

CONTENTS

Introduction

Presentation and the course components	p. 5
Methodology	p. 9
Course features	p. 14
Classroom language	p. 21

Starter Unit: Welcome kids!

Photocopiable worksheets	p. 44
--------------------------	-------

Unit 1:

The Lost World

Learning to learn: Vocabulary

Photocopiable worksheets	p. 81
--------------------------	-------

Unit 2:

The Little Mermaid

Life Skills: Home sweet home

Photocopiable worksheets	p. 117
--------------------------	--------

Unit 3:

The Fox and the Stork

Photocopiable worksheets	p. 151
--------------------------	--------

Unit 4:

Robin Hood

Life Skills: I can do it!

Photocopiable worksheets	p. 190
--------------------------	--------

Unit 5:

The Emperor's New Clothes

Photocopiable worksheets	p. 225
--------------------------	--------

Unit 6:

The Jungle Book

Life Skills: End-of-year party!

Photocopiable worksheets	p. 264
--------------------------	--------

The Alphabet Flashcards

	p. 269
--	--------

Welcome, kids! And welcome back to all the teachers who are getting ready to teach their classes again at the start of this school year. With summer just behind us, it's too much to expect students to sit still and be focused right away.

Luckily, Mr. Green is here to ease everyone join in with fun, simple activities that help recall the knowledge and skills from the last year. As the school year unfolds, students will dive back into Mr. Green's wonderful world - his garden - where they'll discover new stories and adventures to spark their curiosity and interest in learning English.

Learning objectives

Knowledge

The alphabet
Greetings and introductions
Basic social expressions
Prepositions of place
Expressions to talk about feelings and emotions
Expressions to describe people's appearance
Expressions to talk about ability, likes and dislikes
Basic mathematical operations - subtraction and addition

Skills

Saying the alphabet
Greeting others
Introducing oneself and others
Using basic social expressions
Describing locations
Expressing feelings and emotions
Talking about ability
Describing people's appearance
Talking about likes and dislikes
Counting and using numbers

Vocabulary

Lexical sets: letters of the alphabet, vocabulary for greeting others and introducing oneself and others; prepositions of place (*in, on, under, in front of, behind*); adjectives for describing feelings and emotions (*happy, sad, surprised, angry, scared, disgusted, hungry, thirsty, hot, cold*); parts of the body (*eye, hand, tummy, foot, tooth*); verbs related to abilities or skills (*fly, run, swim, jump*); animals (*hen, duck, duckling, swan, frog, horse, rabbit, bird, cow, sheep*); food and drinks (*lettuce, cheese, chicken, carrot, biscuit, pasta, meat, tea*); numbers 1 - 20.

Communicative structures

Greetings and introductions: *Hello! Hi! My name's... What's your name? How do you spell your name? Nice to meet you (too). How old are you? I'm (nine).*

Basic social expressions: *How are you? I'm fine, thank you. And you?*

Talking about locations: *Where's the (black) cat? It's (under) the (carpet).*

Talking about feelings and emotions: *I'm (happy). Tom is (surprised). Alison is (thirsty).*

Describing appearance: *I've got (two eyes).*

Talking about ability: *I can (jump).*

Talking about likes and dislikes: *I like (lettuce). I don't like (meat).*

Basic mathematical operations - subtraction and addition: *twenty minus seven is/equals... twelve plus three is/equals...*

Intermediate goals in the development of competences

Basic competences

Recognising and pronouncing letters of the alphabet
 Greeting people using simple informal greeting expressions
 Introducing oneself and others, and exchanging basic social expressions
 Identifying locations
 Sharing feelings and emotions
 Describing people's appearance
 Expressing ability and preferences
 Doing simple additions and subtractions
 Following instructions and procedures

Key competences

Communication: completing sentences and short written texts; understanding short spoken messages
Collaboration and participation: maintaining a positive attitude in games
Learning to learn: selecting information; recognising links and connections

Life skills

Developing self-esteem
 Participating in group games, and following rules and procedures

Helping each other out in class
 Accepting the possibility of losing

Activities

Reading and matching questions and answers
 Completing sentences with the correct words based on visual cues

Completing a short descriptive text based on visual cues
 Recognising language while listening

Cross-curricular links

Music: recognising and reproducing musical rhythms and intonation
Maths: doing simple additions and subtractions

Physical Education: understanding and doing actions

Teaching materials and resources

The Story Garden 3 Student's Book pp. 4 - 13
 The Story Garden 3 Workbook pp. 2 - 11
 Audio CD
 Photocopiable worksheet 1
 Digital Book
 Poster

Alphabet flashcards
 Number flashcards

We learn to

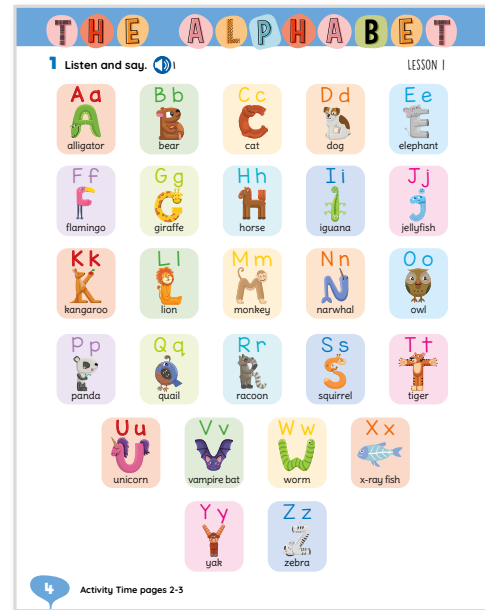
- Recognise and say the letters of the alphabet
- Recognise the names of animals that start with the letters of the alphabet

Vocabulary

- animals whose names start with each letter of the alphabet

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Alphabet flashcards (TB, pp. 269-281)
- Class CD



Page 4

Lead-in

Start the lesson by greeting pupils **Hello, everyone!** **How are you today?**, and then introduce the topic saying e.g. **Today, we are going to start learning the letters of the alphabet. We are going to have fun with animals and letters, and by the end of this lesson, you'll know how to say all the letters and their sounds!**

Pre-teach the letters of the alphabet before pupils open their Student's Books. Stick the alphabet flashcards on the board with Blu Tack, showing each letter one by one. Introduce each letter along with an animal name (e.g. **A is for alligator**). Invite pupils to listen and repeat the letter and the animal name after you. Keep the pace slow and allow pupils enough time to connect the letter with the sound and animal name. After each new letter, go back and ask pupils to say the last 3 - 4 letters and animal names aloud. Make sure everyone has a turn to say the letters and animal names.

1 Listen and say

Tell pupils to open their Student's Books at page 4. Explain that they will listen to an audio and repeat what they hear. Play the audio twice. Instruct pupils to point to each letter as they listen.

Audio script

The alphabet

Speaker Aa - alligator, Bb - bear, Cc - cat, Dd - dog, Ee - elephant, Ff - flamingo, Gg - giraffe, Hh - horse, Ii - iguana, Jj - jellyfish, Kk - kangaroo, Ll - lion, Mm - monkey, Nn - narwhal, Oo - owl, Pp - panda, Qq - quail, Rr - racoon, Ss - squirrel, Tt - tiger, Uu - unicorn, Vv - vampire bat, Ww - worm, Xx - x-ray fish, Yy - yak, Zz - zebra

Follow-up activity

Have pupils stand in a circle. Distribute the **copies** of the **Alphabet flashcards (pp. 269-281)** in random order. Ask pupils to hold up their flashcards and arrange themselves in the correct alphabetical order. Once they have done so, invite them to say the letters aloud, one by one, around the circle. Do not insist on saying the animal names this time.

We learn to

- Say the letters of the alphabet
- Follow simple instructions

Vocabulary

- action verbs

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Class CD

Page 5

Lead-in

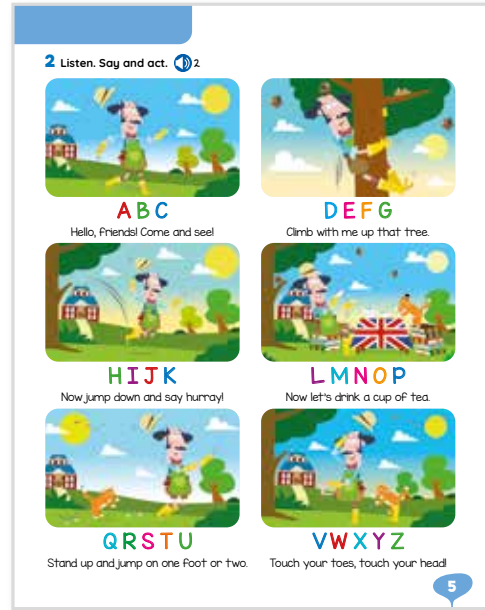
To introduce the lesson, you could say:

Hello, everyone! Today, we're going to have some fun with the alphabet! We're going to sing a song that helps us remember the letters, and we'll be moving and jumping, too! Does everyone like to sing and move? Great! Before we start, I'll show you some actions, and I want you to try them with me. Are you ready? Let's go!

2 Listen. Say and act.

Demonstrate each action to the class, saying the command as you do it. Have the whole class say each command and do the action with you. Ask individual pupils or small groups to try each action. Ask pupils to open their Student's Books at page 5. Invite them to look at the pictures and identify the letters of the alphabet shown below each picture that illustrates the action (e.g. ***Climb with me up that tree.*** ***Which letters of the alphabet?***)

Play the song once through for pupils to listen to and point to the pictures, or words. Play the song again, this time pausing after each action line to allow pupils to do the corresponding actions. Now that they are familiar with the song and actions, play the audio again and encourage pupils to sing along and do the actions. Make it energetic and fun by joining them in the actions or by adding a cheer whenever they get it right.



Audio script

The alphabet chant

Mr Green *A B C*
Hello, friends! Come and see!
D E F G
Climb with me up that tree.
H I J K
Now jump down and say hurray!
L M N O P
Now let's drink a cup of tea.
Q R S T U
Stand up and jump on one foot or two.
V W X Y Z
Touch your toes, touch your head!

Follow-up activity

Alphabet Flashcards Game: Place the alphabet flashcards around the classroom, grouped as they are in the Student's Book. Call out groups of letters or actions, and have pupils move to the matching group of letters and do the corresponding action.

We learn to

- Greet each other
- Exchange basic personal information
- Say, read and write the names of ten colours

Vocabulary

- words and expressions used for exchanging basic personal information
- colours

Structures

- *Hello!*
- *What's your name?*
- *How do you spell your name?*
- *How old are you?*
- *How are you?*
- *Nice to meet you.*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available

Page 6

Lead-in

Begin the class by modelling a friendly greeting. Say ***Hello, everyone!*** and then ask a few students to say their names by asking ***What's your name?*** When they respond, repeat their names to emphasise pronunciation and politeness, for example, ***Nice to meet you, (Milena).***

Write your name on the board and spell it out. Then, ask students to spell out their own names and write them on the board.

Write short phrases like ***Hello, Hi, What's your name?*** and ***Nice to meet you*** on the board. Pair up the pupils and ask them to match the phrases to create short conversations, preparing them for the dialogue they will hear.

1 Listen to the teacher and read.

Ask pupils to open their Student's Books at page 6. Read the dialogue aloud with expressive intonation to capture their attention. Read it a second time, encouraging pupils to listen and follow the lines in their books. Then, read one line at a time and have pupils repeat it after you, focusing on pronunciation and natural intonation.



Divide pupils into pairs, assigning one to be Anna and the other Peter. Ask them to practise the dialogue together. After a few rounds, have them switch roles so they get practice with both parts.

2 Read and match.

Draw pupils' attention to the task. Read out the instruction and make sure everyone understands what they are supposed to do. Go through the questions (1 - 6) and the responses (a - f) with the class, and read the example. Then, invite pupils to do the task individually and compare their answers with a partner. Check answers with the class.

Answers:

1 - f, 2 - d, 3 - b, 4 - c, 5 - a, 6 - e

Follow-up activity

Put up your book, **point to Mr Green** and explain to the class what he wants them to do right now. Model the dialogue with a pupil, and then ask others to practise it with a partner. Monitor pupils while practising the dialogue to check pronunciation and intonation. Then, invite a few pairs to act out the dialogue in front of the class.

3 Let's revise. Listen and say. 3

Say a colour aloud and ask pupils to point to objects around the classroom that match the colour. For example, ***Point to something red*** or ***Find something purple.***

Draw pupils' attention to exercise 3. Play the audio for them to listen to and point to the colours as they hear them mentioned. Play the audio again inviting pupils to listen, point and say the colours.

Audio script  3

Speaker	<i>pink</i>	<i>red</i>	<i>orange</i>	<i>yellow</i>
	<i>purple</i>	<i>blue</i>	<i>green</i>	<i>black</i>
	<i>brown</i>	<i>white</i>		

Follow-up activity - The Colour Scavenger Hunt game

Divide the class into small teams and give each team a list of colours to find around the classroom. Each team needs to find and point out an object that matches each colour on their list. After a few minutes, gather everyone together, and have each team share what they found by pointing to their objects and saying the colours aloud.

Key competences: Communication

Pupils develop their speaking skills by practising the correct intonation in the sentences they say.

Life skills: Developing self-esteem

Pupils complete the tasks in a safe and supportive learning environment, which helps build their self-esteem.



My name's Mr Green.
What's your name?

We learn to

- Ask and answer questions about locations
- Say where something is

Vocabulary

- Prepositions of place
- Classroom furniture

Structures

- *Where's the...? It's (on) the...*
- *The (black) cat is (under) the...*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available

Page 7

Lead-in

Bring a small, familiar object, like a toy or a book, and place it around the classroom on different locations relative to another items (like a chair or desk).

Begin teaching the lesson by placing the object in front of the chair and ask **Where's the toy / book?** Then introduce the preposition by saying **It's in front of the chair.**

Repeat this with each preposition. Place the toy / book on the chair, under the chair, behind the chair, and in the desk drawer (if available).

After a few rounds, quietly whisper an instruction to a pupil, like **Put the toy / book under the desk.** Then ask the class **Where's the toy / book?**

1 Let's revise. Look and say. Where is the cat?

Ask pupils to open their Student's Books at page 7. Put up your book. Point to each picture and ask **Where is the cat?** Let pupils try to answer on their own, encouraging them to use the correct preposition.

Go through each picture with the class, saying the full sentence - **The cat is in the box / under the box,** etc. Pupils listen and point to the pictures.

Have pupils work in pairs. One pupil points to a picture and asks **Where is the cat?** The other answers using the correct preposition. Then, they switch roles.

Key competences: Communication

Pupils ask and answer questions about locations using the correct prepositions.

LESSON 3 **STARTER** UNIT

1 Let's revise. Look and say. Where is the cat?

in the box on the box under the box behind the box

in front of the box

2 Complete. Listen and check.

1 The black cat is under the carpet.
 2 The cat is the board.
 3 The cat is the desk.
 4 The cat is the chair.
 5 The cat is the cupboard.
 6 The cat is the door.
 7 The cat is the lamp.
 8 The cat is the bin.

Welcome Kids!
Oh, but... where are my cats?

Activity Time page 5

2 Complete. Listen and check.

Invite pupils to look carefully at the picture. Ask questions such as:

How many cats can you see?

What colour are they?

What classroom furniture can you see?

Point to Mr Green and explain that he is looking for his cats, and he needs their help to find them.

Ask pupils to complete the sentences with the correct colours and prepositions either individually or in pairs. Play the audio for them to listen to and check their answers. Then go through the answers with the class.

Key competences: Communication

Pupils describe locations both by speaking and writing.

Audio script

Speaker

- | | |
|-------|---|
| one | The black cat is under the carpet. |
| two | The green cat is in front of the board. |
| three | The blue cat is under the desk. |
| four | The brown cat is on the chair. |
| five | The yellow cat is in the cupboard. |
| six | The red cat is behind the door. |
| seven | The orange cat is on the lamp. |
| eight | The pink cat is in the bin. |

Answers:

2 green, in front of; 3 blue, under; 4 brown, on; 5 yellow, in; 6 red, behind; 7 orange, on; 8 pink, in

We learn to

- Talk about our own or other people's feelings and emotions

Vocabulary

- Adjectives to describe feelings and emotions

Structures

- *I'm (sad).*
- *Peter is (happy).*
- *Sue is (scared).*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- IWB if available

Page 8

Lead-in

Start the lesson by miming the emotions. Say an emotion, show it with your face and gestures, and invite pupils to imitate you. You can use these:

Happy: Smile big and clap your hands.

Sad: Frown and pretend to cry.

Angry: Furrow your brows and cross your arms.

Scared: Widen your eyes and open your mouth slightly as if you've just seen something shocking. Raise your hands near your face, palms outward, and tremble slightly to show fear.

Surprised: Open your mouth and widen your eyes.

Disgusted: Wrinkle your nose and stick out your tongue.

Next, say the emotions (one at a time) in random order and invite pupils to mime them. Then, mime the emotions (one at a time) and ask pupils to name them.

Alternatively you can play the **Simon Says** emotion game.

Stand in front of the class and explain that you will be the leader. Say **Simon says** and name an emotion (e.g. **Simon says be happy!**). Pupils must mime that emotion.

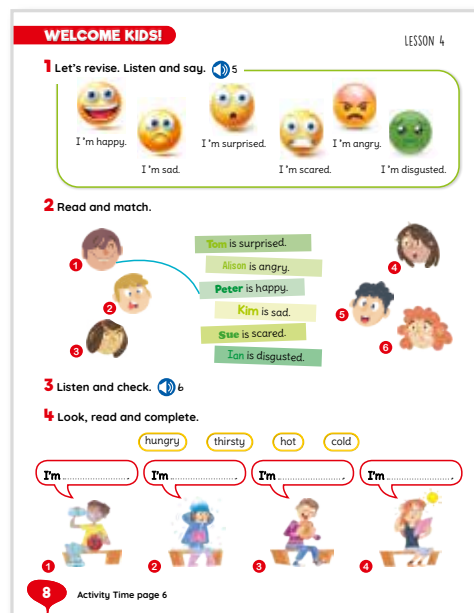
If you don't say *Simon says*, they don't move.

