

Structures and grammar

- *Have you got ...? Yes, I have. / No, I haven't.*
- *Has he / she got ...?*
- *Yes, he / she has. No, he / she hasn't.*
- *I ... every day / night.*
- Recycled: *What's this? It's a ..., Are you ...? Yes, I am. / No, I'm not., Is he / she ...? Yes, he / she is. / No, he / she isn't., I'm ..., He's / She's ..., I've got ..., He's / She's got ..., We ..., You're a ...!, Me, too!*

Vocabulary

- Core: *tall, short, thin, fat, young, old, dark, fair, straight, curly*
- Other: *map, telescope, scarf, scar, patch, beard*
- Content / culture: *child, teenager, adult, exercise, rest, sleep, spy, something*
- Recycled: *boy, girl, treasure, pirate, island, little, eye, leg, hair, eat, drink, play, work, love, care for, baby, food, water, family, friends, ball, colours, the alphabet, classroom objects*

Main receptive language

- *all, different, similar, grow, change, start life, help*

Communicative competence

Understanding

Listening:

- Can recognise words to describe people
- Can understand questions and answers to describe yourself
- Can understand questions and answers to describe other people
- Can understand the episode of the story

Reading:

- Can recognise words to describe people
- Can read questions and answers related to describing people
- Can read sentences about how we grow and change
- Can read sentences about things which help us grow and change

Speaking

Spoken interaction:

- Can ask and answer questions to describe yourself
- Can ask and answer questions to describe other people

Spoken production:

- Can sing the song *It's time for English*
- Can describe yourself
- Can describe other people
- Can act out the story
- Can say things which help you grow and change
- Can sing the song *Tall or short*
- Can say the chant *Pirate Meg*
- Can say the rhyme *Queenie! Queenie!*
- Can name classroom objects and say the initial letters
- Can produce the sounds /ɑ:/ and /ɔ:/
- Can sing the song *It's time to finish*

Writing

- Can copy and write words to describe people
- Can write questions and answers to describe people
- Can complete short sentences to describe people

Content links

- *Social sciences*: the way we grow and change

Learning strategies and thinking skills

- Recognising learning objectives
- Following simple instructions
- Using mime and gesture
- Associating rhythm with a language pattern
- Making logical deductions
- Associating objects and initial letters of words
- Ordering
- Reflecting on learning

Children's culture

- Playing a traditional rhyme game: *Queenie! Queenie!*
- Playing a traditional game: *I spy ...*

Pronunciation

- Difference between /ɑ:/ and /ɔ:/

Values and attitudes

- Pleasure and confidence in describing people
- Interest in things which help us grow and change
- Awareness of the value of friends

1 Me and my friends

Lesson 1 Vocabulary presentation

Aim:

- To say words to describe people

Key language:

- *He's / She's ...*
- *He's / She's got ...*
- *thin, fat, tall, short, curly, straight, dark, fair, young, old*
- *hair*
- *pirates, fierce, bold*
- *beware*

Materials:

- Pupil's Book page 6
- Activity Book page 4
- Finger puppets (Pip and Squeak)
- Flashcards: Frodo (Level 1), tall, short, thin, fat, young, old, dark, fair, straight, hair
- Word cards: tall, short, thin, fat, young, old, dark, fair, straight, curly
- CD 1

close fingers fast for
'speak'; pretend to
read a book for 'read';
pretend to write for 'write')

Let's have some fun today! (move arms from
side to side)

Hurray! (put arms in the air)

Revision activity

- Hold up the finger puppets and pretend they have forgotten the children's names. Use them to ask a few children **What's your name? I'm ...** and then to ask **How do you spell ...?** Get the children to spell each other's names for the puppets in chorus. If necessary, write the names on the board first. Use the puppets to respond with positive comments, e.g. *Great! Fantastic!* if the children do this correctly.
- Repeat several times, choosing children with different letters in their names each time.

Setting objectives

- Say **Today we're going to learn words to describe people and we're going to sing a song.** If necessary give an example, e.g. **I've got brown hair** to clarify what you mean by *describe people*.

On the learning trail

Starting out

Greetings and opening routine

- Greet the children yourself and using the finger puppets. Say, e.g. **Hello, children. Hello ... How are you today?** *Fine, thank you.* Ask a few individual children to greet the puppets in turn.
- Say **Let's sing It's time for English.** Play the CD (CD 1 track 2). The children sing and do the actions with you.



It's time for English

It's time for English (tap real or imaginary watch)

It's time to learn and play (tap your head for 'learn'; wave arms in air for 'play')

Let's listen, speak, read and write (put hand to ear for 'listen'; open and

Vocabulary presentation (books closed)

- Show the children the flashcards in pairs of opposites (tall / short, fat / thin, young / old, dark / fair (hair), straight / curly (hair)). Say, e.g. **He's tall. And he's short** as you introduce each pair. Stick the pairs of flashcards together on the board.
- Point to the pairs of flashcards in turn. Say *tall, short* several times and get the children to repeat the words with you in chorus.
- Repeat the procedure for the remaining pairs of flashcards.
- Divide the class in half. Hold up the Pip finger puppet and say to one half **Say the words with Pip.** Use the puppet to point to the flashcards in turn and the children say the words with you. Make the puppet fly around to praise the children.
- Repeat the procedure with the Squeak puppet and the other half of the class.

Follow the footprints. (PB page 6) (books open)

- Hold up the flashcard of Frodo. Say **Listen and follow the footprints with Frodo the frog.** Use **your finger** and demonstrate this.
- Play the CD (CD 1 track 22). The children listen and follow the footprints with their fingers. They stop by each picture as they hear the word and repeat the word.
- Say **Now listen and draw a line following the footprints** and demonstrate this. Play the CD again. The children draw a line, stop by each picture and repeat the words as previously.



Follow the footprints.

*tall ... short ... thin ... fat ... curly ... straight ...
dark ... fair ... young ... old*

- Stick the word cards on the board in jumbled order (at the children's height and away from the flashcards).
- Point to one word card, e.g. *thin*, and read the word. Say **Look for the thin pirate.** Give the children time to do this.
- Ask a child to come to the front of the class and stick the word card for *thin* by the flashcard of the thin pirate. Ask the rest of the class **Is this right?** and get them to say the word.
- Repeat the procedure with the remaining word cards.
- Take the word cards off the board.

Listen and sing the song. (PB page 6)

- Say **Look at the picture. Find a tall pirate** and the children point to the tall pirate in the illustration.
- Repeat the procedure with the other words to describe people (apart from *fierce* and *bold*). Check that the children are pointing to the correct pirates in the picture as you do this.
- Say **Listen to the song. Point to the pirates.** Play the CD (CD 1 track 23). The children listen to the song and point to the pirate which illustrates each word.
- Ask the children to guess the meaning of *fierce* and *bold*. Use mime and gesture as a prompt if necessary.

1 Me and my friends

Lesson 1

Follow the footprints.

Listen and sing the song.

Tall or short
Thin or fat
Beware the pirates
Young or old!

Dark hair or fair hair
Straight hair or curly hair
Beware the pirates
Fierce and bold!

Look, match and say.

1 2 3
a b c
4 5

He's got fair hair.
She's got dark hair.

Lesson 1 Vocabulary presentation

- Ask five (or ten) children to come to the front of the class. Give them one (or two) flashcard(s) each and get them to stand in the order of the song.
- Play the CD again. The children at the front hold up the flashcards as they hear the words in the song, and the rest of the class sings.



Tall or short

Tall or short

Thin or fat

Beware the pirates

Young or old!

Dark hair or fair hair

Straight hair or curly hair

Beware the pirates

Fierce and bold!

Look, match and say. (PB page 6)

- Say, e.g. **Look at number one. He's got ...** (*fair hair*) and the children say the words.
- Repeat for the remaining pictures.

- Say **Now look and match the pictures which show the opposite.** Draw the children's attention to the example and use this to clarify the meaning of *opposite*.
- Check the answers by asking individual children to take turns to say a number and sentences for pictures they've matched, e.g. *Number one. He's got fair hair. Picture c. She's got dark hair.*

Key: 1 He's got fair hair. c She's got dark hair.
 2 She's tall. d She's short.
 3 He's fat. e He's thin.
 4 She's got curly hair. b She's got straight hair.
 5 He's young. a He's old.

Read, match and say. (AB page 4)

- Read the sentences and the children point to the pirates.
- The children work individually and match the sentences and pictures.
- Check the answers by asking individual children to say a sentence for one of the pictures.

