**

- School supplies.
- Places in the school.
- There is / There are...
- What’s this?
- Numbers.

**Receptive language:**

- Any requested by students.

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Cardboards, large pieces of paper, magazines, glue, scissors.



## **Project!**

Remember this is a project. Therefore, students (SS) should carry out some research and there should be a positive outcome.

Bear in mind to have an English bulletin board to display your students' work.

Do not forget to ask for the material required the previous class.

### **Social value: Working with others.**

#### **Option 1: My ideal school (p. 18)**

*Warm-up:* Talk about what there is in the school and display pictures on the board for the SS to remember.

For this project the research will consist of finding out what they would like their school to have and the outcome will be their ideal school.

Brainstorm ideas about what they'd like in the school, for example, suggest a swimming pool. Encourage SS to mention what other things they'd like in the school.

Once you finish the brainstorming section, ask the SS to open their books at page 18. Hold up your book and point to the photos of the kids doing the project. Tell your SS that they will do the same.

Divide the class into groups of four or five SS. Hand out the material and let them draw or cut out pictures from magazines to illustrate the things they'd like in their school. Tell them to glue the pictures or to do the drawing on a large piece of paper or cardboard for all their classmates to see their work.

Finally, ask the different groups to come to the front to describe their "ideal school". For example: "In my ideal school, there is a swimming pool and there are computers in the classrooms".

#### **Option 2: Classroom report graph (p. 19)**

The research in this project will consist of finding out the amount of furniture and school supplies that there are in the classroom.

*Warm-up:* Do a very quick "point and say" activity; for example, point to a window and ask: "What's this?" SS answer. Then say "How many windows are there in the classroom?" Continue doing this until SS revise the necessary vocabulary.

Divide the class into groups of four or five SS. Each group finds out about different objects in the classroom. They decide on the objects, draw the objects on a large piece of paper or cut pictures from magazines to illustrate them. Then they count and write the amount next to each picture.

When they finish, they go to the front and report about their findings. For example: "In the classroom, there is a dustbin and there are three windows".

Display the projects on the English bulletin board or on the walls for all the SS to see them.

This is a nice opportunity to remember SS that they should take care of furniture and school supplies.

## Ending the lesson: Song (p. 19)

Teach the song with actions to end the lesson. Play the CD and encourage SS to carry out the actions.

Stand up and play	(SS stand up and mime as playing or jumping)
Time for the break	
Come in and sit down	(SS go to their place and sit down)
Homework to be done	(SS mime as if opening a book)
Please, be quiet again	(SS put their forefinger on their mouth and say Shhhhh)
It's time to pray	(SS mime as if praying)
Listen to the bell	(SS put their hands behind their ears as if listening)
Bye, bye, have a nice day!	(SS wave their hands)

Do the song as a round. Divide the class into four groups. Group 1 sings verses 1 and 2. Group 2 sings verses 3 and 4. Group 3, verses 5 and 6. Group 4, verses 7 and 8.

Then, Group 1 starts. When they start the third verse, group 2 starts the first verse. When they start the third line, group 3 starts the first one. When they start the third verse, group 4 starts the first verse.



Track 19, page 19: Unit 1

### Song

Stand up and play

Time for the break.

Come in and sit down

Homework to be done.

Please, be quiet again

It's time to pray.

Listen to the bell.

Bye, bye, have a nice day!

## Lesson 6 (pp. 20 & 21)

**Objectives:** At the end of this lesson students will have...

- ...reviewed language from the unit.

**Target language:**

- School objects.
- Places in the school.
- How many...?
- There is / There are...
- Numbers.
- Where is...?
- It's in..., it's on..., it's under...
- Classroom instructions.

**Recycled language:**

- Language from the unit.

**Materials:**

- The course book.
- The course book CD.
- CD player.

### **Review**

*Warm-up:* Play the game “True / False chairs” to review the unit. Remember that you can say words or statements. For example, point to the window and say: “Door”; or say: “There is a board”; or: “The book is under the desk”. Remember that the students (SS) look at the object or flashcards to see if the statement is true or false.

### **Count and say (p. 20)**

Say: “Open your books at page 20”. Hold up your book and point to the picture. Explain that something happened and the classroom is a mess. Tell the SS to look at the picture and ask questions, for example: “How many chairs are there in the classroom?” Do this activity orally and as a whole class.

### **Cut, listen and glue (p. 20)**

Tell the SS to go to the cut-outs section and cut out the three Froggies. Then the SS should open their books at page 20. Tell SS to listen to the CD. Then play the CD again and pause after the first narrator and ask: “Where is Froggy?” SS answer. If they answer correctly, encourage them to glue the picture in the correct place. Do this with the other remaining pictures.



Track 20, page 20: Unit 1

**Review: Cut, listen and glue**

Narrator: Number 1

David: Where is Froggy?

Girl: It's under the desk.

David: Thank you!

Girl: You are welcome.

Narrator: Number 2

David: Where is Froggy, now?

Boy: It's on the chair.

David: Thank you!

Boy: You are welcome.

Narrator: Number 3

David: Sorry, Where is Froggy? I can't see it.

Boy: I don't know. Look! It's in the dustbin!

David: Thank you my friends.

Boy and Girl: You are welcome.

**Match and say (p. 21)**

This is an open task. Say: "Open your books at page 21, please". Hold up your book and point to the picture. Tell the SS that the teacher doesn't know where the children are. Tell the SS that they should match each character to the different parts of the school. Give the SS time to follow the paths and draw the lines to report where each character is. Then say: "Where's David?" Call out a student's name and ask: "Where is David?" The student answers. Continue doing this until the SS say where all the characters are. Remember that the answers will depend on students' choices.

**Listen and circle (p. 21)**

SS continue working on the same page. Tell the SS that they should circle the picture that illustrates the action they hear. Play the CD and pause to allow the SS enough time to carry out the task.

Check individually.



Track 21, page 21: Unit 1

**Review: Listen and circle**

Narrator: Number 1

Teacher: Open the door, please.

Narrator: Number 2

Teacher: Sit down, children, please!

Narrator: Number 3

Teacher: Complete your homework now, please!

Narrator: Number 4

Teacher: Close your books, good bye!

**Ending the lesson**

Review one of the songs or chants taught.

# UNIT 2: WILD ANIMALS

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 2  Wild animals	22	Identifying and describing wild animals.  Asking about quantities.  Talking about abilities.  Asking and answering about the animals habitats.	<b>Verb to be:</b>  What's this?  It's a lion.  Is it a lion?  Yes, it is / No, it isn't.  What colour is it?  It's grey.  How many ...?  <b>Prepositions of place:</b>  Where are they?  They are in the (forest)  Verb can:  It can / It can't (fly).	<b>Wild animals:</b> elephant, crocodile, lion, fish, giraffe, zebra, monkey, hippo, snake, bear, dolphin, parrot, camel.  <b>Actions:</b> fly, swim, jump, climb, run, walk.  <b>Habitats:</b> river, jungle, sea, mountains, forest.  <b>Recycling:</b> colours and numbers.

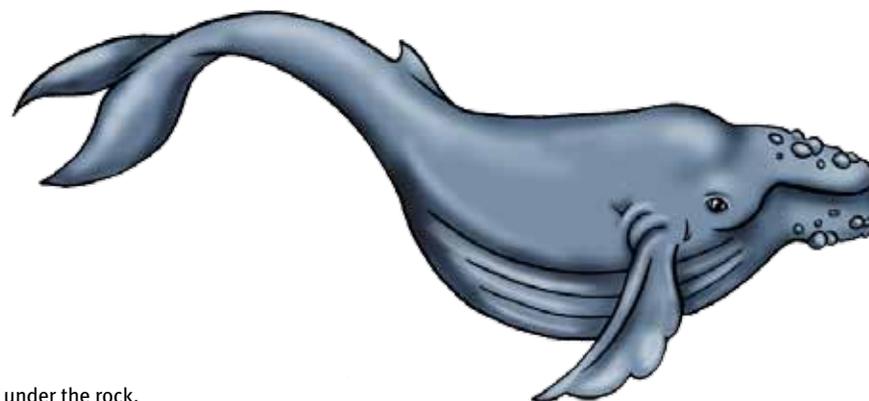


**Objectives: At the end of this unit students will be able to...**

- ...name, identify and describe wild animals.
- ...ask and answer questions about how many animals there are.
- ...talk about what animals can/can't do.
- ...say where animals are.
- ...talk about animals' habitats.
- ...thank Jesus for the animals.

**Target language:**

- What's this?
- It's an elephant.
- Is it an elephant?
- Yes, it is. / No, it isn't.
- What colour is it?
- It's grey.
- How many elephants...?
- Where are they?
- They are in the (forest). / It's under the rock.
- It can / It can't (run).



## Lesson 1 (pp. 22 & 23)

**Objectives: At the end of this lesson students will be able to...**

- ...name wild animals.
- ...recognize and name some habitats and elements from nature.
- ...sing a song.
- ...thank Jesus for the animals.
- 

**Target language:**

- Wild animals: monkey, elephant, crocodile, dolphin, camel, giraffe, parrot, hippo, lion, bear, snake.
- Habitats and tree, mountain, rock, river.
- What's this?
- Where is...?

**Recycled language:**

- Colours.
- What's this?
- Where is it?

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Wild animal and habitat flashcards.

*Warm-up:* Review the known animals using the flashcards from *Best Friends 1* or some pictures. Elicit each animal and put the flashcards on the board. Ask: “What are they?” Elicit the word “Animals” and write it in the center of the board. This is a friendly word so that the students (SS) will not find any difficulty in understanding the written word.

*Presentation:* Teach or elicit the new animals (monkey, elephant, crocodile, dolphin, camel, giraffe, parrot, hippo, lion, bear, snake) using the flashcards. The SS repeat the animal’s name in chorus, then in groups. Display the flashcards on the board and elicit the new animal names again.

### **Listen, point and stick (pp. 22 & 23)**

Say: “Open your books at page 21, please”. Hold up your book and say: “Look at the wild animals”. Elicit who and what the SS can see in the picture. Point to David and say: “Who is this?” Point to Kelly and repeat the question. SS answer. Explain that David and Kelly go on a safari or they are in a safari park. Ask the SS what else they can see. Point to the crocodile and ask: “What colour is it?” Introduce the colour grey and any other at this point. Point to the hippo and say “What colour is the hippo?” Say: “It’s grey” Ask the SS to repeat. Say: “Listen and point to the animals”. Play the CD. SS listen and point.

Say “What’s missing?” Elicit answers, for example, the monkey. Tell the SS to go to the sticker section and complete the picture using the stickers.

Use the flashcards to introduce the habitats and the new vocabulary (tree, river, mountain, rock). Place the flashcards on the board and ask the SS to repeat.

Set the focus listening questions. Say: “Where is the parrot?”, “Where is the lion, the giraffe and the elephant?”, “Where is the bear?” Play the CD again. The SS listen for the answers.

Track 22, pages 22 & 23: Unit 2

#### **Listen, point and stick**

David: Kelly, Look at the wild animals.

Kelly: What’s this, David?

David: It’s a camel. It’s in the desert.

Kelly: David, is that a crocodile?

David: Yes, it is. And that is a hippo.

Kelly: What colour is it?

David: It’s grey. Look at the monkeys. They are very funny.

Kelly: Where are they?

David: They are in the tree. They can climb and jump.

Kelly: The bear is in the mountain and it’s really big.

David: Look! The lion, the giraffe and the elephant are in the jungle.

Kelly: And the snake and the parrot are in the tree. Look! The parrot can fly.

David: Look at the dolphin and the fish!

Kelly: They are in the sea. Jesus made beautiful animals!



**Christian value: Jesus, as Creator, is the King of the universe.**

**Song (p. 22)**

Place a flashcard or a picture of a king on the board. Point to the picture and say “King”. Teach the SS that Jesus is our King. Teach the SS the song with actions.



Who is the king of the jungle?

SS move their arms like monkeys.

Who is the king of the sea?

SS move their arm like a sea wave.

Who is the king of the universe?

SS move their arms drawing a big circle in the air.

Who is the king in me?

SS point to themselves.

Jesus is the king of the jungle.

SS point to the sky and then move their arms like monkeys.

Jesus is the king of the sea.

SS point to the sky and then move their arms like a sea wave.

Jesus is the king of the universe.

SS point to the sky and then move their arms drawing a circle.

Jesus is the king in me.

SS point to the sky and then point to themselves.

Track 23, page 23: Unit 2

**Song**

Who is the king of the jungle?

Who is the king in me?

Jesus is the king of the jungle.

Who is the king of the sea?

Jesus is the king of the sea.

Who is the king of the universe?

Jesus is the king of the universe.

Jesus is the king in me.



**Ending the lesson:**

Teach the SS to thank Jesus for the animals.

**Christian and moral values: The importance of seeing animals as Jesus’ creation, respecting them as it’s done with friends.**

## Lesson 2 (pp. 24, 25 & 26)

**Objectives:** At the end of this lesson students will have...

- ...had more practice with the key vocabulary.
- ...reviewed colours.
- ...described animals and where they are.
- ...reviewed prepositions of place.
- ...listened to a song and carried out a task.
- ...played different language games.

**Target language:**

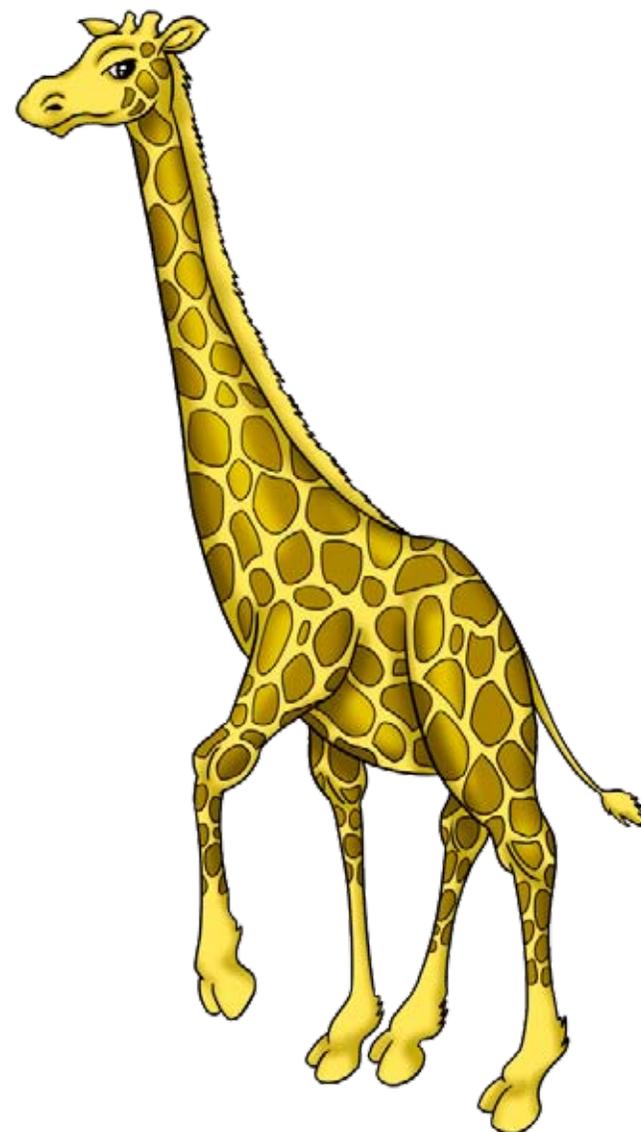
- Wild animals.
- Habitats and tree, mountain, rock, river.
- What's this...?
- This is...
- It's brown.
- Where is...?
- It's in the river; it's on the rock; it's under the tree.

**Recycled language:**

- Colours.
- Wild animals.
- Habitats and mountain, tree, rock, river.
- What's this?
- What colour is it?
- Where is it?
- Prepositions of place: in, on, under.

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Wild animal and habitat flashcards.
- Habitat posters.



**Warm-up:** Place the wild animal and the habitat flashcards on the board and elicit the vocabulary.

**Extra activity!**

*Game:* Animal Tic Tac Toe with a new twist.

*Game type:* Card and team game.

*Aims:* Language: Wild animals and habitats. Where is it? It's... Other: Quick recognition.

*Time:* 10–15 minutes.

*Material:* Nine different pictures of wild animals in their habitats.

*Development:*

1. Draw a 3 x 3 grid on the board and stick pictures of animals in their habitats in each square, for example, a lion in the jungle, or a fish in the sea; or you can stick the habitat flashcards face down and over them the animal flashcards in each square.
2. Divide the class into two teams.
3. Team 1 chooses an animal; if they name the animal correctly ask: "Where is it?" If the answer is right draw an "O" in the square; for example if the team chooses the lion flashcard and says lion, you ask "Where is it?" and the team should say "In the jungle".
4. Then team 2 has a turn. Draw an "X" in the square they choose if they can say the animal and where it is.
5. The teams take turns until one gets a horizontal, vertical, or diagonal row of three Xs or three Os.

### **Listen to the song and match (p. 24)**

Tell the SS to open their books at page 24. Hold up your book. Point to the different pictures and elicit answers. Tell the SS they are going to listen to a song and that they should point to the animals and habitats they hear. Play the CD. SS listen to the song and point to the correct picture. Set focus questions, for example, say: “Where is the dolphin?”; “Where is the bear?”; “Where is the camel?” Do not allow SS to answer until after the listening. Play the CD. Check the answers. Tell the SS that now they should match the animal they hear to the correct habitat or place. Ask the SS to pick up the pencil. Play the CD. The SS match. Then correct as a whole class by asking questions, such as “Where is the crocodile?”

If there's time, teach the song.



Track 24, page 24: Unit 2

#### **Listen to the song and match**

Song

Hello, hello.

What can you see?

I can see a dolphin.

Where is it?

Of course, it is in the sea.

Hello, hello.

What can you see?

I can see a monkey.

Where is it?

It's in the jungle up in a tree.

Hello, hello.

What can you see?

I can see a crocodile.

Where is it?

It's in the river and it can swim.

Hello, hello.

What can you see?

I can see a bear.

Where is it?

It's in the mountain, up on the peak.

Hello, hello.

What can you see?

I can see a camel.

Where is it?

It's in the desert. Where can it be?

### ***Decode the word (p. 24)***

Continue working on the same page. This exercise is just a mere introduction to English written words. Before asking the SS to do the activity, it is advisable to demonstrate the exercise on the board first.

Write the alphabet. Do not teach the alphabet at this point. Write a code below the alphabet. Stick a wild animal flashcard on the board and write the animal name but in code. Tell the SS to decode the word by replacing the symbol by the letter.

Ask the SS to open the book and to decode the words. Check individually. This kind of exercise serves to develop logical intelligence.

### ***Colour, match and say (p. 25)***

Ask the SS to open their books at page 25. Carry out the activity in two sections. First, hold up your book and point to the activity. Tell the SS to colour the animals. Once they finish, ask some SS about the colour of their animals, for instance, say: “The student answers. Ask different SS until you have asked about each animal.

Tell the SS to match each animal to a habitat or place. Allow the SS enough time to think about it.

Check by asking different SS, for example, say: “Tim, where is the crocodile?”

This exercise has different outcomes and not just a single answer.

### ***Play a guessing game (p. 25)***

This game is played with the previous exercise as a reference. Since each student has painted the animals differently and matched them to different places, they can describe the animals and where they are for their classmates to find out which animal it is. Or SS work with the students’ mini flashcards. Ask them to cut out the cards if they have not done it before.

SS play the game in pairs. Student A describes one animal and where it is without mentioning the animal; for example: “It’s yellow and brown. It’s in the jungle”. Student B should guess the animal, for instance: “It’s a giraffe”. If the answer is correct, it’s his/her turn to describe an animal.

### ***Cut, listen and glue (p. 26)***

Before doing this exercise, revise the prepositions of place in, on, under. You can display a poster of a jungle on the board and place the animals on the picture to review the use of prepositions. For example, place the snake under the tree, the monkey on a rock, the hippo in the river. Point to each animal and say: “The snake is under the tree, the monkey is on the rock, the hippo is in the river”. Then ask: “Where is the hippo?” and so on.

Tell the SS to open their books at page 26. Hold up your book and explain that the scene is not complete. Tell the SS to go to the cut-out section and cut out the picture of the animals. Once they finish, SS listen to the CD. Set one comprehension question: “Where is the fish?” Play the CD. The SS listen and answer the question. Tell the SS to listen again and place the pictures of the animals in the correct square. Play the CD. Check by asking questions, for instance: “Where is the snake?” and so on until you check where each animal is. Once the SS check, tell them to glue the pictures in the correct square.

Track 25, page 26: Unit 2

#### **Cut, listen and glue**

The snake is on the rock.

The fish is in the river.

The lion is under the tree.

The bear is in the mountain.



### ***Ending the lesson: Make the cut-outs and play (p. 26)***

Tell the SS they are going to play a game. This is called the “Animal Bingo”. To play the game tell SS to go to the cut-outs section and cut out the cards.

*Game:* Animal Bingo.

*Game type:* Board game.

*Aims:* Language: Wild animals vocabulary revision; listening.

*Time:* 10–15 minutes.

*Materials:* The grid on page 26. Student’s book, wild animal cards, student’s book cut-outs, a bag.

#### *Development:*

1. The SS cut out the animal cut-outs and place the cards in the squares. Tell SS that there are more animal cards than squares so they should choose only eight cards to put in them.
2. You are the caller. Put the cards in a bag and mix them. Pull out one and say: “This is (name of the animal)”, and then show the card to SS. If SS have it they put the card face down.
3. The first student to have all the cards face down on his/her grid wins.
4. The winner becomes caller. The other SS can change the cards.

## Lesson 3 (pp. 27, 28 & 29)

**Objectives:** At the end of this lesson students will be able to...

- ...talk about what animals can do.
- ...ask about what animals can do.
- ...talk about what they can't do.
- ...sing a song.
- ...thank Jesus for what they can do.

**Target language:**

- Action verbs: jump, run, swim, climb, walk, fly.
- It can... / (but) / It can't...
- What can...?
- I can... / I can't...

**Warm-up:** Introduce the new action verbs -jump, run, swim, climb, walk, fly- by miming the actions. Jump up and down several times. Elicit the word jump, say "I can jump", then ask "Can you jump?" The students (SS) answer yes. Place a picture of a monkey jumping. Say "The monkey can jump". Then mime the other action and place a picture of an animal that can do that. Introduce the verb "Fly" and mime the action, but this time say: "I can't fly". Then ask: "Can you fly?" Say: "No, you can't". Place a picture of a parrot and say: "The parrot can fly". Point to the monkey and say "The monkey can't fly".

### **Listen and tick (p. 27)**

Ask the SS to open their books at page 27. Hold up your book and say "David and Kelly are in the zoo". Teach the word "zoo" if necessary. Say: "They are looking at the monkeys". Set the pre-listening questions: Say "Can monkeys jump?", "Can monkeys swim?" Do not allow the SS to answer until after the listening. Play the CD. Repeat the questions. SS answer. Explain to your SS that they are going to listen again but this time they should only tick the actions that the monkeys can do. Play the CD. SS listen and tick. Then check by asking questions and elicit answers. For example, say: "Can monkeys jump?" SS answer: "Yes, they can".

**Recycled language:**

- Wild animals.

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Wild animal and habitat flashcards.



Track 26, page 27: Unit 2



### Listen and tick

Kelly: David, look at the monkeys!

David: They can walk and they can run.

Kelly: Yes, and look. They can climb a tree and they can jump.

David: They can swim, too.

Kelly: Yes, but they can't fly.

David and Kelly: Ha, ha, ha.

### Cut, glue and say (p. 28)

Say: "I can jump, look". Mime the action. Say: "I can't climb a tree". Mime the action. Then ask some SS questions related to different actions. Ask SS to go to the cut-outs section and cut out the pictures of children doing different actions. Tell the SS to open their books at page 28. Point to the chart and tell the SS to glue the pictures of what they can do in the part of the chart that has the tick and to glue the pictures of what they can't do in the part of the chart with a cross.

Once they finish gluing, check. Call out student's name and say: "What can you do?" Student answers. Encourage him/her to provide complete sentences, such as "I can walk, I can run". Then ask what they can't do.

### Mime and guess (p.28)

*Game:* What's the animal?

*Game type:* Role-play and guessing game.

*Aims:* Language: Wild animals. It can... / It can't... It's... Other: Miming.

*Time:* 5–10 minutes.

*Materials:* Student's wild animal flashcards.

*Preparation:* SS cut out the wild animal flashcards.

#### Development:

1. Divide the class into pairs. Each pair has a bunch of cards.
2. Bring two SS to the front and show them how to play the game and what to say. Student A chooses a flashcard and mimes and says what the animal can do, for example: "It can swim". Student B tries to guess, for example: "It's a fish". Student A says "Right" or "Wrong".
3. If student B finds out the animal, he wins the flashcard and it's his/her turn. If student B does not find it out, student A continues giving clues; he/she can mention what colour the animal is.
4. Play the game for five to ten minutes.
5. Say: "Stop!" The student who has more flashcards is the winner.