When a pupil makes a mistake, they don't sit out. Instead, they become the teacher's assistant and watch carefully to spot others who make mistakes.

1 Let's revise. Listen and say.

Tell pupils to open their Student's Books at page 8. Prepare them for the listening task by doing the following:

Show the emojis and ask pupils to describe what they see (e.g. **What feeling does this emoji show?**).



Read each sentence aloud (e.g. ***I'm happy***) while pointing to the corresponding emoji. Ask pupils to point to the emojis with you.

Read out the instructions and make sure everyone understands what they need to do. Play the audio once through for pupils to listen to and get familiar with the sentences. Play the audio again, pausing it after each sentence for pupils to repeat.

Audio script

- Speaker** *I 'm happy.*
I 'm sad.
I 'm surprised.
I 'm scared.
I 'm angry.
I 'm disgusted.

Follow-up activity

Whisper an emotion to each pupil. Invite them to walk around the classroom and act out their emotion. When they meet another pupil, they stop, say their sentence (e.g. ***I'm happy!***), and listen to their classmate's sentence (e.g. ***I'm angry!***).

Pupils keep moving around, talking to different classmates until everyone has interacted with several others. Walk around the classroom as pupils are acting out their emotions. Listen to their sentences and correct pronunciation if needed, or encourage them with positive reinforcement (***Great acting! Well done!***).

You can occasionally join in with the pupils, showing enthusiasm and acting out an emotion yourself to keep the energy up.

Key competences: Communication

Pupils learn how to use the language appropriately in different situations, such as expressing emotions in a social setting.

Life skills: Helping each other out in class

Pupils help each other in a positive and constructive way.

2 Read and match.

Tell pupils to read the sentences silently and look at the pictures. Then, point to the example sentence and explain to them to match other sentences with the correct pictures. Let them work in pairs. Monitor their work and interaction, and provide support if needed. Do not check answers at this stage, but after the listening activity as described in exercise 3.

Answers:

- 1 Peter is happy.
- 2 Ian is disgusted.
- 3 Alison is angry.
- 4 Sue is scared.
- 5 Tom is surprised.
- 6 Kim is sad.

3 Listen and check. 6

Play the audio for pupils to listen to and check their answers in exercise 2. Then, check answers with the class.

Audio script 6

- Speaker** one - Peter is happy.
two - Ian is disgusted.
three - Alison is angry.
four - Sue is scared.
five - Tom is surprised.
six - Kim is sad.



4 Look, read and complete.

Revise the vocabulary by doing the actions and saying the sentences.

Pretend to hold a glass and take a sip, then wipe your mouth as if you have just had a drink, and say **I'm thirsty**.

Wrap your arms around yourself, shiver, and rub your hands together, and say **I'm cold**.

Rub your stomach and make a yummy face, or pretend to eat something, and say **I'm hungry**.

Fan yourself with your hand or wipe your forehead, and say **I'm hot**.

Each time you do an action and say a sentence, invite pupils to join in and do the same.

Tell pupils to look at the pictures and identify the feelings in pairs. Then, ask them to complete the sentences with the correct words individually and compare their answers with a partner. Monitor them while doing the task and provide help if needed. Check answers with the class.

Answers:

- 1 thirsty
- 2 cold
- 3 hungry
- 4 hot

We learn to

- Describe physical appearance

Vocabulary

- Body parts

Structures

- *I've got (two legs).*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- IWB if available

Page 9

Lead-in

Introduce the topic and revise the vocabulary. You can say **Today, we are going to revise some body parts vocabulary. Stand up! Look at me carefully. I will point to different body parts, and you need to do the same as I do. Ready?**

Point to your body parts, one by one (*eye / nose / tooth / hand / tummy / foot*) and say the corresponding words out loud, encouraging pupils to follow along and point to their own body parts as they say the words aloud.

You can also ask a few pupils to lead the activity by pointing to their body parts and having the rest of the class follow them.

Introduce plural forms with a simple chant. Present the chant clearly and slowly, pointing to your own body parts as you say each line:

***I've got one nose, two eyes, two hands and two feet.
I've got a tummy and nice white teeth.***


Encourage pupils to point to their own nose, eyes, hands, feet, tummy and teeth as they say the chant along with you. Make sure they follow the rhythm of the chant and match the body parts to the words correctly.

Repeat the chant several times, allowing pupils to join in more confidently each time. You can also select a few pupils to lead the chant while the rest of the class follows along.

LESSON 5 STARTER UNIT


1 Let's revise. Listen to the teacher and repeat.

singular	plural
eye	eyes
hand	hands
nose	noses
tummy	tummies
foot	feet
tooth	teeth



2 Look, read and complete.

feet eyes hands noses hair arms tummy ears



I've got two noses.....
 three e....., three mouths,
 four purple a.....
 four blue e....., six f.....
 a blue t..... and red h.....
 My h.....are purple and my legs
 are green.

Activity Time page 7 **9**

1 Let's revise. Listen to the teacher and repeat.

Tell pupils to open their Student's Books at page 9. Point to the words in the chart, and say the singular and plural forms of the nouns (e.g. **eye, eyes**). Invite pupils to point to the words in the chart and repeat them after you. Then, have pupils focus on the red letters in the plural form column, and guide them to conclude how the plural forms are created. You may ask the following questions:

1 What letter (suffix) do we add to make most nouns plural? What do we add to "eye", "hand", "nose"?

2 Does "tummy" follow the same rule? What happens to "y"?

3 Do "foot" and "tooth" follow the rule? Do we add -s or -es to these nouns to make their plural forms?

Explain to pupils that *foot* and *tooth* have irregular plural forms, and provide a few more examples of irregular plurals (e.g. *child – children, man – men, woman – women*).

2 Look, read and complete.

Prepare pupils for the task. Direct their attention to the picture of the monster, and ask them questions such as:

1 How many noses has the monster got? How many eyes and feet?

2 What colour are its hands? And its legs?

3 What colour is its tummy? And its hair?

Read the instructions and the words aloud. Ask pupils to complete the sentences individually and compare their answers with a partner. Monitor their work and offer help if needed. Then, check answers with the class.

Answers:

noses, eyes, arms, ears, feet, tummy, hair, hands

Follow-up activity

Ask pupils to draw and describe a monster, either by speaking or writing, using the text in the exercise as a model.

Key competences: Learning to learn

Pupils discover grammar rules spontaneously, without being fully aware of it.



We learn to

- Name farm animals
- Talk about ability

Vocabulary

- *hen, duckling, swan, frog, horse, rabbit, bird, duck, cow, sheep*
- *fly, run, swim, jump*

Structures

- *I can (fly).*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available

Lead-in

Tell pupils that today's lesson is all about farm animals, and **pre-teach** the vocabulary by modelling the animal sounds and movements, and saying the farm animals' names. For example:

Shout **Cluck, cluck!** while pretending to peck the ground with your hands. Then say **I'm a hen.**

Call out **Hop, hop!** while hopping on the spot and twitching your nose. Add **I'm a rabbit.**

Quack (**Quack, quack!**) while waddling like a duck and flapping your arms. Finish with **I'm a duckling.**

Chirp **Tweet, tweet!** while flapping your arms like wings pretending to fly. Say **I'm a bird.**

Honk (**Honk, honk!**) while gliding around gracefully, moving your arms like wings. Add **I'm a swan.**

Shout again **Quack, quack!** but this time, you can squat down and waddle low, showing the difference from the duckling. Say **I'm a duck.**

Croak (**Ribbit, ribbit!**) while jumping like a frog with hands near your chest to show its shape. Then say **I'm a frog.**

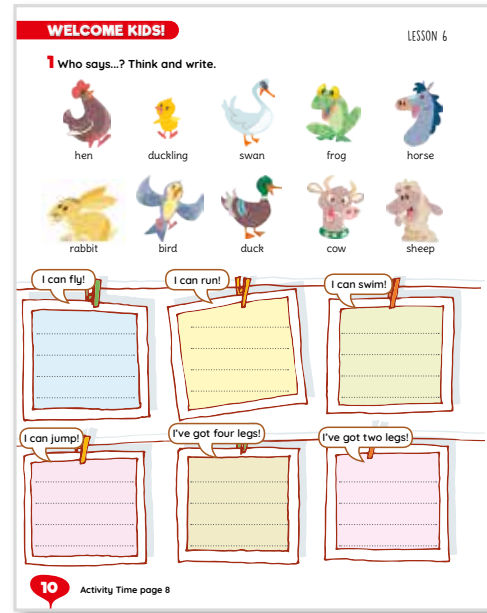
Call out **Moo!** gently moving your arms like horns. Finish with **I'm a cow.**

Neigh (**Neigh, neigh!**), act out galloping. Say **I'm a horse.**

Bleat **Baa, baa!** pretending to graze by slowly moving your head side to side, Finish with **I'm a sheep.**

Each time you introduce an animal's sound, movement and name, encourage pupils to follow you and join in, allowing them to add their own ideas, like exaggerated movements or extra sounds, to make it more fun and energetic.

Once all the animals are introduced, point to yourself and ask **Who am I?** Mime an animal, and encourage pupils to shout out its name. Let them take turns miming animals while the class guesses.



1 Who says...? Think and write.

Draw pupils' attention to the pictures of the animals. Call out individual pupils to identify the animals they see. Then, ask questions such as:

1 Which animals say 'I can fly'? (*swan, bird, duck*).

2 Which animals say 'I've got two legs'?
(*hen, duckling, swan, bird, duck*)

Read out the instructions, and ask pupils to complete the task individually or in pairs. Monitor their work and offer help if needed. Then, check answers with the class.

Answers:

- I can fly! (*swan, bird, duck*)
- I can run! (*horse, cow, sheep*)
- I can swim! (*swan, frog, duck, duckling*)
- I can jump! (*frog, sheep, horse, rabbit*)
- I've got four legs. (*rabbit, cow, sheep, horse*)
- I've got two legs. (*hen, duckling, duck, swan*)

Follow-up activity

Tell pupils to draw and write a short description of a new imaginary farm animal by combining characteristics and abilities from the animals they have just learnt about. (e.g. **My animal can jump, swim and run.**)

Invite pupils to present their new animal to the class, explaining its abilities.

Key competences: Critical thinking

Pupils classify animals based on their abilities and characteristics.

We learn to

- Talk about food we like or dislike

Vocabulary

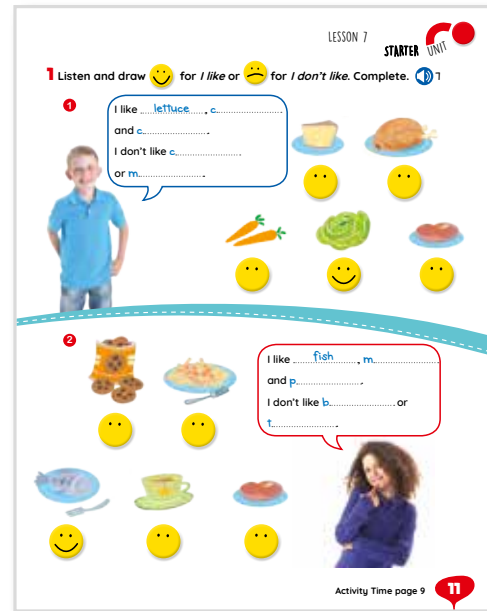
- *cheese, chicken, carrots, lettuce, meat, biscuits, pasta, fish, tea*

Structures

- *I like (cheese).*
- *I don't like (tea).*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- IWB if available
- Photocopiable worksheet 1



Page 11

Lead-in

Draw the food items (cheese, chicken, carrots, etc.) on small cards or slips of paper. Mix them in a bowl or bag. Show the class two large paper plates or draw two faces on the board - a happy face (*I like*) and a sad face (*I don't like*). Pick a card from the bowl, name the food item (e.g. *carrots*), rub your tummy, make a happy face and say ***I like carrots***. Pick another card from the bowl, name the food item (e.g. *tea*), make a sad face and say ***I don't like tea***.

Pass the bowl around. Invite pupils to draw a card (one at a time), name the food item, and say *I like (the food item)* or *I don't like (the food item)* while making a happy or a sad face.

Stick the cards with food items on the board and write the corresponding food name next to each. Point to the words, read them aloud, and ask pupils to repeat after you. Go through all the words several times until pupils get confident enough to read them independently. Remove the cards leaving the words on the board. Invite individual pupils to read them aloud.

1 Listen and draw 😊 for I like or ☹️ for I don't like. Complete. 🔊 1

Tell pupils to open their Student's Books at page 11. Ask them to name the food items they see. Read out the instructions and explain that they need to listen and complete the sentences with the correct words. Make it clear they should also draw happy or sad faces. Play the audio once through for pupils to listen to and get familiar with the task. Play the audio again for pupils to listen to and complete the task individually. Once everyone

has finished, ask them to compare their answers with a partner. Then, check answers with the class.

Answers:

Boy I like lettuce, carrots and cheese.
I don't like chicken or meat.

Girl I like fish, meat and pasta.
I don't like biscuits or tea.

Audio script 🔊 1

Speaker one

Boy *I like lettuce, carrots and cheese.
I don't like chicken or meat.*

Speaker two

Girl *I like fish, meat and pasta.
I don't like biscuits or tea.*

Follow-up activity

Ask pupils to draw a large plate on a piece of paper and divide it into two sections - *I like...* and *I don't like...* Tell them to think about the food items from the lesson and draw the pictures of the foods they like and they don't like. Explain that they should write a sentence under their drawings - *I like (the names of the food items)* and *I don't like (the names of the food items)*. Once they have finished, invite pupils to present their work to the class by showing their plates and saying their sentences aloud.

Alternatively, you can prepare **photocopiable worksheet 1** for pupils to do the tasks.

Teaching tips

As an **extension**, you can display pupils' plates around the classroom for the class to guess who the plates belong to (*I think this is Milica's plate*).

Pupils are repeatedly exposed to the vocabulary which helps strengthen their memory of the words and structures. The guessing game encourages communication and collaborative thinking, reinforcing social interaction among peers. The physical movement around the classroom and mental engagement in the guessing game keep pupils focused and involved. Presenting their own plates and having their peers guess boost pupils' confidence in speaking and using English in a fun, relaxed setting.



We learn to

- Name numbers from 1 to 10
- Read and write numbers from 1 to 10
- Solve simple maths problems

Vocabulary

- *one, two, three, four, five, six, seven, eight, nine, ten*

Structures

- *Nine minus eight is one.*
- *One plus three is four.*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available

Page 12

Lead-in

Play the **Number Bingo** game with pupils to revise numbers. Draw a 3 x 3 bingo grid on the board. Invite pupils to copy the grid into their notebooks and write 9 numbers (from 1 to 10) in it, choosing the numbers themselves, but not repeating, any. Once the grids are ready, explain to pupils that you will call out numbers from 1 to 10 randomly, and that they should check if they have it in their grids. If they do, they cross it out. The first pupil to cross out all the numbers shouts *Bingo!* and wins the round.

1 Let's revise. Listen and say. 8

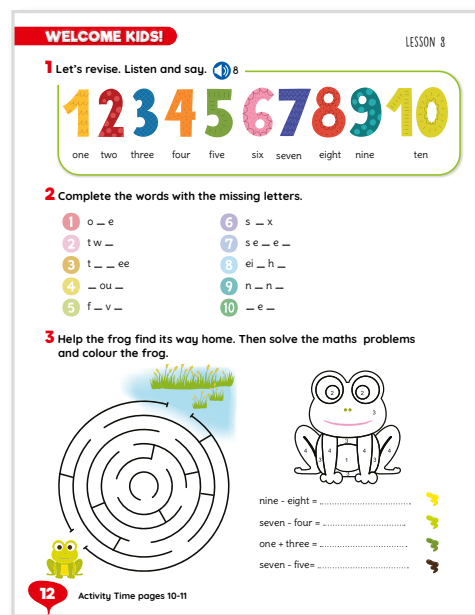
Tell pupils to open their Student's Books at page 12. Invite them to look at the numbers and identify the colour of each number, in random order. Ask **What colour is number five / three / eight / one...?**

Now, ask pupils to identify the numbers by saying their colours (e.g. **It's (green).** **What number?**)

Read out the instructions and make sure everyone understands what they need to do. Play the audio once through for pupils to listen to. Play the audio again, pausing it after each number for pupils to listen and repeat.

Audio script 8

Speaker *one two three four five six
seven eight nine ten*



2 Complete the words with the missing letters.

Read out the instructions. Ask pupils to complete the words individually and compare their answers with a partner. Refer them back to the words below the numbers in exercise 1, and explain that they can find the missing letters there.

Once they have finished, check answers with the class.

3 Help the frog find its way home. Then solve the maths problems and colour the frog.

Read out the instructions. Divide the activity into 3 stages.

Stage 1: Ask pupils to study the maze with a partner. Then invite them to colour the path from the frog to its home any colour they like.

Stage 2: Draw pupils' attention to the maths problems. Ask them to solve the problems individually. As they work, monitor their progress, and offer help if needed. Once everyone has finished, check answers with the class and write them on the board.

Answers:

one
three
four
two

Stage 3: Put up your book and point to the thick, wavy lines next to each number. Invite pupils to name the colours. Then, point to the frog and ask pupils to colour it according to the number-colour key.

Follow-up

Ask pupils to write their own maths problems in their notebooks using numbers from 1 to 10. Then, tell them to exchange their maths problems with a partner. The partners should solve the problems and check each other's answers.

Next, invite a few pupils to share their maths problems with the class and solve them together.

Key competences: communication and collaboration, problem-solving, critical thinking, creativity

Pupils are required to think, communicate and collaborate while doing the tasks. They have to think critically to help the frog find its way home and solve maths problems. Additionally, they develop their creativity, as they are asked to colour the frog, and create their own maths problems.



We learn to

- Name numbers from 11 to 20
- Do simple maths in English

Vocabulary

- *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

Structures

- *Twenty minus seven is thirteen.*
- *Twelve plus three is fifteen.*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- IWB if available

STARTER UNIT

Listen and say. Then count, write and complete.

1 twenty - seven = *thirteen* It's a *doll*

2 twelve + three = It's an i.....