Key: 1 d 2 f 3 c 4 b 5 a 6 e

Look, write and sing. (AB page 4)

- Read the words at the top of the activity while the children follow in their books.
- Ask the children to look at the pictures and write the missing words in the song. Draw their attention to the example.
- The children work individually and complete the song.
- Check the answers by asking individual children to take turns to read a line of the song.
- Play the karaoke version of the song *Tall or short* on the CD (CD 1 track 24). The children follow in their books and sing the song.

Key: Tall; short; thin; fat; Young; old; Dark; fair; Straight; curly

Ending the lesson

Lesson review

- Briefly ask the children what they can do as a result of the lesson (say words and sentences to describe people, sing the song *Tall or short*). Praise the children for their efforts and / or use the finger puppets to do this.

1

Me and my friends

Lesson 1

Read, match and say.

1 She's tall.

2 He's thin.

3 She's short.

4 He's fat.

5 She's got curly hair.

6 He's got straight hair.

a

b

c

d

e

f

Look, write and sing.

fair old Tall Dark curly short fat thin Young Straight

Tall or

or

or

or

Beware the pirates

or

hair or

hair or

Beware the pirates

Fierce and bold!

CD 1

24

Lesson 1 Vocabulary presentation

Goodbye and closing routine

- Say **Let's sing *It's time to finish*.** Play the CD (CD 1 track 4). Hold up the finger puppets on your index fingers as the children sing and do the actions.



It's time to finish

It's time to finish (tap real or imaginary watch)

Our lesson for today

Let's tidy up the classroom (mime doing this or really do it)

And put our things away!

Goodbye! See you soon! Bye! (wave using the finger puppets)

- Say goodbye to the children yourself and using the finger puppets. Say, e.g. **Goodbye everyone. See you on ...** Ask a few individual children to say goodbye to the finger puppets in turn.

1 Me and my friends

Lesson 2 Language input and story

Aim:

- To understand and act out episode 1 of the story

Key language:

- Have you got ...? Yes, I have.*
- Has he got ...? Yes, he has.*
- He's / She's got ...*
- Is he ...? Yes, he is.*
- He's / She's ...*
- tall, short, fat, thin, dark, fair, old, young, curly, straight*
- telescope, map, coin, hair, scarf, patch, scar*

Materials:

- Pupil's Book page 7
- Activity Book page 5
- Finger puppets (Pip and Squeak)
- Flashcards: Alex, Katie (Level 1), tall, short, thin, fat, young, old, dark, fair, straight, curly
- Footprints map sticker for Unit 1
- CD 1

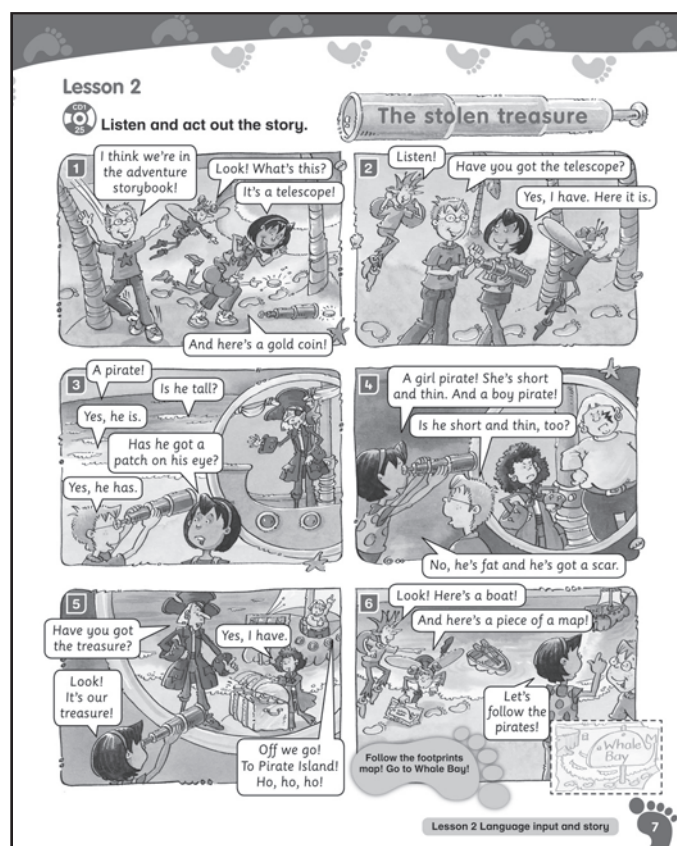
Starting out

Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- Play the karaoke version of the song *It's time for English* (CD 1 track 3 – see Lesson 1). The children sing and do the actions as in Lesson 1.

Revision activity

- Use mime and gesture to convey the meaning of *tall* and elicit the word. Stick the flashcard on the board.
- Repeat with all the words and flashcards in the order of the song *Tall or short* (see Lesson 1).
- Say **Let's sing the song Tall or short.** Play the CD (CD 1 track 23 – see Lesson 1). The children sing the song and point to the flashcards.
- Repeat with the karaoke version (CD 1 track 24).



Setting objectives

- Say **Today we're going to listen to and act out episode 1 of the story.**

On the learning trail

Listen and act out the story. Episode 1: 'The stolen treasure' (PB page 7)

Before the story (books closed)

- Hold up the finger puppets and stick the flashcards of Alex and Katie on the board. Use them to recap on the Introduction (**Alex, Katie, Pip and Squeak look at a book of adventure stories with pictures of ... (Long John Silver, Moby Dick, Alice, Robin Hood and Mowgli). They are about to set off on an adventure to follow the footprints map and find their treasure.**
- Ask **Can you remember the clue from the Introduction?** Hold up page 5 of the Pupil's Book, point to the footprints map sticker and read **Follow the footprints map! Find the treasure on Pirate Island!** as a reminder.
- Ask the following questions in turn. Use mime and gesture to clarify meaning, and encourage the children to predict the answers: **1) Who do Alex,**

Katie, Pip and Squeak see? 2) What have the pirates got? 3) Where are they going?

During the story (books open)

- Say **Now listen to the story and find out.** Explain to the children that they will hear a 'beep' noise on the CD so they know when to move to the next picture in the story.
- Play the CD (CD 1 track 25) and the children follow in their books.
- Ask the questions in turn again and check the answers (*1 Long John Silver and the pirates 2 the treasure 3 Pirate Island*).
- Say **Listen again and repeat the story.** Play the CD again. Pause after each sentence and the children repeat the story.
- **Note:** There is more story text on the CD than appears on the Pupil's Book page. This text is marked with an asterisk * in the audio script below. The children repeat the whole story, including language which does not appear in their books.



Follow the footprints, Episode 1: The stolen treasure

Picture 1

Pip: *Where are we?**
 Alex: *I think we're in the adventure storybook!*
 Squeak: *Look! What's this?*
 Katie: *It's a telescope!*
 Pip: *And here's a gold coin!*
 Squeak: *And look!** Another gold coin!*

Picture 2

Pip: *Listen!*
 Alex: *Have you got the telescope?*
 Katie: *Yes, I have. Here it is.*
 Alex: *Let's have a look!**

Picture 3

Alex: *A pirate!*
 Katie: *Is he tall?*
 Alex: *Yes, he is.*
 Katie: *Has he got a patch on his eye?*
 Alex: *Yes, he has.*
 Katie: *Has he got one leg?**
 Alex: *Yes, he has.**

Katie: *It's Long John Silver!**

Pip and

Squeak: *Oh, no!**

Picture 4

Katie: *A girl pirate! She's short and thin. She's got curly hair and a scarf.* And a boy pirate!*

Alex: *Is he short and thin, too?*

Katie: *No, he's fat and he's got a scar.*

Pip: *Oh, dear.**

Squeak: *Oh, no.**

Alex: *Listen!**

Picture 5

Long John Silver (LJS): *Have you got the treasure?*

Pirate Meg: *Yes, I have.*

Katie: *Look! It's our treasure!*

Pirate Ned: *Off we go! To Pirate Island! Ho, ho, ho!*

Picture 6

Pip: *Look! Here's a boat!*

Squeak: *And here's a piece of a map! It says* 'Follow the footprints map! Go to Whale Bay!'*

Katie: *Let's follow the pirates!*

Alex: *Come on!** Let's go.*

After the story

- Ask questions about each picture as follows:
1) Where are Alex, Katie, Pip and Squeak? (recast L1 answers) (*in the adventure storybook*)
What does Katie see? (pointing to the picture) (*a telescope*) **What do Pip and Squeak see** (*gold coins*) **What do Alex, Katie, Pip and Squeak decide to do?** (*follow the path*) **2) What do they hear?** (*noises*) **Who looks through the telescope?** (*Alex*) **3) Who does Alex see?** (*Long John Silver*) **Is he tall?** (*yes*) **Has he got a patch?** (use gesture to convey meaning) (*yes*) **Has he got one leg?** (*yes*) **4) Who does Katie see?** (*a girl pirate and a boy pirate*) **Is the girl pirate tall?** (*No, she's short.*) **Has she got curly hair?** (*yes*) **Has she got a scarf?** (use gesture to convey meaning) (*yes*) **Is the boy pirate thin?** (*No, he's fat.*) **Has he got a scar?** (use gesture or draw a simple scar on the board to convey meaning) (*yes*) **5) Have the pirates got treasure?** (*yes*) **Is it Alex, Katie, Pip and Squeak's treasure?** (*yes*) **Where are the pirates off to?** (*Pirate Island*) **6) What does Pip see?** (*a boat*) **What does**

Squeak see? A piece of (a map). What do they all decide to do? (follow the pirates).