**Extra idea!**

If you want to practise “Yes/No” questions, one student looks at the flashcard and the other asks questions to guess what animal it is, such as: “Can it fly?” if the answer is “Yes, it can” the student asking can say “Is it a parrot?” If the answer is “No, it can’t” he has to continue asking questions with the verb “can”.

**Chant (p. 28)**

**Christian value: The importance of being grateful to Jesus for all the things we can do.**

Tell the SS that they are going to learn a new chant. Ask them to put the monkey, lion and dolphin flashcards on their desks. Ask the SS to listen to the chant and to hold up the picture of the animal they hear. Play the CD. SS listen to the chant silently and show the picture of the animal they hear.

Tell the SS that you will say the line where the question appears, for example: “Are you a monkey?” and they should say the following lines: “No, I’m not; but I can jump, too”.

Divide the class into two groups. One group asks the questions and the other answers. Then do it the other way around.

Track 27, page 28: Unit 2

**Chant**

Are you a monkey?

No, I’m not.

But, I can jump, too.

Are you a lion?

No, I’m not.

But I can run, too.

Are you a dolphin?

No, I’m not.

But, I can swim, too.

Thank you Jesus

Thank you a lot

For all the things I can do!!!



**Extra activity!**

*Game:* One line singing.

*Game type:* Singing/chanting game.

*Aims:* Language: Are you...? But, I can... Other: Keeping time, keeping rhythm.

*Time:* 5–10 minutes.

**Development:**

1. The SS sit in a circle on chairs. They say one or two verses together, to get in the mood for the game.
2. In turn, each student says only one line of the chant, for example student 1 says “Are you a monkey?”, student 2 says, “No, I’m not”, student 3 says “But I can jump, too”. You may let the SS clap to keep the pace and rhythm of the chant going.
3. The chant continues like this, round the circle, until it is finished. And then they can start again.



**Look, tick and say (p. 29)**

Ask the SS to open their books at page 29. Hold up your book and point to the exercise. Tell the SS to look at the animals on the left of the chart and then to look at the actions illustrated at the top of the chart. Explain that they should tick the actions that each animal can do. SS work individually. Check by asking “What can the crocodile do? SS answer.

*Extension:* If you consider appropriate you can introduce the use of “BUT” since its meaning has been introduced in the chant. The SS can report, for example, “The crocodile can swim, but it can’t fly”.

## Lesson 4 (pp. 30 & 31)

**Objectives:** At the end of this lesson students will have...

- ...listened and learnt a new story from the Bible.
- ...had more practice in asking and answering about what animals can/can't do, where they are, and what colour they are.
- ...sung a new song.
- ...become aware that Jesus protects us.

**Target language:**

- Wild animals.
- Other: Noah, ark.
- Can you see the giraffes? / Can you hear the elephants?

**Recycled language:**

- Wild animals.
- Colours.
- Where is / are...?

**Receptive language:**

- Make a big ark!

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Wild animal flashcards.
- Pictures of Noah and the ark.

**Story time!**

**Central theme: Jesus' friendship**

**Christian value: Jesus as our friend and protector.**

Use this story from the Bible to emphasize the concept of Jesus as our best friend and protector.

*Warm-up:* If you want to review the animals that are presented in the story, you can bring big pictures/posters of those animals. Cut each picture into pieces to make puzzles. Divide the class into groups, and give one puzzle to each group. Allow the students (SS) time to figure it out and to present it to the class.

Tell the SS: "It's Story Time!" You can tell the SS about the story of the Bible in L1.

Display a picture of Noah's ark on the board and ask the SS what story from the Bible it is.

Pre-teach the key vocabulary -ark, Noah.

**Listen and point (p. 30)**

Ask the SS to open their books at page 30. Hold up your book and tell SS to point to the squares as they listen to the story. Play the CD. Display the picture of the ark, Noah, and the animals on the board. Tell the SS that they are going to listen again but this time they should point to the ark, to Noah, and to the animals when they hear the words. Play the CD. Finally, check comprehension by pointing to Noah and saying: "Who is it?" SS answer. Point to the ark and say: "What's this?" SS answer. And then point to the animals on the ark and say: "Where are the animals?", "Who protects Noah and the animals?" SS answer.

Track 28, page 30: Unit 2



**Story time: Noah's ark. Listen and point**

Jesus: Noah, make a big ark!

Noah: Yes, Jesus.

People: Can you hear that noise?

Man: Yes, I can. It's Noah. He's making a big ark.

People: Ha, ha, ha. He is crazy.

Noah's son: Look father. Can you see the animals?

Noah: Yes! I can see two giraffes and two zebras.

Noah's son: I can hear lions.

Noah: I can hear elephants, too.

Noah's son: Father, can you see the parrots and birds.

Noah: Yes. They can sing very well.

People: Where are the animals going?

Noah: The animals are going into the ark. They are safe on the ark.

Noah: Thank you Jesus for saving the animals and my family.

***Listen again and tick (p. 31)***

Ask the SS to look at the pictures on page 30. Tell them to listen again and tick only the animals that are in the ark and that are mentioned in the story.

***Colour and say (p. 31)***

Tell the SS to colour the picture.

Once SS finish, ask them what animals are in the ark. Then, call out a student's name and say: "What colour is the elephant?" Continue asking different SS.

***Song (p. 31)***

**Christian and moral value: The importance of being obedient.**

Tell the SS they are going to learn a new song. Explain to the SS that the song is about Noah, the ark and the animals. Tell SS to listen to the song in silence -they can look at the pictures in the book while listening to the song. Play the song, when you hear the line "knock, knock, knock" you should make that noise, for example by knocking nicely on the desk. When you hear the line, "Klopp, klopp, klopp" you should use your fingers to show that the animals are walking.

Play the CD again and encourage your SS to perform the noise and the action.

Then divide the class into two groups. The whole class sings and performs the noises. Then one group only sings the lines where the questions appear, and the other group sings the answers.

Track 29, page 31: Unit 2



**Song**

Knock, knock, knock.

What's the noise? What's the noise?

Noah is making a boat.

Knock, knock, knock.

Noah is obeying God.

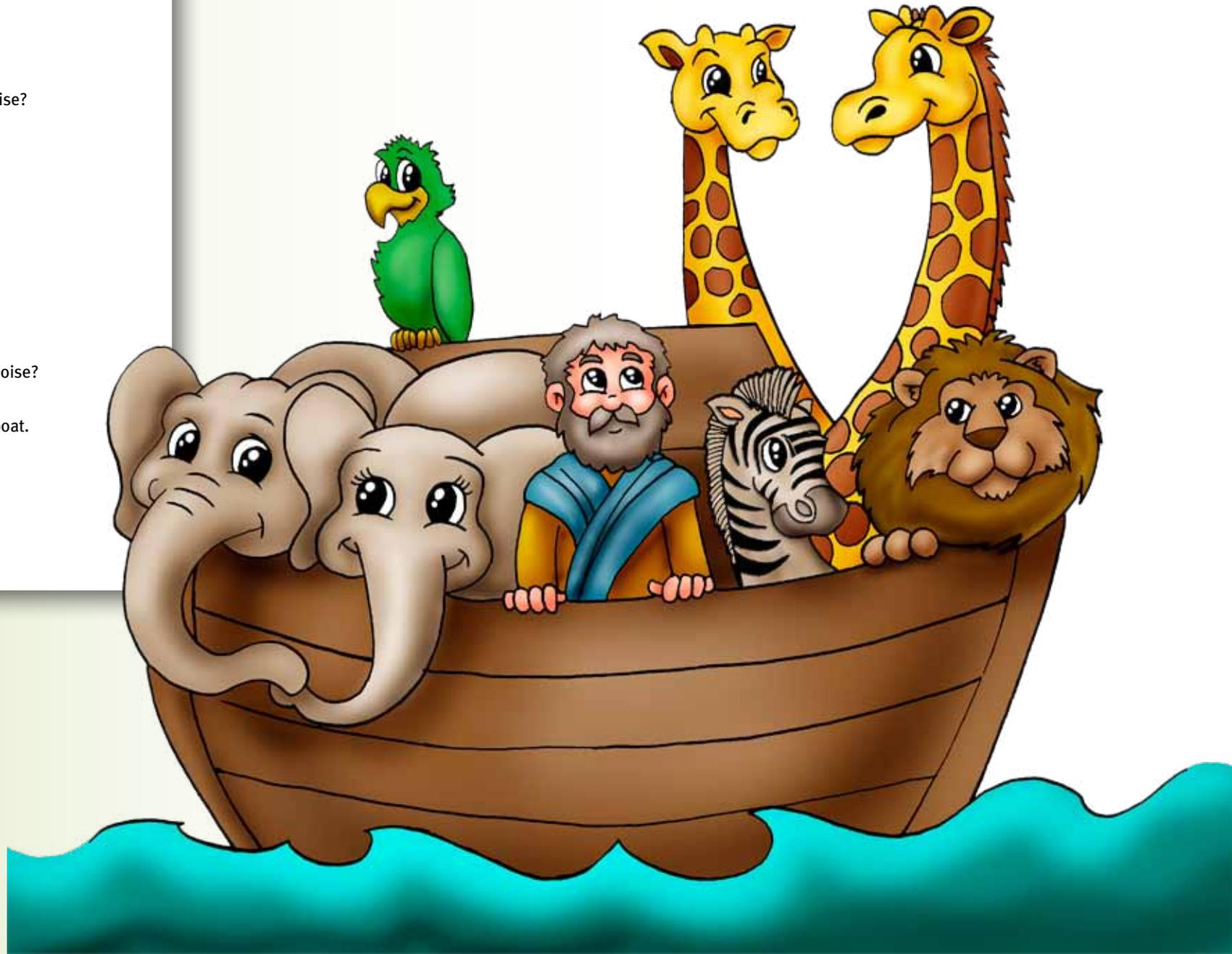
Klopp, klopp, klopp.

What's that noise? What's that noise?

The animals are going into the boat.

Klopp, klopp, klopp.

The animals are obeying God.



## Lesson 5 (pp. 32 & 33)

**Objectives: At the end of this lesson students will have...**

- ...searched and found out information about their favourite animals.
- ...done a project related to their favourite animals and have reported to the class about their findings.
- ...had more practice in asking and answering about what animals can do, where they are and what colour they are.
- ...said a new chant.
- ...worked in teams.

**Target language:**

- Wild animals.
- It can walk and run.
- It's yellow and brown.
- It's in the jungle.
- It's a giraffe.

**Recycled language:**

- Wild animals.
- Colours.
- Habitats.
- Where is / are...?

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Wild animal flashcards.
- Pictures of wild animals and their habitats.

*To ask the SS in advance:* Construction paper, shiny paper, crepe paper, colored paper, magazines, scissors, crayons, pencil, eraser, glue.

**Christian value: Service: The importance of sharing and being cooperative.**

### **Project!**

Remember this is a project. Therefore students (SS) should carry out some research and there should be a positive outcome. The research in this project will consist of finding out information about their favorite animal(s).

### **Preparation:**

In advance ask the students (SS) what their favourite animal is. Tell them that they should find information about the colours of that animal, its habitat, and what it can do. You can do this the previous class.

Bring some pictures of the animals in their habitats (include animals that the SS are familiar with). Display the pictures on the board and start asking questions, such as: "What's this? What colour is this animal? Where is it? What can it do?" Encourage the SS to participate. Ask them what their favourite animal is and you can group them according to the animal they like most to carry out the project.

### *Option 1: Animal Fact File*

Divide the class into groups of four or five SS. Group them according to the animal they like most.

Open your book at page 32 and ask the SS to do the same. Hold up your book and point to the photographs that illustrate the project. Explain to your SS what they have to do. Tell them to draw their favourite wild animal and to decorate it with the materials they have brought. Explain that they should draw the animal in its habitat. Since your SS are young children you can bring copies of pictures of different wild animals for them to decorate it.

Hand out large pieces of paper or cardboard to each group to do the project.

Walk around the room to monitor what the SS are doing.

When they are about to finish, tell them to think where the animal is and what it can do.

Once they finish, ask a group to come to the front to show their “Animal Fact File” and ask them questions to guide their oral presentation, such as: “What animal is it? Where is it? What colour is it? What can it do?” Repeat this procedure until all the groups have the possibility to show their outcome.

Remember that it would be nice to display their poster on the English bulletin board.

### *Option 2: The safari park model*

In advance review the different habitats you have taught and ask the SS to find out what animals are in the different habitats.

Since the SS should make a safari park model, remind the SS about the necessary materials that they should bring to the class to carry out the project.

Divide the class into groups of four or five SS.

Open your book at page 33 and ask SS to do the same. Hold up your book and point to the photographs that illustrate the project. Explain to your SS what they have to do. Explain that they are going to make a safari park model. Allow them enough time to carry out the project and help them if necessary.

Once the SS finish, invite the different groups to the front and encourage them to describe what they have done by explaining where each animal is; for example elicit sentences such as: “The parrot is in the jungle”, or “the snake is in the desert”. Or you may ask them questions; such as: “Where is the lion?” SS answer.

**Extra ideas!**

*Game:* Animal guessing

*Game type:* Role-play and guessing game.

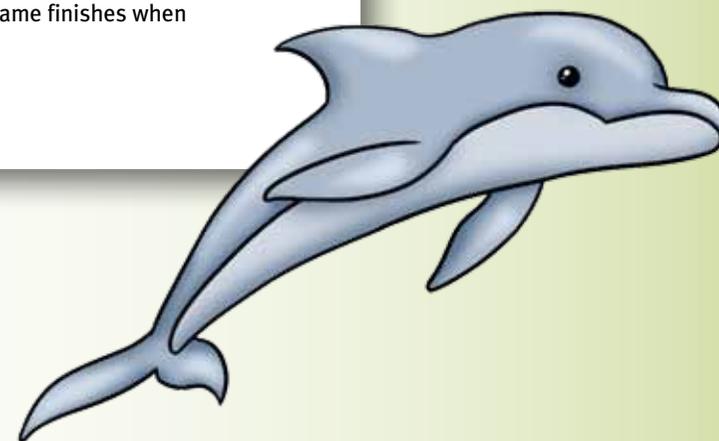
*Aims:* Language: Animal names; Can I...? Yes, you can/No, you can't. Am I...? Yes, you are/No, you aren't.

*Time:* 10-15 minutes or more.

*Materials:* The animal masks made during project time, option 2, or Sticky tape or safety pins and pictures of animals.

**Development:**

1. The children stand in a line, side by side. Go along the back of the line, putting a mask on each student. They shouldn't see the mask they are wearing. Or you can stick one picture of an animal on the back of each student.
2. Bring the SS to the front and show them how to ask each other questions, such as: "Can I fly?" The student being asked looks at the mask the other student is wearing or checks the back of the other, and answers: "Yes, you can/No, you can't". The student wearing the mask tries to find out which animal it is by asking different questions, such as "What colour is it?"
3. Monitor to make sure everyone is either asking or being asked. If necessary, pair off the SS and change the pair after a minute. As soon as SS have found out their animals, they run to you and say: "I'm (a horse)". If they are right, they take off their masks and then go to help the other SS who are still playing. If they are wrong, the game simply continues. The game finishes when everyone has found out their animals.



## Chant (p. 33)

### Christian value: Thanks Jesus for the animals recognizing him as creator.

Tell SS that they are going to learn a new chant. Ask SS to work with the Students' animal flashcards.

Tell SS to listen to the chant and to pick up and hold up the picture of the animal that they hear. Play the CD and the SS perform the actions. Help the SS understand the chant by miming, for example, put your hand over your eyebrows as if you were looking at the distant trees.

Divide the class into two teams. Explain how they are going to say the chant. Say: "Team 'A' says the two first verses and team 'B' answers the question by saying verse three. Team 'A' says verse four and team 'B' says verse five. Finally, the two teams say the last line". Play the CD and encourage the SS to say the chant.

Then do it the other way around.

Track 30, page 33: Unit 2



#### Chant

Look at the forest, look at the trees.

There are animals. What can you see?

I can see elephants, lions, and a chimpanzee.

Look at the river. What can you see?

I can see crocodiles, hippos and fish.

Thank you Jesus for everything.



## Lesson 6 (pp. 34 & 35): Review

**Objectives:** At the end of this lesson students will have...

- ...reviewed language from the unit.

**Target language:**

- Wild animals.
- Habitats.
- It can walk and run.
- It's yellow and brown.
- It's in the jungle.
- It's a giraffe.

**Recycled language:**

- Wild animals.
- Colours.
- Habitats.
- Where is/ are...?
- It can...

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Wild animal flashcards.
- Pictures of wild animals and their habitats.

**Warm-up:**

Tell the students (SS) that they are going to play a game called "Animal noises". Explain the game to your SS.

**Game:** Animal noises

**Game type:** Role-play and guessing game.

**Aims:** Language: Animal names. Are you...? Yes, I am/No, I'm not. I'm in the (jungle). I can (run). Others: Sound imitation; miming.

**Time:** 10-15 minutes.

**Materials:** Students' wild animal flashcards.

**Development:**

1. The SS stand in a line, side by side. Give to each student a wild animal flashcard; tell them not to show the flashcard to their classmates.
2. Bring the SS to the front and show them how to play the game. Student "A" starts giving student "B" some clues, for example, he/she says: "I can fly", or he/she may mime. Student "B" asks "Are you...?" but instead of saying the name of the animal, he/she imitates the sound that this animal makes. The student being asked answers "Yes, I am / No, I'm not". If student "B" is right, it's his/her turn to start giving clues about his/her animal. If student "B" is wrong the game simply continues.
3. Monitor to make sure everyone is either asking, miming or answering.
4. The game finishes when everyone has found out which animal the other student is.

### ***Listen, say and number (p. 34)***

Tell the SS to open their books at page 34. Open your book and hold it up to show them the activity. Point to the pictures and explain that they are going to hear different animal noises. When they hear the first noise, they should say the animal name, and write down the number 1 next to the picture of the animal. Follow this procedure until the exercise is done.

Track 31, page 34: Unit 2



#### **Review: Listen, say and Number**

Narrator: Number 1 (monkey noise)

Narrator: Number 2 (elephant noise)

Narrator: Number 3 (parrot noise)

Narrator: Number 4 (dolphin noise)

Narrator: Number 5 (lion noise)

### ***Follow the path, then say (p. 34): Habitats: Where is?***

Open your book at page 34. Hold it up to demonstrate the activity. Point to one of the animals illustrated in the picture and with your finger follow the path to discover where the animal is - its habitat. When you reach the habitat, ask: "Where is it?", and encourage the SS to answer your question.

Explain to your SS that they should pick up a pencil and trace the path to match each animal and its habitat.

Once the SS finish, check by asking questions; such as "Where is... (the parrot)?"

### ***Extra idea!***

In order to facilitate the understanding of the following activity, it is suggested that you should play the game "I spy through a little eye".

*Game:* I spy through a little eye

*Game type:* Guessing game

*Aims:* Language: Wild animals, habitats, It can..., It's yellow and brown.

*Time:* 5-10 minutes.

*Materials:* Big pictures of wild animals.

*Development:*

1. Display the pictures of animals on the different walls of the classroom.
2. Explain to SS that you will give them clues about the animals that are displayed on the walls and they should guess what animal you are referring to.
3. Start saying "I spy through a little eye an animal that it can (run)". SS should ask "Is it (a lion)?" If they are right you say "Yes, it is." If they are wrong, you continue giving them clues. Bear in mind not giving them obvious clues at the beginning.

### **Look, count and say (p. 35): What can you see? How many?**

Ask the SS to open their books at page 35. Hold up your book and point to the activity. Point to the animals that are in the squares and say that those animals are hidden in the picture. Explain to the SS that they should look at the picture carefully to find the animals and how many of each of them there are.

Once the SS finish, check the activity by asking “What animals can you see?” SS name the animals. Then say “How many... (giraffes) are there?” SS answer. Continue asking this kind of questions until you have checked the amount of each animal illustrated in the squares.

### **Listen and circle (p. 35): What’s wrong?**

Tell the SS to go to page 35. Hold up your book and point to the scene. Point to the different animals and say “What is it?”, and then ask “Where is it?” The aim of this exercise is to reinforce the use of prepositions of place. Explain to your SS that some animals are not in the correct place and that they are going to listen to the CD to find out which animals are in the wrong place. Play the CD. The SS listen silently. Play the CD again, but this time the SS should pick up their pencils and cross out the animals that are in the wrong place. Play the CD again to allow the SS another chance to check.

Finally, check the activity by pointing to each animal and by asking if it is right or wrong. If they say wrong, ask “Where is it?” If they do not remember, play the CD and focus students’ attention on the place where the animal is.

Track 32, page 35: Unit 2

#### **Review: Listen and circle**

Alex: Where’s the lion?

David: It’s in the mountain.

Alex: And the parrot?

David: It’s in the tree.

Alex: Where’s the snake?

David: It’s on the rock.

Alex: And the hippo?

David: Hippo is in the river and the monkey is in the tree.

Alex: Where is the bear?

David: It’s under the tree.



### **Ending the lesson**

If you have time, it is advisable to practise and sing one of the songs learnt in this unit.



# UNIT 3\*\* MY BELONGINGS

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 3 My belongings	36	Identifying belongings.  Talking about possessions.  Asking about location.  Describing the belongings.	<p><b>Verb have:</b> I / You / we have (a car)  I have (a small car)</p> <p><b>Verb to be:</b></p> <p><b>Recycling:</b> The doll is small. Your kite is big.  The plane is green.</p> <p><b>Verb can:</b></p> <p><b>Recycling:</b> It can talk / It can walk.</p> <p><b>Prepositions of place:</b></p> <p><b>Recycling:</b> Where is it?  It's under the bed.</p>	<p><b>Belongings:</b> car, plane, doll, kite, ball, skateboard, bicycle, cell-phone, computer, CDs, teddy bear, books, Bible, robot, comics, board games.</p> <p><b>The bedroom.</b></p> <p><b>Adjectives:</b> big, small.</p> <p><b>Recycling:</b> Prepositions of place: in, on, under.  Colours.</p>



**Objectives: At the end of this unit students will...**

- ...identify and name toys and personal belongings.
- ...talk about possessions.
- ...ask about location.
- ...describe belongings.
- ...say new chants and sing new songs.
- ...learn about the importance of sharing with friends.
- ...thank Jesus for everything they have.

**Target language:**

- Belongings: car, plane, doll, kite, ball, skateboard, bicycle, cell-phone, computer, CDs, teddy bear, books, Bible, robot, comics, board games.
- The bedroom.
- The ball is big/small.
- I have.../You have.../We have...

## **Lesson 1 (pp. 36 & 37)**

**Objectives: At the end of this lesson students will...**

- ...identify and name toys and personal belongings.
- ...say a new chant.
- ...learn to thank Jesus for everything they have.

**Target language:**

- Belongings: car, plane, doll, kite, ball, skateboard, bicycle, cell-phone, computer, CDs, teddy bear, books, Bible, robot, comics, board games.
- The bedroom.

**Recycled language:**

- It can talk/It can walk.
- Colours.
- Where is...?
- It's on...

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Belonging flashcards.
- Pictures of toys.
- Real objects that illustrate the vocabulary.

**Recycled language:**

- It can talk/It can walk.
- Colours.
- Where is...?
- It's on...

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Belonging flashcards.
- Pictures of toys.
- Real objects that illustrate the vocabulary.

*Warm-up:* Bring a big bag to the class. The bag should have the objects that illustrate the vocabulary to be taught, for example, CDs, a Bible, a doll, a robot, a plane, comics, a mobile-phone, a ball, a teddy bear, etc.

Say: “Look at my big bag”. Emphasize the idea of “BIG” since this adjective is introduced in this unit. Then say “These are my belongings, my things, my objects and toys”. You can ask a student to take some of the objects from your bag or you can take the object and show it to the students (SS). Take one object, such as a CD, and ask “What’s this?” As this is a friendly word, encourage the SS to answer. Continue doing this with the rest of the objects. Then hold up an object and ask: “What is it?” Elicit answers.

### ***Extra ideas!***

*Game:* What’s missing?

*Game Type:* Guessing game.

*Aims:* Language: Vocabulary: Toys and personal belongings. Other: Observation.

*Time:* 5–20 minutes.

*Material:* Toys and personal belongings.

*Development:*

1. First, teach the vocabulary -toy names and belongings.
2. Put on your desk the different objects, side by side so that SS can see all of them.
3. Point to each object and ask SS to name each of them.
4. Tell SS to close their eyes. While they have their eyes closed, put one of the objects in the bag.
5. Tell SS to open their eyes and ask: “What’s missing?” SS check and name the object. Then ask a student to take the object out of the bag to see if they have answered correctly.
6. Continue playing the game by hiding different objects, you can hide two or more objects at the same time.



### **Listen, point and stick (pp. 36 & 37)**

Tell the SS to go to pages 36 & 37. Hold up your book and point to the scene. Point to David and say: "Who is it?" SS answer. Point to Kelly and ask: "Who is it?" The SS answer. Set the pre-listening question. Ask: "Where are David and Kelly? Where is Froggy?" Do not allow the SS to answer until they listen to the CD. Play the CD and repeat the question. The SS answer. Be more specific and tell SS that that is David's bedroom. Tell the SS that they are going to listen to the CD again but this time they should point to the different belongings that are mentioned. Play the CD. The SS listen and point.