3 eleven + five = It's a s.....

4 eighteen - six = It's a s.....

5 thirteen - two = It's a s.....

6 nineteen - one = It's a t.....

7 fourteen + three = It's a d.....

8 seventeen - three = It's a t.....

9 ten + ten = It's a s.....

10 fifteen + four = It's an a.....

Page 13

Lead-in

Play the **Listen For Your Number** game with pupils to revise numbers 11 - 20. Create two or three identical sets of number cards (11 - 20) depending on the number of pupils in your class. If you have, for example, 26 pupils, prepare two full sets of number cards (11 - 20), and one partial set with numbers 11 - 16 or any other numbers from 11 to 20.

Shuffle the cards and hand them out randomly to the pupils. Explain that you will call out numbers from 11 to 20, and that they need to listen to you carefully. When they hear their number, they should stand up and say it aloud.

Listen and say. Then count, write and complete.

Tell pupils to open their Student's Books at page 13. Invite them to look at the number cards and identify the colour of each number card in random order. Ask **What colour is eleven / fifteen / nineteen / twelve...?** Now, ask pupils to identify the numbers by connecting them with the objects. Ask **What number is the star / doll / train / scooter...?**

Read out the instructions and make sure everyone understands what they need to do. Play the audio once through for pupils to listen to. Play the audio again, pausing it after each number for pupils to listen to, count, write and complete the sentences. Invite them to do the activity individually and compare their answers with a partner. Then, check answers with the class.

Audio script

Speaker	<i>eleven</i>	<i>twelve</i>	<i>thirteen</i>
	<i>fourteen</i>	<i>fifteen</i>	<i>sixteen</i>
	<i>seventeen</i>	<i>eighteen</i>	<i>nineteen</i>
	<i>twenty</i>		

Answers:

- 2 Twelve plus three is fifteen. It's an ice-cream.
- 3 Eleven plus five is sixteen. It's a sandwich.
- 4 Eighteen minus six is twelve. It's a star.
- 5 Thirteen minus two is eleven. It's a shark.
- 6 Nineteen minus one is eighteen. It's a tortoise.
- 7 Fourteen plus three is seventeen. It's a drum.
- 8 Seventeen minus three is fourteen. It's a train.
- 9 Ten plus ten is twenty. It's scooter.
- 10 Fifteen plus four is nineteen. It's an apple.

Follow-up

Ask pupils to create their own maths riddles, using numbers 1 - 20 and the objects in exercise 4. For example: *sixteen + three (nineteen) It's an apple.* Once the riddles are ready, have pupils take turns sharing them with the class. Pupils read their riddles aloud (one at a time), but only the maths problem, not the object. For example: *Sixteen plus three. What's the answer? What's the object?* The rest of the class solves the maths problems and identify the objects in their books.

Pages 2-3

1 Look and trace the letters.

Put up your workbook and point to letter A. Pretend tracing the letter with your pencil following the arrows and show pupils how to write it correctly. Invite them follow along and trace the letter in their workbooks. Then, ask pupils to trace all other letters on their own, reminding them to follow the arrows. Walk around the classroom to check they are tracing the letters correctly.

2 Fill in the missing letters.

Draw pupils' attention to the carrots and ask them to identify the letters. Ask what they think they need to do with the rest of the carrots. If needed, explain that they need to write the missing letters. Point out that they should write the capital / uppercase letters. Ask them to do the task individually. Walk around to check they are writing the letters correctly. Check answers with the class.

3 Listen and play The Spelling Game.

Tell pupils to look at the pictures and ask **What are the boy and the girl doing?** (They're playing a game.)

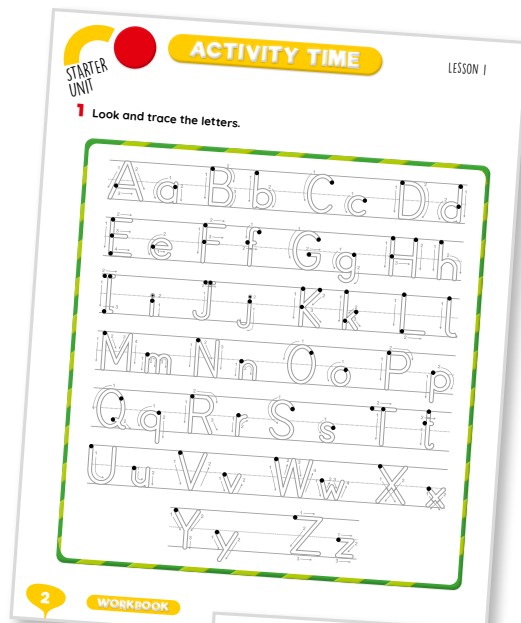
What game are they playing? (The Spelling Game.)

Play the audio for pupils to listen to and follow the sentences in their workbooks. Invite two pupils to read the sentences aloud. Then, put pupils into pairs and invite them to think of three words to spell out with their partners, using the model they have just heard. Monitor their progress and check they are speaking English.

Invite a few pairs to share their words with the class by spelling them aloud. Provide feedback and praise their efforts, focusing on correct spelling and pronunciation.

REAL TASK

Assign this as homework and go through the task instructions with the class. Explain that they will have to work in groups of three or four. Decide how to form groups: either form groups in the class or let pupils choose their own groups. Remind them to complete their posters at home and bring them to the next class.



Pages 4-5

1 Read and match.

Go through the sentences in the speech bubbles with the class. Ask them to match the sentences / questions on the left to the correct responses on the right. Match the first pair as an example (*Hello! Hi!*). Ask pupils to complete the task individually and then compare their answers with a partner. Then, check answers with the class.

Answers:

- Nikola** Hello!
- Tom** Hi!
- Nikola** My name is Nikola. What's your name?
- Tom** My name's Tom!
- Nikola** How do you spell your name?
- Tom** T-O-M.
- Nikola** How are you?
- Tom** I'm fine, thank you.
- Nikola** Nice to meet you.
- Tom** Nice to meet you, too!

2 Circle the words.

Read the colour words aloud together with pupils to ensure they recognise and pronounce them correctly. Point to the word search and say **Look at the word search. Your task is to find and circle all the colour words in the word search.** Remind them to check carefully as the words can go across or down. Monitor their progress and offer help if needed.

3 Write numbers 1 – 5 in the right places. Then say where the racoon is.

Ask pupils to look at the pictures and match each one with the correct preposition. Demonstrate the activity. Put up your workbook, point to the preposition *in* and ask **Which number?** Invite pupils to complete the task individually and compare their answers with a partner. Monitor their progress and then check answers with the class.

Answers:

- 1 under, 2 on, 3 behind, 4 in front of, 5 in
- After checking the answers, ask pupils to say where the racoon is in each picture. For example: **Where is the racoon in picture 1?** (*It's under the box.*)

ACTIVITY TIME LESSON 2-3

1 Read and match.

Hello!

My name is Nikola. What's your name?

How do you spell your name?

How are you?

Nice to meet you.

I'm fine, thank you.

T-O-M.

Hi!

Nice to meet you, too!

My name's Tom!

ACTIVITY TIME

2 Circle the words.

- PINK
- GREEN
- WHITE
- BROWN
- BLUE
- GREY
- PURPLE
- ORANGE
- YELLOW
- RED
- BLACK

O	R	A	N	G	E	R	E
A	Y	E	L	R	E	E	G
B	P	I	R	E	D	N	B
L	P	O	L	E	G	E	R
A	U	P	I	N	K	N	O
C	R	P	U	R	P	L	W
K	P	G	R	E	Y	B	N
G	L	E	E	N	E	L	E
Y	E	L	L	O	W	U	A
N	A	W	H	I	T	E	B

3 Write numbers 1 - 5 in the right places. Then say where the racoon is.

1 2 3 4 5

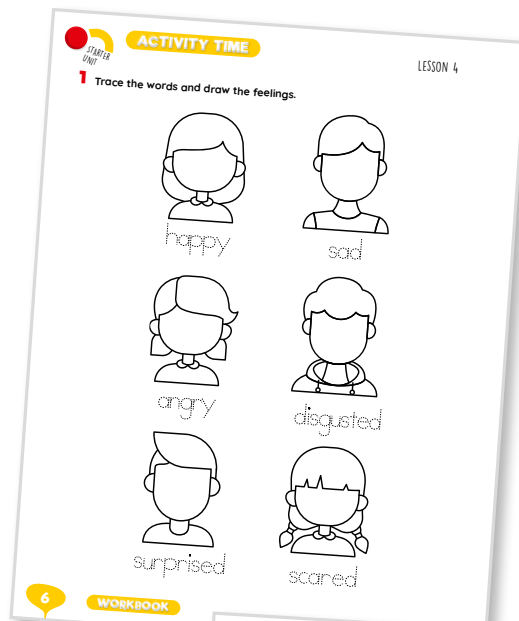
in under on behind in front of

WORKBOOK 5

Page 6

1 Trace the words and draw the feelings.

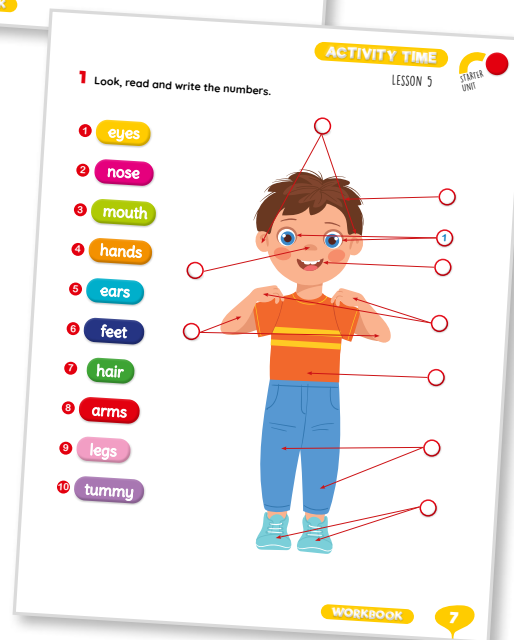
Demonstrate the activity to pupils. Put up your workbook, pretend to trace the word *happy* and draw a happy face. Then, ask pupils to complete the task individually and compare their answers with a partner. Monitor their progress as you walk around, asking individual pupils to read the words they are tracing or identify the feeling. For example, **What's this word? Is the girl / boy (happy)? Which word matches (scared)?**



Page 7

1 Look, read and write the numbers.

Ask pupils to read the list of body parts. Then, have them match each one to the correct body part in the picture by writing the corresponding numbers. Point out the example to guide them. Ask pupils to complete the task individually and compare their answers with a partner. Monitor their progress as you walk around, asking individual pupils to name the parts of the body. For example, **Which part of the body is this? What colour is the boy's hair? What colour are his eyes?** Once they have finished, check answers with the class.



Page 8

1 What's next? Draw and write.

Listen and check. 2

Invite pupils to look at the first row of pictures and name the animals they see. Then, ask them to think about which animal comes next. Demonstrate by pretending to draw and write cow as an example. Ask pupils to complete the task individually and then compare their answers with a partner. Monitor their progress as you walk around, encouraging individual pupils to name the animals they are drawing and explain (in L1) why they think each animal belongs to that place. Play the audio for pupils to listen to and check their answers. Then, check answers with the class.

Answers:

1 cow, 2 sheep, 3 frog, 4 duck, 5 rabbit



Page 9

1 Complete the crossword.

Invite pupils to look at the pictures of food items and name them. Point out the example in the crossword and ask pupils to complete it either individually or in pairs, checking if they can write the food names correctly. Monitor their progress as you walk around, but do not help them. Once they have finished, check answers with the class.

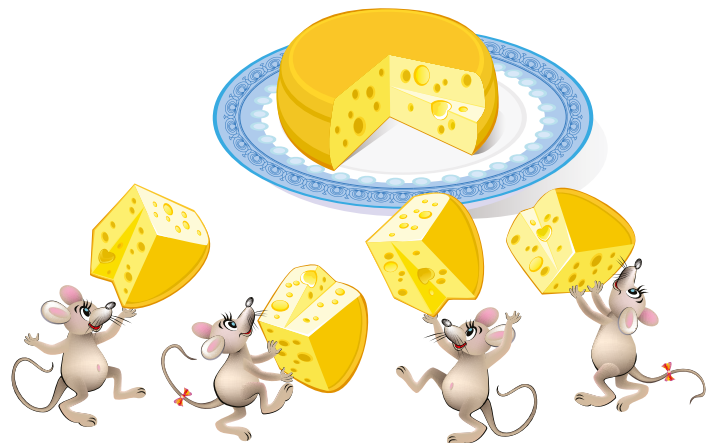
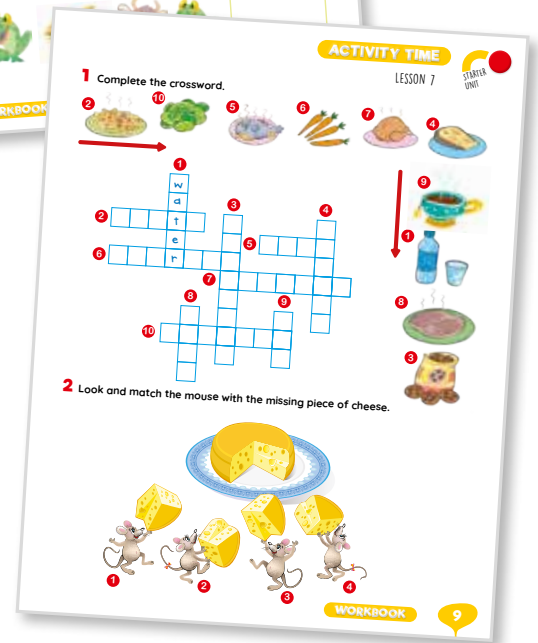
Answers:

Across – 2 pasta, 5 fish, 6 carrots, 7 chicken, 10 lettuce
Down – 3 biscuits, 4 cheese, 8 meat, 9 tea

2 Look and match the mouse with the missing piece of cheese.

Ask pupils to look at the pictures carefully and find the mouse holding the missing piece of cheese in pairs. Since the task requires a higher level of thinking skills, if your pupils are struggling to find the correct mouse, do it as a whole class activity.

Answer: Mouse number 1.



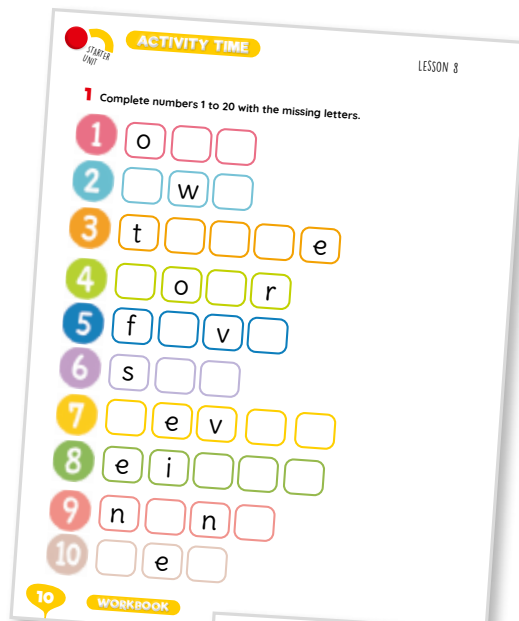
Pages 10-11

1 Complete numbers 1 to 20 with missing letters.

Ask pupils to complete the numbers individually, checking if they can write them correctly. Walk around to monitor their work, but do not help them. Once they have finished, check answers with the class.

Answers:

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten
- 11 eleven
- 12 twelve
- 13 thirteen
- 14 fourteen
- 15 fifteen
- 16 sixteen
- 17 seventeen
- 18 eighteen
- 19 nineteen
- 20 twenty





Photocopiable worksheet 1

Name : _____ Date : _____

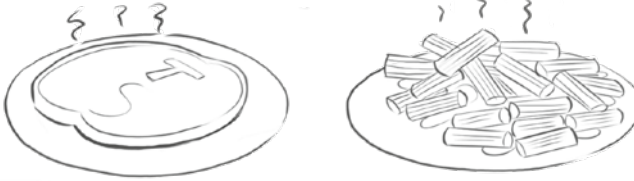
Write what the kids like and what they don't like.


1 ✓ **x**




 I
but
.....


2 ✓ **x**



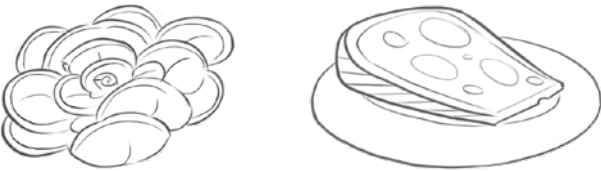
 I
but
.....


3 ✓ **x**



 I
but
.....

4 ✓ **x**



 I
but
.....

Complete.

Do you like pasta? Yes,

Do you like tea? No,

Do you like meat? No,

Do you like fish? Yes,

The Story Garden • Letter to parents

Hello, dear parents,

We are about to start a new school year, and we're going to ask you the usual question: *Shall we work together?* You know that we love to have this open conversation with you, and with your family members, in pursuit of collaboration, which will help our pupils see that you also play an important part in their school life.

In the **Welcome Unit**, which we have just completed, we dusted off topics studied in previous years: **colours, prepositions of place, feelings and emotions, parts of the body, animals, actions, food** and **numbers**. If you thought we had forgotten everything over the summer, then we're about to prove you wrong, because it only took fun refreshing activities in class to recall all the vocabulary studied in previous years.

This is the text from a fun activity we did in class, which we suggest you listen to with your child:

<i>one</i>	<i>The black cat is under the carpet.</i>
<i>two</i>	<i>The green cat is in front of the board.</i>
<i>three</i>	<i>The blue cat is under the desk.</i>
<i>four</i>	<i>The brown cat is on the chair.</i>
<i>five</i>	<i>The yellow cat is in the cupboard.</i>
<i>six</i>	<i>The red cat is behind the door.</i>
<i>seven</i>	<i>The orange cat is on the lamp.</i>
<i>eight</i>	<i>The pink cat is in the bin</i>



We're sure you have already guessed what we're going to ask you to do, right?