Put on the footprints map sticker.

- Say **The piece of map says *Follow the footprints map!* Go to ... (Whale Bay)!** Use the picture to explain *bay*, i.e. a curved area on the coast.
- Say **Find the footprints map sticker for Unit 1 and stick it here.** Demonstrate what you mean. The children look for the footprints map sticker for Unit 1 and stick it in their books. Use L1 to explain that from now on, in every episode of the story, Alex, Katie, Pip and Squeak find a piece of the map and follow the pirates to different places in order to find the treasure.

Act out the story.

- Divide the class into seven groups and assign a role to each group: Alex, Katie, Pip, Squeak, Long John Silver, Pirate Ned or Pirate Meg. Read the speech bubbles on the Pupil's Book page. Point to or stand by each group and join in miming and saying their part with them.
- Repeat the procedure, this time encouraging the groups to say their parts and mime more independently.
- Ask seven confident children to come to the front of the class (one from each group). The children act out a short version of the story to the rest of the class. Prompt them by reading the story if necessary and encouraging them to join in saying their parts with you as you do this. Encourage everyone to clap and say, e.g. *Fantastic!* at the end.

Option: The children can act out their parts *either* with *or* without their books, depending on how confident and familiar they are with this episode. If you wish to make the activity more challenging, the children can act out the whole story by joining in their characters' parts as you replay the CD.

Read, match and say. (AB page 5)

- Read the sentences and the children point to the pictures in their books.
- Say **Now match the words and pictures.** Draw the children's attention to the example. The children work individually and match the sentences and pictures.
- Check the answers by asking the children **What's this? It's a ...** for each picture.
- The children take turns in pairs to ask and answer questions about all the pictures.

Lesson 2

Read, match and say.

1 It's a telescope.

2 It's a scarf.

3 It's a coin.

4 It's a map.

5 It's a patch.

6 It's a scar.

a

b

c

d

e

f

Look, read and write.

curly short tall straight fat

1

2

3

1 She's short. She's got _____ hair and a scarf.

2 He's _____. He's got _____ hair and a scar.

3 He's _____. He's got a patch and one leg.

Lesson 2 Language input and story

Key: 1 c 2 a 3 e 4 b 5 f 6 d

Look, read and write. (AB page 5)

- Read the words at the top of the activity and the children follow in their books. Read each description and the children supply the missing words.
- Say **Now read the descriptions and write the missing words.** Draw the children's attention to the example. The children work individually and write the missing words.
- Check the answers by getting individual children to read one of the descriptions.

Key: 1 short, curly 2 fat, straight 3 tall

Ending the lesson

Lesson review

- Briefly ask the children what they can do as a result of the lesson (understand and act out 'The stolen treasure'). Praise the children for their efforts and / or use the finger puppets to do this.

Goodbye and closing routine

- Say **Let's sing *It's time to finish.*** Play the karaoke version of the song (CD 1 track 5 – see Lesson 1). Hold up the finger puppets and the children sing and do the actions as in Lesson 1.

1 Me and my friends

Lesson 3 Communication and grammar

Aim:

- To practise asking and answering questions to describe yourself

Key language:

- Have you got ...? Yes, I have. / No, I haven't.*
- Are you ...? Yes, I am. / No, I'm not.*
- I'm ... / I've got ...*
- tall, short, fat, thin, young, old, dark, fair, curly, straight*
- patch, scar, scarf, hair*

Materials:

- Pupil's Book pages 7 and 8
- Activity Book pages 6 and 79
- Finger puppets (Pip and Squeak)
- Flashcards: Alex, Katie, (Level 1), tall, short, thin, fat, young, old, dark, fair, straight, curly
- Word cards: tall, short, thin, fat, young, old, dark, fair, straight, curly
- CD 1
- Scissors, a stapler
- A prepared little book of pirates for Unit 1 (AB page 79)

Starting out





Greetings and opening routine



- Greet the children yourself and using the finger puppets.
- Either play the karaoke version of the song *It's time for English* (CD 1 track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 or stick the flashcards on the board in the order of the song *Tall or short* and play the karaoke version (CD 1 track 24 – see Lesson 1). The children sing and point to the flashcards.

Revision activity

- Hold up the finger puppets and stick the flashcards of Alex and Katie on the board. Ask **Can you remember who is in the adventure with Alex, Katie, Pip and Squeak?** (*Long John Silver, Pirate Ned and Pirate Meg*).

Lesson 3
Listen, tick (✓) and say.

1 a  b  2 a  b 

3 a  b 

Are you tall? Yes, I am.
Have you got a scarf? No, I haven't.

Are you tall? No, I'm not.
Have you got a patch? Yes, I have.

Make and play with *My Little Book of Pirates*. (Activity Book page 79)

Lesson 3 Communication and grammar

- Ask the children to open their Pupil's Books at page 7. Briefly reconstruct the story, getting the children to supply key words. Say, e.g. **Alex, Katie, Pip and Squeak find ... (a telescope) and two gold ... (coins). They hear noises (demonstrate meaning). Alex looks through the (use mime) ... (telescope) and sees ... (Long John Silver). Katie looks through the telescope and sees ... (a boy pirate and a girl pirate). The pirates have got Alex's, Katie's, Pip's and Squeak's ... (treasure). The pirates put the treasure on the ... (ship) and set off to ... (Pirate Island). Pip sees a small ... (boat). Squeak finds a piece of a ... (map). The map says Follow the Footprints map. Go to ... (Whale Bay).**
- Play the CD (CD 1 track 25 – see Lesson 2). The children listen and follow the story in their books.

Setting objectives

- Say **Today we're going to practise asking and answering questions to describe ourselves.**

On the learning trail

Listen, tick (✓) and say. (PB page 8)

- Say **Look at the pictures. The children are dressed as pirates.** Briefly elicit or remind the children of vocabulary by pointing to the pictures

and saying, e.g. **This pirate is ... (tall). This pirate has got ... (curly hair).**

- Say **Alex and Katie** are asking the children **questions. Listen and tick the correct pictures.** Draw the children's attention to the example.
- Play the CD (CD 1 track 26). Use the pause button to give the children time to tick the pictures.
- Check the answers by asking, e.g. **In number one, is it picture a or b? (a). Why? (He's got a scar.)**
- Say **Listen again. Repeat the questions and answers.** Play the CD again. Use the pause button to give the children time to repeat the questions and answers in chorus.
- Explain that you are going to pretend to be one of the pirates in the pictures. Get individual children to ask you a question and find out which one you are, e.g. *Are you tall? Have you got a patch?*
- Invite one or two confident children to take turns to pretend to be one of the pirates and get the rest of the class to ask questions to find out which one they are in the same way.

Key 1 a 2 b 3 a



Listen, tick and say.