Track 33, pages 36 & 37: Unit 3: My belongings

#### **Listen, point and stick**

Kelly: Wow! David. Your bedroom is very big. You have a bike, a computer, CDs and a lot of toys.

David: you have a lot of toys, too, Kelly. Open your box.

Kelly: Look! This is my favourite doll.

David: Look, Kelly (Robot: I'm Tommy the robot. I'm Tommy the robot).

Kelly: Wow! Your robot can talk and walk. It's really good.

David: Yes, it's my favourite toy. I like my kite, too. It's green, orange and blue.

Kelly: Look, David! Froggy is on the skateboard. Ha, ha, ha.

David: Come on Froggy, jump.

Kelly: Look! This is my teddy bear.

David: Your Teddy bear is small, but nice.

Kelly: What's that noise, David?

David: It's my mobile phone.

Kelly: And you have a ball!

David: Yes! Let's play football.

Kelly: Yes, let's have fun.



Say: “What’s missing?” Elicit answers, for example, the computer. Tell the SS to go to the sticker section and complete the picture using the stickers.

Missing objects: Computer, doll, robot, ball.

*Extension:* If you want to exploit the activity, you can say: “Where is the (computer)?” or any other object. But bear in mind to mention those objects that the SS can say where they are.

### **Prayer (p. 37)**

### **Christian value: The importance of being grateful and of having a continuous relationship with Jesus through prayers.**

Remind the SS that we should thank Jesus for everything we have.

Tell them it is time to pray. Play the CD. The SS listen. Play the CD again, but pause after each verse for SS to repeat.

Track 34, page 37: Unit 3

#### **Prayer**

Prayer: Thank you Jesus for my friends.

Thank you Jesus for my toys and bed.

In Jesus’ name,

Amen



### **Chant (p. 37)**

### **Christian and moral value: The importance of sharing, specially the Bible.**

Pre-teach the word “share” and the word “friends”. Make your SS think about how nice it is to have friends and how happy we feel when we share what we have with others.

Tell the SS that they are going to learn a new chant and that the chant is about sharing our things with our friends. Explain that before listening to the chant they should go to the flashcard section and cut out the flashcards of unit 3.

Once they finish, ask the SS to put the flashcards on their desks.

Explain that they are going to listen to the chant in silence. When they hear the name of an object, they should put the flashcard that represents that object face down. For example, the first belonging mentioned is the “Ball”, so the SS should put the ball flashcard face down. Play the CD, the SS listen and carry out the actions.

Tell the SS that they are going to listen to the chant again, but this time they should pick up and hold up the flashcard that corresponds to the belonging mentioned. Play the CD, SS listen and carry out the actions.

Play the CD once more; but this time, encourage the SS to say the chant while they listen to it.

Track 35, page 37: Unit 3

#### **Chant**

I share my toys

With my friends

I share the ball and the plane

I share my comics and my books

I share the Bible at church and at school



## Lesson 2 (pp. 38, 39 & 40)

**Objectives:** At the end of this lesson students will have...

- ...had more practice in naming toys and personal belongings.
- ...started associating picture and written word.
- ...reviewed and practised prepositions of place.
- ...had more practice in developing fine motor skill.
- ...said a new chant.
- ...learnt to be helpful and cooperative.

**Target language:**

- Belongings: car, plane, doll, kite, ball, skateboard, bicycle, cell-phone, computer, CDs, teddy bear, books, Bible, robot, comics, board games.
- The bedroom.

**Recycled language:**

- Colours.
- Where is...?
- It's on...

**Receptive language:**

- Tidy up

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Belonging flashcards.
- Pictures of toys.
- Real objects that illustrate the vocabulary.

**Warm-up:** You can review the vocabulary taught the previous class by using the belonging flashcards. First, hold up a flashcard and ask: "What is it?" SS answer. Do this until you review most of the words taught. Then draw students' attention to one of the flashcards. Say "True"/"False" statements about the picture. For example: you show the SS a Robot and you say "It's a doll". The SS vote: "Thumbs up" means the sentence is right. "Thumbs down" the sentence is wrong.

### **Listen and repeat. Then number (p. 38)**

Ask the SS to open their books at page 38. Hold up your book and point to the different pictures. Tell SS that they are going to hear the name of different pictures and that they should point to the correct one. Play the CD. The SS listen and point. Explain that they are going to hear the words again and now they should repeat them. Play the CD. The SS listen and repeat. Tell SS that they will hear the words again but this time they should number the pictures in the order they are mentioned. Play the CD. The SS listen and number.

Check the activity by asking questions, such as: "What's number 1?"

Track 36, page 38: Unit 3

Number 5: Books.

**Listen and repeat. Then number**

Number 6: Skateboard.

Narrator:

Number 7: Bicycle.

Number 1: Mobile-phone.

Number 8: Bible.

Number 2: Computer.

Number 9: Robot.

Number 3: CDs.

Number 10: Comics.

Number 4: Teddy bear.



### ***Follow and trace (p. 38)***

**Note:** SS may confuse “ball” and “doll”. Display a picture of a ball and a picture of a doll on the board. Point to the ball and say “ball” then point to the doll and say “doll”. Ask them to identify what difference they can hear as you repeat the words two or three times (/ball/ /doll/). If SS can’t hear the difference, say the two words stressing the /b/ and /d/ sounds and ask them if they are the same or if they are different. To check their understanding, you can play a quick listen and point game. Say “ball” or “doll” in a different order a number of times for SS to point to the right picture on the board.

This activity has been designed to allow the SS to differentiate words from drawings or pictures while at the same time letting SS start associating pictures and the corresponding written word. At this level, it is not expected that SS decode the word, but just to recognize it as a label. Tell the SS to go to page 38. Hold up your book and demonstrate the activity. Point to one picture and follow the line that matches the picture with the word. Then, explain that they should trace the dotted line. The aim is to improve the fine motor skill, too.

Walk around and monitor that the SS are doing the exercise. Check this activity individually.

### ***Colour and say (p. 39)***

Before doing this activity, the SS should review colours and primary colours. You can use different games or you can use colour chalks so that you can mix them for the SS to mention the primary and secondary colours or you can organize an art class. In that case remember to ask the SS to bring yellow, red, blue, white and black paints. Make the SS mix the primary colours in order to let them obtain the secondary ones.

Say: “Open your book at page 39”. Point to the activity and to the colour spots and ask: “yellow plus blue makes?” Elicit answers.

Explain that they should mix the primary colours in order to find out what colour to use for each toy.

Then check by asking: “What colour is the plane? SS answer.

## **Listen and match (p. 39)**

### **Moral value: The importance of being helpful and cooperative.**

Tell the SS to go to page 39. Open your book and hold it up. Point to the scene and ask questions, such as: “Who is the boy?”, “Who is the girl?”, “Where are they?”, “What can you see?”, “What colour is the (plane)?” Remember that you have to use this activity to review and recycle the language they have already learnt and try to integrate it with the new one.

Pay attention! In this activity there is an introduction to the verb “Have”. The idea is that the SS just grasp the concept of the verb through the listening, but do not give any explanation or provide further practice because it will be formally introduced the following class.

Explain that David and Kelly have been playing with their toys and now they should put away the toys. Some toys are David’s and others Kelly’s. Tell the SS that they should help David and Kelly tidy up the room so they have to listen to the CD and match the picture of David/Kelly with the pictures of his/her toys. Play the CD. SS listen and match.

Check by holding up a picture of David and asking “Which toys are David’s?” The SS answer. Then hold up a picture of Kelly and say “Which toys are Kelly’s?” The SS answer. If necessary, play the CD again.

Track 37, page 39: Unit 3

#### **Listen and match**

Kelly: It’s time to tidy up the bedroom.

David: OK!

Kelly: I have a red ball and a blue car.

David: I have a white plane and a green ball and a red car.

Kelly: My kite is green, blue, orange and purple.

David: My kite is blue and yellow.

Kelly: I have a violet book.



### **Chant (p. 39)**

**Christian value: Once you have exploited the previous exercise, use L1 to highlight the importance of being cooperative with parents by putting the toys in the correct place after playing.**

Tell the SS that they will learn a new chant and this chant will help them remember to be helpful and cooperative after playing.

Play the CD. SS listen. Tell the SS that they will listen to the chant again but this time they should say lines 1, 3, and 5. These lines are very easy as they just have to count. You are in charge of the other lines, so while saying them make some miming to help SS understand their meaning. Play the CD. Encourage the SS to participate. Play the CD again and encourage the SS to say and mime the whole chant.

Track 38, page 39: Unit 3



#### **Chant**

One, two, three, four

All the toys in the box.

Five, six, seven, eight

help after the game.

Nine, ten, eleven, twelve

The room is tidy again!

### **Cut, listen, and glue (p. 40)**

Ask the SS to open their books at page 40. Point to the picture and say: “It’s not complete”. Explain to SS that they should go to the cut-out section and cut out the five squares. Provide the SS enough time to carry out this task.

Once they finish cutting out, say: “Listen to the CD and put the pictures in the correct place”. While explaining demonstrate the activity. Play the CD. The SS listen and put the pictures in the correct place. Listen again so that they can check by themselves.

After that, check by asking questions, such as “Where is the skateboard?” SS answer. Repeat this procedure until you have checked the position of each picture.

Finally, tell your SS to glue the pictures to complete the scene.

Track 39, page 40: Unit 3



**Cut, listen, and glue**

Kelly: Mum! Where is my doll?

Mum: The doll is on your bed, Kelly

Kelly: And my teddy bear?

Mum: The teddy bear is in the toy box.

Kelly: Mum! Where are my comics?

Mum: The comics are on the table.

Kelly: Mum! Where is my skateboard?

Mum: Kelly, the skateboard is next to the bed.

Kelly: And my Bible?

Mum: The Bible is on the shelf.

Kelly: Thank you, mum! You are a genius!

Mum: You are welcome!

**Look and complete (p. 40)**

In this activity the SS look at words and observe the written words and try to complete the crossword by observing which vowel is missing. Ask the SS to open their book at page 40. Hold up your book and explain to the SS that they should look at their mini-flashcards and how each word is written. Then they should complete the same word just with the missing vowels. If you want to avoid using the students' mini-flashcards, you can display the pictures and the words on the board.



## Lesson 3 (pp. 41, 42 & 43)

**Objectives: At the end of this lesson students will...**

- ...describe toys and belongings using the descriptive adjectives “Big” and “small”.
- ...learn and practice the personal pronouns “I”, “you”, and “we”.
- ...talk about possession using the verb “Have”.
- ...associate picture and word.

**Target language:**

- It's big/It's small.
- I/You/We have...

**Recycled language:**

- Belongings: car, plane, doll, kite, ball, skateboard, bicycle, mobile-phone, computer, CDs, teddy bear, books, Bible, robot, comics, board games.
- The bedroom.
- Colours.
- Where is...?
- It's on...

**Receptive language:**

- Which toy is ...?

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Belonging flashcards.
- Pictures of toys.
- Real objects that illustrate the vocabulary.

*Warm-up:* Review the vocabulary taught in lesson 1 and 2 by doing a “Listen and show” activity. Ask the students (SS) to put their belonging flashcards on the table. Explain to them that when you mention a belonging they should pick up the correct flashcard, hold it up and show it to you.

*Presentation:* Before introducing the activity “Listen and point”, in which the SS should spot the difference between “BIG” and “small”, it is advisable to teach the concepts first.

You can bring either a big ball and a small ball, or a big Teddy bear and a small Teddy bear, or just a picture of a big ball and a small ball. Hold up the big object and say: “It’s a big ball” and then hold up the small one and say: “It’s a small ball”. Point to the big one and say: “Big”, point to the small one and say: “Small”. Point to the big one again and ask the SS to repeat. Do the same, but point to the small one and ask them to repeat, too.

### ***Listen and point (p. 41)***

Ask your SS to open their books at page 41. Hold up your book and say: “Who is in the story?” (David, Alex, Kelly, Meg, and Froggy). The SS look at the story and answer. Tell them that the children are playing a guessing game. Tell the SS to listen and point to the squares while listening to the dialogue. Play the CD. SS listen and point. Then, check understanding by asking questions, such as: “Which toy is big?” “Which toy is small?”

### ***Extension!***

If you want your SS to play the guessing game, you can take copies of two pairs of four belonging flashcards. One pair should be bigger than the other. Show them the pictures so that they have a limited amount of objects to guess. Encourage them to play the game. You can play the game in two different ways. One student can give clues, such as: “It’s big, it’s brown. What is it?” and the other guesses. Or one student asks questions, such as: “Is it big?”, “What colour is it?” to find out what object it is and the other answers. The way your SS play the game will depend on the language and structures you want them to practise.

Track 40, page 41: Unit 3



**Listen and point**

Kelly: Let's play a guessing game.

David, Meg and Alex: OK, Kelly!

Kelly: It's big. What is it?

Alex: A plane.

Kelly: No. It's big and brown.

Meg: I know, I know. It's a teddy bear.

Kelly: Yes, It's a big teddy bear

Kelly: It's small. What is it?

David: It's a car.

Kelly: Yes, it's a small car.

**Chant (p. 41)**

Tell the SS that they are going to learn a new chant. Play the CD. The SS listen in silence. Check by asking "What toy is mentioned?" "How many balls are there?"

Tell the SS to listen to the chant again and encourage them to mime and say it while listening.

Track 41, page 41: Unit 3



**Chant**

Watch out, watch out.

There are balls all around.

They are big and small.

There are twenty balls.

**Extension!**

Ask the SS to count the balls and ask: "How many balls are there?" Then say: "Count the big balls". Allow SS enough time to count the big balls and ask: "How many big balls are there?" SS answer. If the answer is wrong, hold up your book and count the big balls together with them. Finally, ask the SS to count the small balls and ask: "How many small balls are there?" SS answer.

**Match and say. Then complete (p. 42)**

Display pictures of some belongings on the board. Some pictures should be big and others small. Write the words "BIG" and "SMALL" on the board. The word "BIG" should be much bigger than the word "small" to illustrate the difference in meaning visually. Point to one picture and ask: "Is it big or small?" The SS answer. If the answer is "BIG" match the picture with the word "BIG". Once you consider your SS have understood how to carry out the activity ask them to open their books at page 42. Point to the pictures and encourage them to do the exercise.

Once they finish matching, check the activity by asking questions, such as: "Is the plane big or small?" The SS answer.

After checking, write on the board the definite article and put one of the pictures that appear in the exercise plus the verb "is" and ellipsis points: for example,

"The  is ....." Focus

students' attention on the size of the object and ask them to follow the line that matches the picture with the word. SS look at the word and copy it in the correct place to complete the activity.

Walk around and monitor while the SS are completing the exercise. Check the activity individually.

### ***Look and say (p. 43)***

#### *Presentation:*

Ask a volunteer to come to the front. Point to yourself and say: “I”. Point to the student and say: “You” Point to yourself again and say: “I” Point to the student and say “You”. Then hug the student and say: “We”. Emphasize the three pronouns “I”, “you”, and “we”.

Ask the SS to go to page 43. Point to the pictures and ask the SS to repeat.

#### *Warm-up:*

Before introducing the SS to the following exercise reinforce the three pronouns and introduce the concept of “Have”. Hold up your book and say: “I have a book”. Then point to a student and say: “You have a book”. Ask the student to hold up the book. Since all your SS have *Best friends 2*, say: “We have a book”. Continue practicing using other school supplies.

### ***Cut, listen, and glue (p. 43)***

Draw two circles like a Venn diagram -similar to the one suggested in the students’ books. Use the belonging flashcards. Point to one circle, display a picture of an object that only you have, for example, a mobile phone; and say: “I have a mobile phone”. Point to the other circle and display a picture of something that all the SS have; for example, a pencil; and say: “You have a pencil”. Then put a picture of a book in the middle and say: “We have a book”.

Then tell the SS to go to page 43. Hold up your book and point to the activity. Tell SS that David is organizing the belongings and that they should listen to the CD and help him. But before that the SS should go to the cut-outs section and cut out the pictures. Once they finish counting, ask them to open their books at page 43. Tell the SS to listen and put the pictures in the correct place. Point to David, point to Kelly, and to both of them. Emphasize the concept of the pronouns and that David is speaking, so David says: “I have...”, and when he refers to Kelly he points to her in the picture and says: “You have...”, and finally he points to both of them and says “We have...”.

Play the CD. The SS listen and put the pictures in the correct place. Play the CD again and check. Once you have checked, ask the SS to glue the pictures.

Track 42, page 43: Unit 3



**Cut listen and glue**

David:

I have a big ball.

You have a small teddy bear.

We have a small car and we have a big skateboard.

I have a small kite and you have a big book.



**Extra idea!**

*Game:* Fast finders.

*Game type:* Movement game.

*Aims:* Language: The personal pronouns “I”, “you”, and “we”; “I have...”, “You have...”, “We have...”.

*Vocabulary:* Belongings.

*Materials:* Real objects related to the vocabulary taught in the unit.

*Development:*

1. Split the SS into two groups; group A and group B. They sit on chairs on opposite sides of a large room. You stand to one side more or less in the middle.
2. Give each member of group A and B a number.
3. Place the objects in the middle. Call out an object and say a number, for example: “Comic, three”. The student number three of each group runs to get the comic. The first to get the “Comic” should run back to his/her chair and say “I have a comic”. His/Her team keeps the “Comic”.
4. The game continues until all the objects have been taken.
5. Then each team should mention all the objects taken by using the structure “We have...”. The team with the most objects wins if they have mentioned them correctly.
6. If you want, play a second round.

## Lesson 4 (pp. 44 & 45)

**Objectives:** At the end of this lesson students will have...

- ...become aware of another biblical story.
- ...learnt about the importance of friendship.
- ...recognized Jesus as their “Best Friend”.
- ...had more practice using the language seen during the unit.

**Target language:**

- Bow, arrows, harp.
- I /you/We have ...
- It's big/ It's small.

**Recycled language:**

- Colours.

**Receptive language:**

- Can I have your bow?

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Pictures of Jesus, David, and Jonathan.
- Pictures of a bow, arrows, and a harp.
- Students' belonging flashcards.

### Story Time!

**Central theme: The ties of friendship.** It is illustrated in the story of “David and Jonathan” through the close relationship between friends.

### Warm-up:

Say “Hello” to your students (SS). Tell them that they are going to play a game. The objective of this lesson is to talk about: “Friendship, sharing, and David and Jonathan’s favourite belongings”. Start the class by reviewing the vocabulary; you can use the following game or any other way that you consider suitable for your SS.



*Game: Memory*

Game type: Card game

Aims: Language: Vocabulary: Belongings. Is this...? Yes, it is/No, it isn't. This...

Materials: One set of students' belonging flashcards with at least ten picture pairs (20 cards in all).

Development:

1. Ask the SS to form groups of 6-8. Each group should sit around a table.
2. Shuffle the cards and place them face down in a grid form. For example, if you have 20 cards, place five cards across and four cards down.
3. Student 1 turns two cards face up and says, for example: "I have a (book) and a (mobile)".
4. If the two cards match, the student can keep the pair and have another turn.
5. If the cards do not match, the student puts the cards face down again and the next student turns over two cards.
6. The student who collects the most pairs wins.

Then ask your SS "What is your favourite toy or belonging?" the SS answer. Allow the SS to tell you about their favourite things.

After that say: "It's Story time!" and explain to the SS that this story is about two best friends and their belongings. Tell the SS that in biblical times they had different toys. Pre-teach the words "harp", "bow", and "arrows". Use pictures to illustrate the meaning.

### ***Listen and point (p. 44)***

#### **Christian value: The importance of sharing.**

Ask the SS to open their books at page 44. Point to the story and ask your SS if they know who the boys are. If SS do not know, set the pre-listening questions, such as: “Who are the boys?” “What are their toys?” Ask SS to listen and point the squares. Play the CD. The SS listen and point.

Repeat the pre-listening questions and check the answers. Ask a further comprehensive question, such as: “Is the harp big or small?” “Who is our best friend?” Ask the SS to listen again. Play the CD. SS listen for details. Repeat the questions and the SS answer.

Track 43, page 44: Unit 3

#### **Story time: David and Jonathan**

#### **Listen and point**

Jonathan: Come in David, this is my bedroom.

Jonathan: David, what is it?

David: It's my harp. It's big and brown. Listen.

Jonathan: That's nice.

Jonathan: Look, David! This is my bow and my arrows.

David: Wow. Can I have them, please?

Jonathan: Yes David, here you are.

Jonathan: Friends share everything. You are my friend.

David: Yes, we are friends!

David and Jonathan: Jesus is our best friend!



### ***Look and tick (p. 45)***

Tell the SS to go to the following page, focus students' attention on the first comprehensive activity. Point to the activity and ask the SS to tick what each character has.

Check either by listening again or by asking them to mention the belongings.

**Listen again and colour (p. 45)**

Point to the following activity and ask: “What colour is the harp?” Play the CD. The SS listen for details. Once they finish listening, repeat the questions. The SS answer. Check the colour and encourage the SS to colour the harp.

**Christian value: The importance of friendship and that Jesus is our Best Friend.**

**Ending the lesson: Chant (p.45)**

Tell the SS that they will listen and learn a new chant that is about friends. Play the CD and mime each line for the SS to understand the meaning.

Divide the class into two groups. The first group says the first and second line. The other group says the third and fourth lines. The last line is said by everybody. Play the CD and encourage SS to say the chant with you. Play the CD again and this time do it the other way around so that all the SS learn the chant completely.



Track 44, page 45: Unit 3

**Chant**

My friend hugs me

When I'm sad.

My friend is nice

When I'm bad.

This is the best friend

I've ever had.

## Lesson 5 (pp. 46 & 47)

**Objectives:** At the end of this lesson students will have...

- ...searched and found out information about what they have and what their favourite belongings are.
- ...done a project related to their favourite belongings.
- ...had more practice in describing their favourite belongings.
- ...said a new chant.
- ...worked in teams.

**Target language:**

- I have...
- It's big/It's small.
- It's green.

**Recycled language:**

- Belongings: car, plane, doll, kite, ball, skateboard, bicycle, cell-phone, computer, CDs, teddy bear, books, Bible, robot, comics, board games.
- The bedroom.
- Colours.
- Where is...?
- It's on...

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Belonging flashcards.
- Pictures of toys.
- Real objects that illustrate the vocabulary.

**To ask the SS in advance: Project 1: Construction paper, 4 wooden sticks, thread, shiny paper, coloured paper, magazines, scissors, crayons, pencil, eraser, glue.**

### Project

**Warm-up:** Review the language taught during the unit by playing Stand up or Sit down.

**Game:** Stand up or Sit down

**Game type:** Movement game.

**Aims:** Language: Vocabulary: Personal belongings. Language: I have a (big ball). I have a red mobile.

**Materials:** Flashcards or pictures of different belongings.

**Development:**

1. Show a flashcard and say statements about it, such as, "I have a red ball". If the sentence is true SS stand up. If the sentence is false, SS sit down.
2. Once SS are familiar with the procedures of the game, you can ask a volunteer to come to the front to give true or false sentences about the picture.
3. The game should keep the pace.

Remember this is a project. Therefore the students (SS) should carry out some research and there should be an outcome. The research in this project will consist of finding out about what they have and what their favourite belongings are.

In advance ask your SS to bring the material to carry out the project.

Ask your SS to sit around you in a semi-circle. Ask them questions about their favourite belongings, what colour they are, if they are big or small and so on.

Explain that it is project time and that they should carry out the project.

### Option 1: A mobil

The SS can carry out this project individually or in group to share the material they have brought.

Open your book at page 46 and ask the SS to do the same. Hold up your book and point to the photographs that illustrate the project. Explain to your SS what they have to do. Tell them that they can draw their favourite belongings or cut out the cut-outs suggested in the book or some pictures from magazines.

When they finish decorating the pictures help them to glue the wooden sticks.

Once they finish their mobiles ask SS to come to the front to describe what belongings they have. For example, they can say: “I have a green car, a red ball and two planes”

### Option 2: A board game

Remember this is a project. Therefore the students (SS) should carry out some research and there should be an outcome. The research here will consist on searching what challenges they will include in the board game and the outcome is the board game.

Divide the class into groups of four. Even though the project can be carried out individually, it is suggested that the SS work in groups to contribute with different ideas.

Open your book at page 47 and ask the SS to do the same. Hold up your book and point to the photographs that illustrate the project. Explain to your SS what they have to do. Tell them that they can draw their own board game or they can use the one in the cut-outs.

The SS should draw and colour different belongings in the squares so that they can play as soon as they finish.

When the SS finish doing their board game, they can play. Explain the instructions, they can throw a dice or flip a coin. The student counts the number of squares according to the number he/she gets in the dice and describes the object in that square. For example: “The ball is big and yellow”. If it is OK he/she can stand on that position. If not he/she has to come back to the previous one. The winner is the student who reaches the Finish line.

### **Ending the lesson:**

Ask the SS to open their books at page 47. Tell them that they are going to learn a new chant. Pre-teach the word “share”. You can hold an object and then give it to one student to help SS understand the meaning of the word. Ask them to use their belonging flashcards. Tell them to listen to the chant and show the belongings that are mentioned using their flashcards. Play the CD. The SS listen and show.