Our friend, Mr Green filled the classroom with colourful little cats, which are hiding all over the place.

Cover the text with a piece of paper and challenge the whole family.

Each of you has to find the most cats possible, naturally saying where they are in English.

Go for it! Let's see who is the best.

We think we know who will win this challenge, but we don't want to say anything for sure. OK then, here is our prediction:

parents 1 - children 2.

Have fun and see you soon!

Mr Green

This unit takes your pupils on an exciting adventure into the world of dinosaurs with Mr. Green. They will explore **The Lost World** by Sir Arthur Conan Doyle, meet Rudy the dinosaur and his friends, and learn new English words. In the **CLIL** section, they will complete scientific fact files and make fossils. In the **Living English** section, they will visit the National History Museum in London. Get ready for an unforgettable adventure with Mr. Green!

Learning objectives

Knowledge

Numbers 21 to 100
 The family
 Personal subject pronouns
 Possessive adjectives
 Present simple of the verb *to be*

Skills

Naming numbers from 21 to 100
 Describing family members, how they are related and their age
 Matching a picture to a description
 Recognising and saying words with similar pronunciation
 Recognising and producing L2 sounds and rhythms

Vocabulary

Numbers from 21 to 100
father, mother, brother, sister, grandfather, grandmother, uncle, aunt, cousin

Communicative structures

How old are you? I'm...
How old is he/she? He is... / She is...
This is my...
He's my... / She's my...

Intermediate goals in the development of competences

Basic competences

Counting up to 100
 Describing family members and their relationships
 Reading and acting out a story
 Answering comprehension questions about the story
 Matching sentences to pictures
 Using the acquired language in communication

Key competences

Communication: understanding spoken and written messages; completing short texts based on listening
Collaboration and participation: working together respectfully and equally in class; participating positively and constructively in a group work
Learning to learn: selecting information by identifying links and connections
Planning: writing a dinosaur fact file; making a family tree

Life skills

Appreciating the value of everyone's differences and uniqueness

Creative thinking

Activities

Singing and miming a song
Identifying language based on listening
Using language learnt in a game

Listening to, understanding and acting out a short story

CLIL

Science: making a dinosaur fact file; making a fossil

Living English

Learning about the Natural History Museum in London and the Natural History Centre of Serbia in Svilajnac

Cross-curricular links

Physical education and sports: moving freely, and confidently to the rhythm; following rules; using gestures and movement to communicate individually or in groups
Music: recognising and reproducing musical rhythms and intonation; performing simple songs

Maths: solving simple equations
Arts and craft: using materials to make a fossil; figuring out how to make something

Teaching materials and resources

The Story Garden 3 Student's Book pp. 14-31
The Story Garden 3 Workbook pp. 12-23; 84-85; 96-97
Audio CD
Photocopiable worksheets 1-4
Digital Book
Lapbook 3
Poster

Usual everyday classroom kit
For **CLIL:** shells, plaster, soil, water, a brush, plastic or paper tubs

We learn to

- Understand and name family members' relationships
- Sing a song
- Say numbers from 21 to 100

Vocabulary

- *mother, father, grandmother, grandfather, sister, brother, aunt, uncle, cousin*
- *Numbers 21 - 100*

Structures

- *She is my (mother).*
- *He is my (uncle).*
- *We are (a big family).*
- *I love my (mother).*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- Family member words on separate pieces of paper (*mother, father, grandmother, grandfather, brother, sister*)
- IWB if available
- Lapbook 3

Pages 14 and 15

Lead-in

Play the **Family Member Charades** game with the class to get them motivated for learning. Start by asking if they can remember the names of any family members they learnt in grade 2. Write their answers on the board (*mother, father, grandmother, grandfather, brother, sister*) and read them aloud, inviting pupils to repeat after you. Place the pieces of paper with family member words on your desk, face down.

Invite pupils to take turns picking a piece of paper and acting out the family member without speaking.

For example:

Acting like a mother: Pretend to cook or hug someone.

Acting like a father: Pretend to read the newspaper or fix something.

Acting like a brother: Pretend to play a video game or run around.

Acting like a sister: Pretend to talk on the phone or play with a doll.

Acting like a grandmother: Pretend to knit or tell a story.

Acting like a grandfather: Pretend to read a book or walk slowly with a cane.



The rest of the class guesses which family member is being acted out.

1 Listen and point. Say. 10

Tell pupils to open their Student's Books at pages 14 and 15. Ask them to look at the picture and describe what they see. You may guide them with these questions:

1 What animals can you see in the picture?

2 Where are the dinosaurs?

3 What colours are they?

4 Are they a family?

5 How many family members are there in their family?

6 Do you think they are a happy family? Why?

Write *aunt, uncle* and *cousin* on the board and explain their meanings to the pupils. You may want to use L1, which is perfectly fine, as the names of family relationships might differ significantly from those in English.

Check family vocabulary recognition by asking **Father / Mother / Grandfather / Grandmother / Sister / Brother! What number?** Then, call out different numbers, asking pupils to say / read the words.

For example, **Number eight? What's the word?**

Play the audio once through for pupils to listen to and point to the words. Then, play the audio again for pupils to listen to, point and repeat the words.

The **animated presentation** in the **Digital Book** should engage pupils. You can use it either as a presentation tool or afterwards to assess the vocabulary they have learned.

Audio script  10

Speaker *one – father*
 two – mother
 three – grandmother
 four – cousin
 five – uncle
 six – brother
 seven – sister
 eight – grandfather
 nine – aunt
 ten – me

Specific competences: Communicating in a foreign language

Pupils learn how language is used and improve their skills naturally.

2 Listen and sing.  11-12

Before playing the song, decide with pupils where the family members are in the classroom. Explain that they should imagine each family member sitting, standing, or doing something else in different places around the classroom. Tell them they should remember where each one is. Practise this by saying the family words aloud (one at a time) and asking pupils to point to the correct places. Play the song once through for pupils to listen to and become familiar with the lyrics. Play the song again, inviting pupils to listen and point to the correct places as the family members are mentioned. Continue playing the song until the pupils are familiar with the lyrics, then play the karaoke version for them to sing along and point to the correct places.

One big family  11-12

*Clap with me, sing with me,
 we are one big family!*
*Clap with me, sing with me,
 we are one big family!*

*She is my mother,
 he is my father.
 She's my grandmother,
 he's my grandfather.
 She is my aunt,
 he is my uncle.
 She is my cousin
 and this is me!*

*Clap with me, sing with me,
 we are one big family!*
*Clap with me, sing with me,
 we are one big family!*

3 Listen and play.  13

Direct pupils' attention to exercise 3. Read the instructions and play the audio. Ask pupils to guess the rules of the game. Explain that it is a memory chain game - they have to memorise a sequence of words and add one more family member to their sentence. They mustn't repeat any words that have already been mentioned. Make groups of ten, have them stand in small circles and start the game. Monitor pupils while playing to check they are following the rules and pronouncing the words correctly.

Audio script  13

Girl 1 *I love my mother.*
Boy *I love my mother and my father.*
Girl 2 *I love my mother, my father and my sister.*

Key competences: Collaboration and participation

Pupils participate in a group game in a positive and constructive way.

Language Tips

Here are some words that could be useful for pupils when completing the description of the family.

Stepfather - your mother's new husband

Stepmother - your father's new wife

Stepbrother - the son of your father or mother's new partner

Stepsister - the daughter of your father or mother's new partner



We learn to

- Identify full and short forms of the verb *to be*
- Use full and short forms of the verb *to be* in different contexts

Vocabulary

- happy, cold, dad, mum, family, friend, sister(s)*

Structures

- I am / 'm (happy).*
- You are / 're (cold).*
- He is / 's my (dad).*
- She is / 's my (mum).*
- It is / 's my (dog).*
- We / You / They are /'re (friends).*

Teaching materials and resources

- Student's Book 3
- Workbook 3

Page 16

Lead-in

Point to yourself and say ***I am happy***. Repeat the sentence twice and write it on the board.

Point to a pupil, ask ***Are you happy?*** Then, say and write on the board ***You are happy***. Follow the same approach to introduce the other forms of the verb *to be*.

Point to a boy, say ***He is happy*** and write it on the board. Point to a girl, say ***She is happy*** and write it on the board. Draw something on the board, say ***It is happy*** and write it on the board. Point to yourself and a few pupils, say ***We are happy*** and write it on the board. Point to the rest of the class, say ***You are happy*** and write it on the board. Finish with *They* - draw stick figures on the board, say ***They are happy*** and write it on the board.

Speaking practice


After introducing the forms of *to be*, pupils can practise them with an interactive speaking activity to reinforce learning. Here's a suggestion:

Tell pupils they are going to take turns making sentences using *am, is, or are* to describe themselves or others in the class.

Start by pointing to yourself and saying ***I am scared***. Then point to a girl or a boy and say ***She / He is hungry***. Finally, point to a group and say ***They are thirsty***. Encourage pupils to mime the emotions mentioned. Divide pupils into groups of four or five and ask them to practise what you have just demonstrated. Each pupil must make a sentence by pointing to someone (or a group) and describing them.

LESSON 2

THE LOST WORLD



LIVING GRAMMAR

Full forms		Short forms	
I am		I'm	
You are		You're	
He is		He's	
She is	happy.	She's	happy.
It is		It's	
We are		We're	
You are		You're	
They are		They're	

1 Complete the sentences with *am, is* or *are*.

1 I am happy.

2 You are cold.

3 He is my dad.

4 She is my mum.

5 It is my dog.

6 We are a happy family.

7 You are my friend.

8 They are sisters.

2 Match full and short forms.

1 I am a

2 He is b

3 You are c

4 She is d

5 It is e


a He's

b You're

c I'm

d It's

e She's



We are friends.

16 Activity Time page 13

You can provide a list of adjectives describing emotions on the board, or you can let pupils recall the adjectives they learnt in previous lessons.

Direct pupils' attention to the chart above exercise 1. Ask them to identify the full and short forms of the verb *to be*. Provide an explanation if needed.

1 Complete the sentences with *am, is, or are*.

Read the instructions aloud, point to the example and ask pupils to complete the task individually. Then, have them compare their answers with a partner. Remind them that they can use the chart with the verb *to be* to complete the task. Monitor their progress and provide help if needed. When they have finished, check answers with the class.

Answers:

2 are, 3 is, 4 is, 5 is, 6 are, 7 are, 8 are

2 Match full and short forms.

Follow the same procedure as outlined for exercise 1.

Answers:

2 - a, 3 - b, 4 - e, 5 - d

Key competences: Communication and collaboration

Pupils enhance listening, speaking, and writing skills through interactive and guided activities. They practise respectful interaction and collaboration during group work and pair work activities.

We learn to

- Identify possessive adjectives
- Use possessive adjectives in different contexts

Vocabulary

- possessive adjectives

Structures

- *I 'm (Maria). This is my (bag)*
- *This is (Jim). His favourite colour is (green).*
- *This is my friend (Patricia). This is her (book).*
- *These are my friends. Their (hair) is (brown).*
- *This is my (cat). Its name is (Lisa).*
- *This is me with my (brother). Our (ball) is (black and white).*

Teaching materials and resources

- Student's Book 3
- Workbook 3

Page 17

Lead-in

Write the pairs of personal pronouns and possessive adjectives on the board as shown:

<i>I - my</i>	<i>we - our</i>
<i>you - your</i>	<i>you - your</i>
<i>he - his</i>	<i>they - their</i>
<i>she - her</i>	
<i>it - its</i>	

Point to yourself and say ***I am a teacher. This is my book.*** Emphasise the word *my*. Write the sentences on the board.

Point to a pupil and say ***You are a pupil.***

This is your desk. Write the sentences on the board.

Repeat the same for *he, she, it, we,* and *they* using objects or visuals in the classroom (e.g. ***He is John.***

This is his pen.).

Speaking Practice

Gather several items from different pupils (e.g. a book, pencil, bag, etc.). Make sure you have objects that belong to different pupils, so they can use different possessive adjectives.

Hold up an item (e.g. a pencil) and ask ***Whose pencil is this?***

A pupil responds *It's my pencil* (if it belongs to him / her). If the item belongs to someone else, the pupil says *It's (his) pencil*. Invite individual pupils to come up and pick an item that belongs to someone else, and ask the class ***Whose (pencil) is this?*** The rest of the class responds using the correct possessive adjective.

LIVING GRAMMAR

I - my	we - our
you - your	you - your
he - his	they - their
she - her	
it - its	

Circle the correct words.

1 Circle the correct words.

I'm Maria. This is our / my bag.

This is Jim. His / Her favourite colour is green.

This is my friend Patricia. This is his / her book.

These are my friends. Their / Our hair is brown.

This is my cat. Its / Their name is Lisa.

This is me with my brother. His / Our ball is black and white.

Activity Time page 14 **17**

1 Circle the correct words.

Read the instructions aloud, point to the example and ask pupils to complete the task individually. Then, have them compare their answers with a partner. Remind them that they can use the chart with possessive adjectives to complete the task. Monitor their progress and provide help if needed. Check answers with the class.

Answers:

2 His, 3 her, 4 Their, 5 Its, 6 Our

Follow-up

Have the class sit or stand in a circle. The first pupil starts with holding an object (e.g. a pencil) and saying a sentence *This is my pencil*. Then they pass the object to the next pupil, who must say *This is his / her pencil*, and *this is my (ruler)*. The game continues around the circle, with each pupil coming up with a new sentence using a different object.

Key competences: Learning to learn

Pupils build confidence by using new structures through repetition and peer interaction, making it easier to recall and apply the language in future contexts.

We learn to

- Name the relationship between family members
- Use the personal pronouns *He* and *She*
- Use the possessive adjectives *His* and *Her*

Vocabulary

- *mother, father, grandmother, grandfather, sister, brother, aunt, uncle, cousin*

Structures

- *He is my (uncle).*
- *She is my (aunt).*
- *His name is (Dan).*
- *Her name is (Lilly).*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available

Page 18

Lead-in

Draw a family tree on the board with names only, e.g. *Rudy, Gordon, Sally, Jude, Tex, Lou, Melanie, Dan, Lilly, Olivia*. Write some clues on the board that describe the family members (e.g. *He is my father. ___ name is Tex.* or *She is my sister. ___ name is Melanie.*). Start by reading a clue aloud. For example ***He is my father. ___ name is Tax*** and ask pupils respond *His name is Tax*. Continue with another clue ***She is my sister. ___ name is Melanie***, and invite pupils to respond *Her name is Melanie*. Keep going on with all other family members using the names from the family tree. Say the clues and ask pupils to respond with the correct sentence, following the sentence patterns written on the board.

2 Complete. Listen and check. 14

Tell pupils to open their Student's Books at page 18. Draw pupils' attention to the pictures of the dinosaur family and say ***Look, this is the dinosaurs' family.*** Focus on the picture of Rudy and ask ***What's his name?*** Point to the picture of the dinosaur grandfather and ask ***What's his name?*** Elicit the answer encouraging pupils to use a full sentence (*His name is Gordon*). Then, point to the picture of the dinosaur grandmother and ask ***What's her name?*** (*Her name's Sally*).



Read out the instructions inviting pupils to complete the task individually and compare their answers with a partner. Once they have finished, play the audio for pupils to listen to and check their answers. Then, check answers with the class.

Answers:

He is my grandfather. His name is Gordon.
She is my grandmother. Her name is Sally.
She is my mother. Her name is Jude.
He is my father. His name is Tex.
He is my brother. His name is Lou.
She is my sister. Her name is Melanie.
He is my uncle. His name is Dan.
She is my aunt. Her name is Lilly.
She is my cousin. Her name is Olivia.

Audio script 14

Rudy *This is me! My name is Rudy.
 He is my grandfather. His name is Gordon.
 She is my grandmother. Her name is Sally.
 She is my mother. Her name is Jude.
 He is my father. His name is Tex.
 He is my brother. His name is Lou.
 She is my sister. Her name is Melanie.
 He is my uncle. His name is Dan.
 She is my aunt. Her name is Lilly.
 She is my cousin. Her name is Olivia.*

Key competences: Communication

Pupils practise using simple sentences to communicate effectively in English.

Follow-up

Ask pupils to draw their real or imaginary family on a piece of paper. They should include at least five family members, for example, mother, father, brother, sister, and a pet. Invite each pupil to present their family to the class, using sentences such as:

This is my mother. Her name is Milica.

This is my brother. His name is Jovan.

This is my pet. Its name is Dona.

Encourage pupils to speak clearly and use the correct possessive adjectives.

I'm Claire. This is my dog Buddy.



We learn to

- Form affirmative, interrogative and negative sentences with the third person singular of the verb *to be*

Vocabulary

- father, mother, brother, sister, cousin*

Structures

- He is your brother. She is your sister.*
- He isn't your brother. She isn't your sister.*
- Is he your brother? Is she your sister?*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available
- Photos of pupils' family members

Page 19

Lead-in

Start by writing simple affirmative sentences on the board, which pupils are familiar with, and then gradually show how to change them. For example:

- He is your brother.*
- She is your sister.*

Introduce the negative form by showing how to change the sentence to say something is "not" true.

- He is your brother. → He isn't your brother.*
- She is your sister. → She isn't your sister.*

Explain that *isn't* is the short form of *is not*. You can write this on the board:

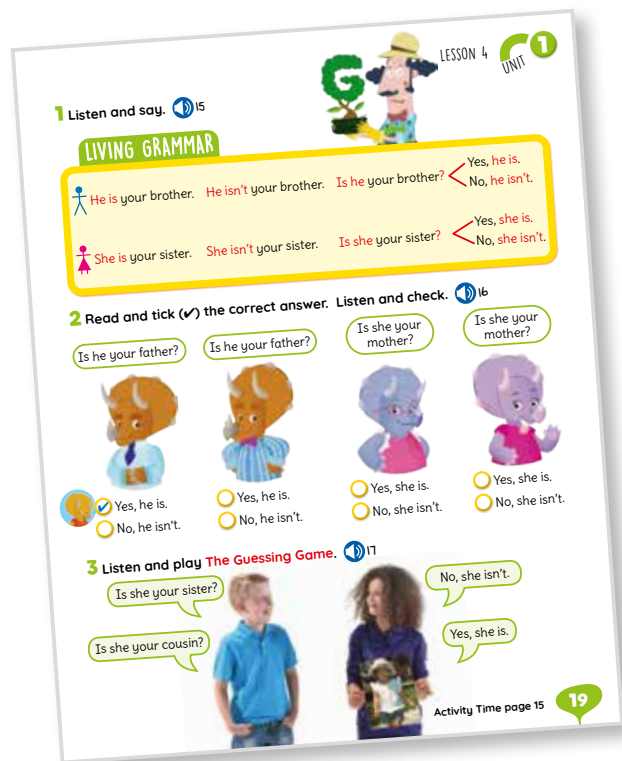
- He isn't = He is not*
She isn't = She is not

Introduce the question forms by saying and writing the questions on the board, leaving some space for the answers:

- Is he your brother?*
- Is she your sister?*

Explain how the sentence changes in a question, then write short answers below the questions:

- Is he your brother?*
Yes, he is.
No, he isn't.
- Is she your sister?*
Yes, she is.
No, she isn't.