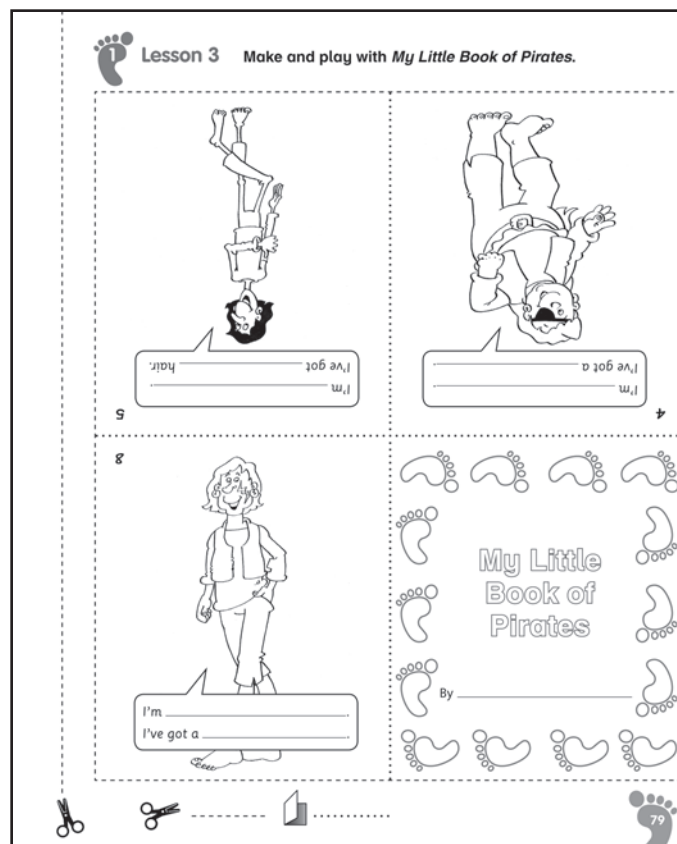
1 Are you tall?	Yes, I am.
Are you thin?	Yes, I am.
Have you got a scar?	Yes, I have.
Have you got a scarf?	No, I haven't.

2 Are you tall?	No, I'm not.
Are you fat?	No, I'm not.
Have you got curly hair?	No, I haven't.
Have you got straight hair?	Yes, I have.

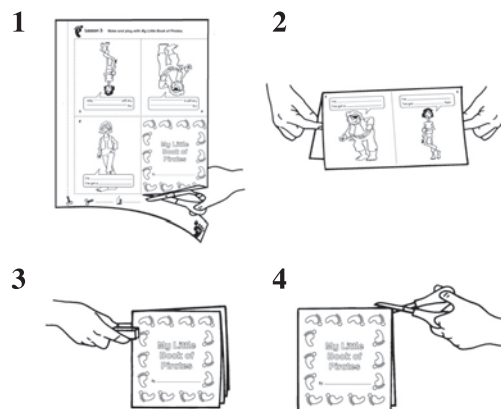
3 Are you tall?	Yes, I am.
Are you thin?	No, I'm not.
Have you got fair hair?	No, I haven't.
Have you got dark hair?	Yes, I have.

Make My Little Book of Pirates. (PB page 8 and AB page 79)

- Hold up your Pupil's Book and point to the pictures. Say **We're going to make My Little Book of Pirates and play the game.**
- Hold up your Activity Book and say **Find page 79 in your Activity Book. Say Look at My Little Book of Pirates. Let's make the little book** and show the children the book you have prepared.



- Say **Cut and fold the pages like this** and demonstrate what you mean (diagrams 1 and 2). Point out the difference between the dashed lines (cutting lines) and the dotted lines (folding lines).
- Staple the children's books together as soon as they have folded the pages correctly (diagram 3). Then say **Now cut here** and demonstrate cutting along the dotted line at the top to separate the pages (diagram 4). (NB This is the only dotted line that should be cut.)



- Go through the little book page by page. Read the speech bubbles and the children look at the pictures and say the missing words on each page.
- Explain that the children should write the missing words on each page. Either stick the word cards on the board or ask the children to look at the

Footprints trail on page 6 of the Pupil's Book to do this. Write the additional words *scar*, *scarf* and *patch* on the board for the children to copy.

- The children work individually and write the missing words on each page of their little books.

Play with *My Little Book of Pirates*. (PB page 8)

- Explain that you want the children to use their books to play a guessing game with a partner.
- Demonstrate the game with one child. Get the child to open their little book at any page but not let you see which one. Ask questions, e.g. **Are you tall?** (*Yes, I am.* / *No, I'm not.*) **Have you got a scar?** (*Yes, I have.* / *No, I haven't.*) Get the child to respond, depending on the page they have opened. Explain that you can ask up to six questions to try and discover the page before changing roles.
- Play the game several times with the whole class. Ask individual children to come to the front and open a page of their books. Ask other children to take turns to ask a question. They have the next turn if they discover the page.
- Divide the class into pairs. The children play the game with their partner.

Look, read and write. (AB page 6)

- Read the questions for each picture and the children look at the pictures and say the answers.
- Say **Now read the questions and write the answers.** Draw the children's attention to the examples. The children work individually and write the answers.
- Check the answers by asking individual children to take turns to ask and answer the questions for one of the pirates.

Key: 1 Yes, I am. No I haven't. 2 No, I'm not. No, I haven't. 3 Yes, I am. Yes, I have. 4 No, I'm not. Yes, I have.

Draw, write and say. (AB page 6)

- Say **Look at Katie's picture and description of herself as a pirate.** Read the example description while the children follow in their books.
- Say **Now draw a picture of you as a pirate. Choose words and write a description.** Read the words at the top of the activity. Clarify that the children should use the words in the box on the left after *I'm ...*, e.g. *I'm tall*, and the words in the box on the right after *I've got ...* to create their own sentences, e.g. *I've got curly hair*.

Lesson 3

Look, read and write.

Yes, I am. No, I'm not. Yes, I have. No, I haven't.
No, I'm not. Yes, I am. No, I haven't. Yes, I have.

1 Are you tall?
Yes, I am.
Have you got a scar?
No, I haven't.

2 Are you thin?

Have you got straight hair?

3 Are you short?

Have you got a scarf?

4 Are you fat?

Have you got a patch?

Draw, write and say.

short tall fat thin curly hair straight hair a scar a scarf a patch

I'm short and thin. I've got straight hair. I've got a scarf.

I'm _____ and _____
I've got _____

Lesson 3 Communication and grammar

- The children work individually. They draw a picture of themselves as a pirate and complete the description.
- When they are ready, ask a child to come to the front of the class with their book. Invite other children to take turns to ask the child a question about their picture, e.g. *Are you tall?* *Have you got a scar?* The child responds according to what they have drawn and then shows the class their picture. Repeat once or twice with different children.
- Divide the class into pairs. The children take turns to ask each other questions about their pictures and then show their pictures to each other.

Key: Children's own drawings and answers.

Ending the lesson

Lesson review

- Briefly ask the children what they can do as a result of the lesson (ask and answer questions to describe themselves). Praise the children for their efforts and / or use the finger puppets to do this.

Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the song *It's time to finish* (CD 1 track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

Lesson 4

Communication, grammar and pronunciation

Aims:

- To ask and answer questions to describe other people
- To recognise and produce the sounds /a:/ and /ɔ:/

Key language:

- *Is he / she ...?*
- *Yes, he / she is / No, he / she isn't.*
- *Has he / she got ...?*
- *Yes, he / she has. / No, he / she hasn't.*
- *old, young, thin, fat, short, tall, dark, fair, straight, curly*
- *hair, scar, scarf, beard, patch*

Materials:

- Pupil's Book page 9
- Activity Book page 7
- Finger puppets (Pip and Squeak)
- Flashcards: tall, short, thin, fat, young, old, dark, fair, straight, curly, Frodo (Level 1)
- Unit 1 little books from Lesson 3
- CD 1

Starting out

Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- *Either* play the karaoke version of the song *It's time for English* (CD 1 track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 *or* stick the flashcards on the board in pairs of opposites (tall/short; thin/fat; young/old; dark/fair; straight/curly) and play the karaoke version of *Tall or short* (CD 1 track 24 – Lesson 1). The children sing the song and point to the flashcards.

Revision activity

- Give out or ask the children to get out the little books they made in Lesson 3.

- Say, e.g. **Find a pirate who's tall! Find a pirate who's got a patch!** The children look in their little books for a picture of a pirate with the feature you say and hold the picture up to show you as fast as they can.
- Say **Let's read the book.** Start at the beginning of the little book and read the speech bubbles on each page with the children in chorus. As they gain in confidence, stop reading yourself and the children continue reading, first words, then phrases and then the whole speech bubble by themselves.

Setting objectives

- Say **Today we're going to practise asking and answering questions to describe other people. We're also going to practise pronunciation.**

On the learning trail

Listen and say the chant. (PB page 9)

- (Books closed) Ask **Can you remember Pirate Meg from the story?** and listen to the children's response. If you like, hold up page 7 of the Pupil's Book and point to Meg in frames 4 and 5.
- Say **We're going to listen to a chant asking questions about Pirate Meg. How many questions are in the chant?** Use your fingers and say a few numbers questioningly to clarify meaning.
- Play the CD (CD 1 track 27). Demonstrate counting the first two questions in the chant as an example.
- At the end, ask the question again and check the answer (*eight*). Ask the children to tell you the questions that they can remember and the answers to these.
- Ask the children to open their Pupil's Books at page 9. Say **Listen, look and say the chant.** Play the CD again. At the end, compare the questions and answers with the ones the children remembered in the previous stage. If appropriate, praise the children for listening and remembering so well.
- Hold up the finger puppets and divide the class into two groups: Pip and Squeak. Explain that the Pip group should ask the questions and the Squeak group should respond. Play the CD again and the children join in their parts.
- The groups change roles and repeat.