After the SS listen to the chant, ask them what belongings are mentioned. SS answer. Display the picture of Jesus on the board. Teach the SS to thank Jesus for everything we have, especially our friends.

Tell the SS to sit on the floor forming a circle -you should sit next to them, too. Ask the SS to listen to the chant again and to pick up the flashcard that is mentioned in the chant. When they hear the word “SHARE” they should give the flashcard to the classmate that is sitting next to them. Play the CD. The SS listen and say the chant.

Track 45, page 47: Unit 3

### **Chant**

I have a ball

You have a plane

We have toys to play.

I have a doll

You have a teddy bear

We have toys to share.

Thank you Jesus,

Thank you a lot

For all the friends I've got.



## Lesson 6 (pp. 48 & 49): Review

**Objectives:** At the end of this lesson students will have...

- ...reviewed language from the unit.

**Target language:**

- Belongings: car, plane, doll, kite, ball, skateboard, bicycle, cell-phone, computer, CDs, teddy bear, books, Bible, robot, comics, board games.
- The bedroom.
- The ball is big/small.
- I have/You have/We have.

**Recycled language:**

- It can talk/It can walk.
- Colours.
- Where is...?
- It's on...

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Belonging flashcards.
- Pictures of toys.
- Real objects that illustrate the vocabulary.

### Warm-up

Greet your students (SS). Start the review by playing a game!

**Game:** Belongings

**Game type:** Movement game

**Aims:** Language: Vocabulary revision. Listening. Other: Quick reaction.

**Materials:** Students' belonging flashcards. At least one card per student.

**Preparation:** Clear a large space in the classroom and put one chair per student in a circle. If you don't have chairs, the SS can sit in a circle on the floor.

**Development:**

1. Put the cards in a box. Move from child to child and have each one take a card out of the box.
2. Call out two words/pictures that are on the cards.
3. The SS with the two pictures mentioned stand up and change places. For example, you say: "Car/plane"; the student with the picture of a plane and the student with the picture of a car, change place.
4. Continue calling out words until all the SS have had a chance to change places at least once.
5. After a few rounds more, say: "BELONGINGS", or any other phrase. Everyone must get up and change seats.

### ***Listen and colour (p. 48)***

Ask the SS to open their books at page 48. Point to each of the pictures and ask: “What’s this?” The SS answer. Show the students’ that the pictures are to colour in. Tell SS to listen to the CD and colour the pictures. Play the CD. SS listen in silence. Let them listen again and give them enough time to colour the pictures.

Once they finish, check by asking questions, such as: “What colour is the mobile phone?” and so on.



Track 46, page 48: Unit 3

#### **Review: Listen and colour**

One: The mobile phone is violet.

Two: My bicycle is orange.

Three: The guitar is red.

Four: The plane is green.

Five: The robot is grey and blue.

### ***Colour the dotted part. Then decode the word (p. 48)***

Tell the SS to continue working on the same page. Hold up your book and point to the activity. Tell the SS that they should colour the dotted parts using the colours suggested. Once they finish colouring the pictures they should decode the word. Since the SS are familiar with this type of activity, just demonstrate the exercise with the first word. Tell the SS that they should look at the code and then at the alphabet to see which word is hidden.

#### ***Extra idea!***

*Game:* Bingo

*Game type:* Board game.

*Aims:* Language: “I have...” Vocabulary revision. Listening.

*Materials:* Students’ belonging flashcards at least 15 different pictures. Paper.

*Preparation:* Draw a large 3x3 grid and make one copy per student.

*Development:*

1. Ask SS to choose 9 flashcards and put one on each square of the grid.
2. You are the caller. Put your 15 pictures in a bag and mix them. Pull out one and show it to your SS saying: “It’s a robot”.
3. The SS look at their grids and see if they have the picture. If they have it they say: “I have a (robot)”, and put the flashcard face down.
4. The first student to have all the flashcards on his/her grid face down wins.
5. The winner becomes the caller. The other SS can exchange their cards.

### ***Listen and circle (p. 49)***

Ask the SS to open their books at page 49. Hold up your book and point to the activity. Point to one of the skateboards and say: “Is it big or small?” Point to different pictures and repeat the question. Explain to your SS that they are going to listen to the CD and circle the right toy, the big or the small one. Play the CD. SS listen and circle. Play the CD again to allow the SS to check the exercise before you do it with the whole class. Check by asking questions, such as: “Is the skateboard big or small?”



Track 47, page 49: Unit 3

#### **Review: Listen and circle**

David: I have a big skateboard.

Kelly: I have a small doll.

Alex: I have a small plane.

Meg: I have a big Teddy bear.

### ***Ending the lesson: Tick and say (p. 49)***

Draw students' attention to the following activity. Tell the SS to work in pairs to complete the chart. Tell SS that they should tick only the pictures they have. Once they finish, they should tell their classmate what they have, for example: “I have a car and a bicycle”. The other student should tick what his/her classmate has reported. Finally they compare the two columns and complete the “WE” column to report what both of them have.

Check by asking the SS to report what they have by saying: “We have a...”



# UNIT 4: BREAKFAST

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 4 Breakfast	50	Identifying breakfast food items.  Asking and answering about likes and dislikes.  Offering.	<b>Present Simple: verb like:</b>  I like / I don't like.  Do you like fruit?  Yes, I do / No, I don't  Verb would:  What would you like for Breakfast? I'd like (toasts) / Here you are.  <b>Recycling:</b> How many? Thank you.	<b>Breakfast:</b> cereal, cookies, yogurt, orange juice, milk, toasts, bread, butter, jam, cheese, fruit, coffee, tea.  Adjectives. Delicious.  Receptive vocabulary: Wheat, spike, water can, sun, sky, cow, spike, tree.  Recycling: colours, numbers.

**Objectives:** *At the end of this unit students will be able to...*

- Identify breakfast food items.
- Sing new songs and say chants.
- Express food and drinks preferences.
- Ask and answer about their food preferences
- Bear in mind that Jesus protects us wherever we are.

**Target language:**

- Breakfast food items: cereals, cookies, yogurt, milk, toasts, bread, butter, jam, orange juice, tea.
- New structure: Do you like...? Yes I do/No, I don't. What would you like for breakfast? I'd like...

**Recycled language:**

- I like/ I don't like
- How many?



## Lesson 1 (pp. 50 & 51)

**Objectives:** At the end of this lesson students will be able to...

- Identify some food items and drinks that are usually had for breakfast.
- Name some foods and drinks.
- Say a short prayer to thank God for the food.
- Say a chant.

**New target language:**

- Breakfast: orange juice, milk, toasts, jam, yogurt, cereals, butter, fruit, bread.
- What would you like for breakfast?/I'd like (some orange juice).

**Receptive language:**

- It's delicious, it's time to have breakfast, let's pray, he's hungry.

**Recycled language:**

- Thank you, Good morning, get up, let's go to school, let's pray.

**Materials:**

- The coursebook
- The coursebook CD
- Flash card of food.

**Warm-up:** Ask the students (SS) to open their books at pages 50 and 51. Ask the SS to look at the presentation of the unit. Point to the picture and introduce SS to the characters of the scene. Hold up the student's book and ask: "Look! What is Meg's family doing?" Point to the pictures of food and say: "Look! Meg and her family are having breakfast". Then show the SS the flashcards of the usual foods we have for breakfast. As you show them each flashcard, name the food items aloud and encourage the SS to repeat them, and then stick the food item flashcards on the board.

**Listen, point and stick (pp. 50 & 51)**

**Christian values: The importance of taking care of our body. God created healthy food for our own good.**

Say: "Open your books at pages 50 & 51". Explain that they are going to listen to a dialogue between Meg and her family during breakfast.

Play audio track 48 and have the SS point to the food and drinks in the scene. Play the CD again and then ask SS to pay attention to what food and drinks are in the scene. To check comprehension point to each character and encourage SS to say aloud what each character is having for breakfast.

Hold up your book and ask: "What's missing?" Elicit answers, e.g. the cereals. Tell the SS to go to the stickers section and complete the picture using the stickers.

Track 48, pages 50 & 51: Unit 4

### Listen and point

Mum: Good morning. What would you like for breakfast?

Meg: I'd like some milk.

*[sound of milk pouring into a glass]*

Mum: Cereal?

Meg: Yes, please. Thanks mum.

Mum: And you?

Dad: Oh. I'd like some orange juice and toasts.

Mum: Here you are.

Dad: Thanks.

Cat: *Meowwwww*

Mum: And you kitty? Some milk?

Cat: *meow*

Dad/Meg: Ha, ha, ha. He's hungry, too!

Mum: Ok. Now let's pray. Meg?

Meg: Our Father in heaven, thank you for a new day and this delicious breakfast. In Jesus' name,

Everybody: Amen

Dad: Now let's eat!

Meg: Hmm, it's so delicious!



Track 49, page 51: Unit 4

### Prayer

Meg:

Our Father in heaven

Thank you for a new day

And this delicious breakfast.

In Jesus' name,

Amen



### Let's pray (p. 51)

#### Christian value: The importance of being grateful.

Pause to reflect on the importance of being grateful. Emphasize the concept of thanking Jesus for everything he gives us.

Tell the SS that they are going to learn to thank God for the food. Play the CD and ask SS who is thanking God for breakfast. Then ask SS to repeat the prayer.

### Extra activity! Role Play

Divide the class in 4 groups and assign a role to each of them. One group can represent the mum, another represents the dad, another group can represent Meg and one student can imitate the cat. Play the CD again, pausing after each part while SS imitate the characters. Once they finish, switch the roles until everyone has practised all the parts.

### Chant: Listen and Say (p. 51)

Tell the SS that they are going to listen to the chant on page 51. Ask SS to look for the set of flashcards of breakfast at the back of the book. Tell them to cut out the mini-flashcards. Play the audio, pausing after each phrase and have the SS hold up the flashcards that are named in each phrase. Play the audio again, but this time, encourage the SS to repeat the phrases while they hold up the flashcards. Once they can pronounce the phrases correctly play the chant a third time and ask the SS to say it.



Track 50, page 51: Unit 4

#### Chant

Tic- tac- tic- tac

Riiiiing

Get up, get up!

It's breakfast time

Milk, toasts and jam

Cereal, yogurt and juice

for me and for you

And then let's go to school.

### Extra activity! A breakfast Survey

Ask the SS what they usually have for breakfast and draw the items on the board or illustrate them by using some flashcards or magazine pictures. Once you finish sticking them, point to each flashcard and say: "Do you like (milk) for breakfast?" "Stand up and raise your hands if you do!" Count all the SS that have raised their hands and draw the result next to each flashcard. Then ask the SS to look at the numbers and encourage them to tell you which food/drink is the most popular in the class and which one is the less popular one according to the results. You can also encourage the SS to say the numbers of the results aloud so they can practise saying the numbers too. Say: "Look, how many SS like this food/drink?" SS answer.

#### Game: Memory game

*Game type:* card game

*Aims:* Language: Breakfast food items.

*Time:* 10 minutes.

*Materials:* Flashcards of breakfast food items.

*Development:*

1. Stick some pictures of the food and drinks on the board face down.
2. Number them.
3. Divide the SS in 2 or 3 groups.
4. Ask the first group (A) to send a

volunteer. Ask the volunteer to guess which of all these flashcards might be the (milk). Encourage the student to turn over the flashcard he has chosen to see if it is the correct one. If the picture matches his/her guess the team gets one score. In case he/she fails, stick the flash card on its previous place, face down.

5. Then ask the other group (B) to choose another card. Continue in the same way till one of the groups finds the flashcard of the (milk).
6. The first group that discovers the correct flashcard gets a score and so on, till all the pictures are turned over.

***Extra activity!***

***Game:*** Listen and touch (TPR)

***Game type:*** Card game and movement game.

***Aims:*** Language: Breakfast food items.

***Time:*** 10 minutes.

***Materials:*** Flashcards of breakfast food items.

***Development:*** Stick some flashcards on the walls, blackboard, door, and all around the classroom. Then divide the class in 2 groups, they can be group A and B. Ask each group to send a volunteer. Explain to them that the moment you name a food or a drink, they have to find the flashcard and touch it. The student that touches the flashcard first gets a score for his/her group.



## Lesson 2 (p. 52)

**Objectives:** At the end of this lesson students will be able to...

- ...Express their likes and dislikes about breakfast food.

**Target language:**

- What do like for breakfast? I like (milk).

**Receptive language:**

- Something else? Enjoy!

### Listen and tick (p. 52)

**Values:** The importance of choosing healthy food.

**Warm-up:** ask the students (SS): “What do you like for breakfast?” Encourage them to say “I like (milk)”. Then ask them what they don’t like for breakfast and encourage them to say: “I don’t like (oranges)”.

Say: “Look at page 52”. Focus their attention on the picture and ask them to tell you what Alex is doing (Possible outcome [P-O]: He’s having breakfast). Point to each food item on the table and name them (cake, fruit, cookies, etc.). Encourage the SS to repeat the food items after you. After that, tell SS that they are going to listen to a dialogue between Alex and his mum. Explain to them that they have to listen and tick only the food and drinks that Alex likes to have for breakfast. To check, have SS tell you the food and drinks they have ticked.

**Recycled language:**

- I like (fruit), good morning, mum, thanks, cake, cookies, fruit, and sandwiches.

**Materials:**

- The coursebook
- The coursebook CD
- Flashcards of food



Track 51, page 52: Unit 4

**Listen and tick**

Mum: Good morning, Alex.

Alex: Good morning, mum.

Mum: What do you like for breakfast?

Alex: I like orange juice, some toasts, and jam, and... fruit.

Mum: Okay, anything else?

Alex: And cookies.

Mum: Okay darling, I’ll prepare it!

Alex: Thanks, mum!



### **Read then cut and glue (p. 52)**

*Warm-up:* Draw a big table on the board. Then write some food items on it. The words you write should be different from the ones that are in the activity. Then show the students (SS) a flashcard and ask a volunteer to stick it under the correct word. Ask the class to help the student in case it is necessary.

Focus students' attention on the picture and read the word aloud. Then ask the SS to go to the cut-out section and explain to them that they have to cut the pictures and stick them on the table next to the correct word. To check, write the words "fruit", "toasts", "jam", and "milk" on the board. Show the SS some flashcards and ask some volunteers to come to the front and stick them under the right word.

#### **Extra activity!**

*Game:* Pictionary Game

*Game type:* card game.

*Aims:* Language: Breakfast drink and food items.

*Time:* 10 minutes.

*Materials:* Flashcards of breakfast food items.

*Development:* Divide the class into 2 groups, A and B. Ask one volunteer from group A to come to the front. Show the volunteer student a picture of one drink or food item (you can use the flashcards that are provided in the books). Tell him/her that he/she has one minute to draw that drink or food item on the board while the rest of the class tries to guess what it is. The first group that guesses the word wins one point. Then ask the other group to send a volunteer and continue the game in the same way. The group that gets more points wins the game.



### **Extra activity!**

*Game:* Freeze!

*Game type:* Movement game.

*Aims:* listen and respond with actions, develop physical coordination, cooperate with others.

*Time:* 10 minutes.

*Materials:* Flashcards of breakfast food items, CD player with music.

*Development:*

1. Ask the SS to take out the set of flashcards of unit four. Ask some SS to choose a flashcard of the set at random. Explain that you are going to give some instructions and they have to follow them.
2. Show SS a flashcard and ask who has the same flashcard. The SS who have the same flashcard should stand up and hold it up. Say: who are you? And encourage them to say we are (cereals) and write the name of the group on the board. Continue doing the same until you write the names of all the groups according to their flashcards. You may write: milk, toast, cereal, and so on.
3. Play some music and ask the SS to walk around pretending they are eating or drinking depending on the flashcard they have chosen.
4. Stop the music and say "Toasts freeze!" The SS who have chosen the toasts flashcards should freeze for 10 seconds. Ask the rest of the class to make the frozen SS laugh or move. They can make funny faces or gestures in front of the children that are frozen but they are not allowed to touch them. If one of the frozen SS moves or laughs, all the members of the toasts lose the game. If none of them move they win a point.

### **Extra activity!**

*Game:* Get into groups

*Game type:* Movement game (TPR)

*Aims:* listen and respond with actions, develop physical coordination, cooperate with others, practise the second language and have fun at the same time.

*Development:*

1. Divide the class in small groups and assign a name of a food or drink to each group (for instance: cookies, milk, yogurt, and so on).
2. Ask the SS to walk around the classroom, or the playground.
3. Demonstrate the meaning of hug. You can ask some children to come to the front and you can hug them. Then ask the children to hug each other.
4. Play some music and ask the children to walk around the class, or the playground. Stop the music and clap your hands and say: "Cookies and juice in a hug!" "Milk and toasts in a hug!" "Yogurt and cereals in a hug!", and so on.
5. Repeat the same instructions but you can vary the way SS move around the class. Introduce new concepts like jump, run, tip-toe, and so on. You can also vary the amount of food and drinks. For instance you may say: juice, cereals, and cookies in a hug, and so on.

### **Extra activity!**

*Game:* Missing card

*Game type:* Card game and guessing game

*Aims:* Language: Breakfast drink and food items.

*Time:* 10 minutes.

*Materials:* Flashcards of breakfast food items.

*Development:*

1. Divide the class into 3 or 4 groups.
2. Stick some flashcards of drinks and food on the board or around the classroom.
3. Go over each flashcard and encourage the SS to say their names aloud. Once they have named all the food and drinks, ask SS to cover their faces.
4. Remove one of the flashcards and ask SS to name the food or drink that is missing. The group that makes more guesses wins.

### **Extra activity!**

*Game:* Hot, warm, and cold

*Game type:* Movement game (TPR)

*Aims:* Language: Breakfast drink and food items.

*Time:* 10 minutes.

*Materials:* Flashcards of breakfast food items.

*Development:*

1. Divide the class into 2 groups.
2. Ask the groups to choose one volunteer each.
3. Send the volunteers outside. Meanwhile show group A a food item flashcard and hide it somewhere in the classroom.
4. Then show group B another flashcard and do the same.
5. Explain to the groups that once the volunteers come inside they should help the volunteers find the flashcard you have showed them before. To help them the groups can guide them by saying: “hot” when the volunteer is almost touching the flashcard, “warm” when they are near it and “cold” when they are far away from it. The first volunteer that finds the flashcard and names it gets a point for his/her group.



## Lesson 3 (pp. 53 & 54)

**Objectives:** At the end of this lesson students will be able to...

- ...ask and answer about food and drinks preferences using the structure: Do you like (milk)? Yes, I do / No, don't.

**Target language:**

- Do you like (orange juice)? Yes, I do/No, I don't.

**Materials:**

- The coursebook
- The coursebook CD
- Flashcards of food

### Listen and draw (p. 53)

**Moral value: The importance of being cooperative and helpful at home and towards family members.**

*Warm-up:* Draw a happy face and a sad face on the board. Show the students (SS) some flashcards of different types of food and drinks and ask them: "Do you like cake for breakfast? Do you like milk?" Encourage them to answer "Yes, I do" or "No, I don't". Then stick the flashcard under the happy or sad face, depending on students' answer.

Have the SS open their books at page 53. Tell them that they are going to listen to a story. Focus their attention on the small faces that are under the pictures. Encourage them to listen attentively to complete the faces by drawing a sad face or a happy face. To check ask SS to tell you what food and drinks Kelly's sister likes and which she doesn't.

Track 52, page 53: Unit 4

**Listen and draw**

Kelly: Mum, the baby is crying!

Kelly: Do you like the orange juice?

Kelly: Say: "No, I don't"

Kelly's sister: No!

Kelly: Very good!

Kelly: Do you like yogurt?

Kelly: Say: "Yes, I do"

Kelly's sister: Yes.

Kelly: Mummy! Come and look!

Mum: Oh Kelly!

Kelly: Sorry mum. We love yogurt!

Kelly's sister: Ha, ha, ha.



## Role play

Divide the class into three groups and assign each group a character's role from the story (Kelly, her little sister and her mum). Play the CD again so that the SS can listen and imitate each character. Then pause the CD, and give time for each group to imitate the character they were assigned to.

**Listen and sing (p. 53)** *Warm-up:* Show the SS some foods and fruits and ask them if they like them or not. Say: "Look! Do you like tea?" Encourage SS to answer: "Yes, I do" or "No, I don't". Encourage SS to ask you about your likes and dislikes, using the question "Do you like...?"

Tell the SS that they are going to listen to a song. First play the CD and pause it after each question. During the pause, show them a flashcard that illustrates the food item. Then have the SS answer each question by saying: "Yes, I do" or "No, I don't". They can stand up when they say "Yes, I do" and sit down when they answer "No, I don't". Play the song a second time. Pause it after each question but this time encourage the SS to repeat the questions. Once the SS feel confident repeating and answering the questions, encourage them to sing the complete song. Or you can divide the class into two groups: one group asks the questions and the other answers.

If you want to continue practising you can include different food items in the questions.



Track 53, page 53: Unit 4

### Song

Good morning! Good morning!

It's time to eat!

Do you like coffee or black tea?

No, I don't. No, I don't.

I don't like coffee or tea.

Do you like toasts and juice?

Yes, I do. Yes, I do.

Do you like cereal and milk?

Yes, I do. Yes, I do.

Do you like jam and bread?

Yes, I do. Yes, I do.

What a delicious breakfast

For me and for you!

### **Read, ask and circle (p. 54)**

*Warm-up:* Draw the same chart that you have on the book, but only with the beginning of the question: “Do you like...”, and the answers yes/no. Then show the SS a glass of orange juice and ask one student: “Do you like orange juice?” and circle the answer (yes/no) according to the student’s answer. Provide some more examples in the same way.

Ask the SS to open their books at page 54. Tell them that they are going to interview their classmates in the same way they have been interviewed. Focus their attention on the part of the chart that has the answers. Say: “Look, here you have two possible answers: yes or no. Only circle the one your classmate answers to you”. Check this activity orally.

### **Stick then say (p. 54)**

*Warm-up:* Draw a chart on the board and divide it in two halves. Write the phrase: “I like...” on one side and: “I don’t like...” on the other one. You can illustrate the structures by drawing a tick next to the structure “I like” and a cross next to the structures “I don’t like”. Then show the SS a flashcard and say: “Look! I like (milk)”. And stick it on the “I like” side. Then show them another picture and say: “I don’t like (coffee)” and stick it on the “I don’t like” side. Then ask some SS to come to the front. Give them a flashcard and ask them to pick a side to stick it according to their preferences. Encourage each student to express their preferences by using the structures taught.

Ask the SS to work on page 54. Ask them to go to the sticker section. Review the vocabulary by asking them what food and drinks they have on the stickers. Then tell them to stick them on the chart according to their preferences. Check this activity orally. Say: “Ok (Pablo), Do you like jam?” Encourage him to answer: “Yes, I do. I like jam” or “No, I don’t. I don’t like jam”, as it is written on the chart.



**Ending the lesson (Extra activity, if there's time)**

**Find someone who... (communicative activity)**

*Aim:* to use the language in a communicative way.

Give the SS the following chart. Ask them to go around trying to find someone that likes these food items or drinks and write their classmates names. Check it orally.

Do you like ..... for breakfast?	Names
Sandwiches 	
Yogurt 	
Bananas 	
Bread 	
Cookies 	
Milk 	
Cereals 	
Orange juice 	

## Lesson 4 (pp. 55 & 56)

**Objectives:** At the end of this lesson students will...

- Learn about the origin of some food items and drinks.
- Be able to classify the food items and drinks in categories according to their origins.
- Learn to sing a song.

**Target language:**

- You plant the (wheat)/you water the (seeds)/you can make some bread/Let's bake

**Receptive language:**

- It rains/the sun shines/

**Recycled language:**

- Look! This is a (wheat seed)/ Thank you Jesus/ Let's eat
- Numbers

**Materials:**

- The coursebook
- The coursebook CD
- Flash cards of food.

### **Listen and point (p. 55)**

**Christian values: The importance of recognizing Jesus as creator. Emphasize the concept of the elements of nature as part of his creation and the development of nature under Jesus' supervision.**

**Warm-up:** show the students (SS) some real seeds or pictures and say: "Look! These are seeds". Elicit from SS what they know about seeds and plants. Show them a flashcard of a plant and say: "Look! This is a plant". Elicit from SS -in their mother tongue- what plants need in order to grow. Then show SS some flashcards of the natural elements needed and say: "Look! The plants need the sun, the rain, and some earth to grow". Then point to each picture and encourage the SS to name the natural elements after your model.

Ask the SS to open their books at page 55. Tell them that they are going to listen to a story. Ask them to point to the pictures as they listen to it. Once they finish listening, point to the first picture and ask: "Look! What is Kelly doing?" Encourage them to say that she is holding wheat seeds. Point to the next pictures and ask them in the same manner about what each character is doing. Play the CD a second time and stop the CD and have the SS repeat what the characters say. You can also encourage them to imitate the actions the characters are doing in each picture as well as the sounds.

Track 54, page 55: Unit 4

Kelly: Look! Now we have more wheat to make...

**Listen and point**

David: ...flour

Kelly: Look! This is a wheat seed.

Meg: ...and with the flour you can make bread...