1 Listen and say. 15

Tell pupils to open their Student's Books at page 19, and direct their attention to the **Living Grammar** section. Play the audio once through for pupils to listen to. Then, play the audio again inviting pupils to listen and repeat.

Audio script 15

Mr Green *He is your brother.*
He isn't your brother.
Is he your brother?
Yes, he is.
No, he isn't.

She is your sister.
She isn't your sister.
Is she your sister?
Yes, she is.
No, she isn't.

Key competences: Learning to learn

Pupils learn the grammatical differences between L1 and L2.

2 Read and tick (✓) the correct answer.

Listen and check.  16

Read out the instructions. Ask pupils to complete the task individually and compare their answers with a partner. Monitor their progress. Provide help if needed. Once they have finished, play the audio for them to listen to and check. Then, check answers with the class.

Answers:

No, he isn't.

No, she isn't.

Yes, she is.

Audio script  16

Mr Green *Is he your father?*

Rudy *Yes, he is.*

Mr Green *Is he your father?*

Rudy *No, he isn't.*

Mr Green *Is she your mother?*

Rudy *No, she isn't.*

Mr Green *Is she your mother?*

Rudy *Yes, she is.*

3 Listen and play *The Guessing Game*. 17

Direct pupils' attention to exercise 3. Read the instructions and play the audio. Ask pupils to guess the rules of the game. Invite them to take out the family photos they have brought into class and start the game. Divide pupils into pairs, and explain that they must guess the relationships between the people in the photos, by asking simple questions, like those in the dialogue.

Audio script  17

Boy *Is she your sister?*

Girl *No, she isn't.*

Boy *Is she your cousin?*

Girl *Yes, she is.*

We learn to

- Say numbers up to 100
- Read and write numbers up to 100
- Recognise words with similar sounds

Vocabulary

- *ten, twenty, (twenty-one...), thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available
- Number flashcards (1 - 8)
- Number word cards
- Photocopiable worksheets 1 and 2
- Lapbook 3

Page 20

Lead-in

Revise numbers 1 - 20 by playing the **Fizz - Buzz** game. Explain the rules. Pupils start counting from 1, but when they reach a number divisible by 3, they say *Fizz*, and when they reach a number divisible by 5, they say *Buzz*. If the number is divisible by both 3 and 5, they say *Fizz-Buzz*.

Pre-teach numbers 30 - 100 with flashcards. Show number flashcards (one at a time) to the class, say the number aloud and have pupils repeat it after you. Stick the card on the board using Blu Tack. Then, show the corresponding number word card, say the word aloud, and have pupils repeat the word as well. Stick the word card next to the corresponding flashcard on the board. Once all the cards are on the board, remove number flashcards. Call out numbers in random order and invite individual pupils to come up to the board. Each pupil should write the correct number next to the corresponding number word card.

1 Listen, point and say. 18

Tell pupils to open their Student's Books at page 20. Ask them to look at the numbers. Play the audio once through for pupils to listen to and point to the numbers as they hear them. Then, play the audio again for pupils to listen to, point and repeat the numbers.

THE LOST WORLD LESSON 3

1 Listen, point and say. 18

10 ten 20 twenty 30 thirty 40 forty 50 fifty
60 sixty 70 seventy 80 eighty 90 ninety 100 a hundred

2 Read and complete. Listen and check. 19

one	21	.....	31
two	22	.....	32
three	23	.....	33
four	24	.....	34
five	25	.....	35
six	26	.....	36
seven	27	.....	37
eight	28	.....	38
nine	29	.....	39

3 Listen and circle. 20

12 34 56 49 67 81 23 96
20 43 65 94 76 18 32 69

20 Activity Time pages 16-17

Audio script 18

Speaker *ten*
twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety
a hundred

2 Read and complete. Listen and check. 19

Read out the instructions. Ask pupils to complete the task individually and compare their answers with a partner. Monitor their progress. Provide help if needed. Once they have finished, play the audio for them to listen to and check. Then, check answers with the class.

Answers:

one, two, three, four, five, six, seven, eight, nine

Audio script  19

Speaker *twenty-one*
twenty-two
twenty-three
twenty-four
twenty-five
twenty-six
twenty-seven
twenty-eight
twenty-nine
thirty-one
thirty-two
thirty-three
thirty-four
thirty-five
thirty-six
thirty-seven
thirty-eight
thirty-nine

Key competences: Communication

Pupils understand spoken messages and use them to do a task.

Key competences: Learning to learn

Pupils select information by discriminating between sounds.

Photocopiable worksheets 1 and 2 can be used to reinforce vocabulary and structures learnt or as resources for **fast finishers**.

3 Listen and circle.  20

Ask pupils to look at the numbers. Read out the instructions and point to the example. Play the audio once through for pupils to listen to. Then, play the audio again for pupils to listen to and circle the correct numbers. Once they have finished, have them compare their answers with a partner. Then, check answers with the class.

Answers:

20, 34, 56, 94, 76, 18, 23, 69

Audio script  20

Speaker *twenty*
thirty-four
fifty-six
ninety-four
seventy-six
eighteen
twenty-three
sixty-nine



We learn to

- Ask for someone's age
- Say how old we and other people are

Vocabulary

- Numbers

Structures

- *How old are you? I'm (twenty).*
- *How old is he/she? He's / She's (four).*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available

Page 21

4 Complete the sequences. Listen and check. 21

Explain to pupils that they need to complete the number sequences. Since this is mainly a logic task, you can discuss with the class how to solve it. In the first row, pupils need to count up in tens, skipping every other number, as shown in the model. In the second row, they need to decrease by ten each time. In the last row, pupils must only write the even tens.

Ask pupils to do the task either individually or in pairs. Monitor their progress and provide help if needed. Once they have finished, play the audio for pupils to listen to and check their answers. Then, check answers with the class.

Answers:

- 1 fifty, seventy, ninety
- 2 sixty, fifty, forty
- 3 sixty, eighty, a hundred

Audio script 21

Speaker one – ten, thirty, fifty, seventy, ninety
two – eighty, seventy, sixty, fifty, forty
three – twenty, forty, sixty, eighty, a hundred

Key competences: Learning to learn

Pupils select information, identifying links and connections in a logical sequence.

4 Complete the sequences. Listen and check. 21

1 ten thirty fifty
 2 eighty seventy
 3 twenty forty
 4
 5
 6
 7
 8
 9
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
 21
 22
 23
 24
 25
 26
 27
 28
 29
 30
 31
 32
 33
 34
 35
 36
 37
 38
 39
 40
 41
 42
 43
 44
 45
 46
 47
 48
 49
 50

5 Listen and tick (✓) the correct answer. 22

Rudy, how old are you?
 How old is your brother?
 How old is your sister?

I'm thirty.
 I'm ten.
 I'm twenty.

He's eighty.
 He's eighteen.
 He's eight.

She's fourteen.
 She's four.
 She's forty.

6 Read and complete.
 Rudy is
 His brother is
 His sister is

7 Read the text about Kristina.
 Then write a text about yourself.
 I'm

Hi! I'm Kristina and I'm from Serbia.
 I'm nine. My sister Iva is seven and my brother Aleksandar is three.

5 Listen and tick (✓) the correct answer. 22

Before starting the listening activity, ask pupils to guess how old the dinosaurs are. Suggest that they underline their guessed age lightly using their pencils, so they can check it after listening. Remind them that if their guess is incorrect, it doesn't mean they have made a mistake in English. The guessing is just to engage their interest and help them focus during the listening task. Now, ask pupils to listen to the audio and check their answers. Then, check answers with the class.

Answers:

He's eight. She's four.

Audio script 22

Mr Green Rudy, how old are you?
Rudy I'm ten.
Mr Green How old is your brother?
Rudy He's eight.
Mr Green How old is your sister?
Rudy She's four.

6 Read and complete.

Refer pupils back to the information in exercise 5 and ask them to complete the task either individually or in pairs. Monitor their progress while they are working. Once they have finished, check answers with the class.

Answers:

ten
 eight
 four

**7 Read the text about Kristina.
Then write a text about yourself.**

Read the text about Kristina with the class. Explain to pupils that they have to write a short text about themselves using Kristina's text as a model. Monitor their progress as they are writing and offer help if needed. Once they have finished, invite individual pupils to share their texts with the class.



We learn to

- Understand a story by looking at the images associated with the words
- Act out a story

Vocabulary and structures

- *You can't play with us.*
- *Help me!*
- *Don't be sad!*
- *I don't know.*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available



Pages 22 and 23 STORY

Put up your book, point to Mr Green and read out his message. Ask pupils to tell you in L1 how they understand Mr Green's message. Explain to pupils that some people can play basketball, while others have butterfingers, that some people can play the guitar, and others are tone-deaf. Some people are artists, and others don't even know how to hold a paintbrush! But that is so great - being different, and being big-hearted enough to help each other out when needed.

1 Listen to the story. 23

Invite pupils to look at the pictures in their books or to watch the video of the story. Ask them to identify the characters. Play the audio and ask pupils to tell you what is happening in the story. Play the audio again and ask pupils to mime the situations, without repeating the lines from the dialogue. Play the audio for the third time. Pause after each scene allowing pupils to listen and repeat the dialogue. The **animated story** in the **Digital Book**, can be shown before pupils do the comprehension task or after to help pupils prepare for the acting out phase.

Audio script 23

- Mr Green** *Hello children, it's storytime! Listen to the story. We are all different.*
- Friend 1** *Rudy, you can't play with us.*
Friend 2 *Look!*
Rudy *Sorry!*
Grandfather *Oh, grandfather, help me! Rudy, don't be sad!*
Friends *Heeeelp!*
Rudy *Oh no! My friends!*
Dinosaur *GRRRRRR*
Friends *Heeeeeelp!*
Rudy *BOING*
Dinosaur *OUCH!*
Friend 2 *Look, it's Rudy!*
Dinosaur *OUCH!*
Friend 1 *Twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred! Thank you! You're a real friend.*
Friend 2 *Thanks, Rudy!*
Speaker *The day after...*
Grandmother *Happy birthday, Rudy! You're ten today!*
Sister *Where are your friends?*
Rudy *I don't know.*
Friend 3 *Here we are!*
Rudy *What is it?*
Friend 3 *It's a present for you! Open it!*
Rudy *One hundred balls! Thank you, friends!*
Friend 1 *Let's go and play!*

Key competences: Communication

Pupils understand short dialogues supported by pictures.

2 Act out the story.

Divide the class into groups of 9. Assign each pupil a role:

- P1 Friend 1
- P2 Friend 2
- P4 Friend 3
- P4 Rudy
- P5 Grandfather
- P6 Grandmother
- P7 Dinosaur
- P8 Speaker
- P9 Sister

Let pupils practise and rehearse the story in groups before inviting them to act it out in front of the class. You can improvise a stage and arrange the chairs for the audience in front of it. While one group is on the stage, other groups are the audience. Allow each group to act out the story on the stage so that everyone is both an actor and a spectator.

Key competences: Collaboration and participation

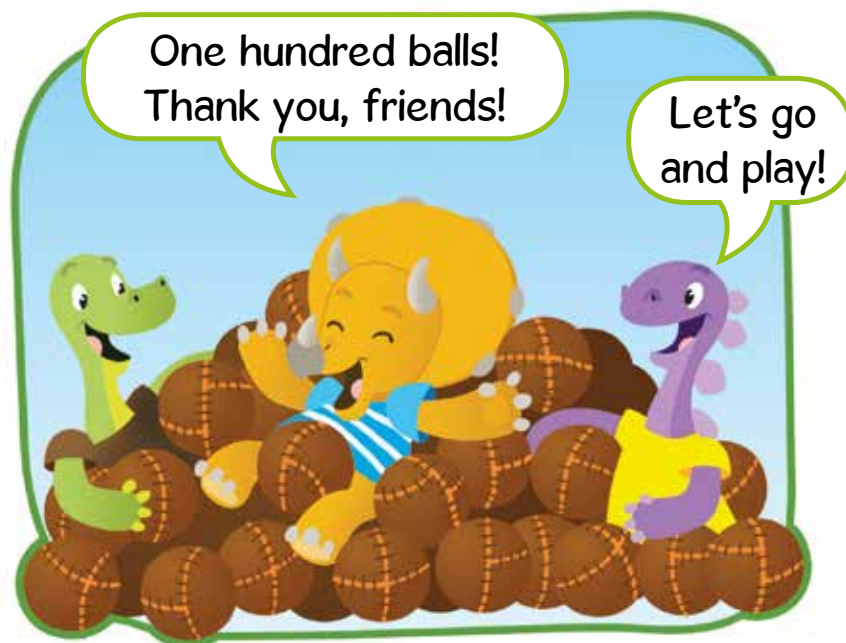
Pupils collaborate and respect the rules for group drama.

Follow-up

Ask pupils to think about the feelings of the various characters. Point to the first scene and ask **Is Rudy scared or sad?** Point to the final scene and ask **Is Rudy sad or happy now?**

Life skills: Understanding the value of everyone being different

Pupils understand that we are all different and unique and they recognise that our differences enrich us rather than limit us.



We learn to

- Match sentences with pictures
- Use *this, that, these* and *those*

Vocabulary

- *angry, sad, scared, happy*
- *present, birthday party*
- *this, that, these, those*

Structures

- *Rudy is (happy).*
- *Rudy can (play).*
- *The young dinosaurs have (a present for Rudy).*
- *This / That is Rudy's (cake).*
- *These / Those are Rudy's (cakes).*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available
- Photocopiable worksheet 3

THE LOST WORLD

3 Look, read and match. Listen and check. 24

- 1 Rudy is happy.
- 2 The young dinosaurs have a present for Rudy.
- 3 The young dinosaurs are angry with Rudy.
- 4 Rudy is sad.
- 5 The young dinosaurs are scared.
- 6 The young dinosaurs have a birthday party.
- 7 The present is a hundred balls.
- 8 Rudy can play football with his friends.

LIVING GRAMMAR

Singular	Plural
This is Rudy's cake.	These are Rudy's cakes.
That is Rudy's balloon.	Those are Rudy's balloons.

4 Complete with *This, That, These* or *Those*.

1 is Rudy's ball. 3 is his birthday cake.

2 are his balloons. 4 are Rudy's friends.

5 Listen and sing. 25

*Big ones, small ones,
nice ones, bad ones.
Dinosaurs are everywhere!*

Father and mother,
sister and brother.
It's my dinosaur family!
(Repeat chorus)

I like to run,
I like to play.
It's a dinosaur day!
(Repeat chorus)

Real friends are there,
for me and you.
They run and play
and help each other, too!
(Repeat chorus)

24 Activity Time page 18

Page 24

3 Look, read and match.

Listen and check. 24

Ask pupils to look at the pictures and allow them time for free discussion pairs.

Ask pupils a couple of concept questions to check their understanding.

Point to picture 1 and ask ***Is Rudy happy or angry?***
Elicit the answer.

Point to picture 7 and ask ***Is Rudy playing football with his friends?***

Use gestures and mime to help pupils understand the questions, then elicit their answers.

Read out the instructions and ask pupils to complete the task either individually or in pairs. Monitor their progress, providing help if needed. Once they have finished, play the audio inviting pupils to check their answers. Then, check answers with the class.

Answers:

- 1 Rudy is happy.
- 2 The young dinosaurs have a present for Rudy.
- 3 The young dinosaurs are angry with Rudy.
- 4 Rudy is sad.
- 5 The present is a hundred balls.

- 6 The young dinosaurs are scared.
- 7 Rudy can play football with his friends.
- 8 The dinosaurs have a birthday party.

Audio script 24

Speaker

one – Rudy is happy.

two – The young dinosaurs have a present for Rudy.

three – The young dinosaurs are angry with Rudy.

four – Rudy is sad.

five – The present is a hundred balls.

six – The young dinosaurs are scared.

seven – Rudy can play football with his friends.

eight – The dinosaurs have a birthday party.

Key competences: Learning to learn

Pupils select information by identifying links and relationships between written sentences and pictures.

Direct pupils' attention to the **Living Grammar** chart with the demonstrative pronouns. Read the sentences with the class. Ask pupils to spot the difference between the pronouns by asking questions such as:

When do we use *this* or *these*?

Are they for something near or far?

When do we use *that* or *those*?

Are they for something near or far?

Which pronouns do we use for one thing?

Which do we use for more than one?

Encourage pupils to discuss the differences as a class in L1.

4 Complete with *This, That, These or Those.*

Read out the instructions and ask pupils to complete the task either individually or in pairs. Monitor their progress, providing help if needed. Once they have finished, check answers with the class.

Answers:

- 1 This
- 2 Those
- 3 That
- 4 These

5 Listen and sing.  25

Read out the lyrics and mime the actions for each line inviting pupils to follow you and maybe suggest their own actions. Rehearse them as long as necessary. Play the song once through for pupils to listen to. Play the song again inviting pupils to sing along and do the actions. Play it as long as pupils are enthusiastic to sing and do the actions.