Pirate Meg

Pirate Meg

Is she young?

Is she tall?

Is she thin?

Is she fat?

Ho, ho, ho!

Yes, she is.

No, she isn't.

Yes, she is.

No, she isn't.

Has she got curly hair?

Has she got a scar?

Has she got a scarf?

Has she got a patch?

Pirate Meg

Yes, she has.

No, she hasn't.

Yes, she has.

No, she hasn't.

Ho, ho, ho!

Play a game. (PB page 9)

- Say **Look at the 'Wanted' posters of the pirates** and read the pirates' names.
- Elicit or explain the meaning of *Wanted*, i.e. the pirates are wanted by the police for bad things they have done, e.g. for stealing treasure.
- Ask questions about each pirate in turn, e.g. **Is Long John Silver young?** (*No, he isn't.*) **Has Ned got a scar?** (*Yes, he has.*)
- Secretly choose one of the pirates, e.g. Bill. Get the children to ask you questions to guess which pirate you are thinking of, e.g.

P1: *Is he old?*

T: **No, he isn't.**

P2: *Is he fat?*

T: **No, he isn't.**

P3: *Has he got straight hair?*

T: **No, he hasn't.**

P4: *Has he got a scarf?*

T: **Yes, he has.**


P5: (*It's*) *Bill!*

- Repeat once or twice with the whole class.
- Ask a few individual children to take turns to come to the front of the class with their books and choose (or you can assign them) one of the pirates. The rest of the class asks questions to find out which pirate it is in the same way.
- Divide the class into pairs. The children take turns to choose a pirate and play with their partner in the same way.

Lesson 4

Listen and say the chant.

Pirate Meg	Ho, ho, ho!
Is she young?	Yes, she is.
Is she tall?	No, she isn't.
Is she thin?	Yes, she is.
Is she fat?	No, she isn't.
Has she got curly hair?	Yes, she has.
Has she got a scar?	No, she hasn't.
Has she got a scarf?	Yes, she has.
Has she got a patch?	No, she hasn't.
Pirate Meg	Ho, ho, ho!



Play a game.

1 **WANTED**
Long John Silver

2 **WANTED**
Ned

3 **WANTED**
Bill


4 **WANTED**
Black Beard

Is he old? Yes, he is.

Has he got a scar? No, he hasn't.

Listen and say.

Frodo's word fun



Dark!

Short!

Is he ...? Yes, he is. / No, he isn't.
Has she got ...? Yes, she has. / No, she hasn't.

Lesson 4 Communication, grammar and pronunciation

Listen and say: Frodo's word fun. (PB page 9)

- Hold up the flashcard of Frodo. Explain that Frodo is going to use his 'magic' in every unit to help the children pronounce English correctly.
- Say the word **dark** and draw the children's attention to the vowel sound /ɑ:/.
- Say the word **short** and draw the children's attention to the vowel sound /ɔ:/.
- Explain and demonstrate that the children should listen and open their arms in an arc if the word has the sound /ɑ:/ as in *dark*, or make their mouth round and draw a circle with their fingers if the word has the sound like /ɔ:/ in *short*. Say **Listen to Frodo saying the words**. Play the CD (CD 1 track 29). The children listen and respond with the actions.
- Play the CD again. The children listen, do the actions and repeat the words.



Frodo's word fun. Listen and say.

dark ... short ... tall ... car ... ball ... scarf ... small ... scar

Read and write. (AB page 7)

- Read the questions and ask individual children to say the answers.

- Say **Now read the questions and write the answers.** Draw the children's attention to the examples.
- The children work individually and write the answers.
- Check the answers by asking individual children to read one of the questions and its answer.

Key: 1 Yes, she is. 2 No, she isn't. 3 Yes, she is. 4 No, she, isn't. 5 Yes, she has. 6 No, she hasn't. 7 Yes, she has. 8 No, she hasn't.

Look, write and say. (AB page 7)

- Read the questions about Black Beard. The children complete them orally and say the answers.
- The children work individually and write the questions.
- Check the answers by asking individual children to read and answer one of the questions.
- Divide the class into pairs. The children take turns to ask and answer the questions with their partner.

Key: 1 Has he got a beard? 2 Has he got a scarf? 3 Has he got a patch? 4 Has he got a scar? 5 Has he got curly hair? 6 Has he got straight hair?

Lesson 4

Read and write.

Yes, she is.	No, she isn't.	Yes, she has.	No, she hasn't.
No, she isn't.	Yes, she is.	No, she hasn't.	Yes, she has.

1 Is she young? Yes, she is.

2 Is she tall? _____

3 Is she thin? _____

4 Is she fat? _____

5 Has she got curly hair? Yes, she has.

6 Has she got a scar? _____

7 Has she got a patch? _____

8 Has she got a beard? _____

Look, write and say.

a scar a scarf a beard a patch curly hair straight hair

1 Has he got a beard? Yes, he has.

2 Has he got _____? No, he hasn't.

3 Has _____? Yes, he has.

4 Has _____? Yes, he has.

5 _____? No, he hasn't.

6 _____? Yes, he has.

Lesson 4 Communication and grammar

Ending the lesson

Lesson review

- Briefly ask the children what they can do as a result of the lesson (ask and answer questions to describe other people, recognise and pronounce words with /a:/ or /ɔ:/). Praise the children for their efforts and / or use the finger puppets to do this.

Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the song *It's time to finish* (CD 1 track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

1 Me and my friends

Lesson 5 Content input

Aims:

- To recognise that we are all similar in the way we grow and change
- To identify things that help us grow and change

Key language:

- *You're a ...*
- *baby, child, teenager, adult*
- *tall, short, dark, fair, fat, thin*
- *hair*
- *exercise, food, water, rest, sleep, work, play, love, care*

Materials:

- Pupil's Book page 10
- Activity Book page 8
- Finger puppets (Pip and Squeak)
- Flashcards: tall, short, thin, fat, young, old, dark, fair, straight, curly
- Word cards: tall, short, thin, fat, young, old, dark, fair, straight, curly
- CD 1

Starting out

Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- *Either* play the karaoke version of the song *It's time for English* (CD 1 track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 *or* play the CD of *Pirate Meg* (CD 1 track 27 – see Lesson 4) and the children say the chant in two groups as in Lesson 4.

Revision activity

- Play a memory game on the board with the flashcards and word cards. Divide the class into two teams.
- Stick the flashcards face down in jumbled order on one side of the board and the word cards face down in jumbled order on the other side.

How do you grow and change? What helps you grow and change?

Learn about

Lesson 5

Read, listen and number.

We all look different – tall or short, fat or thin, dark or fair hair. But we grow and change in a similar way. We start life as a baby. We grow and change into a child, a teenager and an adult.

Many things help us grow and change:

a Food and water

b Exercise

c Rest and sleep

d Love and care

e Work and play

Play a game.

- Ask a child from one team to choose a card from one side of the board. Turn it over and the child says the word, e.g. *short* (if it is the flashcard) or reads the word (if it is the word card). Ask another child from the same team to choose a card from the other side of the board and say or read the word in the same way. If the two cards chosen match, take the cards off the board and put them on your desk nearest to the team.
- Repeat the procedure with the other team.
- Continue playing the game until there are no cards left on the board. The team with most cards at the end of the game wins.

Setting objectives

- Hold up the finger puppets. Say **Let's learn about the world around us!** Explain that in every unit Pip and Squeak are going to introduce the children to learning something about their world in English.
- Say **Today we're going to read about how we grow and change.** Use mime and gesture to clarify the meaning of *grow* and *change*.