Meg: You plant the seed in the earth.

Alex: ...and cookies.

David: Then you water the seeds.

Everybody: Hmmm... Let's eat!

Kelly: Then it rains and the sun shines.



## ***Role-play***

Divide the class into four groups and assign a character to each group. Play the CD and ask each group to imitate the character assigned. Assign to some individual SS the role of the elements of nature, like the rain, the sun, and the birds. Once each group has a role to perform, play the CD and stop after each scene so that SS can act the story out. You can also make the SS wear a costume or masks. In this way they will feel more motivated and they will have a lot of fun.

## ***Cut and Glue (p. 56)***

*Warm-up:* Stick flashcards of a cow, a wheat plant, and a tree on the blackboard. Point to each flashcard and say: “Look! This is a cow, a wheat plant, and a tree”. Then show SS flashcards that illustrate the different types of food and drinks taught in this unit and explain to them that they have to help you classify the drink and food items according to their origin. For instance; show SS a flashcard of a toast and ask the following questions while you point to the flashcards stuck on the board: “Is the toast made of milk? Is it made of wheat? Does the toast come from a tree?” Encourage the SS to guide you by saying “yes” or “no”. Repeat the procedure until most of the flashcards are stuck on the board.

Have the SS work on page 56. Go to the stickers section and point to the stickers for unit four. Have them pull out the stickers and place them inside the cow, the tree, or the wheat according to each food/drinks' origin.

## ***Draw and say (p. 57)***

*Warm-up:* Elicit from SS what we should be thankful for today. Ask them if we should be thankful for the food and drinks and encourage them to name what they have had for breakfast or lunch.

Then ask SS to open their books at page 57. Point to the square and tell SS that they should draw and colour the food and drinks they have had for breakfast or lunch and they want to thank for. Check by asking the SS “What should we thank for today?”

## Listen and sing (p. 57)

Then tell the SS that they are going to listen to a song in which they can learn how to thank Jesus for all the food we have.

Have the SS open their books at page 57. Play the CD and ask the SS to listen to the song while paying attention to the pictures that illustrate it. Then play the CD again, but this time, encourage the SS to repeat the phrases. Play the CD a third time and encourage the SS to sing the whole song. In order to make it more entertaining ask the SS to point up whenever they hear the name of Jesus, to act as if they were drinking whenever they hear the name of a drink and to act as if they were eating whenever they hear the name of a food.



Track 55, page 57: Unit 4

### Song

Thank you Jesus for the cows,

Thank you cows for the milk,

Thank you milk for the yoghurt and the cheese.

Thank you Jesus for the trees.

Thank you trees for the fruit.

Thank you fruit for the juice.

Thank you Jesus for the wheat.

Thank you wheat for the bread,

Cookies and cakes!

### Ending the lesson (if there's time)

*Game:* One word one step!

*Game type:* Movement game (TPR)

*Aims:* Language: Classifying food items. Vocabulary: Breakfast drink and food items, tree, wheat seed, cow.

*Time:* 10 minutes.

*Materials:* Flashcards of breakfast food items.

*Development:* Divide the class in three groups.

Stick a picture of a cow, a wheat plant, and a tree on the board. Ask the groups to send some volunteers to come to the front. Place each student in front of a flashcard. Ask them to stand at about 3 or 4 steps from each flashcard.

Explain to each group that they have to help their volunteer to reach the flashcard that is in front of them. Say: "Let's help your classmates get the flashcards". Demonstrate the activity by naming a food item, for instance: "toast", and ask the SS which of the three volunteers should make a step towards the corresponding picture. Probable outcome: the student who is standing in front of the flashcard of the wheat plant. Say another name of a different food/drink and ask the SS to continue saying which of the volunteers should make a step.

Once the SS understand how to play the game, give each group an opportunity to say the name of a food/drink related to the flashcard assigned to them. If they say it correctly the volunteer student can make a step. If the group fails, continue with the next group. The student who reaches the flashcard first wins the game.

## Lesson 5 (pp. 58 & 59)

**Objectives: At the end of this lesson students will...**

- ...learn about one of Jesus' miracles.
- ...learn to sing a song related to cooking.

**Target language:**

- Vocabulary related to cooking: salt, oil, bowl, flour, water.

**Receptive language**

- We are so hungry/tired. I want to share my lunch. Share (the bread and fish).

**Recycled language**

- Thank you Jesus / Let's pray / There are (two fish)
- Numbers

**Materials:**

- The coursebook
- The coursebook CD

### Story Time!

**Central theme:** Friendship and service is seen in the story of the "Two fish and five pieces of bread", where friendship and service is shown in the importance of sharing and paying attention to those in need.

### Listen and point (p. 58)

**Warm-up:** ask the students (SS) in their mother tongue if they like biblical stories about children. Ask them which of these biblical children they admire the most.

Ask the SS to open their books at page 58. Play the CD and ask the SS to point to each scene as they listen to the story. To check comprehension point to each picture and ask the SS to tell you what is happening in each scene and how many items are in the basket. Then ask: "What is Jesus' miracle?"

Track 56, page 58: Unit 4

pieces of bread.

**Story Time: The five pieces of bread and the two fish**

Jesus: For God nothing is impossible.

**Listen and point**

Jesus: Let's pray. Dear Father we thank you for the bread and fish...

Narrator: One day Jesus was teaching to a lot of people.

Jesus: Share the fish and bread with the people.

People: Oh, we are so hungry! We are so tired!

Peter: Yes, Master.

Child: Dear Jesus, I want to share my lunch.

Narrator: ...and that was one of Jesus' miracles.

Peter: But Master, there are only two fish and five

People: Thank you Jesus for the food.



## ***Extra activities!***

### *Sharing*

#### **Christian value: Sharing with others.**

Point to the boy that is sharing his lunch with the people and say: “Look! He’s sharing his lunch with the people”, and point to the people. Tell them that Jesus wants us to share our food and things with others. Say: “I can share my ruler with my classmate, and give your ruler to one of the SS. Then encourage the SS to name other things they can share at school. Encourage them to say: “I can share my (English book), etc”.

#### ***Role-play: Act it out!***

Divide the class in three groups. One group can represent Jesus, another the little boy, and the last group the crowd of people. Play the CD again and pause it from scene to scene so that the SS have enough time to imitate each character. Encourage them to imitate the character assigned. Then the SS can change roles, till all the SS have a chance to practise it.

#### ***Look and tick (p. 59)***

Ask your SS to continue working on page 59. Focus their attention on the baskets. Ask them to tick the correct one according to the story. You can check this activity on the board. Draw a big basket and ask one student to come to the front and draw the food items. Ask the rest of the class to check if what he drew is correct.

### ***Listen to the chant and number (p. 59)***

*Warm-up:* Focus the students' attention on the pictures of the song. Ask them: "What is Kelly doing?" Ask the SS what things we can use to make some bread. Then point to the elements that are on the table and tell them their names. Stick the following flashcards on the board: a picture of a bottle of water and salt, a bottle of oil and some flour, a bowl, an oven, and some bread. Say: "To make bread we need: water, salt, flour, and oil, then we put all the ingredients in a bowl!" (make gestures as if you were putting all the ingredients into the bowl and then act as if you were mixing them with your hands). Then point to the flashcard of the oven and say: "Look! Let's bake the bread in the oven". Finally show the flashcard of the bread and say: "Look! the bread is already baked".

Tell the SS that they are going to listen to a song about the things we need in order to make some bread. Play the CD and ask them to point to the different ingredients and elements as they listen to it. Then play the CD again. This time stop it from time to time so that the SS can repeat the phrases. Play the CD a third time and encourage the SS to sing the whole song. Encourage them to perform the actions as you did during the warm-up.

Track 57, page 59: Unit 4	Count to ten	
<b>Chant</b>	One two three	
Let's bake	Four five six	
some bread	Seven and eight	
Water and salt	nine and ten	
Flour and oil	the bread is	
All in a bowl	already baked.	

*Follow-up:* Part 1: Stick the same flashcards you used to introduce the song at random on the board. Tell the SS they are going to help you put them in order as they were narrated in the song. Then ask one of the SS to come to the front and find the first picture. If he/she goes to the wrong picture, ask the rest of the class to guide him/her by saying the following clues: warm (when he is close to the right one) and cold (when he/she is far from the correct one) and hot (when the student finds the correct one). Once he/she finds it, the student has to stick it on the board. Then continue calling out the SS until all the pictures are displayed on the board in the correct order. Then ask SS to narrate the procedure orally.

Part 2 (guessing game): Stick the flashcards around the classroom or on the board again but do not display one or two flashcards. Start narrating the procedure together with the SS. Once you finish, ask the SS which picture/s is/are missing and in which place they should be placed. Repeat the procedure again but each time omit a different picture and ask the SS to guess which one it is and where it should go.

*Ordinal number: Listen and say!*

Explain to the SS that you are going to say some ordinal numbers and they have to name the ingredients in that order. Say: “First...” and encourage them to say: “water and salt”(if they don’t remember they can look at the song). Continue saying: “Second...”, “third...” and have the SS answer “flour and oil”, “all in a bowl”. Finally say: “Let’s count to ten: one, two..., ten! The bread is already baked”.



## Lesson 6 (pp. 60 & 61)

**Objectives:** At the end of this lesson students will be able to...

- ...Learn to classify the food and drinks in a circular food pyramid.
- ...Make an experiment with a seed and narrate the process.
- ...Talk about their food habits during breakfast.

**Target language:**

- Cotton, seeds, corn, wheat.

**Materials:**

- The coursebook
- The coursebook CD
- Flashcards of food

### **Project 1: The little seed story**

The research will consist on finding out what a seed needs to become a plant.

### **Christian value: Jesus creates the plants and takes care of them.**

*Step 1:* Ask the students (SS) to bring some materials to the class. You can hand out a list with the materials needed the previous class. Materials: a glass, some cotton, and some corn/wheat seeds.

*Step 2:* Tell the SS that they are going to listen to “The little seed story”. You can start by narrating the story of your seed. Start by saying: “Let’s listen to the little seed story. I have a seed called (Rose). She is so little (show them a seed). My seed says that one day she wants to be a beautiful plant (show the SS a picture of a corn/wheat plant). So I put little Rose into a glass (illustrate by showing them a glass) and I covered it with some cotton/blotting paper (show them some cotton or a piece of blotting paper). Now Rose has to sleep for some days”.

*Step 3:* Say: “Well, now it’s your turn! Let’s see your little seed stories. Ask your SS to fill their glasses with the cotton or blotting paper. Then give them some seeds and ask them to put the seed into the glasses. Finally, arrange a place (it could be a corner) in the classroom for them to leave their glasses there. To make the experiment more interesting have the SS label their glasses with the names of their seeds.

*Step 4:* Some days later show the SS the glasses. Ask them what has happened to the little seeds. Point to your seed and say: “Look! Your seeds are growing. They are turning into plants”.

*Step 5:* Ask the SS to bring a flower pot to plant their seeds so that they can take them home if they want to. That day bring to the class some earth, a water can, and a flashcard of the sun and say: “Look! All the plants need some earth, water, and sunlight to live and grow healthy”. You can also show them a picture of a plant and show them its parts like its roots, leaves, stem, flower, etc. Then say: “Let’s fill the flower pots with some earth” (and show them how to do it). Then, let’s make a hole into the earth and put the seed in the hole (demonstrate the process by making a hole in your pot). Then cover the hole and water the seed (and illustrate by watering the flowerpots with a water can).

Emphasize the concept that Jesus takes care of the seeds and allows them to grow. He is the king of the universe.

*Follow up:* Have SS illustrate their little seed stories on a big sheet of paper. They can illustrate the story as they like it. Once they finish, encourage them to share their drawings with the rest of the class. You may ask them to arrange the chairs in a semicircle so that they can see each other. Then encourage them to show the pictures and help them to narrate the stories. You may say: “Show me your stories”. “First, what are the names of the little seeds?” And encourage SS to say the names by saying: “Its name is...” Continue by asking: “Is it small or big? Where did you put it? Why? What happens to the little seed?” and so on. SS may also use their native language to narrate, however you can guide them to use some key words and phrases they have learnt during the project. You may guide them to say: “I put it into a glass”, “I covered it with some cotton”, “I watered it”, and so on.

### ***Project 2: The circular breakfast pyramid (p. 61)***

Remember this is a project. Therefore students (SS) should carry out some research and there should be an outcome. The research will consist of finding out about healthy food.

#### **Christian value: The importance of taking care of our body.**

*Step 1:* Draw a circular pyramid on the board and divide it in many parts. Try to divide it using a coloured chalk for each part. Stick a flashcard of different food categories on each part like fruit, vegetables, meat, cereals, etc. Then show the SS some more flashcards and ask them to come to the front. Encourage them to stick the flashcards near the ones that

belong to the same category. Then tell the SS that in order to be healthy we need to eat a bit of food of each category. Say: “We need to eat some fruit” (and point to the fruit category), “some cereals” (and point to the cereal category), and so on. Then ask some SS to come to the front and point to the food and drinks he or she likes from each category. Then ask SS to cut out some pictures of the food and drinks. From the magazines they have brought to the class. Encourage them to cut pictures that illustrate and belong to the different categories seen in class.

*Step 2:* Divide the class in groups of three. Give a sheet of cardboard to each group with an empty circular pyramid drawn on it. Ask the SS to divide the pyramid in eight parts. Then they should place the pictures on each part according to the categories seen: fruit, vegetables, cereals, dairy products, sweets, fats, meat, eggs, and pasta.

*Step 3:* Have groups show and talk about their posters using the structures they have already learnt, for example: “Look! I like (yogurt and cereals) for breakfast”; “I don’t like (eggs)”, and so on. Encourage the SS to name the categories and the foods and drinks.

### ***Review: Listen and match (p. 62)***

Ask the SS to open their books at the review section, exercise 1, page 62. Focus the students’ attention on the pictures of the three characters and the three tables. Tell them that they are going to listen to an interview about what each character likes or doesn’t like for breakfast. Say: “Listen and match the characters of the book with their breakfasts according to what you hear”.

Track 59, page 62: Unit 4



**Review: Listen and match**

Interviewer: So Kelly, what do you like for breakfast?

Kelly: Well, I like milk, cookies, oranges, and apples.

Interviewer: So David, what do like for breakfast?

David: Well... I like orange juice and toasts with a lot of jam!

Interviewer: Hmmm! That's delicious!

Interviewer: And you Meg? What do you like?

Meg: I like cookies, yogurt and bananas, apples, and oranges.

**Read, draw and colour (p. 62)**

*Warm-up:* Make a short review about spelling. Write a phrase similar to the ones in the exercise on the board. For instance, you may write: "four cookies". Draw an empty plate below and point to the phrase on the board. Then read it aloud and ask: "How many cookies?" And encourage the SS to show you with their fingers the amount of cookies. Then start drawing a cookie, and say: "Is it correct?" And continue drawing till they say: "it's correct". Write more phrases and repeat the procedure, but this time, ask some volunteers to come to the front and illustrate the foods and drinks on some empty plates.

Tell the SS that they are going to work on the review, exercise 2 of page 62. Focus their attention on the words and pictures and have the SS draw what the phrases say. You can check the activity on the board as you did in the warm-up.



**Listen and tick. Then draw (p. 63)**

**Christian values: The importance of eating healthy. The importance of having a good eating behavior.**

Tell the SS that they are going to listen to four children talking about what they like or don't like for breakfast. Ask them to tick the food and drinks that these children like and to cross the ones they don't.

Then ask your SS what they like for breakfast. Let them tell the class about their likes and dislikes. Then encourage them to draw about their preferences.

Take this opportunity to emphasize the importance of eating healthy.

Check it orally.



Track 60, page 63: Unit 4

**Review: Listen and draw**

Narrator: Number 1

Interviewer: So Kevin: Do you like cookies for breakfast?

Kevin: No, I don't.

Interviewer: Do you like milk?

Kevin: No, I don't. I like Orange Juice.

Narrator: Number 2

Interviewer: So Kathy: Do you like coffee or milk?

Kathy: No, I don't. I like orange Juice.

Interviewer: Do you like yogurt and cereals?

Kathy: Yes, I like yogurt and cereals.

Narrator: Number 3

Interviewer: So, John, what do you like for breakfast?

John: I like yogurt and fruits.

Interviewer: Do you like tea?

John: No, I don't.

Narrator: Number 4

Interviewer: And you? What do you like for breakfast?



# UNIT 5\*\* CLOTHES

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 5 Clothes	64	Identifying clothes.  Describing clothes using colours and adjectives of size.  Giving instructions.  Asking and answering about specific clothes.	<b>Present Continuous:</b>  I'm wearing (a skirt).  She is wearing ... (receptive)  <b>Imperatives:</b>  Put on a (dress) / Take off your (jacket)  <b>Verb to be:</b>  Where is my (shoe)?  It's small / big.  Recycling: Is it a skirt?  Yes, it is / No, it isn't.	Clothes: jeans, t-shirt, shorts, skirt, sandals, hat, trainers, shoes, socks, pants, sweater, jacket.  Adjectives: beautiful, hot, cold, small, big.  Recycling: colors.



**Objectives:** *At the end of this unit students will be able to...*

- Identify clothes items.
- Sing new songs and say chants.
- Describe their clothes by using colours and adjectives of size.
- Ask and answer about their clothes.
- Bear in mind that Jesus protects us wherever we are.
- Target language:
- Clothes items: jeans, t-shirt, shorts, skirt, sandals, hat, trainers, shoes, socks, trousers, sweater, jacket.
- New structure: I'm wearing (a skirt). Put on/take off (your shoes). Where is my (shoe)? it's small/big. Adjectives: beautiful, hot, cold, small, big.

**Recycled language:**

- Is it (a skirt)? Yes, it is/ No, it isn't.
- Colours.

## Lesson 1 (pp. 64 & 65)

**Objectives:** At the end of this lesson students will be able to...

- Identify clothes items.
- Name clothes.
- Sing a song.
- Learn to say what they are wearing and describe their clothes.

**Target language:**

- Clothes: jeans, t-shirt, shorts, skirt, sandals, hat, trainers, shoes, socks, trousers, sweater, jacket.
- Structure: I'm wearing (a skirt).

**Receptive language:**

- Guess: who am I? I don't know – You are a (cowboy)/ yes I am

**Recycled language:**

- Colours

**Materials:**

- The coursebook
- The coursebook CD
- Flashcards of clothes.
- Clothes

## Listen, point and stick (pp. 64 & 65)

**Warm-up:** Bring a bag full of clothes (especially the ones that you are going to introduce) and start showing them to your students (SS). Ask them what colour they are, and if they also have a similar one at home. For example say: "Look! This is a T-shirt" (encourage the SS to repeat). Then ask: "What colour is it?"; "Do you have a blue T-shirt at home?" (Encourage them to say: "yes/no"). Then say: "Raise your hand if you have a blue T-shirt", and so on.

Ask the SS to open their books at pages 64 and 65. Focus their attention on the pictures and try to elicit some ideas about what they think the unit is going to be about. Ask: "Who are the characters?" "Where are they?" Point to their clothes and say: "Look at Kelly! What is she wearing?" (Encourage SS to say "a dress"). Then ask: "What colour is it?" (Encourage them to say "light blue"), and so on.

Tell the SS that they are going to listen to a dialogue. Ask them to point to the characters as they listen to it. Once they listen, say: "What is Alex' disguise?" (Encourage them to say a cowboy) and continue asking about the other characters' disguises in the same way.

Hold up your book and ask: "What's missing?" Elicit answers, e.g. the hat. Tell the SS to go to the stickers section and complete the picture using the stickers.



Track 61, pages 64 and 65: Unit 5



**Listen, point and stick**

Alex: Look! I'm a cowboy. I'm wearing jeans and a big hat!

Kelly: And I'm a princess. I'm wearing a long dress and a crown.

David: I'm a footballer! I'm wearing a t-shirt and shorts and trainers.

Meg: And I'm a lady. I'm wearing a long skirt and sandals.

David: And look! Froggy is a clown!

***If there's time:***

Describe the characters' clothes and have the SS guess who he/she is. You may say: "She is wearing a long dress and a crown". And the SS should say. "It's Kelly! She is a princess". Once you finish describing the book characters, you can show other elements like a plastic red nose, a piece of chalk, a school bag, etc., and have the SS say the professions of the people that use these elements.

***Listen and match. Then sing (p. 65)***

*Warm-up:* Bring a crown, a football T-shirt, and other clothes items to the class. Put on the crown and ask SS: "Guess: who am I?" (Encourage them to say: "A princess"). Then ask a volunteer to come to the front. Give him/her the football and encourage him/her to ask: "Who am I?" The class has to guess his/her profession or the character he/she represents. Continue the same procedure till you have used all the things you brought to the class.

Tell the SS that they are going to listen to the song on page 65. Tell them to point to the pictures in the scene while they listen to the song. Play the CD a second time and ask the SS to match the stanzas with the pictures. Then encourage the SS to repeat the chorus. You can also divide the class into two groups. One group can represent a character and the other group can represent the chorus. The group that represents the characters should sing and show their disguises through gestures and movement. The other group answers the questions and makes the guesses.



Track 62, page 65: Unit 5

**Song**

Who am I?	Who am I?	Who am I?	Who is it?	Who am I?
Who am I?	Who am I?	Who am I?	Who is it?	Who am I?
I don't know, I don't know.	I don't know, I don't know.	I don't know, I don't know.	I don't know, I don't know	I don't know, I don't know.
I'm wearing a long dress	I'm wearing blue jeans	I'm wearing a t-shirt,	It's green, all green,	I'm wearing blue trousers,
And small shiny crown.	And a big, big hat.	Shorts, and trainers.	It jumps and says croak.	blue sweater and tie
Are you a princess?	Are you a cowboy?	Are you a footballer?	Is it Froggy?	Are you a student?
Are you a princess?	Are you a cowboy?	Are you a footballer?	Is it Froggy?	Are you a student?
Yes, I am	Yes, I am.	Yes, I am.	Yes, it is.	Yes, I am.
Yes, I am	Yes, I am.	Yes, I am.	Yes, it is.	Yes, I am.

*Follow up: Game: I am who I am*

Game type: Guessing game (TPR)

Aims: Language: princess, clown, footballer, student, cowboy.

Time: 10 minutes.

Materials: None

Development:

1. Divide the class into two groups.
2. Ask a volunteer to come to the front. Tell him/her the name of a profession mentioned in the song. Ask the volunteer to represent this character through gestures and body movement.
3. Encourage the class to guess what character the volunteer is representing.
4. The group who guesses first gets a point.

*Follow up: Game: Who am I?*

Game type: Guessing game

Aims: Practice the question: "Who am I?" And the new vocabulary.

Time: 10 minutes.

Materials: Sheets of paper, pencils, colours.

Development: Ask the SS to draw an element like a crown, a football ball, a cowboy hat, a clown nose, a sword, etc. Then ask them to come to the front and show their drawings and say: "Who am I?" Ask the rest of the SS to guess. If the class guesses, the student has to say: "Yes, I am".

### ***Listen and colour (p. 66)***

Ask the SS to work on page 66. Focus their attention on the clothes of the children. Point to each clothe and encourage them to name the clothe items. Then tell them to listen to the CD and colour the clothes of the two children in the pictures.



Track 63, page 66: Unit 5

#### **Listen and colour**

Narrator: Number 1:

Girl: Hello. I'm Natalie. Today, I'm wearing a pink t-shirt, red skirt, black sandals and... a violet hat.

Narrator: Number 2

Boy: Today I'm wearing a green and white sweater, blue jeans and brown trainers.

### ***Draw and write. Then say (p. 66)***

*Warm-up:* Say: "Look! What am I wearing?" "What colour is my...?" Encourage them to say a blue t-shirt, for example.

Tell the SS to draw what they are wearing and then have the SS complete the speech bubble. To check the activity ask some students to read aloud what they wrote and also to show their drawings.

## Lesson 2 (p. 67)

**Objectives:** At the end of this lesson students will be able to...

- ...identify clothes items.
- ...describe their clothes.

**Target language:**

- Clothes: jeans, t-shirt, shorts, skirt, sandals, hat, trainers, shoes, socks, trousers, sweater, jacket.
- Structure: My (blue skirt).

**Receptive language:**

- I'm hanging a...

**Materials:**

- The coursebook
- The coursebook CD
- Flashcards of clothes
- Clothes



### **Listen and colour. Then trace (p. 67)**

**Warm-up:** Bring some clothes to the class. Show them to the students (SS) and say: “Look at my (orange) T-shirt, and my (green) dress”, for example. Then ask some SS to come to the front, point to their clothes and say: “Look! A blue (sweater)”, etc.

Have the SS work on page 67. Focus the students’ attention on the picture and ask: “What is Kelly doing?” Point to the picture and say: “She’s hanging the clothes”. Repeat the question and encourage the SS to answer it (help the SS say: “She’s hanging her clothes”). Then ask the SS to trace the words. After that ask the SS to listen to the CD and colour the clothes according to what Kelly says. To check the activity, have the SS name the clothes. Then ask: “What colour is the skirt?” Encourage the SS to answer it.