Dinosaurs are everywhere  25

*Big ones, small ones,
nice ones, bad ones!
Dinosaurs are everywhere!*

*Father and mother,
sister and brother
It's my dinosaur family*

*Big ones, small ones,
nice ones, bad ones!
Dinosaurs are everywhere!*

*I like to run,
I like to play.
It's a dinosaur day!*

*Big ones, small ones,
nice ones, bad ones!
Dinosaurs are everywhere!*

*Real friends are there,
for me and you.
They run and play
and help each other, too!*

Life skills: Creative thinking

Even through songs, pupils understand that diversity enriches us and that true friendship means accepting, welcoming and supporting each other.

Photocopiable worksheet 3 can be used as reinforcement for vocabulary and structures learnt, or as a resource for **fast finishers**.



We learn to

- Use the acquired language in a meaningful and interactive context

Vocabulary

- father, mother, brother, sister, grandfather, grandmother

Structures

- Is Gus your father?
- Yes, he is. / No, he isn't.

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available
- Photocopiable worksheet 4

Page 25

1 Listen and play A Super Dino-Family Game.



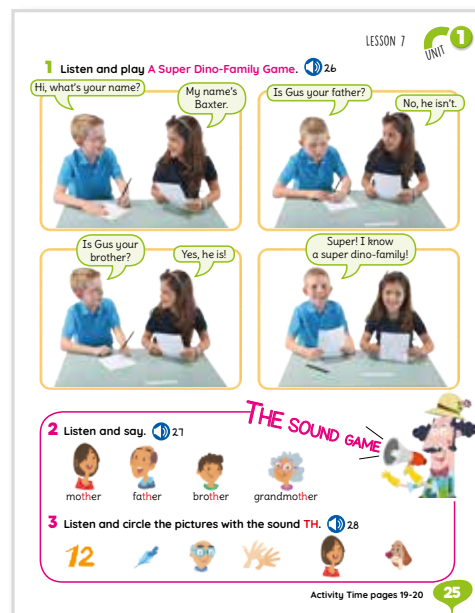
Tell pupils they are going to play the game illustrated on the page. Ask them to look at the photos and guess how the game is played. Play the audio once through, then play it again, pausing after each line for pupils to listen and repeat. Get the whole class involved in the game, with pupils working in pairs.

Hand out **copies** of **worksheet 4**. Explain to pupils that they have to choose and write the names of their family members, while their partner asks questions like those in the model to guess the names.

Monitor the activity by walking around the classroom, listening to pupils' questions and answers, and offering support if needed. Encourage the correct use of the language and ensure everyone is actively participating.

Audio script 26

- Boy** Hi, what's your name?
Girl My name's Baxter.
Boy Is Gus your father?
Girl No, he isn't.
Boy Is Gus your brother?
Girl Yes, he is!
Boy Super! I know a super dino-family!



Key competences: Collaboration and participation

Pupils apply vocabulary and structures from the unit in a game, while also learning to handle the emotions that come with winning or losing.

THE SOUND GAME

The Sound Game section helps pupils focus on specific English sounds, starting with familiar words to reinforce their understanding.

In the following tasks, pupils will concentrate on the pronunciation of the **th** sound, which can be challenging for English learners as it doesn't exist in all languages.

2 Listen and say. 27

Play the audio and ask pupils to listen carefully and repeat the words they hear.

Audio script 27

- Speaker** mother
 father
 brother
 grandmother

3 Listen and circle the pictures with the sound TH. 28

Explain to pupils that they need to listen carefully and identify the words that contain the **th** sound. Ask them to work individually and circle the pictures whose names contain the **th** sound. When they have finished, check answers with the class.

Answers:

feather
grandfather

Audio script  28

Speaker *twelve*
feather
grandfather
hands
mum
dog

Life skills: Critical thinking

Pupils start to recognise and understand the different sounds of a foreign language, comparing them to the sounds in their native language.

THE SOUND GAME



We learn to

- Use English in everyday situations
- Talk about dinosaurs
- Make a fossil

Vocabulary

- *teeth, skull, weigh, million, enemy, triceratops, horns*
- *home-made, fossil, shells, soil, plaster*
- *spread, fill, clean, mix*

Structures

- *This means...*
- *I like learning new things.*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available
- Plaster, shells, soil, brush, water, plastics or paper tubs

Pages 26 and 27 CLIL

This first **CLIL** section introduces pupils to the world of science, teaching them how to prepare a **fact file**. The activity will help them describe and classify a dinosaur in English, combining both scientific knowledge and language skills.

1 Listen and complete. 29

Before starting the task, ask pupils to look at the picture and the fact file they have to complete. Read the vocabulary presented in the coloured boxes together with the class and check that pupils understand them.

For more difficult words, such as *weigh*, use gestures and mime to aid comprehension.

Play the audio once through for pupils to listen to and focus only on the pronunciation and sentence intonation, without worrying about anything else. Then play the audio again and say **Listen and complete**. Tell pupils to complete the task individually and compare their answers with a partner. Then, check answers with the class.

Answers: three, weigh, long, enemy



Audio script 29

Speaker Name: Triceratops
Its name means face with three horns.
Body
It is about 9 metres long and 3 metres tall. It can weigh 6 tons. Its skull can be 2 metres long.
Enemies
Its enemy is the Tyrannosaurus-Rex.

Mr Green *I like learning new things.*

2 Read and circle the correct answer.

Tell pupils to read the fact file again and circle the correct answers in the exercise. Read sentences 1 - 4 with the class. After that, ask them to complete the task individually and compare their answers with a partner. Monitor their progress, offering help if needed. Then, check answers with the class.

Answers:

- 1 b
- 2 a
- 3 b
- 4 c

Key competences: Planning

Pupils creatively put the language learnt into action.

REAL TASK

Real tasks help pupils to interact with each other and with the world around them. In this task they must make two tables with facts about another two dinosaurs, like those in the previous activity, and tell their classmates what they have learnt. You can explain the task in L1 if necessary, and then tell pupils that they may work individually, in pairs, or in groups.

3 Look, read and match.

Listen and check.  30

Before starting the task, go over the materials with pupils: *plaster, shells, soil, and water*. You can explain the meaning of these words in L1 if needed. Then, ask pupils to look at the pictures and discuss them with a partner. After that, ask them to read the sentences and match them to the correct pictures individually or in pairs. Once they have finished, play the audio for pupils to listen to and check their answers. Finally, check answers with the class.

Answers:

3, 1, 5, 4, 2

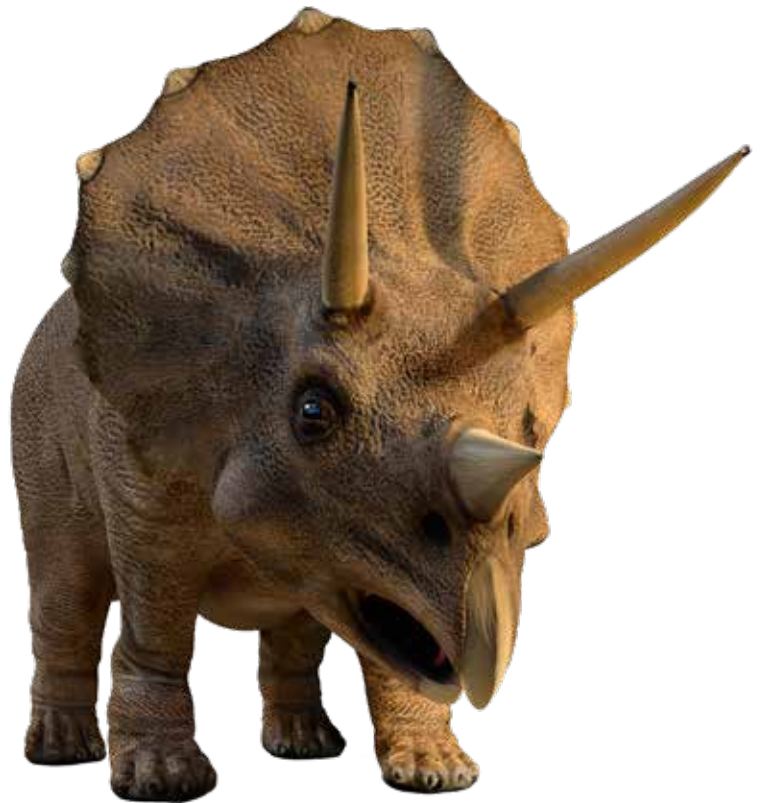
Audio script  30

Speaker *one – Fill a container with soil and press two shells on it.
two – Mix water and plaster.
three – Spread the plaster over the shells.
four – When the plaster is hard, clean it.
five – Your fossil is ready! I love fossils!*

Boy *I love fossils!*

Life skills: Critical thinking

Pupils learn to appreciate nature and become interested in science.



We learn to

- Read and understand a text supported by pictures
- Use English in familiar situations

Vocabulary and structures

- *You can see lots of dinosaur fossils.*
- *Is there a museum in your town?*

Teaching materials and resources

- Student's Book 3
- Workbook 3
- Audio CD
- IWB if available

The first **Living English** lesson in this level provides an opportunity for pupils to explore one of London's greatest museums - **The Natural History Museum**.

1 Listen and read. Write the names of the dinosaurs. 31

Invite pupils to look at the picture and describe it. You may guide them by asking questions such as:

1 Where are the people?

2 What can you see in this museum?

Play the audio twice for pupils to listen to and follow the text on the page. Then, ask them to write the names of the dinosaurs in the correct places, individually or in pairs. Once they have finished, check answers with the class.

Answers:

1 Stegosaurus 2 Diplodocus 3 Deinonychus

Audio script 31

Speaker *In London at the Natural History Museum you can see the skeleton of a Diplodocus. There is also a Stegosaurus skeleton, three metres tall and six metres long! In the Dinosaurs Gallery you can meet a skeleton of a T-Rex, a feathered Deinonychus, and you can see incredible fossils and models.*



2 Read and complete the text with the words in the box.

Read out the instructions and go through the words in the coloured boxes above the text with the class. Ask pupils to do the task individually and compare their answers with a partner. Remind them to read the text on the whole before they complete it with the correct words. Monitor their work and interaction, but do not help. Then, check answers with the class.

Answers:

1 Park, 2 Tyrannosaurus, 3 tail, 4 plants

As a **follow-up**, you can ask pupils **questions** such as:

1 Where is this Dino Park?

2 What can you see in it?

3 Which dinosaur has got a long and strong tail?

4 What can you see in the Dinosaurs Gallery?

Direct pupils' attention to the picture in the bottom left and ask **Does anyone know where this picture is from?** Explain to them that there is the **Natural History Centre of Serbia** in Svilajnac, and tell them what they can see there - the world of dinosaurs, minerals and rocks, the flora and fauna of Serbia, the model of a volcano, etc.

Discuss the questions at the bottom of the page with the class, trying to elicit as many answers as possible. Then, invite pupils to write the answers in their books. Remind them to think back to what you have discussed with them.

We learn to

- Read and understand a text about a typical English family

Vocabulary and structures

- Family members
- Numbers
- He's (tall).
- She's (thirty-six).
- She's got (blue eyes).

Teaching materials and resources

- Student's Book 3

Page 29

1 Read the text and circle the family words with a blue and the numbers with a red crayon.

Direct pupils' attention to the picture and have them discuss it with a partner. Then ask questions such as:

- 1 Who do you think is in this photo?**
- 2 What are they doing?**
- 3 How many people can you see in the photo?**
- 4 What is the dog doing in the picture?**
- 5 Do you think they are having fun? Why?**

Read the text aloud for pupils to listen to and follow it in their books. Then, ask them to read the text silently and circle the family words with a blue crayon and the numbers with a red crayon. Tell them to complete the task individually and compare their answers with a partner. Monitor their work, but do not offer any help. Once they have finished, invite one pupil to read the family words aloud and another to read the numbers aloud. Ask the rest of the class to follow and check their answers.

1 Read the text and circle the family words with a blue and the numbers with a red crayon.

Meet the Smith Family!

The Smith Family

They live in a small village in England. The father's name is George and he's forty-one. He's tall and he's got short brown hair. He loves history books. The mother's name is Ella. She's thirty-nine and she's got long blonde hair. She loves flowers. Their children's names are Tom and Emily. Emily is nine years old, just like you! She has got blue eyes, blonde hair and freckles. She loves music. Tom is ten years old and he's got brown hair and brown eyes. He loves football. Their dog's name is Bella, a fluffy golden retriever. Bella's favourite toy is a yellow frisbee. The Smith family enjoys spending time together. They love watching films and going on picnics in the countryside. They are a happy family.

2 Tick (✓) the correct answer. True or false?

	T	F
1 The Smith family lives in a small village.	<input type="checkbox"/>	<input type="checkbox"/>
2 George is short.	<input type="checkbox"/>	<input type="checkbox"/>
3 George is 41.	<input type="checkbox"/>	<input type="checkbox"/>
4 Ella's got short blonde hair.	<input type="checkbox"/>	<input type="checkbox"/>
5 Emily's got green eyes and freckles.	<input type="checkbox"/>	<input type="checkbox"/>
6 Tom loves football.	<input type="checkbox"/>	<input type="checkbox"/>
7 The Smith family enjoys spending time together.	<input type="checkbox"/>	<input type="checkbox"/>

29

2 Tick (✓) the correct answer. True or false?

Read the statements with the class to ensure they understand them. Then, refer pupils back to the text and ask them to tick T (for true) or F (for false). Tell them to do the task either individually or in pairs. Once they have finished, check answers with the class.

Answers:

- T
- F
- T
- F
- F
- T
- T



The **Learning to Learn** pages help pupils develop their own learning strategies. This lesson focuses on making vocabulary learning easier and more effective.

1 Listen and answer. 32

Direct pupils' attention to the pictures and introduce the topic. Point to Timothy and ask **Does he make a list to learn and remember words?** Point to Teresa and ask **Does she make a list to learn and remember words? What does she do? Does she draw maps?** Point to Ronny and ask **What does Ronny use to learn and remember words?** Point to Ellen and ask **What does Ellen do to learn and remember words?**

Play the audio and have pupils listen while following the text in their books. Discuss the learning strategies mentioned in the text and ask pupils how they learn and remember vocabulary. You can use L1 to facilitate the discussion if needed.

Finally, ask pupils to answer the question in their books.

Audio script 32

- Teacher** Each person learns in a different way. Try, play and find your own way.
- Timoty** Hi, my name's Timoty. To learn and remember words, I write a list.
- Teresa** Hi, my name's Teresa. To learn and remember words, I draw maps.
- Ronny** Hello, I'm Ronny. To learn and remember words, I use a matching game.
- Ellen** Hi, my name's Ellen. To learn and remember words, I use colours, but my friend prefers to underline words.



Pages 122 - 123

The **Living Grammar** section provides pupils with grammar rules and structures, as well as guided practice for the language they have learnt in the unit. When pupils learn grammar in a formal way, before using it in a conversation, it can limit their fluency. All the tasks are designed for pupils to practise grammar on their own.

1 Complete the sentences with *he, she* or *it*.

Invite pupils to fill in the gaps using the pronouns *he, she* or *it*. Remind them to use the box with personal pronouns.

Answers:

- 1 She
- 2 He
- 3 He
- 4 She
- 5 She
- 6 He
- 7 It
- 8 It

2 Complete the sentences with *my, your, his* or *her*.

Tell pupils to fill in the gaps using the correct possessive adjectives.

Answers:

- 1 My
- 2 Her
- 3 His
- 4 Your
- 5 Her
- 6 His

3 Make negative sentences

Read out the instructions and do the first sentence as an example. Then, invite pupils to complete the task.

Answers:

- 1 He isn't eleven today.
- 2 She isn't a triceratops.
- 3 It isn't a nice present.
- 4 You aren't my brother.

4 Make questions.

Invite pupils to look at the table showing question forms and write questions for sentences 1 - 4. Ask them to complete the task individually so that you can provide help if needed.

LIVING GRAMMAR UNIT 1

SUBJECT PRONOUNS

I am a triceratops. You are a T-Rex. He is small. She is big. I we you you they she it

1 Complete the sentences with *he, she* or *it*.

1 is Sally. is Jude.
 2 is Gordon. is Rudy.
 3 is Tex. is a present.
 4 is Melanie. is a ball.

DEMONSTRATIVE PRONOUNS This That These Those

POSSESSIVE ADJECTIVES my your his her its our your their

2 Complete the sentences with *my, your, his* or *her*.

1 I'm a triceratops. name is Rudy. She is my grandmother. Her name is Sally.
 2 She's my sister. name is Melanie.
 3 He's my father. name is Tex.
 4 You're my friend. present is nice.
 5 She's my aunt. name is Lilly.
 6 He's my uncle. name is Dan.

LIVING GRAMMAR UNIT 1

BE

He is ten. He isn't eleven.

Affirmative	Negative
I'm	I'm not
you're	you aren't
he's	he isn't
she's	she isn't
it's	it isn't

3 Make negative sentences.

1 He's eleven today.
 2 She's a triceratops.
 3 It's a nice present.
 4 You're my brother.

Question forms	Affirmative short answers	Negative short answers
Am I..?	Yes, I am.	No, I'm not.
Are you..?	Yes, you are.	No, you aren't.
Is he..?	Yes, he is.	No, he isn't.
Is she..?	Yes, she is.	No, she isn't.
Is it..?	Yes, it is.	No, it isn't.

4 Make questions.

1 You are my friend.?
 2 It is your birthday.?
 3 She is your sister.?
 4 He is your cousin.?

5 Complete with the short answers.

1 Is he happy? No,
 2 Is she angry? Yes,
 3 Are you a dinosaur? Yes,
 4 Are you Rudy? No,

Answers:

- 1 Are you my friend?
- 2 Is it your birthday?
- 3 Is she your sister?
- 4 Is he your cousin?

5 Complete with the short answers.

Ask pupils to look at the table showing affirmative and negative short answers. Tell them to complete the short answers individually so that you can provide help if needed.

Answers:

- 1 No, he isn't.
- 2 Yes, she is.
- 3 Yes, I am.
- 4 No, I'm not.

Page 12

1 Stick and say the family names.

Listen and check.  3

Read out the instructions. Put up your workbook and point to grandmother. Ask pupils what sticker they should put in that place. Then, tell pupils to complete the task on their own, individually. Once they have finished, play the audio for pupils to listen to and check their answers. Then, check answers with the class, inviting them to say the family members' names.