On the learning trail

Read, listen and number. (PB page 10)

- (Books closed) Read the first question **How do you grow and change?** Give an example, e.g. **You start life as a tiny baby ... and then?** Listen to the children's suggestions and use this as an opportunity to introduce or remind them of vocabulary, e.g. *child, teenager, adult*.
- Read the second question **What helps you grow and change?** Again listen to the children's ideas and feed in vocabulary, e.g. *food, water, exercise, sleep, work, play*.
- Ask the children to open their Pupil's Books at page 10. Read the text at the start of the activity or play part 1 on the CD (CD 1 track 30, part 1).
- Ask questions to check comprehension and clarify meaning, e.g. **Do we all look different?** (*yes*) **In what way?** (*dark or fair hair, tall or short, fat or thin*) **Are we similar in the way we grow and change?** (*yes*) **How do we start life?** As a ... (*baby*) **And then? We change into a ...** (*child, teenager, adult*).
- Say **Look at the photos of things which help you grow and change.** Read the things while the children follow in their books. Make it clear that the way you grow and change refers not only to physical growth and change but also to the way you develop mentally and socially and become more grown-up and mature as a person. Be ready to clarify the meaning of *rest*, i.e. a relaxed, quiet time, and *care*, i.e. the way your family and others look after you.
- Say **Now listen and number the photos.** Draw their attention to the example.
- Play the CD (CD 1 track 30, part 2). Use the pause button to allow the children time to write the number by each photo.
- Check the answers by asking, e.g. **What's number one?** **Rest and sleep.**
- Play the CD again as a final check.

Key: a 2 b 4 c 1 d 5 e 3



Read, listen and number.

Part 1:

We all look different – tall or short, fat or thin, dark or fair hair.

But we grow and change in a similar way.

We start life as a baby.

We grow and change into a child, a teenager and an adult.

Part 2:

Many things help us grow and change:

Number 1: Rest and sleep.

Number 2: Food and water.

Number 3: Work and play.

Number 4: Exercise.

Number 5: Love and care.

Play a game. (PB page 10)

- Teach the children a mime for all the stages. Say, e.g. **You're a baby!** and mime moving your arms and crying like a baby, **You're a child!** and skip happily on the spot, **You're a teenager!** and mime looking cool and listening to music, **You're an adult!** and mime looking serious and walking along on the spot with a briefcase.
- Explain and demonstrate that when you say, e.g. **You're a baby!**, the children should mime the action.
- Say different sentences in random order. The children respond by miming the actions.
- Ask pairs or groups of children to the front in turns and either whisper or get them to choose one of the stages. They then mime the action to the rest of the class who guess, e.g. *You're a teenager!*
- Repeat several times with different pairs or groups.

Read and circle. (AB page 8)

- Read the sentences and the children say *yes* or *no*, depending on whether they are true or false.
- The children work individually and circle *Yes* or *No*.
- Check the answers by reading the sentences and the children say *yes* or *no*.

Key: 1 No 2 No 3 Yes 4 Yes 5 No 6 Yes

Look, read and write. (AB page 8)

- Say **Look at the pictures** and elicit the things which help us grow and change in each one.
- Say **Now write the missing words for each picture.** Draw the children's attention to the example.
- The children work individually and write the missing words.
- The children compare their answers in pairs.

- Check the answers by asking individual children to take turns to read the things which help us grow and change for each picture.

Key: 1 Exercise 2 water 3 care 4 play 5 sleep


Ending the lesson

Lesson review

- Briefly ask the children what they can do as a result of the lesson (recognise how we grow and change, identify things that help us grow and change). Praise the children for their efforts and / or use the finger puppets to do this.


Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the song *It's time to finish* (CD 1 track 5) and the children sing and do the actions as in Lesson 1.



Lesson 5


Read and circle.

1 We are all tall.	Yes	<input checked="" type="radio"/> No	
2 We are all fat.	Yes	No	
3 We all look different.	Yes	No	
4 We grow and change in a similar way.	Yes	No	
5 We start life as a teenager.	Yes	No	
6 We start life as a baby.	Yes	No	


Look, read and write.

sleep play care Exercise water


Many things help us grow and change:




1 Exercise




2 Food and _____




3 Love and _____



4 Work and _____



5 Rest and _____

 8
Lesson 5 Content input

1 Me and my friends

Lesson 6 Content and personalisation

Aims:

- To order stages in the way we grow and say the stage where you are now
- To say things which help us grow and change

Key language:

- *I'm a ...*
- *I ... every day / night*
- *Me, too!*
- *baby, child, teenager, adult*
- *eat food, drink water, exercise, rest, sleep, work, play, love, care for*
- *family, friends*

Materials:

- Pupil's Book page 11
- Activity Book page 9
- Finger puppets (Pip and Squeak)
- CD 1

Starting out

Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- *Either* play the karaoke version of the song *It's time for English* (CD 1 track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 *or* play the complete or karaoke version of *Pirate Meg* (CD 1 track 27 or track 28 – see Lesson 4) and the children say the chant in two groups as in Lesson 4.

Revision activity

- Ask the children how many things they can remember which help them grow and change. Listen to their response.
- Teach the children a mime for all the things that help us grow and change, e.g. *food and water* – pretend to eat and drink; *rest and sleep* – put your head on one side on closed hands; *exercise* – run on the spot; *love and care* – make a hugging gesture; *work and play* – pretend to write and move your arms in the air.

the world around you!

Lesson 6

Social sciences

Number, draw and write.

a teenager b baby c adult d child

I'm a _____

Read, circle and say.

What helps you grow and change?

1	I eat food and drink water every day.	Yes	No
2	I exercise every day.	Yes	No
3	I rest and sleep every night.	Yes	No
4	I love and care for my family and friends.	Yes	No
5	I work and play every day.	Yes	No

Lesson 6 Content and personalisation

- Ask two children to come to the front. Whisper or ask them to choose one thing which helps them grow and change, e.g. food and water. Get the children to do a mime and the rest of the class guess what it is. The child who guesses correctly chooses a partner and has the next turn.
- Repeat several times.

Setting objectives

- Say **In this lesson we're going to order the stages in the way we grow and we're going to say things we do every day which help us grow and change.** Use L1 to clarify what you mean if necessary.

On the learning trail

Number, draw and write. (PB page 11)

- Say **Look at the photos. Find the baby! Find the child!** and the children point to the photos.
- Say **Now look and number the photos in order.** Draw the children's attention to the example.
- The children work individually and number the photos in order.
- Check the answers by saying, e.g. **You start life as number one, a ... (baby). Then number two, you're a ... (child), etc.**

- Ask the children, e.g. **Are you a baby / teenager / adult?** (*No, I'm not.*) **Are you a child?** (*Yes, I am.*)
- Ask the children to draw a picture of themselves in the frame and complete the sentence with the word that is true for them. Give an example of completing the sentence in a way that is true for you, i.e. **I'm an adult.**

Key: a 3 b 1 c 4 d 2

Children's own drawing. Children's own sentence.

Read, circle and say. (PB page 11)

- Read the question at the start of the activity and check understanding.
- Read the sentences in turn. Explain and demonstrate that the children should say *yes* or *no* depending on what is true for them. Elicit or remind the children of the meaning of *every day* and encourage them to use the context to guess the meaning of *night*.
- Say **Now read the sentences and circle Yes or No depending on what is true for you.** The children work individually, read the sentences and circle *Yes* or *No*.
- Ask a child to say a sentence which is true for them to the class. Demonstrate that another child should say *Me, too!* if the sentence is also true for them and have the next turn at saying another sentence.
- **Note:** the children's answers should be and are likely to be almost 100% *Yes*. If children answer *No* to questions 2 and 5, you may like to get them to think about things they do, e.g. walk upstairs, walk to the bus stop, as 'exercise', or help at home, do a puzzle book or school work which count as 'work'. If children answer *No* to question 4, this may possibly reveal a serious problem which needs sensitivity and further investigation.

Key: Children's own answers.

Look and write. (AB page 9)

- Hold up your book, point to the pictures in turn and the children say the words.
- Say **Now write the words.** Draw the children's attention to the example. The children work individually and write the words.
- The children check their answers in pairs and then with the whole class.

Key: 1 baby 2 child 3 teenager 4 adult

Read, write and match. (AB page 9)

- Read the sentences and the children say the missing words.

Lesson 6

Look and write.

teenager baby adult child

1 baby 2 3 4

Read, write and match.

eat exercise work love sleep

1 I work and play every day.

2 I _____ food and drink water every day.

3 I rest and _____ every night.

4 I _____ and care for my family and friends.

5 I _____ every day.

Lesson 6 Content and personalisation

- Say **Now write the words. Then match them to the pictures.** Draw the children's attention to the example.
- The children work individually and write the missing words in each sentence. They then match them to the pictures.
- Check the answers by asking individual children to take turns to read one of the sentences and say the letter of the picture it goes with.

Key: 1 work b; 2 eat d; 3 sleep a; 4 love e; 5 exercise c

Ending the lesson

Lesson review

- Briefly ask the children what they can do as a result of the lesson (order the stages of how we grow and change, say things we do which help us grow and change). Praise the children for their efforts and / or use the finger puppets to do this.

Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the song *It's time to finish* (CD 1 track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

1 Me and my friends

Lesson 7 Children's culture

Aims:

- To play a traditional rhyme game
- To play a traditional game based on visual observation and the initial letter of words

Key language:

- *Who's got ...?*
- *Is he / she ...?*
- *Have you got ...?*
- *Yes, I have. / No, I haven't.*
- *I haven't got it.*
- *ball, eye, little, spy*
- classroom objects, letters of the alphabet

Materials:

- Pupil's Book page 12
- Activity Book page 10
- Finger puppets (Pip and Squeak)
- Flashcards: Frodo (Level 1), tall, short, thin, fat, young, old, dark, fair, straight, curly
- CD 1
- Small, soft ball

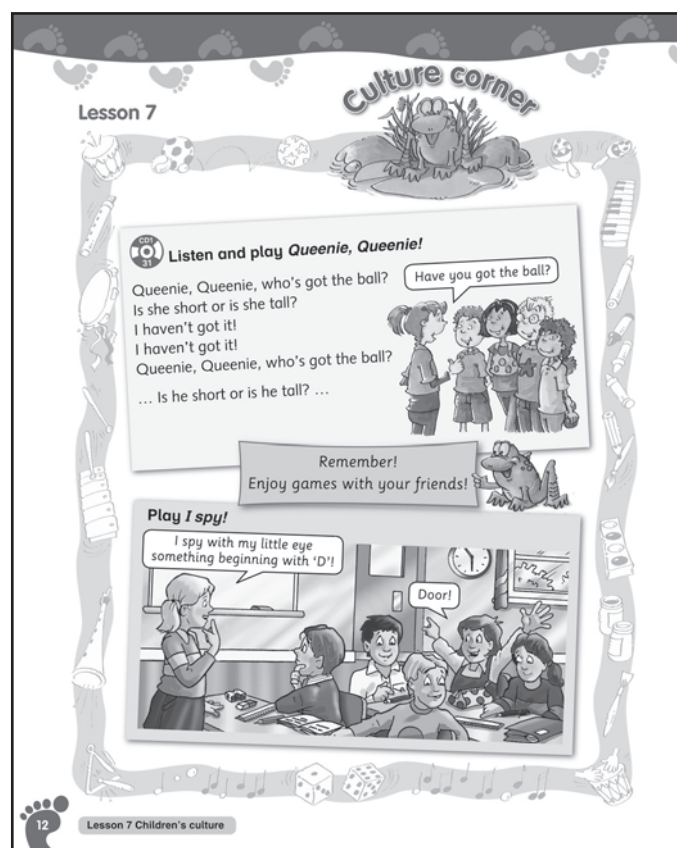
Starting out

Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- *Either* play the karaoke version of the song *It's time for English* (CD 1 track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 *or* stick the flashcards in pairs on the board in the same order as the song *Tall or short* (tall/short; thin/fat; young/old; dark/fair; straight/curly) and the children sing the song (CD 1 track 23 – see Lesson 1) and point to the pictures.

Revision activity

- Stick the flashcards on the board if they are not already there. Point to each one in turn and the children say the words with you.
- Remove the flashcard of the 'tall' pirate.



- Point to the flashcards and to the place where the 'tall' pirate was in turn and the children say all the words. Remove the flashcard of the 'short' pirate.
- Repeat in the same way until the children are saying all the words from memory.

Setting objectives

- Hold up the flashcard of Frodo. Explain to the children that in every unit Frodo is going to introduce them to learning about children's culture in English.
- Say **In this lesson we're going to play a traditional rhyme game and a traditional game based on letters of the alphabet and things in the classroom.**

On the learning trail

Listen and play *Queenie, Queenie!* (PB page 12)

- (Books closed) Have a small, soft ball ready. Ask the children to stand up and move away from their desks.
- Explain and demonstrate the game. Take the role of Queenie yourself at first. Say **I'm Queenie.** Turn

away from the children and throw the ball over your shoulder. One child picks up the ball. Make it clear that the children mustn't tell you who.

- Ask all the children to stand with their hands behind their backs so that you can't see who's got the ball, and demonstrate this. Then turn back to face the children.
- Teach the children to say the rhyme to you with actions (see below). It may be easier to do this without the CD at first. Get the children to say *he* or *she* in the rhyme, depending on whether it is a boy or a girl who's got the ball. When the children say **I haven't got it!**, demonstrate that the child who's got the ball should simply swap it to the other hand before showing their hand each time.
- Play the CD (CD 1 track 31), using the version for a girl or for a boy as appropriate. The children say the rhyme to you as 'Queenie' in chorus and do the actions.
- At the end, explain that you have got three turns to find the ball. Ask **Have you got the ball?** to either boys or girls who may have the ball and get them to respond *Yes, I have* or *No, I haven't*. If you guess correctly, that child has the next turn as 'Queenie'.
- Play the game several times with different children as 'Queenie'. Check whether a boy or girl has got the ball before playing the appropriate version on the CD each time.
- Ask the children to open their Pupil's Books at page 12. Play the CD again. The children say the rhyme and follow in their books.



Listen and play *Queenie, Queenie!*

(for a girl)

Queenie, Queenie, who's got the ball?

Is she short or is she tall? (lower and raise one hand to show 'short' and 'tall')

I haven't got it! (show one hand; keep the other behind your back)

I haven't got it! (Show the other hand; keep the other behind your back)

Queenie, Queenie, who's got the ball?

(for a boy)

Queenie, Queenie, who's got the ball?

Is he short or is he tall? (lower and raise one hand to show short and tall)

I haven't got it! (show one hand; keep the other behind your back)

I haven't got it! (show the other hand; keep the other behind your back)

Queenie, Queenie, who's got the ball?



Citizenship box: Remember!

Say **Look at the picture. Are the children happy?** (yes) **Do they like playing games together?** (yes) **Do you like playing games with your friends?** (yes)

Hold up the flashcard of Frodo, read the *Remember!* note and check understanding. Ask the children **Are your friends important?** (yes) **How can you enjoy games with your friends?** Listen to the children's suggestions, e.g. take turns, follow the rules, be fair, don't cheat, don't mind if you don't always win or boast if you do, and recast these in English as necessary. If appropriate, you may like to point out that it is good to play games with your friends and not just games on your own, e.g. on the computer.

Play *I spy!* (PB page 12)

- Briefly revise the alphabet by getting the children to say this with you.
- Say **Let's play a traditional game! In the game you look for objects you can see which start with a particular letter.** Give an example to convey what you mean, e.g. **I can see a door. Door starts with 'D'.**
- Elicit or remind the children of familiar words for classroom objects by asking **What's this?** *It's a ...* As the children name the objects, ask them to also tell you the initial letter of each word. Examples of objects are *clock, door, window, book, board, cupboard, desk, chair, pen, pencil case, rubber, ruler.*
- Demonstrate the game by saying in a rhythmic way, e.g. **I spy with my little eye something beginning with 'B'.** Use mime and gesture to convey the meaning of *spy*. Make it clear that the object is something that everyone can see in the classroom. Invite individual children to guess what it is by asking you a question, e.g. *Is it a book? Is it the board? Is it a bag?* The child who guesses correctly has the next turn.
- For the first few turns, get everyone to say rhythmically in chorus *I spy with my little eye*

something beginning with ... and the child whose turn it is says the letter and chooses people to guess *Is it ...?* Once the children are familiar with the *I spy ...* rhyme, they can then say it on their own.

- Play several rounds of the game. As well as classroom objects, you may find that the children naturally extend the game to include other things in the classroom they can see and know the words for in English, e.g. clothes and parts of the body.
- If you like, the children can also play the game in pairs or groups.

Listen, draw and write. (AB page 10)

- Say **Look at the pictures of the children playing Queenie. Listen and draw the ball if the children have got it.** Draw their attention to the example.
- Play the CD (CD 1 track 33). Use the pause button if necessary to give the children time to draw the ball.
- Play the CD again to check the answers.
- Say **Now write what the children say.** Draw the children's attention to the example.
- The children work individually and write what the children say.
- Check the answers by asking individual children to take turns to ask and answer the question for one of the pictures.

Key: The ball should be drawn in pictures 1, 3, 4, 6
1 Yes, I have. 2 No, I haven't. 3 Yes, I have. 4 Yes, I have. 5 No, I haven't. 6 Yes, I have.



Listen, draw and write.

- 1 Have you got the ball? Yes, I have.
- 2 Have you got the ball? No, I haven't.
- 3 Have you got the ball? Yes, I have.
- 4 Have you got the ball? Yes, I have.
- 5 Have you got the ball? No, I haven't.
- 6 Have you got the ball? Yes, I have.