### **Extension:**

Point to one clothe and ask: “What’s this?” Encourage the SS to answer. Then model and encourage the SS to answer “It’s a blue skirt”. It is important that the SS learn the position of the adjectives in the noun phrase.

Track 64, page 67: Unit 5



**Listen and colour. Then trace.**

Kelly: I’m hanging my blue skirt, my pink dress, my blue jeans, and my red t-shirt. Oh, I forgot! My green socks and... my orange hat.

### **Extra activity! Show and tell**

*Objective:* To practise clothes description.

Step 1: The previous class, ask the SS to bring one of their favourite clothes. Show them your favourite clothes first and say: “Look! This is my favourite (dress). It’s (red)”.

Step 2: Have each student show his/her favourite clothes and describe the colours in the same way you have shown it. If some students don’t want to speak, ask the rest of the class to describe the clothes for him/her.

### **Look, colour and write (p. 67)**

*Warm-up:* Stick some flash cards on the board. Then show them some cards with the names of the clothes written on them. Read it aloud and ask the SS to come to the front and stick the words under the correct pictures. After the SS have stuck the names, point to each of them and ask the SS to read them aloud.

Tell the SS that they are going to do a word search on page 67. Show them the pictures and tell them that they should find their names in the word search. Ask them to circle the words they find with coloured pencils. To check this activity, you can bring the same word search on a poster and have some SS come to the front with their books and circle the words in the poster with a marker.



**Additional activities:**

*Game:* Bingo game

*Game type:* Board game.

*Aim:* to practise written words.

*Time:* 10 minutes.

*Material:* Copies of the bingo chart or piece of paper.

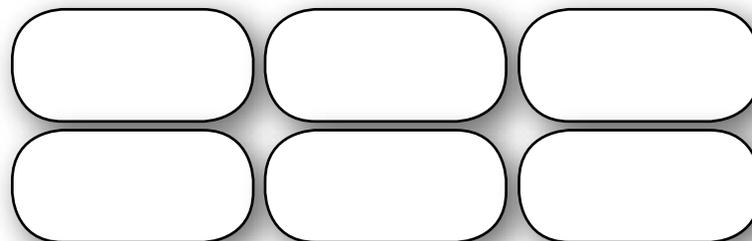
*Development:*

1. Tell the SS that they are going to play a game. Draw a chart on the board divided into six parts. Then ask the SS to complete each part of the chart with the name of a clothes item.

2. Show a flashcard of a clothes item and name it. Tell the SS that if they have that clothes item written in their charts they should cross it down. Tell them that the first student to cross down all the names in the chart wins.

Use a chart like this one:

- Complete each part of the chart with one of the following words: jeans, t-shirt, shorts, skirt, sandals, hat, trainers, shoes, socks, pants, sweater, jacket.



**TPR activity:**

Step 1: choose some names of the clothes you have been practising and cut them out into two, three, or four parts (depending on the length of the word). Another possibility is to cut out the letters (as you wish).

Step 2: give one part or a letter of the word to each student.

Step 3: tell the SS that you are going to show a flashcard of a clothes item and the SS who have a part of this word have to come to the front and form the word together with other SS.

Step 4: The first group who finishes the word wins.

## Lesson 3 (pp. 68 & 69)

**Objectives:** At the end of this lesson students will be able to...

- ...listen to a story and act it out.
- ...ask and answer about clothes.

**Recycled language:**

- Structures: Is it a (skirt)? Yes, it is/No, it isn't. What colour is it? It's (blue)

**Materials:**

- The coursebook
- The coursebook CD
- Flashcards of clothes.

**Listen and play (p. 68)**

**Moral value: The importance of playing healthy with friends.**

**Service: To be cooperative**

**Warm-up:** Show the (SS) a flashcard of a clothes item, for example a hat, and ask: "Is it a sock?" And encourage them to say: "No, it isn't". Then show them another flashcard of a sock and ask: is it a sock? And encourage them to say: "Yes, it is".

Tell the SS that they are going to listen to a dialogue on page 68. Have the SS point to the pictures as they listen to the dialogue. Then tell the SS that they are going to play the same game. Bring a bag full of clothes to the class. Ask a student to come to the front. Cover his/her face and ask him/her to take a clothes out of the bag, let him/ her touch it and encourage him/her to guess what it is and its colour.

Track 65, page 68: Unit 5



**Listen and play**

Alex: Is it a dress?

Kelly: No, it isn't.

Alex: Is it a skirt?

Kelly: Yes, it is!

Kelly: What colour is it?

Alex: Is it green?

Kelly: No

Alex: Red?

Kelly: Yes!

Kelly & Alex: Now you play!

### **Colour, read and tick (p. 68)**

*Warm-up:* Show the SS a flashcard covered by a sheet of paper. Start to uncover the flashcard very slowly and ask: “Is it a sock?” / “Is it a hat?” And so on. And encourage the SS to answer: “Yes, it is/No, it isn’t”.

Ask the SS to work on page 68. Tell them that they have to colour the dotted parts in order to discover the clothes. Then they have to read the question and tick the correct answer.

### **Listen and point (p. 69)**

The best way to teach the concept of these two phrasal verbs is by modeling the actions. Bring a hat and a jacket to the class. Take the hat and say: “Look! This is my favourite hat. I put on my hat to go to the park”. While saying this, you should act it out. In the case of the jacket you should wear the jacket in order to teach the verb “take off”. Say: “It’s hot. I’ll take off my jacket”.

Ask the SS to open their books at page 69. Point to the first exercise and tell the SS that they are going to listen to instructions. Tell SS to point to the correct character according to the narrator’s instructions.

Track 66, page 69: Unit 5

#### **Listen and point**

Narrator: Kelly, put on your hat!

Kelly: OK!

Narrator: David, take off your jacket!

David: Cool!



## ***Listen and Sing (p. 69)***

*Warm-up:* Show the SS your jacket and say: “Look! I put on my jacket” (while you put it on). Then say: “I take off my jacket” (while you take it off). Then repeat the commands but this time encourage the SS to perform the actions.

Tell the SS that they are going to listen to a song. Focus the students’ attention on the pictures and encourage them to say what David is doing. Play the CD and ask the SS to listen to the song and point to the pictures as they listen to it. Play the CD again, but this time encourage the SS to act it out. Then play the CD a third time and have the SS sing the song while at the same time they perform the actions.

Track 67, page 69: Unit 5



### **Song**

Let’s go to school!

Let’s go home!

Put on a sweater,

Take off the jacket

Trousers, and shoes.

And say hello.

Let’s go outside!

Let’s go to bed!

Put on a jacket

Put on the pyjamas

And say good bye.

Ready to pray!

## Lesson 4 (pp. 70 & 71)

**Objectives:** At the end of this lesson students will be able to...

- ...describe their clothes' size.

**Target language:**

- Structure: This jacket is too small/big.
- I'm wearing a (big) hat.

**Recycled Language:**

- Where is my (jacket)? It's...
- It's (blue)

**Materials:**

- The coursebook.
- The coursebook CD.
- Flashcards of clothes.

### Cut and glue. Then write (p. 70)

**Warm-up:** Stick two flashcards on the board of two clothes of different sizes. Then show the SS a flashcard with the word "small" written on it. Ask the SS where you should place it. (P/O: under the pink hat). Then show the SS the flashcard with the word "big" written on it and repeat the same procedure. If you want, you can stick some more flashcards and ask the SS to come to the front and stick the adjectives under the correct picture.

Ask the SS to go to the cut out section. Then tell them that they have to cut out the pictures of clothes and stick them onto the pictures. Then tell them to complete the speech bubbles with the correct adjective.

### Listen and point (p. 70)

**Warm-up:** Show the class a big T-shirt and a small one. Ask one student to come to the front and give him/her one of the T-shirts and ask him/her to put it on. Encourage the student to say: "This T-shirt is too small/big", according to its size.

Tell the students (SS) that they are going to listen to a story. Have the SS point to the pictures as they listen to the audio. Then divide the SS into two groups. Assign a role to each group (one group should represent the dad and the other Alex). Play the CD and ask each group to imitate the dialogue and perform the actions.

Track 68, page 70: Unit 5

#### Listen and point

Alex: Dad, it's time to go!

Alex's dad: First, put on your jacket, Alex.

Alex: But this Jacket is too big.

Alex's dad: And this Jacket is too small.

Alex & his dad: It's your jacket! Ha, ha, ha.



### ***Listen and match (p. 71)***

#### **Moral value: To be cooperative and helpful at home.**

*Warm-up:* Stick some flashcards of clothes of different sizes around the classroom. Then ask: “Where is my dress? It’s big and blue”. And the SS have to find the picture of the dress and bring it to you. Repeat the procedure till all the pictures are removed by the SS.

Focus the students’ attention on the picture in page 71 and ask them who the characters are. Then tell the SS that the characters are looking for their clothes and the SS have to help the characters find their clothes. Tell them that they are going to listen to a dialogue, and as they listen they have to match the characters with the clothes they are looking for. Stop the CD from time to time so that the SS have time to do the matching.

Track 69, page 71: Unit 5

#### **Listen and match**

Kelly’s mum: Where is my Jacket? It’s small and white.

Kelly’s dad: Where is my shoe? It’s big and black.

Kelly’s baby sister: Where is my sock? It’s very small and red.

Kelly: Where is my hat? It’s big and pink.



### ***Look, circle and say. Find five differences (p. 71)***

Focus the students’ attention on page 71, and tell them that they should find five differences between the two pictures and circle them. Then elicit the answers orally.

## Lesson 5 (pp. 72, 73, 74 & 75)

**Objectives:** At the end of this lesson students will be able to...

- ...identify clothes items.
- ...listen to a story.
- ...learn to say what they are wearing and describe their clothes.

**Target language:**

- Clothes: tunic, scarf, sandals, cap.

**Receptive language:**

- Thanks dad! I love you so much./I love you too, my son.
- I'm like a prince!
- I have a present for you.

**Recycled language:**

- Colours
- Structure: I'm wearing (a tunic).

**Materials:**

- The coursebook.
- The coursebook CD.
- Pictures to illustrate the key vocabulary.

### Story Time!

**Central theme:** The ties of friendship. It is illustrated in the story of "Joseph's tunic" through the genuine and paternal love from Jacob to his son.

**Christian value:** Friendship shown through the close relationship between father and son.

Friendship seen as the love expressed from a father to a son as Jesus to us.

### Listen and point (p. 72)

**Warm-up:** Show the students (SS) the Bible and ask: "Do you like listening to stories from the Bible?", "What do you know about Joseph?", "Who was his father?", "and his mother?" Allow the SS to tell you everything they know about Joseph. They can use their mother tongue.

Tell the SS that they are going to listen to a story about Joseph and ask them to open their books at page 72. Have the SS point to the pictures as they listen to the story. Then ask: "Who are the characters of the story?" (P/O: Joseph, his dad, and his mum); "What present is Joseph receiving?" (P/O: a tunic); "Who gives it to him?" (P/O: his dad); "Does he like it?" (P/O: yes) "Why?" (P/O: He likes it because it has many colors). Also have the SS describe the colors of the tunic.





Track 70, page 72: Unit 5

**Story Time!**

Narrator: Joseph's tunic

Jacob: ...red ...a bit blue... Hmm ...well, I finished!

Jacob: Joseph, my dear son, I have a present for you.

Joseph: Oh, a present? ...and it's for me!

Joseph: What is it? Is it a cap?

Jacob: No, it isn't.

Joseph: Is it a scarf?

Jacob: Open it!

Joseph: Oh! It's a tunic with so many colours! Red, blue, green, yellow, and violet. And it's so big!

Joseph: Look dad! I'm wearing the tunic. I'm like a prince!  
Thanks dad! I love you so much.

Jacob: I love you too, my son!

**Role Play**

**Value of service: To be cooperative while doing a task together. To pay attention and be respectful while classmates are performing a task.**

Divide the SS in two groups: one group should represent Jacob and the other Joseph. Play the CD and pause it from time to time to give the SS time to imitate the characters they were assigned to. Encourage the SS to perform the characters' actions and gestures too.

*Extension:* Act it out: If there's time, you can encourage the SS to act out the story. Ask two volunteers to come to the front and assign them the two different roles. Say what each character says and ask each student to repeat after you. You can repeat the procedures by inviting one or two more pairs to rehearse the story. In this way the SS will be using the language in a natural way.

### ***Look and tick (p. 73)***

*Warm-up:* Ask the SS: “What kind of clothes did people wear in Joseph’s time?” Focus students’ attention on the pictures of the story and teach them the names of the clothes. Then ask the SS to repeat the names after you.

Ask the SS to look at the pictures below the story. Ask them to tick only the clothes that appear in the story. In case they are in doubt they have to go to the story and check their answers. Then check it orally.

### ***Colour and say (p.73)***

Tell the SS to colour Joseph’s tunic according to the numbers. Then have them describe the tunic by naming the different colours. If you consider necessary, you can review the colours.

If you want to check the activity in depth you can ask: “What colour is number 1?” The SS answer.

### ***Projects (pp. 74 &75)***

**Moral value: Service by being cooperative towards the members of the team.**

#### ***Option 1: My favourite clothes.***

Remember this is a project. Therefore the students (SS) should carry out some research and there should be an outcome. The research in this project will consist of finding out students’ preferences in clothing.

Step 1: The previous class, ask the SS to bring one of their favourite clothes to the class.

Step 2: Ask a group of five SS to come to the front and show their favourite clothes to the rest of the class. They can describe their colours, sizes, and say why they like it. They can also put it on so that they are able to use the structure: I’m wearing...

Step 3: Ask the class to clap after each student has described their clothes.

#### ***Option 2: Drama: Who am I? (p. 75)***

Remember this is a project. Therefore the students (SS) should carry out some research and there should be an outcome. The research will consist of finding out about students’ preferences regarding celebrities and people from the biblical times.

Step 1: The previous class, ask the SS to think about a character they want to represent. They could be famous people, characters of the Bible or from a TV program. Then ask the SS to bring some elements that will help them make their costumes.

Step 2: During the class ask SS to design their costumes. Then have the SS disguise themselves.

Step 3: Have the SS show and describe their costumes to the class. The rest of the class should try to guess who they are.

### **Listen, say and do (p. 75)**

*Warm-up:* Say some commands like: “Clap your hands”, “take off your jacket”, “put on your jacket”, etc., and ask the SS to imitate you.

Play the CD and tell the SS to listen to it attentively. Then play the CD again and ask the SS to perform what the commands say. Stop the CD from time to time in order to give the SS time to perform the actions. Finally play the audio a third time (this time without stopping it) and ask the SS to sing the whole song while they perform the commands.

Track 71, page 75: Unit 5



<b>Chant</b>	Clap your hands
Clap your hands	Take off your shoes
Take off your jacket	And stand up
And stand up	Turn around
Turn around	Put on your shoes
Put on your jacket	And sit down.
And sit down	

### **Review (pp. 76 & 77)**

*Play:* Colour. Then listen and Cross.

Ask the students (SS) to colour the clothes by choosing one of the colours that are on the left. Once they finish, name the clothes and their colours and ask the SS to cross out the clothes that coincide with what you say; for example, a blue T-shirt. The game finishes when a student crosses out all the clothes and says: I'm ready!

### **Listen and tick (p. 76)**

**Moral value: The importance of friendship by being grateful and kind.**

Play the CD twice. Stop the CD after each dialogue so that the SS have time to read the questions and tick the correct answer.





Track 72, page 76: Unit 5

**Review: Listen and tick**

Narrator: Number 2

Narrator: Number 1

Alex: This is for you!

Kelly: This is for you, my friend!

David: What is it?

Meg: Thanks, Kelly! Oh! What is it?

Alex: Guess!

Kelly: It's something you can wear.

David: Is it a sweater?

Meg: Is it a t-shirt?

Alex: No, it isn't.

Kelly: No, it isn't.

David: A t-shirt?

Meg: A hat?

Alex: Yes!

Kelly: Yes, it is.

**Read and circle (p. 77)**

Ask the SS to read what is written in the speech bubble and then to circle the correct item. This kind of exercise has been designed to introduce SS to reading by using short texts and pictures.

**Cut and glue. Then say (p. 77)**

Ask the SS to go to the cut-outs section and cut out the clothes items. Then they should glue the clothes according to their preferences. Ask the SS to describe what he/she is wearing in the picture.

**Listen and number. Then play (p. 77)**

Tell the SS that they are going to listen to some commands. Explain that they should number the pictures in the order they appear in the audio instructions. Play the CD.



Track 73, page 77: Unit 5

Narrator: Number 3

**Review: Listen and number. Then play.**

Kelly: Turn around!

Narrator: Number 4

Narrator: Number 1

Kelly: Put on your shoes, please.

Kelly: Take off your shoes, please!

Narrator: Number 5

Narrator: Number 2

Kelly: Now, sit down!

Kelly: Now stand up, please!

# UNIT 6: THE WEATHER

UNIT	PAGE	FUNCTIONS	GRAMMAR/LANGUAGE FOCUS	VOCABULARY FOCUS
Unit 6  The weather  	78	Identifying different kind of weather.  Describing the weather.  Asking and answering about the weather.  Identifying the seasons.  Recycling colours and clothes.	<b>Verb to be:</b>  What is the weather like?  It's snowy.  It's sunny, I'm wearing a hat.  <b>Present Continuous:</b>  She is wearing ...	The weather: rainy, cloudy, sunny, snowy, windy.  Seasons: spring, autumn, winter, summer.  Nature elements: flowers, leaves, sun, rain, snow, wind, birds, snowball, sea.  Recycling: Clothes.

**Objectives:** *At the end of this unit students will be able to...*

- ...identify different types of weather.
- ...describe the weather.
- ...identify the four seasons.
- ...describe clothes people wear according to the weather or season.
- ...sing new songs and say chants.
- ...ask and answer about the weather.
- ...bear in mind that Jesus protects us wherever we are.

**Target language:**

- The weather: sunny, cloudy, rainy, windy, snowy.
- Seasons: winter, spring, summer, autumn.
- New structure: What is the weather like? It's snowy. David is wearing a bonnet. I'm wearing a (blue) T-s

**Recycled language:**

- I'm wearing a (hat).
- How many?

## Lesson 1 (pp. 78 & 79)

**Objectives:** At the end of this lesson students will be able to...

- ...identify different kind of weather and the seasons.
- ...name the seasons.
- ...identify clothes and their colour
- ...ask and answer about the weather.
- ...sing a song.

**Target language:**

- The four seasons: summer, autumn, spring, winter.
- Different kinds of weather: sunny, rainy, cold and hot.
- Structure: What's the weather like today? It's snowy.

**Receptive language:**

- Let's play in the snow/garden/rain, let's swim, It's cold/hot, come on!

**Recycled language:**

- Colours and clothes.

**Materials:**

- The coursebook
- The coursebook CD
- Flashcards of the four seasons and city places.
- Students' photos.
- Wallpapers.

## Listen and point (pp. 78 & 79)

**Warm-up:** Show the students (SS) the flashcards of the four seasons. Point to each season and name each of them. Say: "Look! It's summer. Repeat after me: It's summer", and encourage the SS to name the different seasons aloud. To have the SS more involved, ask them what their favourite season is and why.

Ask the SS to open their books at page 78 and 79. Tell them that this is a new unit. Ask the SS to look at the pictures. Focus students' attention on what the characters are doing (they are looking at a photo album). Point to each photo and ask them to say what season it is and what helps them figure out the right season. Have SS name the different elements that help them discover the season. For example, you may focus their attention on the characters' clothes or elements of the nature. Finally, explain that they are going to listen to a dialogue between David, Alex, Kelly, and Meg about the photo album. Play the CD and stop it after each character's speech. During each pause ask the SS to point to the photo that the characters are referring to.

Track 74, pages 78 & 79: Unit 6

**Listen, point and stick.**

Kelly: Look David! In this photo it's winter. And it's snowy.

David: Yes, and look, the snowman is wearing a black hat and a blue scarf.

Kelly: Yes, and look at his big orange nose! It's so funny!

Alex: Look at this photo. It's summer! I love the sea.

Kelly: Look! I'm wearing my pink bathing suit.

Alex: ...and I'm wearing my yellow swimming trunks.

Kelly: And here it's autumn! David is wearing a green sweater.

David: And look at the brown leaves!

Kelly: Oh, and in this photo it's spring. I'm in the garden.

Alex: Look! There is Froggy!

Kelly: Where?

Alex: Under the red flower!

All the children: Ha, ha, ha!



**Let's pray (p. 79)**

**Christian value: The importance of recognizing Jesus as creator.**

Remind the SS that we should thank Jesus for everything he has created.

Tell them it is time to pray. Play the CD. SS listen. Play the CD again, but pause after each verse for SS to repeat.



**Listen and sing (p. 80)**

*Warm-up:* Tell the SS that they are going to listen to a song. Ask them to go to page 80 and to look at the pictures. Show them each picture and ask: "Look! What is the weather like?" and help them answer in the target language. Then go over the pictures again and have the SS describe what the children are doing in each picture. Then say: "Look! It's winter! Let's play in the snow", and invite them to imagine they are in the snow playing. Ask them to move as if they were throwing snow balls or sliding. Continue pointing to each picture and encourage the SS to name the season. Then say: "Let's play... (in the garden/rain)", and have the SS perform the actions.

Play the CD and ask the SS to point to the pictures as they listen to the song. Then play the CD again and pause it so that SS can repeat the verses. Play the CD again, but this time ask the SS to sing along and also to mime as if they were playing like the children in each picture.

Track 75, page 79: Unit 6



Dear Jesus,

Thanks for the sun,

The clouds, the wind,

and the rain.

In Jesus name,

Amen.



## Lesson 2 (pp. 81 & 82)

**Objectives:** At the end of this lesson students will be able to...

- ...name the different kind of weather.
- ...ask and answer about the weather.
- ...write words related to the weather.

**Target language:**

- What is the weather like? It's sunny

**Materials:**

- The coursebook.
- The coursebook CD.
- Flashcards of the weather.

### **Listen and number. Then write (p. 81)**

*Part 1:*

Warm-up: Show the students (SS) some flashcards of the weather and say: "Look! What's the weather like?" And encourage them to say: "It's rainy", "It's sunny", and so on. Repeat the activity several times until the SS feel confident with the key vocabulary.

Tell the SS that they are going to listen to two children talking about the weather. Tell them to listen and number the pictures. Play the CD and pause it after each dialogue. Make sure the SS have enough time to draw the numbers. Once they've finished, you can check the activity by asking the SS what number they put on each picture.



Track 77, page 81: Unit 6

**Listen and number. Then write**

Narrator: Number 1

Boy: What's the weather like?

Girl: Listen!

Boy: It's rainy.

Narrator: Number 2

Boy: What's the weather like?

Girl: Listen!

Boy: It's windy!

Narrator: Number 3

Boy: What's the weather like?

Girl: Listen!

Boy: It's sunny!

Narrator: Number 4

Boy: What's the weather like?

Girl: Listen!

Boy: It's snowy.

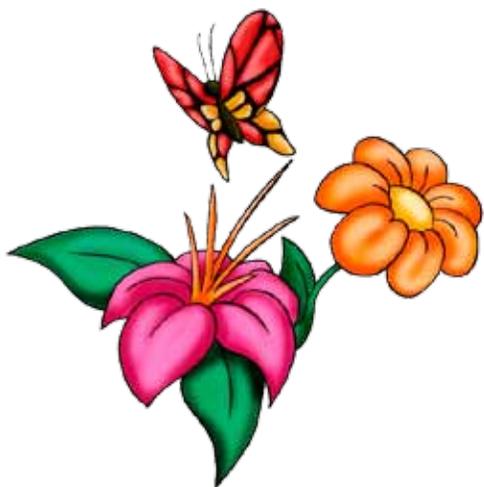
### **Part 2:**

Warm-up: Stick the flashcards of the different types of weather on the left side of the board. Then write the words on separate pieces of paper. Make sure each word is big enough to be seen by all the SS. Then show the written words to the SS and ask some volunteers to come to the front and stick them below the correct picture.

Ask the SS to go back to the page they were working on and focus the students' attention on the written words that are in the box. Read the first word aloud and ask them where it should be written. Continue reading the words and have the SS write the words below the correct pictures. The SS read the words and try to put them in the right place. They work in pairs and can check with other pairs. Monitor and help where appropriate. Check with the class. The SS take turns to read the words that correspond to the picture you point to.

Cut and glue in the previous exercise (p. 81).

Ask the SS to go to the cut-outs section. Tell them to cut out the characters and stick them on the correct pictures. Try to guide them by focusing their attention on the characters' clothes or equipment.



### **Cut and colour. Then say (p. 82)**

Ask the SS to go to the cut-outs section. Explain that they are going to make a weather wheel. Ask them to colour the images and then to cut them out. Then have the SS attach the pointer to the wheel with a brad. Then show them one wheel and move the pointer to one of the pictures of the weather, and say: "Look! What is the weather like?" and encourage the SS to move their pointers and answer the question by saying: "It's (sunny/windy)" and show their weather wheels to the rest of the class. Then ask some volunteers to come to the front with their wheels. Tell the volunteers to move their pointers to different weather conditions. Encourage the class to ask the volunteers about the weather. The volunteers answer the questions. Once the SS are confident with the use of the structures, ask them to work in pairs or in small groups. Explain that one of them has to ask about the weather by saying: "What's the weather like?" while the rest of the group takes turns to move their wheel pointers and to answer the question.