Answers:

- 1 grandmother
- 2 cousin
- 3 mother
- 4 sister
- 5 brother
- 6 father
- 7 aunt
- 8 grandfather
- 9 uncle

As a **follow-up**, invite pupils to introduce their own families using the names of their real family members, and following the model in the exercise. For example:
Hi, this is my family. (Teodora) is my mother. (Mihajlo) is my father.



Page 13

1 Look, read and circle the right picture.

Read the instructions aloud. Draw pupils' attention to the first row of pictures. Read the sentence and ask which picture you should circle (*picture 2*). Pretend to circle it. Then, invite pupils to do the task individually. Walk around to check their progress. When they have finished, check answers with the class.

Answers:

- He's happy. Picture 2
 She's sad. Picture 3
 She's nice. Picture 1
 It's scared. Picture 2
 They're hungry. Picture 1

Page 14

1 Help Rudy present his family members.

Read out the instructions and the example. Make sure pupils understand that they have to complete the sentences using the correct family member words and possessive adjectives, or personal pronouns. Ask them to complete the task individually and compare their answers with a partner. Once they have finished, check answers with the class.

Answers:

grandfather, His
 She, mother, Her
 He, father, His
 He, brother, His
 She, sister, Her

REAL TASK

Assign this as homework and go through the task instructions with the class. Remind them to create their family trees at home and bring them to the next class.

LESSON 3

ACTIVITY TIME

1 Help Rudy present his family members.

She is my grandmother.
Her name is Sally.

He is my
..... name is Gordon.

..... is my
..... name is Jude.

..... is my
..... name is Tex.

..... is my
..... name is Lou.

..... is my
..... name is Melanie.

Hi, this is my family!

LESSON 4

ACTIVITY TIME

1 Read and colour.

Her eyes are blue.
 His eyes are green.
 Her hair is blonde.
 His hair is brown.
 Her helmet is pink.
 His helmet is yellow.
 Her bike is red.
 His bike is green.

Her ball is orange.
 His ball is yellow.
 Her schoolbag is blue.
 His schoolbag is purple.
 Her dog is brown.
 His dog is black.

Draw up it to you

WORKBOOK 14

WORKBOOK 15

Page 15

1 Read and colour.

Read out the instructions and ensure everyone understands the task. Read the first sentence (**Her eyes are blue**) and pretend to colour the girl's eyes blue. Ask pupils to complete the task individually. Monitor their progress, asking questions such as **What colour is his ball / schoolbag...? What colour is her hair / helmet...?**

Pages 16 - 17

1 Write the numbers in words.

Ask pupils to write the numbers individually, checking if they can write them correctly. Walk around to monitor their progress, but do not help them. Once they have finished, check answers with the class.

Answers:

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred

2 Write the numbers in the correct order.

Read out the instructions. Make sure pupils understand that they need to arrange and write the numbers in order, from the smallest to the largest. Let them do the task individually or in pairs. Monitor their progress offering help if needed. When they have finished, check answers with the class.

Answers:

twelve
seventeen
twenty-six
thirty-nine
forty-two
fifty-five
sixty-seven
eighty-four
ninety-five
one hundred

3 Read the numbers and colour the T-shirts

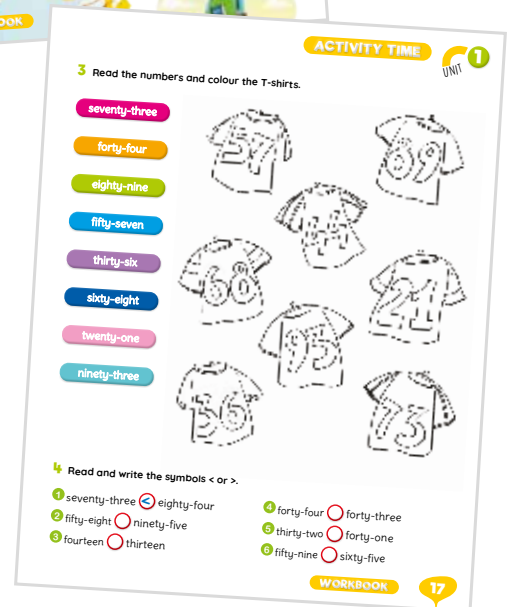
Read out the instructions and ensure everyone understands the task. Ask pupils to complete the task individually. Monitor their progress, asking questions such as **What Number / colour is this T-shirt?**
And this one?

4 Read and write the symbols < or >.

Read out the instructions and the example. Check if everyone understands the task. Ask pupils to complete the task individually and compare their answers with a partner. Monitor their progress offering help if needed. Then, check answers with the class. Encourage pupils to explain their answers using sentences such as **Seventy-three is smaller than eighty-four** or **Fourteen is larger than thirteen**.

Answers:

2 <, 3 >, 4 >, 5 <, 6 <



Page 18

1 Replace the names in blue with *He, She or It.*

Read out the instructions and the example. Ensure everyone understands the task. Ask pupils to complete the task individually and compare their answers. Monitor their progress, offering help if needed. Once they have finished, check answers with the class.

Answers:

- 2 It
- 3 He
- 4 He
- 5 She
- 6 It

2 Complete the sentences with *am, is or are.*

Use the same approach as in exercise 1.

Answers:

- 2 am
- 3 are
- 4 is
- 5 are
- 6 am

3 Complete the sentences with *He, She or It.*

Use the same approach as in exercise 1.

Answers:

- 2 It
- 3 He
- 4 It
- 5 She
- 6 It
- 7 It
- 8 It

4 Complete the sentences.

Use *This, That, These or Those.*

Use the same approach as in exercise 1.

Answers:

- 2 These
- 3 This
- 4 Those

LESSON 6

ACTIVITY TIME

1 *Write*
1 Replace the names in blue with *He, She or It.*
 1 Ann is sixteen. *She* is sixteen.
 2 The *bike* is blue. is blue.
 3 Rudy is thirteen. is thirteen.
 4 My *brother* is nice. is nice.
 5 My *mother* is happy. is happy.
 6 *A T-Rex* is very big. is very big.

2 Complete the sentences with *am, is or are.*
 1 My name is Kate.
 2 I eleven.
 3 Rudy, how old you?
 4 My sister ten.
 5 You scared.
 6 I a dinosaur.

3 Complete the sentences with *He, She or It.*
 1 *Maria* is my friend.
She is nice.
 2 This is my dog, Max.
 has got long ears.
 3 John is my father.
 is forty-two.
 4 The book is on the table.
 is green and brown.

5 Lisa is a teacher.
 is a good teacher.
 6 This is my bike.
 is blue and red.
 7 The cat is under the table.
 is happy.
 8 The mouse is under the wardrobe.
 is scared.

4 Complete the sentences. Use *This, That, These or Those.*
 1 *That* is a hungry dinosaur.
 2 dinosaurs are friends.
 3 is a baby dinosaur.
 4 are happy dinosaurs.



Page 19

1 Complete the family tree. Then say how old they are.

Read the family member names aloud and ask pupils to point to them in the picture. Then, have each pupil write the correct name under each family member. Ask them to complete the task individually or in pairs. Monitor their progress, offering help if needed. Once they have finished, check answers with the class using the approach as described below. Ask pupils to point to different family members in the family tree and present them using the correct personal pronoun saying their age. For example: **He is my grandfather. He is sixty-eight. She is my aunt. She's thirty-eight.**

Answers:

- Grandfather: 68
- Grandmother: 66
- Father: 33
- Mother: 35
- Sister: 6
- Brother: 1
- Uncle: 40
- Aunt: 38
- Cousin: 10

Page 20

1 Look and describe the picture.

Direct pupils' attention to the picture and invite them to discuss it with a partner. Then, encourage them to describe it by asking questions such as:

- 1 Which family members can you see?
- 2 Where are they?
- 3 What food and drinks can you see?
- 4 Where are the biscuits?
- 5 Where is the school bag?
- 6 Where is the brown bag?
- 7 Where's the dog?

ACTIVITY TIME LESSON 7 UNIT 1

1 Complete the family tree. Then say how old they are.

WORKBOOK 19

Time for speaking!

1 Look and describe the picture.

20 WORKBOOK

Which family members can you see? Where are they? What food and drinks can you see? Where are the biscuits? Where is the school bag? Where is the brown bag? Where is the dog?

Page 21

MY LEARNING DIARY

Explain to pupils that they will assess the progress they have made throughout this unit. Put up your workbook, point to the icons at the top of the page and discuss their meaning with the class. Read each statement in the diary aloud and check if everyone understands what they mean. Invite pupils to complete the icons next to the statements based on how much progress they feel they have made. Encourage them to be honest and to feel free to ask for help or clarification. You may also allow them to justify their assessments in L1 for better understanding.

MY LEARNING DIARY UNIT 1

I can...

- very well** (3 stars): name family members
- well** (2 stars): say numbers up to 100
- so-so** (1 star): say how old I am

I like...

- very much** (3 stars): the exercises in this unit
- so-so** (2 stars): reading the story
- not much** (1 star): watching the animated cartoon

From 1 to 5, I feel more confident when I...

- listen
- speak
- read
- write
- play games in English
- do the exercises in the digital book

I can use am, is, are...

- with no help
- with a little help
- with a lot of help

I can use my, your, his, her, its, our, their...

- with no help
- with a little help
- with a lot of help

I can pronounce the TH sound in English...

- with no help
- with a little help
- with a lot of help

Pages 22-23

REVISION UNIT 1

It is highly recommended that pupils complete all the activities in revision lessons on their own, preferably individually. However, it is also important to check the answers with the class after each task has been finished. Additionally, the teacher should read the instructions aloud after reviewing the previous task and before moving on to the next one, ensuring pupils know what they are supposed to do. This approach guarantees clarity and helps pupils stay focused on the task at hand.

Answers for exercise 1:

mother, father, sister, brother, grandmother, grandfather, uncle, aunt, cousin

Answers for exercise 2:

twelve, fifty, thirteen, forty

Answers for exercise 3:

2 C

3 I forty-three

4 C

Answers for exercise 4:

They, We, It

Answers for exercise 5:

her, my, their

Answers for exercise 6:

Those, That, These

1 REVISION

1 Circle the family members.

grandmother, grandfather, uncle, aunt, cousin, mother, father, sister, brother

2 Circle the correct number.

- 12**: twenty, two, twelve
- 50**: fifty, five, fifteen
- 13**: three, thirteen, thirty
- 40**: fourteen, forty, four

3 Correct (C) or incorrect (I)? Tick (✓). Then write the correct numbers.

- 1 thirty-five + nineteen = forty-four
- 2 forty-eight + thirty =
- 3 seventy-two - two =
- 4 fifty-nine - thirteen =

4 Complete sentences. Use He, It, We or They.

He is happy. They are friends. I'm Becky. She's Luan. It is a frisbee. They are sisters.

5 Complete the sentences. Use my, his, her or their.

This is my grandfather. This is his horse. This is my sister. This is her brush. This is me. These are my brothers. This is a scooter. These are bags.

6 Circle the correct words.

- These / Those is a boy.
- These / Those are trees.
- These / That is a house.
- These / Those are birds.

Pages 84-85

EASY ENGLISH

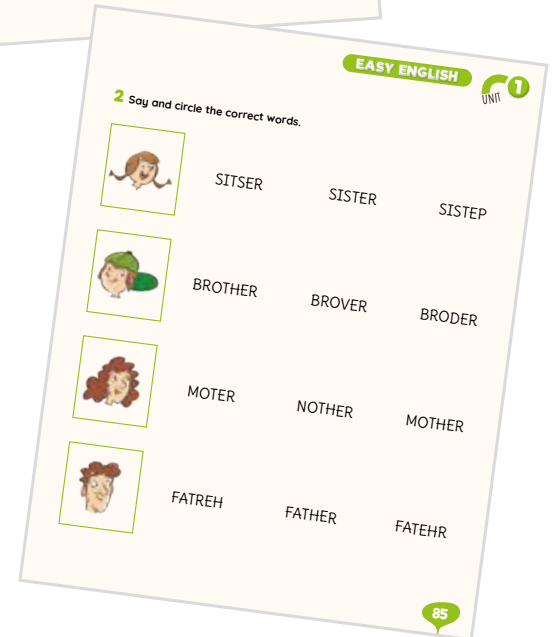
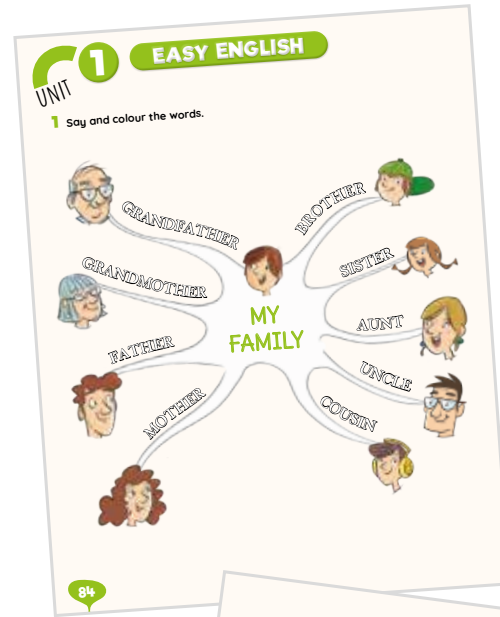
The **Easy English** sections are designed to support weaker pupils who may struggle with understanding and retaining new language. These pupils often need more guidance and scaffolding, such as **clear instructions, visual aids, repetition, simplified language, pair work, frequent check-ins, or positive reinforcement.**

Break down tasks into smaller, manageable steps, and provide examples. Use pictures, charts, and gestures to help pupils connect words with their meanings. Go over key points multiple times, allowing pupils to hear and practise language. Use short, clear sentences and avoid complex vocabulary to ensure understanding. Encourage pupils to work with a partner, which can provide them with support and boost their confidence. Regularly check their understanding and give feedback to ensure they are on track. Praise their efforts to build confidence and encourage participation. These strategies help weaker pupils feel more confident and supported as they learn English.

1 Say and colour the words.

To prepare weaker pupils for this activity you can follow these tips:

- 1 Explain how the mind map is structured, with names leading to the images.
- 2 Point to each family member on the mind map and ask the pupils to repeat the words.
- 3 Explain the task step by step - First, look at the pictures. Then, say the name of the family member. After that, colour the words. Show an example with one family member on the mind map, saying the name aloud and then colouring the corresponding word.
- 4 Have pupils work in pairs so they can help each other by checking the correct family member names and pronunciation.
- 5 Before they start, make sure the pupils understand what they need to do. Say the name of the family member, then colour the word that matches the picture.



2 Say and circle the correct words.

In this activity, pupils practise the correct spelling. Direct their attention to the words and pictures. Do the first word as an example. Then, invite the pupils to circle the rest of the words on their own. Provide help if needed. Finally check their answers.

Answers:

- SISTER
- BROTHER
- MOTHER
- FATHER

Pages 96-97
LEARN MORE

The **Learn More** sections are designed for **more advanced pupils**. Working with more advanced 9-year-olds learning English as a foreign language can be both exciting and challenging. At this age, pupils are curious, imaginative, and capable of grasping more complex concepts if presented in an engaging way. Here are some tips you may find useful.

Form small groups so advanced pupils can collaborate and learn at a pace that matches their ability. Always prepare additional, more challenging tasks ready for fast finishers to keep them engaged. Encourage pupils to research topics they enjoy (e.g. animals, sports, technology) and present their findings in English through posters, presentations, or simple videos. Use age-appropriate, authentic materials like children's magazines, songs, or short video clips. Promote critical thinking by posing open-ended questions or scenarios that require more than one-word answers. Teach vocabulary in thematic sets (e.g. occupations, hobbies, emotions) and encourage them to use the new vocabulary in sentences or conversations. Focus on grammar in use rather than on rigid rules. Use stories and dialogues to embed grammar in natural contexts. Provide opportunities for speaking practice, such as role plays, storytelling, or simple group discussions. Offer positive reinforcement to build confidence and minimize fear of mistakes. Foster learning environment where mistakes are seen as learning opportunities. Encouraging pupils to independently work out tasks is a great way to build their confidence and problem-solving skills.

1 Complete the crossword.

Have pupils complete the task on their own. Once they have finished, review their answers together. Alternatively, provide them with an answer key so they can check their work independently.

Answers:

- | | |
|-----------|--------------|
| 1 happy | 11 surprised |
| 2 chair | 12 carrots |
| 3 eyes | 13 fourteen |
| 4 sheep | 15 angry |
| 5 feet | 16 board |
| 6 clock | 17 sad |
| 7 lamp | 18 hands |
| 8 duck | 19 biscuits |
| 9 water | 20 bin |
| 10 cheese | |

2 Complete the crossword.

Follow the same approach as in exercise 1.

Answers:

- 1 mother
- 2 grandfather
- 3 brother
- 4 cousin
- 5 grandmother
- 6 father
- 7 sister
- 8 aunt
- 9 uncle

3 Complete the email with *my, your, his, our or their*.

Ask pupils to read the entire email before completing it with the provided words. Then, follow the same approach as in exercise 1.

Answers:

My, His, Our, Their, your

4 Answer the questions. Use short answers.

Follow the same approach as in exercise 1.

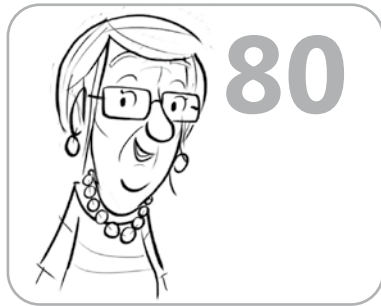
Answers:

- 1 Yes, they are.
- 2 No, she isn't.
- 3 No, I'm not.
- 4 Yes, we are.
- 5 No, he isn't.
- 6 Yes, he is.

Photocopiable worksheet 1

Name : _____ Date : _____

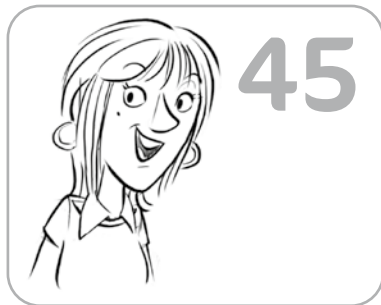
Read and complete.