Look, write and say. (AB page 10)

- Say **Look at number one. I spy with my little eye something beginning with 'd'** and the children say *door!*
- Repeat for the remaining pictures, saying **I spy ...** yourself for the first one or two pictures and then asking the children to do this instead of you.

Lesson 7

Listen, draw and write.

Have you got the ball?

1 Yes, I have. 2 No, I haven't. 3

4 5 6

Look, write and say.

I spy with my little eye ...!

1 door 2 window 3 book 4 rubber 5 chair 6 desk 7 clock 8 pencil

Lesson 7 Children's culture

- Say **Now write the words.** Draw the children's attention to the example and to the jumbled letters in each picture.
- The children work individually and write the words.
- Check the answers by asking individual children to say and spell one of the words.

Key: 1 door 2 window 3 book 4 rubber 5 chair
6 desk 7 clock 8 pencil

Ending the lesson

Lesson review

- Briefly ask the children what they can do as a result of the lesson (play a rhyme game, *Queenie*, *Queenie!*, play *I spy!*). Praise the children for their efforts and / or use the finger puppets to do this.

Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the song *It's time to finish* (CD 1 track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

1 Me and my friends

Lesson 8

Unit review / All About Me Portfolio Booklet

Aim:

- To review learning in Unit 1

Key language:

- Have you got ...?*
- Yes, I have. / No, I haven't.*
- Has he / she got ...?*
- Yes, he / she has. / No, he / she hasn't.*
- Are you ...?*
- Yes, I am / No, I'm not.*
- Is he / she ...?*
- Yes, he / she is. / No, he / she isn't.*
- tall, short, fat, thin, young, old, dark, fair, straight, curly,*
- hair, scar, beard, scarf, patch*

Materials:

- Pupil's Book page 13
- Activity Book page 11
- Finger puppets (Pip and Squeak)
- Flashcards: Frodo (Level 1), tall, short, thin, fat, young, old, dark, fair, straight, curly
- All About Me* Portfolio Booklet pages 6 and 7
- CD 1
- Stickers for Unit 1
- Small, soft ball

Starting out

Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- Either play the karaoke version of the song *It's time for English* (CD 1 track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 or stick the flashcards in pairs on the board in the same order as the song *Tall or short* (tall/short; thin/fat; young/old; dark/fair; straight/curly) and play the karaoke version of the song (CD 1 track 24 – see Lesson 1). The children sing the song and point to the flashcards.

Lesson 8

Listen and put on the stickers. Write the words.

thin fat dark young short fair straight tall curly old

1 Are you tall?
Yes, I am.

2 Are you _____?
Yes, I am.

3 Is he _____?
Yes, he is.

4 Is she _____?
Yes, she is.

5 Is he _____?
Yes, he is.

6 Is she _____?
Yes, she is.

7 Have you got _____ hair?
Yes, I have.

8 Have you got _____ hair?
Yes, I have.

9 Has she got _____ hair?
Yes, she has.

10 Has he got _____ hair?
Yes, he has.

Look, write and say. beard patch scarf scar

1 I've got a patch.

2 I've got a _____.

3 I've _____.

4 I _____.

Lesson 8 Unit review / All About Me Portfolio Booklet

Revision activity

- Hold up the ball and ask **Can you remember the Queenie rhyme?** Play the CD (CD1 track 31 – see Lesson 7) and the children say the rhyme (both 'he' and 'she' versions) and do the actions.
- Say **Let's play the game!** Ask a child to the front to be Queenie, and play the game as in Lesson 7.
- Repeat once or twice using the karaoke version of the CD (CD 1 track 32) and with different children as Queenie each time.

Setting objectives

- Say **Today we're going to review what we've learnt in Unit 1.** Clarify or remind the children what you mean if necessary.

On the learning trail

Listen and put on the stickers. Write the words. (PB page 13)

- Make sure the children have the stickers for Unit 1 ready.
- Say **Listen and put on the stickers.** Draw the children's attention to the example.
- Play the CD (CD 1 track 34). Use the pause button to give the children time to put on the stickers.

- Say **Now write the words**. Draw the children's attention to the example.
- The children work individually and write the words in the exchanges.
- Check the answers by saying the numbers and getting the children to say the questions and answers.

Key 1 tall 2 short 3 thin 4 fat 5 young 6 old 7 dark 8 fair 9 curly 10 straight



Listen and put on the stickers.

- 1 Are you tall? / Yes, I am.
- 2 Are you short? / Yes, I am.
- 3 Is he thin? / Yes, he is.
- 4 Is she fat? / Yes, she is.
- 5 Is he young? / Yes, he is.
- 6 Is she old? / Yes, she is.
- 7 Have you got dark hair? / Yes, I have.
- 8 Have you got fair hair? / Yes, I have.
- 9 Has she got curly hair? / Yes, she has.
- 10 Has he got straight hair? / Yes, he has.

Look, write and say. (PB page 13)

- Say **Look at Alex, Katie, Pip and Squeak dressed as pirates**. Ask, e.g. **What does Alex say?** and elicit the sentence for each one.
- Say **Now write what they say**. Draw the children's attention to the example.
- The children work individually and complete the speech bubbles.
- Check the answers by asking individual children to say what one of the characters says.

Key: 1 I've got a patch. 2 I've got a scarf. 3 I've got a beard. 4 I've got a scar.

Look, read and write. (AB page 11)

- Say **Look at the children dressed as pirates**. Read the questions for each picture and the children say the answers.
- Say **Now write the answers**. Draw the children's attention to the examples.
- The children work individually and write the answers.
- Check the answers by asking individual children to take turns to ask and answer the questions for one of the pictures.

Lesson 8

Look, read and write.

1 Are you short?
Yes, I am.

2 Are you tall?
Are you fat?
No, I'm not.

3 Are you thin?
Are you short?
Have you got dark hair?

Have you got straight hair? No, I haven't.

Have you got curly hair? Yes, I have.

Have you got a beard? Yes, I have.

Have you got a scarf? Yes, I have.

Have you got a patch? Yes, I have.

Look, write and say.

a beard a scarf a scar a patch curly-hair straight hair

1 Has he got curly hair? No, he hasn't.

2 Has he got a beard? No, he hasn't.

3 Has he got a scarf? Yes, he has.

4 Has she got straight hair? No, she hasn't.

5 Has she got a patch? No, she hasn't.

6 Has she got a scar? Yes, she has.

Colour Frodo.

My work is OK. My work is good. My work is excellent.

Lesson 8 Unit review

- The children practise asking and answering the questions in pairs.

Key: 1 Yes, I am. No, I'm not. No, I haven't. Yes, I have. 2 Yes, I am. No, I'm not. Yes, I have. No, I haven't. 3 No, I'm not. Yes, I am. Yes, I have. No, I haven't.

Look, write and say. (AB page 11)

- Say **Look at Long John Silver and Pirate Meg**. Elicit the questions about each pirate and the children say the answers.
- Say **Now write the questions**. Draw the children's attention to the example.
- The children work individually and write the questions.
- Check the answers by asking individual children to ask and answer the questions.
- The children practise asking and answering the questions in pairs.

Key: 1 Has he got curly hair? 2 Has he got a beard? 3 Has he got a patch? 4 Has she got straight hair? 5 Has she got a scar? 6 Has she got a scarf?



Colour Frodo. (AB page 11)

- Hold up the flashcard of Frodo. Use L1 to explain to the children that in this activity they assess their work in the unit by choosing and colouring the picture of Frodo that corresponds best to how they think they have done.
- Read the sentence and options. Elicit or remind the children of the meaning of each one. Point to the three pictures of Frodo and say **Colour this picture if you think your work is OK but you need to try harder or need more practice. Colour this picture of Frodo if you are happy with your work and think it is good. Colour this picture of Frodo with a big smile and jumping very high if you are very happy with your work and think it is excellent.** Make sure the children understand that there are no right answers and that it is their own opinion of the work they have done which is important. Be ready to encourage the children to have a positive view if they are too hard on themselves.

Ending the lesson

Lesson review

- Briefly ask the children what they can do as a result of the lesson (use the language and vocabulary they've learnt in Unit 1). Praise the children for their efforts and / or use the finger puppets to do this.

Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the song *It's time to finish* (CD 1 track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

All About Me Portfolio Booklet

The children complete Unit 1 of their *All About Me* Portfolio Booklets. They complete their learning journey by colouring the sections on the path to show what they can do. If you like, the children can also sign this page and you can endorse this by adding your own signature and the date.