### **Ending the lesson: Look and write (p. 82)**

Copy the words that are needed to complete the crossword on the board. Ask: "What's number 1? The SS look at the pictures and answer. Ask the SS to find the word on the board. Tell the SS to point out the word and circle it. Then repeat this procedure with the rest of the numbers. Tell the SS to open their books at page 82. Focus the students' attention on the words that are written below each picture and have them complete the different parts of the crossword by observing them.

### **More ideas:**

*Game:* Simon says...

*Game type:* Movement game (TPR)

*Aim:* To help SS memorize the vocabulary by moving their bodies and having fun.

*Time:* 10 minutes.

*Materials:* Flashcards of the weather.

*Development:*

1. Show them flash cards about the weather and ask them to represent the weather by moving their bodies and performing the sounds. Then you can mime and imitate the sound of the wind or rain and ask the SS to guess. Encourage them to name the weather types in the second language.
2. Tell the SS that they are going to play a game. Explain that each time you say the phrase: "Simon says..." they have to imitate the movements you do, but if you don't say the phrase they have to stand still. Start by giving an example. Say: "Simon says: it's rainy", and move your hands as if it were raining. You can perform the sounds of the rain as well. Then continue by just saying: "Look! It's sunny", and if they imitate you, tell them that they should stand still because you haven't said the phrase: "Simon says...". Repeat the activity till they have understood the game rules.
3. Ask some volunteers to take turns and be the leaders, giving the instructions to their classmates.

### **Game: Matching game**

*Game type:* Card game

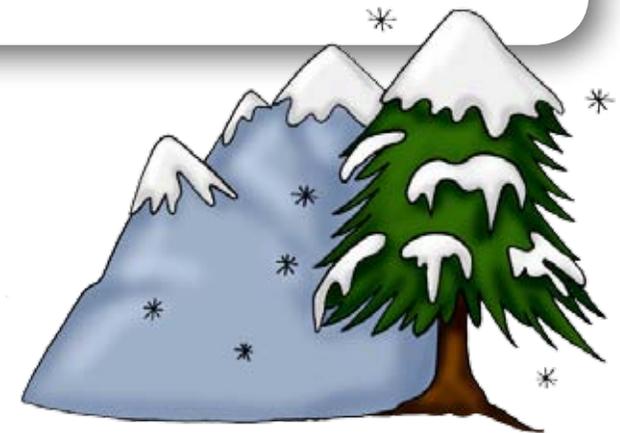
*Aim:* Time filler

*Time:* 10 minutes.

*Materials:* students' mini flashcards (Units 5 and 6)

*Development:*

Ask the SS to take out the mini flashcards that correspond to unit 5 and 6 and mix them. Once they mix them, arrange the SS in pairs. Each student has to place their flashcards face down in a pile. Every time you say "now" they have to turn over a card from their pile, one card each at the same time. If the cards are the same they take that pair out of the game. Continue doing the same for 5 or ten minutes. Then say: "Time is over!" And have the SS count the amount of pairs they got. The pairs that made more pairs are the winners.



## Lesson 3 (pp. 83 & 85)

**Objectives:** At the end of this lesson students will be able to...

- ...sing a song and represent its lyrics.
- ...name and colour some clothes that are used in winter.
- ...identify the weather and clothes according to what they listen.
- ...identify and describe the clothes that should or shouldn't be worn in the different seasons.

**Target language:**

- Clothes: coat, gloves, bonnet, scarf, boots.
- Seasons: Summer, autumn, spring, winter.
- Today it's rainy. My friend is wearing a red coat.

**Receptive language:**

- Rainy days, best friends, happy in the rain.

**Recycled language:**

- Colours.
- Clothes: skirt, sandals, t-shirt, jeans, shorts, trousers.
- I'm wearing (black boots).

**Materials:**

- The coursebook.
- The coursebook CD.
- Flashcards or pictures of clothes and the seasons.

### **Listen, colour and sing (p. 83)**

#### **Moral value: The importance of enjoying time with friends.**

*Warm-up:* Ask the SS to open their books at page 83 and focus their attention on the pictures. Say: "Look! What can you see? What are the children doing? How are they dressed?" If the SS answer in the first language help them to describe the picture in English.

Step 1: Point to the icons and elicit what the SS should do. Emphasize the idea of colouring. Ask the SS to show you the colours they need to carry out the activity. Say: "Show me a pink coloured pencil". The SS do so. Continue in this way by asking about the different colours that appear in the song. Thus, you review and recycle colours while at the same time you check the SS have the materials required to carry out the activity.

Step 2: Play the CD and ask SS to listen to the song. Play the CD again but this time, stop the song from time to time and ask the SS to colour the picture with the colours that are mentioned in the song.

Step 3: Tell the SS that they are going to mime the song. You can start by playing the CD and showing them the movements. First tell them that each time they hear the word

rain they should move their hands and fingers as if it were raining and to embrace each other when they listen to the phrase "best friends".

Step 4: Ask the SS to act as if they were walking carrying an umbrella. Play just the first stanza of the song and ask SS to repeat these movements.

Step 5: Play the second stanza. Before that ask the SS to point to their feet while they listen to the word "boots" and show their hands while they listen to the word "gloves".

Step 6: Play the third stanza of the song. Ask the SS to point to their heads and shape a bonnet and finally they can mime they were putting on a scarf around their necks.

Step 7: Finally, during the last stanza they can point to their mouths and smile to represent the word "happy".

Remind the SS to embrace each other at the end of each stanza to show their friendship.

Step 8: Play the CD again but this time encourage the SS to sing along as they mime it.

Track 78, page 83: Unit 6



**Listen, colour and sing. Song: A rainy day**

With my big umbrella	With my pink boots	With my blue bonnet	Happy in the rain.
I walk in the rain.	And my red gloves	And my yellow scarf	Happy in the rain.
I play in the rain	I play in the rain	I play in the rain	I love rainy days
With my best friends.	With my best friends.	With my best friends.	And all my friends.

### ***Listen and match (p. 84)***

*Warm-up:* Display two columns of flashcards on the board, in one column display the weather flashcards in the other one the clothes. Review the vocabulary by pointing to the flashcards and eliciting their names from the SS. Then ask some volunteers to come to the front. Explain to them that they should listen to you and match the weather with the clothes that you are mentioning. For instance, you can say: “Today it’s rainy and I’m wearing a red coat”. One of the SS should match the weather flashcard with the clothe flashcard. Repeat the activity until the volunteers match all the flashcards.

Ask the SS to open their books at page 84. Focus their attention on the pictures. Go over the vocabulary. Point out a picture and encourage the SS to say what it is aloud. Explain to them that they are going to listen to two descriptions. As they listen, they should match the three columns. Play the CD and pause it after each description to give the SS enough time to do the matching. Play the CD again so that they can check on their own. Then check it orally with the whole class.

Track 79, page 84: Unit 6



**Listen and match**

Narrator: Today, it’s rainy, so David’s wearing a red jacket, black trousers and... yellow boots.

Narrator: Today, it’s cloudy, so Kelly’s wearing a pink t-shirt and blue jeans.

### **Draw, colour and write (p. 84)**

*Warm-up:* Write the incomplete description in the bubble on the board. Say: “Look! (Point to the window). Today, it’s...” Elicit answers from your SS. Then ask one of the SS to come to the front and say: “My friend is wearing...” (And point to his/her clothes). Encourage the SS to describe their classmates’ clothes by mentioning the colours and writing them on the board. Then encourage the class to name different clothe items that they are wearing and their colours. Use one coloured chalk or marker to underline the adjective (colour) and emphasize the word order by saying, for example, “BLUE jacket”.

Finally, point to yourself and ask the SS to describe what you are wearing and complete the description on the board.

Focus the students' attention on the short description that appears on page 84. Read it aloud and tell them that they are going to complete it in the same way they have done it on the board. Tell them that they should draw one of their classmates and themselves and colour the drawing. Once they finish the drawing, ask them to complete the description by writing first the colour, then the name of the clothes. Finally, encourage some SS to read their descriptions aloud and show their drawings to their classmates.

### **Chant (p. 85)**

Tell the SS that they are going to listen to a chant on page 85. Focus the students' attention on the pictures and tell them that they should colour the pictures according to what they hear. Play the CD and stop it after each stanza in order to give the SS enough time to colour the trees. Once they finish colouring, play the CD again so that they can check if they have done the activity correctly. Then play the CD a third time and invite the SS to sing along while at the same time they point to the different trees.

Track 80, page 85: Unit 6



#### **Chant**

It's Autumn.	It's Winter.	It's Spring.	It's Summer.
Can you see	Can you see	Can you see	Can you see
My big tree?	My big tree?	My big tree?	My big tree?
Orange and yellow	It's brown,	With white flowers	Five red apples
But no green leaves.	but no green leaves.	And green leaves!	I'm going to eat!

### ***Ending the lesson: Look and circle the odd one out. Then say (p. 85)***

*Warm-up:* Display the four season flashcards on the board. Then show some pictures or flashcards of clothes to your SS and say: “Look! This is a jacket. Where does it go?” And ask a volunteer to help you stick it below the correct season. Explain that we can wear a jacket in autumn and in winter. You can also connect the seasons with the weather. Say: “Look! It’s winter and it’s snowy, so we wear jackets”. Repeat the same activity until the SS can relate the clothes to the seasons and the weather.

### **Moral value: Collaborative work. Pair work.**

Ask the SS to open the book at page 85 and focus the students’ attention on picture A. Ask the SS to tell you what season it is and encourage them to describe the weather. Then focus their attention on the characters of the picture. Ask: “Look at the children! What are they wearing?” Encourage the SS to describe some of the characters’ clothes. Focus the students’ attention on Alex, one of the characters of the book. Say: “Look! It’s winter! What’s wrong with Alex’s clothes?” Encourage the SS to say: “He’s wearing a t-shirt”. Then ask the SS to look at both pictures and find what is wrong in each picture. Let the SS work in pairs in order to solve the task. Check it orally.

### ***More ideas...***

#### ***Describing my favourite character***

### **Christian and moral value: The importance of admiring and developing good moral and Christian values by following Jesus’ behaviour.**

The previous class you can ask the SS to tell the class about a famous person or character they admire and to say why. During this class you can also pause to reflect on your students’ choices and guide them (in case they choose characters that are too violent) to make better choices that are more in agreement with the Christian principles. Then you can prepare some notes in which you can ask SS to bring a photo of their favourite character or a famous person they admire in which they show the way they dress. They can also bring a white cardboard in which they can glue the pictures.

The next class, ask the SS to glue the pictures on the cardboard and to draw a scene around the characters including the weather conditions. If they want they can situate the character in the countryside or the city. SS can display their cardboards on the wall and they can also describe the scene, the weather and their characters’ clothes.

To make the activity more interesting you can ask the SS to dress up like one of their favourite characters. They can come to the front and describe their favourite weather and their outfits. If they want to express something more allow them to do it in their first language. Take into account that the characters they choose should be in agreement with the Christian principles. In case the SS choose a violent or magical character you can use this opportunity to guide them and to reflect on this kind of characters.

## Lesson 4 (pp. 86 & 87)

**Objectives:** At the end of this lesson students will be able to...

- ...review the different kinds of weather in context.
- ...listen to a story and identify the weather types.
- ...sing a song.
- ...recognize Jesus as the lord of nature and as our protector.

**Target language:**

- The weather: windy, snowy, cloudy, rainy, sunny, foggy.
- Today it's rainy and windy.

**Receptive language:**

- Wind, stop blowing, rain stop raining!
- Jesus is our friend / Jesus is the Lord of (the sea)

**Materials:**

- The coursebook.
- The coursebook CD.
- Flash card about clothes and the seasons.

### Story Time! (p. 86)

**Central theme:** Jesus' friendship. It is portrayed by his protection and care towards human beings in the story of "Jesus and the tempest".

**Christian value:** Emphasize the concept that Jesus is our best friend and that He shows his friendship by taking care of us.

### Listen and Point (p. 86)

**Warm-up:** Focus students' attention on the first scene of the story on page 86 and ask the students (SS) if they can recognize the characters (P.O: They're Jesus and his disciples). Ask them to describe what the characters are doing (P.O: Jesus is sleeping, the disciples are talking). Then say: "Look at the scene! Where are the disciples? (P.O: in the sea/on a boat). What is the weather like?" (It's sunny).

**Step 1:** Tell the SS that they are going to listen to the story. Play the CD and ask the SS to point to each scene as they listen to it.

**Step 2:** Once the SS finish listening to the story, play the CD again. However, this time stop it from scene to scene to allow the SS to repeat the dialogues and imitate the weather sounds.

Track 81, page 86: Unit 6

#### Story time: Jesus and the tempest

Disciple: Look, Peter, today it's sunny!

Peter: Yes! And the sea is so calm.

Disciple: Look Peter. Now it's cloudy... Peter: ...and windy!

Disciple: Oh, now it's rainy!

Disciple: ...and it's so windy.

Disciple: Jesus, Master Jesus, wake up, wake up! Help us!

Jesus: Wind, stop blowing. Rain! Stop raining!

Disciples: Thank you Jesus for saving us!

Narrator: Remember, Jesus is your best friend. He always helps you and protects you!



### **Follow up: Act it out**

#### **Moral value: Respect towards classmates' performance and work.**

Divide the class in groups and assign each group a role. For instance, one group can play the part of the weather; in that case you should bring some elements to the class to help the SS represent the sun, the clouds, the rain, the wind and the sea. Another group can represent the disciples and one of the SS can play Jesus' role. Once the SS are disguised, play the CD and as they listen to the story they can play their parts. Encourage them to imitate the sounds and repeat the dialogues until they learn them by heart.

#### **Look and tick (p. 87)**

Ask the SS to listen to the story again and tick the correct pictures. Then you can check it orally by calling out students' names.

#### **Ending the lesson: Listen and sing. Then colour (p. 87)**

Tell the SS that they are going to listen to a song. First, explain briefly what the song is about. Emphasize the idea that Jesus is their caretaker and that they should not be afraid because Jesus protects us. Display on the board a picture of the sea, the wind and the world. Point to each of them and teach the SS their names by asking them to repeat. In advance prepare copies of pictures of the sea, the wind, and the world to hand out. Tell the SS to colour in the pictures and to cut them out. Explain to the SS that they will listen to the song and when they hear the words "sea", "wind", and "world" they should pick up the corresponding picture and show it to you. Play the CD and ask the SS to listen to the song on page 87. Play the CD again but ask the SS to point to the sky when they hear the word "Jesus". Finally, encourage the SS to sing along.

Track 82, page 87: Unit 6



#### **Listen and sing**

Don't be afraid!

Don't be afraid!

Jesus is our friend.

He helps us

And protects us

Wherever we are.

Of the wind

He is the Lord.

Of the sea

He is the Lord.

Of the world

He is the Lord.

He protects us

Wherever we go.



## Lesson 5 (pp. 88 & 89)

**Objectives:** At the end of this lesson students will be able to...

- ...review the different kinds of weather in context.
- ...listen to a story and identify the weather types.
- ...sing a song.
- ...recognize Jesus as the lord of nature and as our protector.

**Target language:**

- The weather: windy, snowy, cloudy, rainy, sunny, foggy.
- Today it's rainy and windy.

**Receptive language:**

- Wind, stop blowing, rain stop raining!
- Jesus is our friend / Jesus is the Lord of (the sea)

**Materials:**

- The coursebook.
- The coursebook CD.
- Glue, scissors, crayons, etc.

### **Project 1: My favourite season (p. 88)**

Remember this is a project. Therefore students (SS) should carry out some research and there should be an outcome. The research will consist of finding out about each student's favourite season.

#### **Moral and social values: Service: The importance of sharing and being cooperative.**

*Step 1:* The previous class, hand out a list with the materials the students (SS) should bring to design the posters. They can bring newspapers, magazines, photos, seeds, cotton (if they like winter), crayons, coloured chalks, glue, and scissors.

*Step 2:* Arrange the SS in a semi-circle and ask them what their favourite season is and why. Encourage them to explain, for example, that they like summer and that summer is hot. Let them form small groups (of no more than 3 SS) according to their favourite seasons and provide a cardboard to each group.

*Step 3:* Explain to the SS that they are going to design a poster about their favorite season. In case they want to create a collage they can use different materials like: construction paper, photographs, newspapers, magazines, cotton, elements of nature like dried leaves and seeds.

*Step 4:* Once they finish designing their posters or collages, ask each group to come to the front and display their posters. They can tell the class about their favourite season and describe their posters or collages. Encourage them to use the appropriate vocabulary.

## ***Project 2: The weather forecast (p. 89)***

Remember this is a project. Therefore students (SS) should carry out some research and there should be an outcome. The research will consist of finding out about the weather forecast.

This is a very simple project that will allow your SS to report the weather forecast by simple and direct observation.

*Stage 1:* In advance ask permission to take the SS to the playground.

*Stage 2:* If possible record a weather forecast from the news or download it and show it to your SS. Then explain that they will do the same. They will observe and report the weather forecast.

*Stage 3:* Display on the board the pictures of the four seasons. Point to each season and ask the SS to name each of them. Then ask: “Is it summer now? And so on until SS tell you which season they are in. Then write on the board: “It’s... (the season)”

*Stage 4:* Invite the SS to go to the playground and to observe the weather condition. Ask the SS some questions to guide their observation, such as: “Is it sunny today?”; “What’s the weather like?” Allow the SS to answer. Then invite the SS to come back to the classroom.

*Stage 5:* Hand out pieces of paper with the following headline: “The weather forecast”. Explain to the SS that they are going to describe the weather forecast, to do so they should copy what is written on the board: “It’s... (the season)”, and draw the weather pictograms or the weather condition that they have already observed.

*Stage 6:* Allow some volunteers to come to the front to report the weather forecast. But first tell them that they will report as the people who do it on the news. Bring a microphone to the class or create your own microphone, if possible a very big one, and interview the SS. Say: “What’s the weather like today?” SS answer.

Then allow the SS to display their work on the bulletin board or the English corner.

## ***Ending the lesson: Listen, sing, and play (p. 89)***

Ask the SS to open their books at page 89. Tell the SS that they are going to listen to a song. Play the CD and the SS listen. Play the CD again but pause it after the chorus for the SS to repeat it. Teach the SS some movements and gestures to represent the weather conditions and some elements of nature. The SS can make masks to wear that represent the sun, the rain, or the wind, for instance, and they can put on their masks and stand in a circle. Explain to the SS that when they hear: “It’s a windy day”, all the SS that have the mask of the wind should go inside the circle while the rest should rotate by taking each other’s hands. Repeat the same process with the rest of the SS except the ones that are wearing the masks of the sunny day. When they hear: “It’s a sunny day, let’s play again”, they have to let go of each other’s hands and free the other SS so they can go to play.

Track 83, page 89: Unit 6



**Listen, sing and play**

Here comes the wind.

Oh no! It's a windy day.

And I can't play with my friends.

The wind brings the clouds.

Oh, no! It's a cloudy day

And I can't play with my friends.

The clouds bring the rain.

Oh, no! It's a rainy day

And I can't play with my friends.

But look! Here comes the sun

And it's sunny again.

Let's go to play.

**More ideas...**

*Game: The weather chaser*

Game type: movement game (TPR game)

Aims: To practise vocabulary related to weather.

Time: 10 minutes.

Materials: students' mini flashcards of weather at least one per student.

Development: One person is the weather chaser and you are the door. The other people line up next to each other, with the sun facing them. Everyone in line picks a type of weather (snowy, foggy, rainy, windy, and sunny) but they only have to tell their choices to you. The weather chaser then says... "knock-knock", the door answers: "Who's there?" The weather chaser replies: "The weather chaser".

The door says: "What do you want?" Weather chaser answers: "I want to take a photo of the weather". The line yells: "What type?". The weather chaser then says a type of weather. Whoever had "picked" that weather type then runs around a selected area, with the weather chaser chasing them with a camera in his/her hand.

If the weather chaser catches one of his victims, then that person becomes the chaser with the game starting over. If not, all the types of weather make it back to line successfully, the weather chaser then calls out the next type of weather.

## Lesson 6 (pp. 90 & 91)

### Review

**Objectives:** At the end of this lesson students will have...

- ...reviewed language from the unit.

**Target language:**

- The weather: windy, snowy, cloudy, rainy, sunny, foggy.
- Today it's rainy and windy.

**Recycled language:**

- Clothes.
- Colours.

**Materials:**

- The course book.
- The course book CD.
- CD player.
- Weather flashcards.
- Pictures of the different seasons.

### Listen, number, and colour (p. 90)

**Warm-up:** Point to the window and ask: "What is the weather like?" (P.O: it's rainy). Then point to one of the students and ask the rest of the class: "Look! What is he/she wearing?" And encourage the SS to describe the clothes and their colour (P.O: he's wearing a blue sweater).

Ask the SS to open their books at page 90. Draw the students' attention to the first picture and ask: "What's the weather like?" And encourage the SS to describe the weather in the second language. Then point to the child and ask: "Who is in the picture?" (P.O: it's Kelly). Then point to Kelly's clothes and ask: "What is Kelly wearing?" "What colours are her clothes?" Then tell the SS that they are going to listen to the characters of the book describing the weather and their clothes. Explain that they should listen and number the pictures. Once they finish, check it orally by calling out some students' names.

Track 84, page 90: Unit 6

Narrator: Number 3

**Review: Listen, number, and colour**

Girl: What's the weather like today?

Narrator: Number 1

Alex: It's snowy. I'm wearing a blue scarf and yellow gloves.

Girl: What's the weather like today?

Meg: And I'm wearing my red coat.

Kelly: It's rainy and windy! I'm wearing my red boots and my blue hat. Oh, my hat.

Narrator: Number 4

Narrator: Number 2

Girl: What's the weather like today?

Girl: What's the weather like today?

David: It's cloudy! Look, I'm wearing a green sweater and black trousers.

David: It's sunny. I'm in the park. I'm wearing a yellow t-shirt and blue shorts.



***Cut and glue. Then tick (p. 91)***

Have the SS go to the cut-outs section and cut the pictures. Ask them to read each pair of sentences and tick the one that matches with the picture. Then ask them to glue the picture in the correct place.

***Write and match (p. 91)***

*Warm-up:* Show the SS some flashcards of the seasons and stick them on the board. Focus the students' attention on the first picture and ask them to tell you what season it is (P.O: it's winter). Then point to the written words and ask them to find the one that says "winter". Focus their attention on the number of letters this word has and that it starts with the letter "w". Once they find the word ask them to put it in order and match it with the picture. Then let the SS work with the rest of the words alone. This activity can be checked on the board.



# SPECIAL DAYS

## Special Day 1 (p. 92): Christmas

**Christian value: Jesus as our Savior and Friend.**

### ***Listen, cut, and glue (p. 92)***

*Warm-up:* Say: “Today we are going to talk about Christmas”, and write it on the board. Then elicit from the students (SS) some ideas about Christmas. For instance, ask the SS what we celebrate at Christmas and why. Let the SS use their first language and paraphrase their answers by using English. For instance help them say: “Jesus’ birth. We celebrate it because Jesus Christ is our Savior/God’s son”. Then ask: “How do we celebrate Christmas?” And encourage them to say: “We have dinner with our families and then we exchange gifts”. Write the word gifts on the board (and show them a real gift or a flashcard of a/some gift/s). Then say: “Look! When Jesus was born, He received many gifts! What gifts do you think He received?” And remind them what the Three Wise Men gave him: gold, frankincense, and myrrh.

Ask the SS to go to the special day section (p. 93). Focus the students’ attention on the picture. Say this is the “stable” in which Jesus was born. Point to the stall and say: “Look! This is Jesus’ crib”. Then say: “But the stable is empty! What is missing?” Then ask them to go to the cut-outs section and explain to them that they should cut out the animals and characters of the story and glue them in the stable. Once the SS finish gluing the pictures, tell them that they are going to listen to the story of Jesus’ birth. Tell them to point to the characters as they listen to the story.

### ***Role-play (p. 92)***

Divide the class in small groups. Ask each group to represent a character. Play the audio again and pause it from time to time to let the SS imitate the characters. To make it more interesting you can ask the SS to act out the story. They can wear costumes and imitate the characters’ actions. Some SS can even represent the different characters: the shepherds, the three wise-men, the angels, etc.

Track 85, page 92: Special Days



**Special Day 1: Christmas!**

Angel: “Don’t be afraid; I have good news: The Savior was born, who is Jesus, the Lord”.

Shepherd 1: Look, there is an Angel in the sky!

Shepherd 2: He is announcing something!

Shepherd 3: Yes, it’s about Jesus.

Shepherd 1: Who is Jesus?

Shepherd 2: He’s our savior.

Shepherd 3: Let’s find him.

Shepherd 1: Look! There is a big star above that stable. Let’s go there.

Narrator: Once they arrived at the stable...

Shepherd 1: Look! There he is.

Shepherd 2: It’s a beautiful baby!

Narrator: And from that day on, Christmas is the happiest day in the world. It was the day our Savior was born!



### ***Look again and play (pp. 92 & 93)***

*Warm-up:* Pre teach the following words: small, mid, big, object, food, round, oval. Then review the colours and the names of the animals. Tell the SS that they are going to play: “I spy with my little eye something...” Focus the students’ attention on the stable. Say: “I spy with my little eye something white”, and give the SS the possibility of guessing what it could be. If they couldn’t guess continue saying: “I spy with my little eye something small and white...”. Continue giving clues until they guess what it is. (P.O: an egg). Then ask some volunteers to choose something from the picture and encourage them to give some clues about it like the colour, size, if it is an object or animal, or a person, the place where it is, etc.

Divide the class in small groups or pairs and ask the SS to play the game. Walk around helping them with the vocabulary.

### ***Cut the Christmas card (p. 93)***

#### **Christian value: Friendship: Jesus’ love shown in his sacrifice to save us.**

*Warm-up:* Tell the SS that Jesus came to this world because He loves us. Elicit from the SS some ideas about how Jesus has shown us how much He loves us (P.O: by living as human being, by saving people, by healing our illnesses, by dying for us, etc.).

Tell the SS that they are going to prepare some Christmas cards to be given to someone special. Show them the card and ask them to cut it out. Then read the phrase: “The best gift is...” and ask them to read what is written inside the card: “Jesus’ love”. Tell them that Jesus loves them and that nothing is more precious than His sacrifice for us. Ask them to complete the card with the name of the person they want to give this card to, and to sign the card.

### ***Ending the lesson: Chant (p. 93)***

Teach the SS the chant. It is very easy to be memorized. It summarizes the teaching of this lesson and the SS can say it at the end of the school year.

Track 86, page 93: Special Days



#### **Special Day 1: Christmas! Chant**

The Angel announced

“Jesus was born”

He’s our Savior,

He’s our Lord!

Mary and Joseph

Protected Him

He’s our Saviour,

He’s our King!

## Special Day 2 (p. 94): Father's day

### Moral and social value: Friendship: The importance of taking care of others.

*Warm-up:* Tell the SS that it's a special day. Say: "It's father's day. We love our fathers so much that we'll prepare a special gift for them".

Ask the SS what they like to do for father's day. Then ask them what their fathers like for breakfast. Elicit students' answers.

### Listen (p.94)

Explain to the SS that David is going to do a placemat for his father. Pre-teach the word placemat, you can bring one to show it to the class. But David wants to decorate the placemat with his father's favourite things. Tell SS to listen to their conversation in order to find out about his favourite things. Play the CD. SS listen. Ask the SS what his favourite breakfast is. Display pictures on the board, for example a glass of milk, cereals, chocolate cake, toasts, orange juice, cookies and cheese. Point to some of the pictures and ask them: "Does he like milk?" Tick the picture if the SS say yes.

Track 87, page 94: Special Days

#### Special Day 2: Father's Day

David: Dad, can you help me with my homework?

David's father: Yes, David. Of course, I can!

David: Answer the questions, please!

David's father: OK, OK. Let's see...

David: What do you like for breakfast?

David's father: I like... milk and...

David: Do you like cereals?

David's father: No, I don't like cereals but I like cookies and toasts and cheese!

David: That's delicious! Yummy! Do you like orange juice?

David's father: Yes, I do.

David: Do you like chocolate cake?

David's father: No, I don't like chocolate cake for breakfast.

David: OK. And what's your favourite colour?

David's father: I think, it's blue.

David: OK, dad. That's all. Thank you very much!



### ***Listen again and match (p. 94)***

Draw the students' attention to the following exercise. Tell the SS that they should help David make his father's placemat. They will listen again and they should match the pictures to the placemat. Play the CD. The SS listen and match. Play the CD again for the SS to check the activity by themselves.

Then check as a whole class. Ask questions as in the previous exercise and tick what he likes.

### ***Make a placemat for your dad! (p.94)***

Ask the SS in advance to bring the necessary material to carry out this craft activity. They can bring pictures from magazines and newspapers or they can draw and colour their own drawings. The idea is that the SS can prepare a father's placemat in which they should draw or glue pictures about what their fathers like most for breakfast. Carry out this workshop in advance so that you have the opportunity to laminate them.

### ***Ending the lesson: Poem (p. 94)***

Tell the SS that they will learn a poem to recite to their daddies.

Play the CD. SS listen. Then encourage them to repeat the lines. In advance you can type the poem and make copies for each of your SS so that they can glue it onto the placemat.

Track 88, page 94: Special Days



#### **Special Day 2: Father's Day: Poem**

Daddy I love you

and I need you, too.

There's no daddy

in this world like you!

## Special Day 3 (p. 95): Friend's day

**Christian value: Friendship: The importance of sharing and enjoying with our friends.**

*Warm-up:* Ask the SS if they remember a story from the Bible about friends (David and Jonathan).

Then ask the SS if they have good friends. Encourage them to say their names, and/or ask how many they have.

Take advantage of this special class to reinforce the concept that Jesus is their best friend. Display a picture of Jesus on the board and ask “Who is our best friend?” and point to the picture.

If you have time play a game, especially a team game where they have to help each other.

### *Game: Guess who*

Ask a volunteer to come to the front. Tell the student to think of one of his/her friends in the class. Encourage the rest of the students to ask him/her questions to find out the name of the friend; for example: “Is it a boy?” “Is it a girl?” “How old is...?” The student who first guesses the name goes to the front and the game continues.

### *Game: Party, party!*

Remind the SS that they should share their toys with friends. Tell them that they will organize a party. Give a piece of paper to each of the SS. Ask them to draw a toy. Once they finish ask them to put their picture in your box. Tell SS to sit in a circle. One student goes to the middle and takes one of the drawings from the box. He should try to mime the action that involves that toy. The student who guesses correctly goes to the middle and they continue playing.

### ***Listen and join (p. 95)***

Tell the SS that it is an important day. It is Friend's day. Ask the SS who David's friends are. SS answer. Ask SS to open their books at page 95. Draw students' attention to the maze. Explain to SS that David will visit some of his friends but you do not know where he will go first. Tell SS to listen to the CD and draw a line from David to his friends' houses in the order he visits them. Play the CD. The SS do the activity. Play the CD again but pause before the other character speaks. Then ask: "Where is David now?" The SS answer and you play the CD to confirm their responses. Repeat the procedure until you can ask: "Where are they?" (in the park).

### ***Cut the card (p. 95)***

Tell the SS that they are going to make a card for their best friends. Ask the SS to cut out the card in the cut-outs section and encourage them to decorate it and write the name of their best friends on the card.

### ***Ending the lesson***

If you have time, teach SS the poem that appears in the card.



## Special Day 4 (p. 96): Happy holidays!

### ***Cut, listen and glue (p. 96)***

**Warm-up:** Write the phrase: “Happy Holidays” on the board. Ask the students (SS): “Do you like summer holidays?” “Where do you go?” “What do you do?” Show SS some flashcards of different places like the beach, the mountain, the city, the countryside, etc. Ask them: “Do you like going to the beach?” “Do you like swimming/eating ice cream?” or: “Do you like the city?” “Do you like shopping?” Ask the SS to raise their hands if they like it.

Ask the SS to go to Special day 4 at page 96. Point to the different places and help the SS say the names. Say: “Look! This is the city!” “...the beach”, “...the mountain”, “...the farm”. Then ask the SS to describe the weather, and any other element they can see in the pictures. After that have the SS go to the cut-outs section and cut each character out. Then tell them that they should glue the cut-outs in the correct place. Focus their attention on the way they are dressed and/or their equipment. Then explain that they are going to listen to each character talking about their holidays. And explain that they should listen and colour the clothes according to what they hear. Then divide the class in four groups and assign a character to each of them to role-play. Then play the CD again and stop it to let the SS imitate the character’s speech and actions.

Track 90, page 96: Special Days

#### **Special Day 4: Happy Holidays!**

Kelly: Hi! I’m Kelly. And I’m in the country. I love these holidays because I’m in my grandma’s farm. Look! I’m wearing blue overalls and a pink t-shirt.

David: Hi! I’m David. I’m in the mountains. In this photo I’m wearing green trousers, blue trainers and a violet coat. Look! Today, it’s rainy.

Meg: Hi! I’m Meg and I’m in the city. I love shopping and eating ice cream. Here I’m wearing my favourite dress. It’s pink and my sandals are violet.

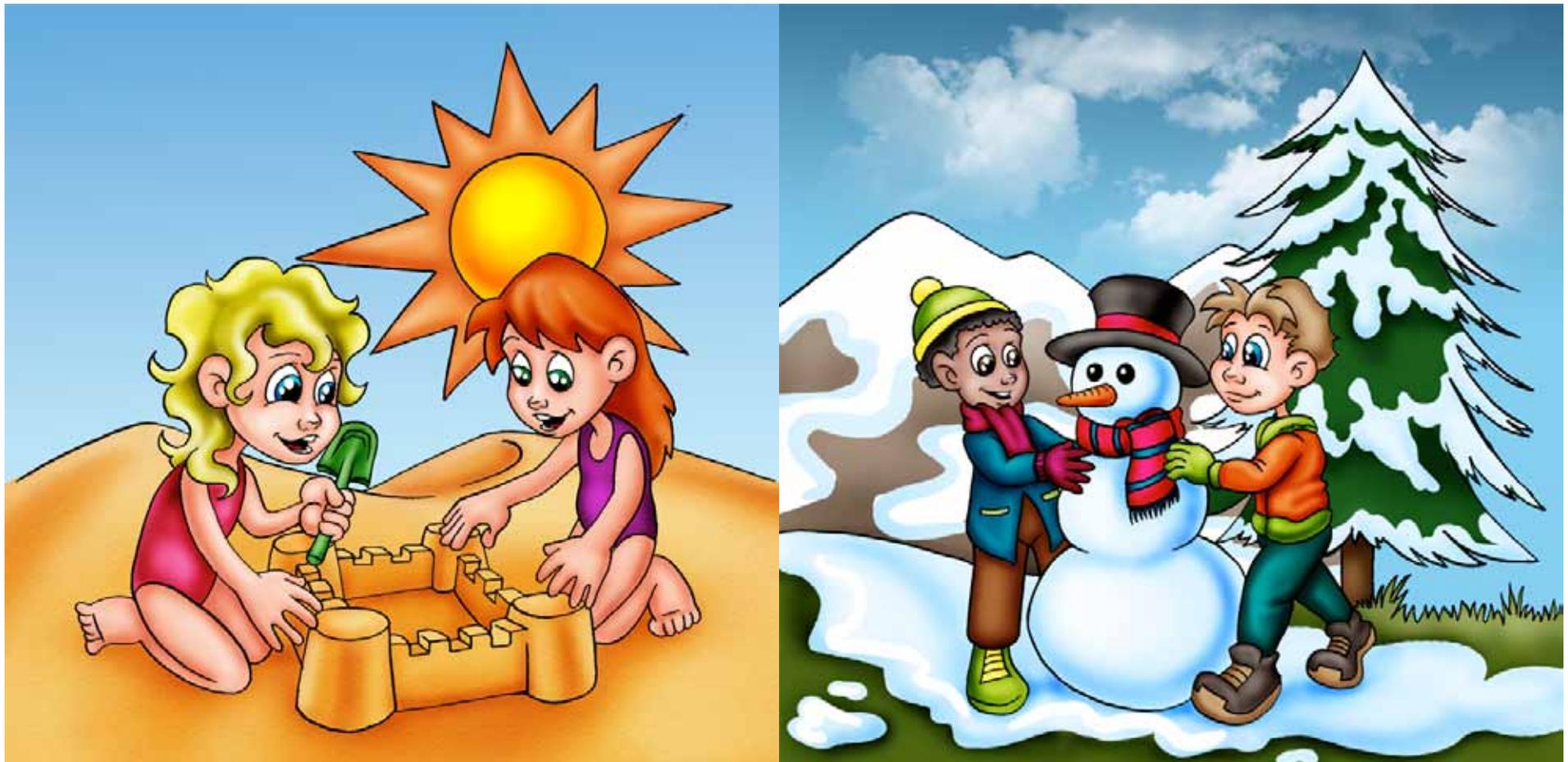
Alex: Hi! I’m Alex. I’m at the beach with my family. Today, it’s a bit windy and sunny. Look! I’m wearing my green swimming trunks. Now, I’m going to swim, good byeee.

Everybody: We wish you happy holidays!



**Choose and colour. Then say (p. 97)**

Focus the students' attention on the pictures of the mountain and the beach. Ask them which place they like most and why. Then ask them to go to the cut-outs section and cut the picture that represents them more. They should colour his/her clothes as they like and glue it on the place they have chosen to go. They can also colour the scene and they can choose the type of weather for the picture. Once they finish, have the SS describe their pictures to the class or to a classmate.



# GENERAL REVIEW

## Introduction: Listen and number (p. 98)

*Warm-up:* Divide the class in two groups: A and B. Show the students (SS) some flashcards of different kinds of greetings and assign a character to the groups. For instance, group A can be the teacher and group B the SS. And ask them to imagine this is the first day at school and they should greet each other.

Have the SS open their books at page 98. Explain that they are going to listen to some greetings and that they should number the pictures in the order they hear them. Play the CD twice so that the SS can check their responses.

Track 91, page 98: General Review

### Introduction: Listen and Number

Narrator: Number one.

Tom: Hello, Miss! How are you?

Teacher: Fine, Tom, thank you!

Narrator: Number two

Meg: Miss, this is my mum, Kate. Mum, this is my English teacher.

Teacher: Hello, Kate.

Mum: Hello!

Narrator: Number three

Alex's Father: Nice to meet you, Miss Douglas.

Teacher: Nice to meet you, too.



### ***Count, complete and say (p. 98)***

*Warm-up:* Show the SS a birthday cake. Ask: “Do you like birthday parties?” Let’s say how old you are today. Go around the class and give each student a small piece of paper with a number written on it. Make sure that some numbers are repeated more than once. Try to include the numbers that SS have already learnt in the second language. Then ask some SS: “How old are you?” And encourage the SS to say their age by using the structure: “I’m...” plus the number written on the piece of paper. Then ask the SS to go around asking their classmates’ ages by using the question: “How old are you?” Explain that each student should interview 10 classmates and take notes of their ages. Then ask the SS to report back the age that is more/less repeated in the class.

Have the SS open their books at page 98. Explain that they should count the candles of the cakes and complete the speech bubbles with the appropriate numbers. Then check by saying: “Let’s imagine you are David and I ask: How old are you?” And encourage the SS to answer the question by using the structure: “I’m eight” or “I’m eight years old”.

## **Unit 1**

### ***Listen and match. Then say (p. 99)***

#### **Moral value: The importance of being tidy and helpful at home.**

*Warm-up:* Show the SS some flashcards that illustrate the prepositions: in, on, under. Point to each flashcard and elicit answers. Then ask the SS to take their books. Say: “Put your books on the desk, under the desk, in the school bag”. Then ask them to take a pencil and ask a volunteer to give the instructions.

Have the SS open their books at page 99. Tell them that they are going to listen to a dialogue between David and his mum about his study room. Explain that they should match the school element to their correct places according to what they hear. Ask the SS to use only one colour to do the matching. Then play the audio twice so that SS can check their responses. Check it orally by asking: “Where is the bag?” And so on.

*Extension:* David needs help to put all his school objects in order. Use another colour to match the things to the place you think they should be. Then put the SS in pair and ask them to describe the room to each other. Then you can ask: “Where is the bag?” And name some volunteers to answer the place in which they put it. Repeat the procedure with another by asking about other school objects.

Track 92, page 99: General Review



### Unit 1: Listen and match

Narrator:

There are books on the table. There is a school bag under the chair. There is a map on the door. There are crayons in the dustbin. There is a ruler in the school bag. There are two pencil cases under the table.

### Match and say (p. 99)

*Warm-up:* Show the SS some flashcards of school facilities and display them on the board. Then stick the flashcards face down on the board in a row. Ask some volunteers to come to the front and stand below each flashcard. Then say: “Guess! Where is (Tom)?” Encourage the SS to guess, for example: “He’s in the (computer lab/library)” and so on. Show them the flashcard and give the winner/s a score.

Have the SS open their books at page 99. Ask them to match the characters to the pictures below them. Then put them in pairs and have them ask and answer questions using the question structure: “Where is Kelly?” And the answer structure: “She’s in the classroom”. Then, finish the activity by asking: “Where is (David)?” and call out some students’ names to tell the class where Davis is according to their matching.

## Unit 2

### Look and say (p. 100)

*Warm-up :* Show the SS some flashcards of the wild animals included in unit 2 and say: “Look! “The lions can...” and mime the lions’ walking by using your fingers and encourage the SS to finish the sentences by saying the action verb “walk”. Continue in the same way by showing other animals. Then change the procedure and tell the SS they are going to play a guessing game. Stick some animal flashcards on the board. Then divide the class in 2 groups. Say: “They can swim but they can’t walk”. The first group that makes the correct guess wins a point (answer: the dolphins).

Ask the SS to go to page 100. Divide the SS in pairs and have them describe to each other what the animals can do according to the different scenes. Then arrange the SS in small groups of 3 or 4 and explain that each member should choose an animal and start a sentence by describing what this animal can do or can’t do. The other classmates should try to guess which animal it is according to their classmate’s description. For instance, one student can say: “They can walk and swim but they can’t jump” (P.O. the crocodiles).

## **Listen and tick (p. 100)**

### **Christian value: The importance of being grateful. Thank Jesus for everything we can do.**

*Warm-up:* Ask the students (SS) what things they can do and what things they can't do. Show them different flashcards of different actions and ask them if they can do that.

Have the SS open their books at page 100. Explain that they are going to listen to Kelly, Alex, and Meg talking about what they can or can't do. The SS should listen and tick the activities the characters can do and cross the ones they can't do. Then ask the SS to tell you which activity the three of them have in common. (P.O: They can run). Then play the audio a second time so that the SS can check their responses.

Track 93, page 100: General Review

#### **Unit 2: Listen and tick**

Narrator: Well, Kelly: What can you do?

Kelly: Well, I can jump and swim, but I can't climb a tree.

Narrator: What about you, David?

David: Me...? Well, I can jump, I can swim, and climb a tree.

Narrator: Really, that's great David! Meg, your turn, what can you do?

Meg: Me...? Well, I can jump but I can't swim.

Narrator: Can you climb a tree, Meg?

Meg: A tree? No, I can't.



## Unit 3

### ***Make the cut outs and play the guessing game (p. 101)***

Have the students (SS) open their books at page 101. Show them the picture and ask them: “What are Alex and Meg playing?” (P.O: a guessing game). Ask the SS to take out the set of flashcards of units 1, 2, and 3 and mix them. Then arrange the class in small groups or pairs. Explain that each student should take a card and describe it in turns. The rest of the group should guess what the flashcard is. The student that guesses it correctly wins a point. Go around the class while the SS are playing so you can monitor them and help them with the vocabulary if necessary.

### ***Look circle and say (p. 101)***

Have the SS open their books at page 101 exercise 2. Arrange the SS in pairs and explain that each one should choose a picture and cover the other with a sheet of paper. Then have the SS describe their pictures to each other and spot five differences. Remind them to use the structures: “I have...”, the prepositions of place, and the adjectives: “big” and “small”. Once they’ve finished ask the pairs what differences they have spotted.

For instance: Student 1: In my room I have a big guitar. Student 2: In my room I have a small guitar.

## Unit 4

### ***Listen and number. Then colour (p. 102)***

Have the SS open their books at page 102. Tell them that they will listen to a dialogue between Kelly and her mother. Tell the SS that they are going to listen and then colour the picture, to do so you can encourage the SS to make a mark using the colours. Play the audio and pause it from time to time so that the SS can colour the food items.



Track 94, page 102: General Review

#### **Unit 4: Listen and number. Then colour**

Kelly: Good morning, mum!

Mum: Good morning, Kelly!

Kelly: Stay in bed mum! Today I’m the chef. What would you like for breakfast, mum?

Mum: Hmmmmm, well, I’d like one green apple, toasts with jam, and cookies... and chocolate cake.

Kelly: Very well, and what would you like to drink?

Mum: Orange juice, please.

Kelly: Okay! I’m back.

Mum: Thanks, Kelly.

### ***Play and say (p. 102)***

Have the SS open their books at page 102. Explain to the SS that they are going to play a board game. Arrange the SS in pairs or in small groups. Ask the SS to go to the cut-outs section and cut out the counter. Then explain that they should throw the counter in turns. If it lands on the yellow face they have one move but if it lands on the red one, they have two moves. Focus the students' attention on the boys that are playing the game. And explain to the SS that they should ask and answer questions about the picture in which the counter lands. If they are able to ask the questions correctly to the other pair, they can stay there till the next turn. If they are not able to ask a question or say a statement about the picture they have to move back one square. The student who finishes first wins.

## **Unit 5**

### ***Cut, glue, and say (p.103)***

Ask the students (SS) to go to page 103. Tell them that they should dress Alex and Meg using the clothes that are in the cut-outs section. Show them where the clothes are and tell SS that they can use small clothes as well as big clothes to dress the characters. To check the activity, ask the SS to describe their pictures. For instance they may say: "Alex is wearing blue jeans. They're big!" You can also ask them questions like: "What colour are Meg's trainers?" "Are they big or small?" Encourage SS to answer by using full sentences.

### ***Listen and number (p. 104)***

*Warm-up:* Ask the SS to stand up and give them some instructions using the phrasal verbs "put on", "take off". For instance, say: "Take off your shoes", "Put on your jacket", and so on.

Have the SS open their books at page 103. Show the SS the circle, point to the pictures. Tell them that they are going to hear some instructions and they should number the pictures in the order they hear them. Check it orally.

### ***Play and say (p. 104)***

Ask the SS to go to the cut-outs section and have them cut out the counter for this game. Then show the SS a pencil and ask them to make a little hole in the middle of the counter by using the pencil. Demonstrate the game by spinning the counter and looking at the actions and colour in the previous exercise. Say: "Look! It's yellow!" Point to the yellow circle in the previous exercise and say: "Let's put on our hats", and encourage the SS to put their hats on or at least simulate the action. Continue spinning the counter until the game is clear.

Arrange the SS in pairs or in small groups. Explain to SS that they should spin the counter by using a pencil in turns. The student that spins the counter should say the instruction according to the colour and the rest of the group should try to perform the action. The game finishes when all the instructions have been performed.

## Unit 6

### ***Look and spot 5 differences. Then say (p. 105)***

Ask the SS to open their books at page 105. Show the SS the pictures A and B, and have them spot the differences. Demonstrate the activity by saying: “Look! In picture A Kelly is wearing sandals”. “In picture B Kelly is not wearing sandals”. Ask them to continue spotting the differences. Then arrange the SS in pairs and have them choose a picture each. Have SS talk about the differences of each picture taking into account the clothes and the weather.

Check it orally.

### ***Cut, glue, and say (p. 105)***

Ask the SS to open their books at page 105. Go to the cut-outs section and ask SS to choose among the characters and the different types of weather to complete their pictures. Arrange the class in pairs or small groups and have SS talk about their pictures. They should focus on the weather, the trees and the character’s clothes.

## Wrap-ups

### ***Listen and tick (p. 106)***

Have students (SS) work on page 106. Tell the SS that they are going to listen to Kelly describing her bedroom. Explain that they should listen attentively and only tick the elements that Kelly names. Play the audio more than once in case SS need to listen to it again. Check it by asking the class what elements they ticked.

*Follow-up:* Ask the SS to bring pictures of their favourite room to the class. Arrange the class in pairs or small groups and have SS describe their pictures to their classmates. Encourage them to name some elements that are in the room, their colour, size, the place in which they are, etc.

### ***What’s wrong? Look. Circle and say (p. 107)***

Ask the SS to open their books at page 107. Focus students’ attention on the picture of the school and demonstrate the activity by saying: “Look at the bathroom! What’s wrong in here?” And encourage them to name the elements that don’t belong to that room. Then ask SS to specify where these objects should be by using some prepositions of place. Then tell the SS to circle the elements that don’t belong to the rooms. Once they finish, arrange the SS in pairs or small groups and have them ask and answer about their pictures. Then check it orally by asking each group to describe things that are wrong in one specific room. Encourage the rest of the class to collaborate by adding more information, like where these elements are, where they should go, what colour and size they are, etc.

***Play: Miming game (p. 108)***

Have students (SS) work on page 108. Show them the pictures and tell them that they are going to play a miming game. Ask some volunteers to come to the front and give them some flashcards. Then divide the SS into 2 or 3 groups. Ask the volunteer to make gestures or use body movement to show the class the meaning of the flashcard. The group that guesses first gets a point.

***Bingo: Cut and Glue. Then listen and play! (p. 108)***

Ask the SS to work on page 108. Show them the cut-outs section and ask them to choose among the pictures to complete the bingo chart. They should choose one picture of each row and glue it on the chart. Once they've finished, start mentioning the vocabulary at random. Explain to the SS that they should circle only the pictures that you name. The SS that finish crossing out all the pictures first should say the word "bingo" aloud.

In case you want to play this game more than once, have the SS cut out all the pictures and complete the chart without gluing them. Once the game is over, SS can rearrange the chart by using new pictures.



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