This is my g.....
Her name is Helen.
She's



This is my g.....
His name is Tom.
He's



This is my m.....
Her name is Carol.
She's



This is my f.....
His name is Ronald.
He's



This is my s.....
Her name is Lara.
She's



This is me!
My name is John.
I'm



This is my b.....
His name is Edward.
He's

Photocopiable worksheet 2

Name : _____ Date : _____

Match.

Twenty-four

Fifty-five

A hundred

Sixty-two

Thirty-seven

Forty-eight

Twelve

55 62

24 100 12

37 48

Look and write.

20

30

40

50

60

.....

Write the numbers in the right order.

A HUNDRED

THIRTY TEN

NINETY FORTY

FIFTY TWENTY

EIGHTY SEVENTY

SIXTY

A HUNDRED

.....
.....
.....
.....
.....
.....
.....

TEN

Photocopiable worksheet 3

Name : _____ Date : _____

Read and colour as you like.

HE

SHE

IT

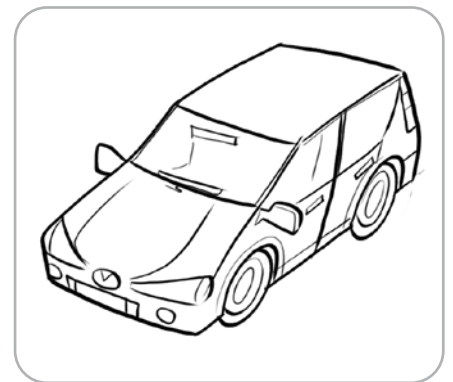
Write: HE – SHE – IT



My cousin is nine.
..... is nine.



Rudy is four.
..... is four.



My car is blue.
..... is blue.



Your sister is fifteen.
..... is fifteen.



Fufi is two.
..... is two.



My father is forty.
..... is forty.

Photocopiable worksheet 4

Name : _____ Date : _____

A matching exercise within a dashed border. It consists of three rows of cartoon characters and empty boxes. Lines connect the characters to their corresponding boxes. Row 1: Two characters at the top, each with a box below them. Row 2: Four characters in the middle, with boxes below them. Row 3: Three characters at the bottom, with boxes below them. Lines connect the top two characters to the first two boxes in the second row. Lines connect the first two characters in the second row to the first two boxes in the third row. Lines connect the last two characters in the second row to the last two boxes in the third row.

Penny

Bella

Oliver

Gus

Cody

Coco

Baxter

Toby

Lola

Russ

The Story Garden • Letter to parents



Hello, dear parents,

We really liked this first unit.

The **family** of our dinosaur friends is happy and fun, and with them we have learnt many new words and grammar structures, as well as **numbers up to 100**.

The story taught pupils about the **beauty of diversity** and the uniqueness of individuals.

In the **CLIL** section, we met some real dinosaurs and made a fossil, while **Living English** opened up the doors to the **Natural History Museum** in London.

This is the song pupils learnt with their classmates:

One big family

*Clap with me, sing with me,
we are one big family!*

*Clap with me, sing with me,
we are one big family!*

*She is my mother,
he is my father.*

*She's my grandmother,
he's my grandfather.*

*She is my aunt,
he is my uncle.*

*She is my cousin
and this is me!*

*Clap with me, sing with me,
we are one big family!*

*Clap with me, sing with me,
we are one big family!*



The Story Garden, your children's course book, has a **digital version**, which contains all the resources we use in class.

So, play with your children, using English.

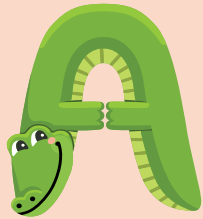
Our only request is that you avoid looking at content we haven't covered in class yet, to prevent confusion or loss of enthusiasm for school.

Have fun and see you soon!

Mr Green

THE ALPHABET FLASHCARDS

A a



alligator



B b



bear



C c



cat



D d

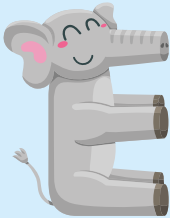


dog




THE ALPHABET FLASHCARDS


E e




elephant



F f



flamingo



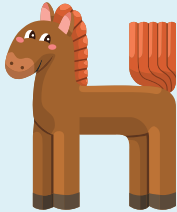
G g




giraffe



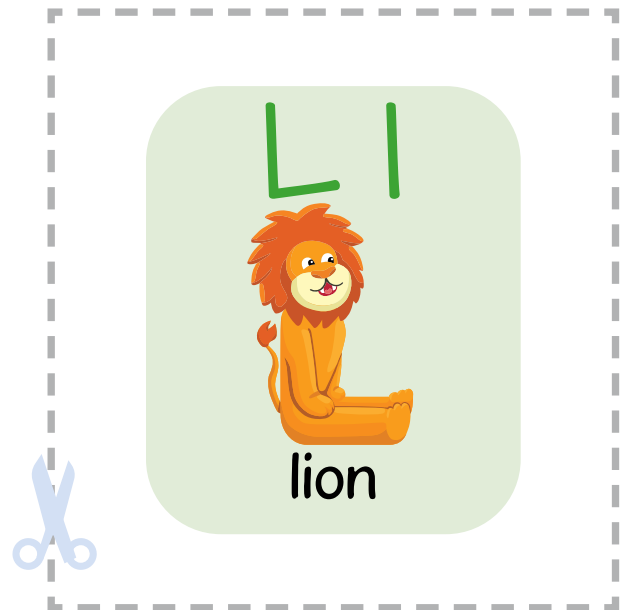
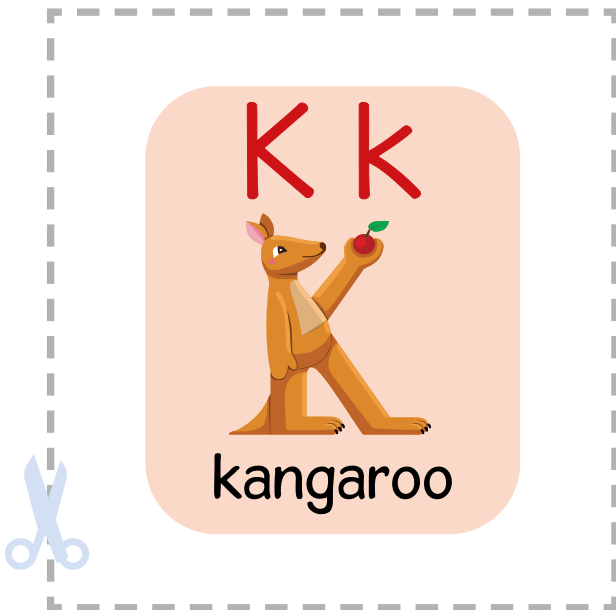
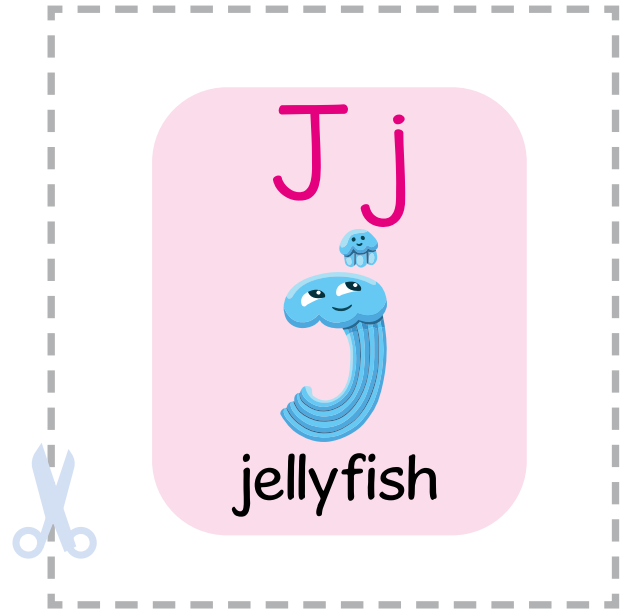
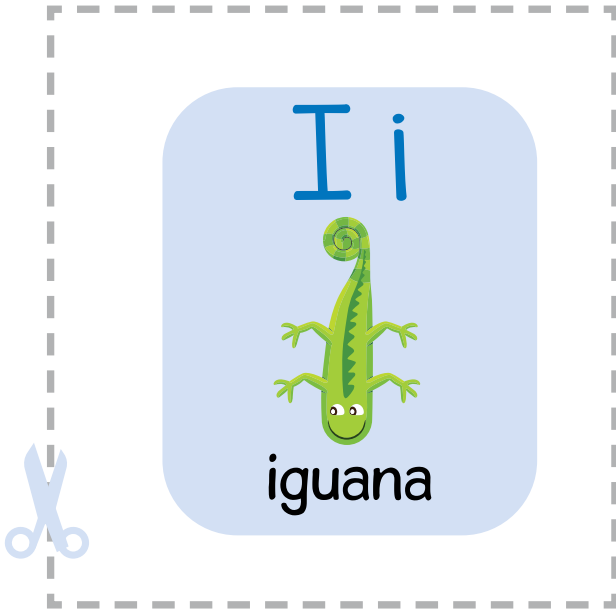
H h



horse

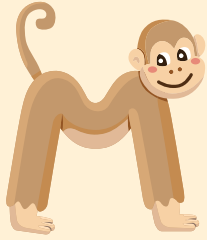


THE ALPHABET FLASHCARDS



THE ALPHABET FLASHCARDS

M m



monkey



N n



narwhal



O o



owl



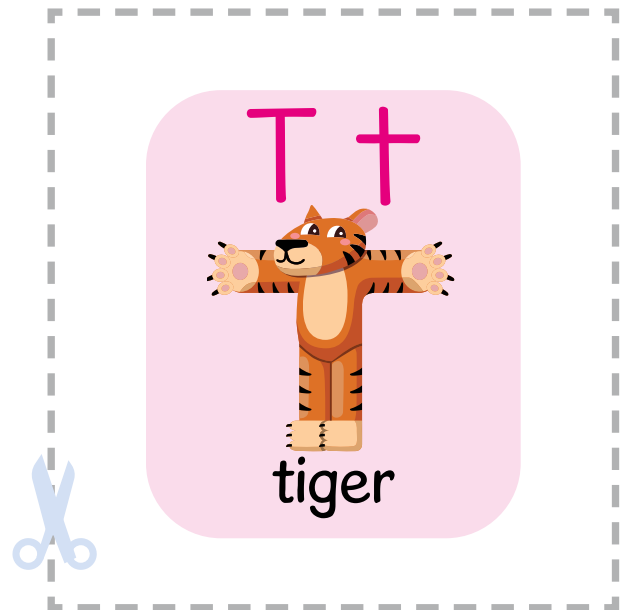
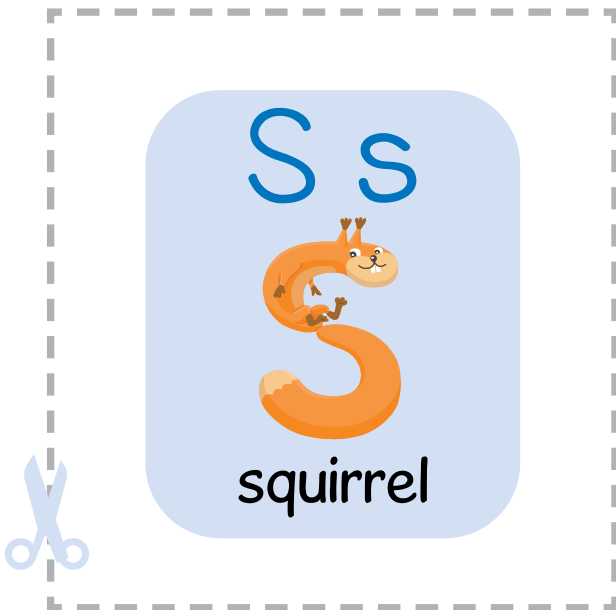
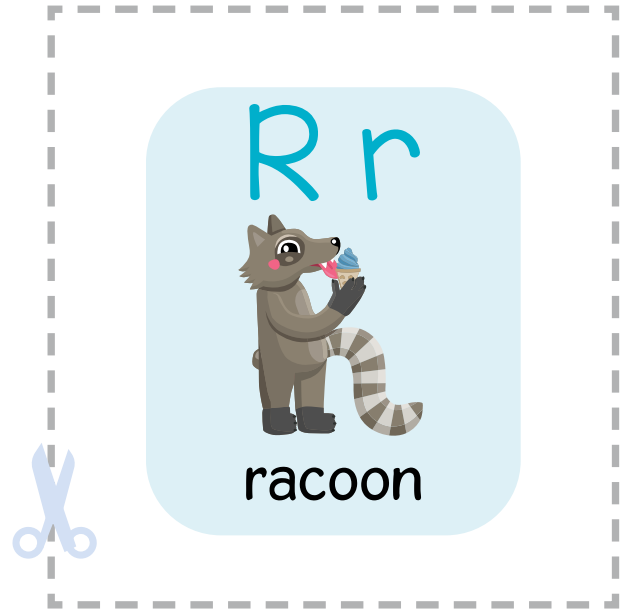
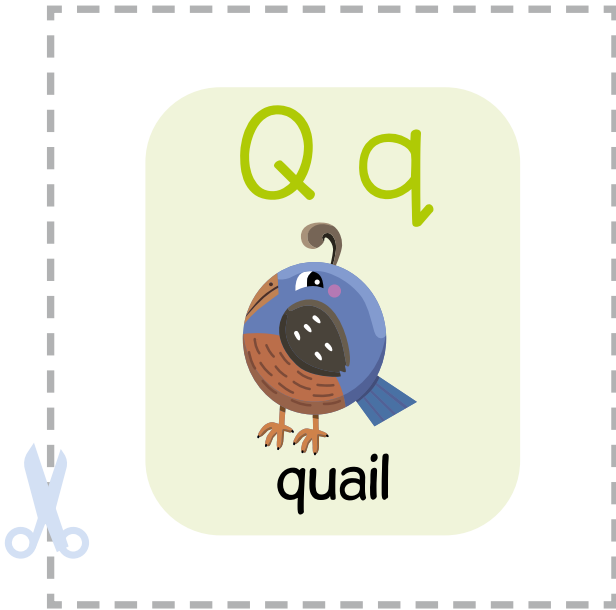
p p



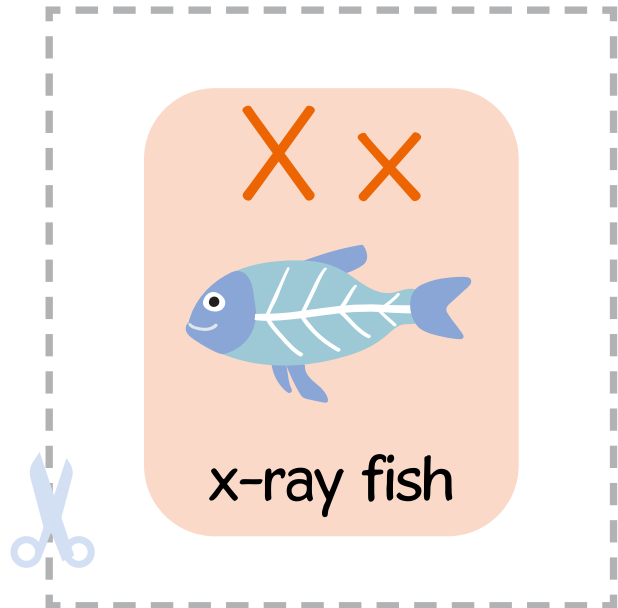
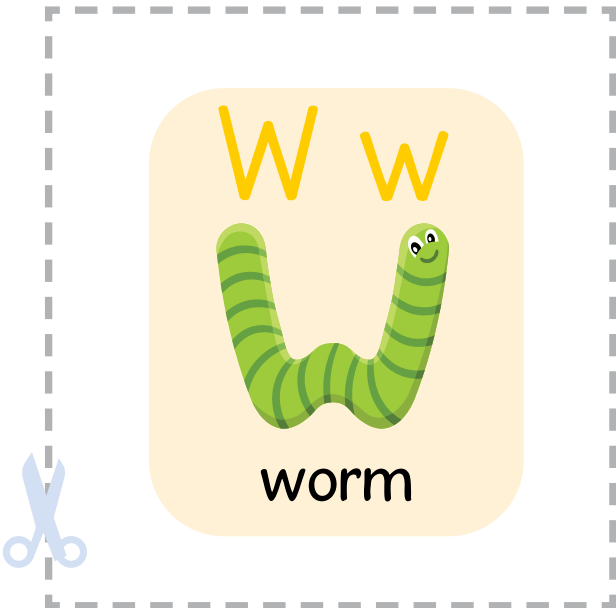
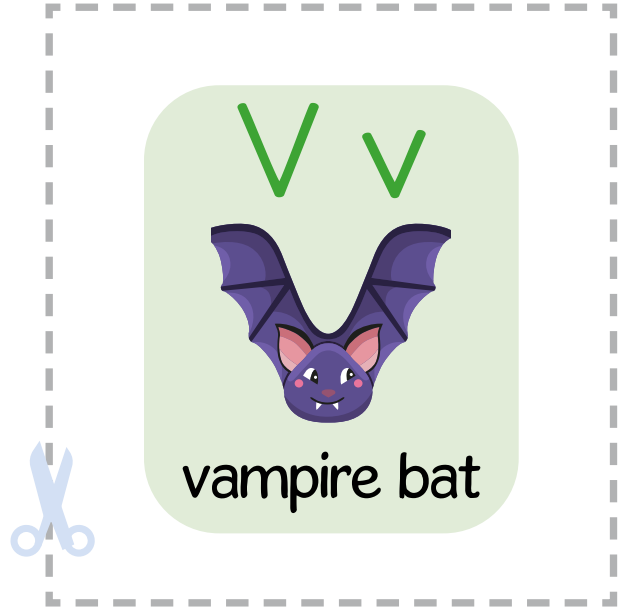
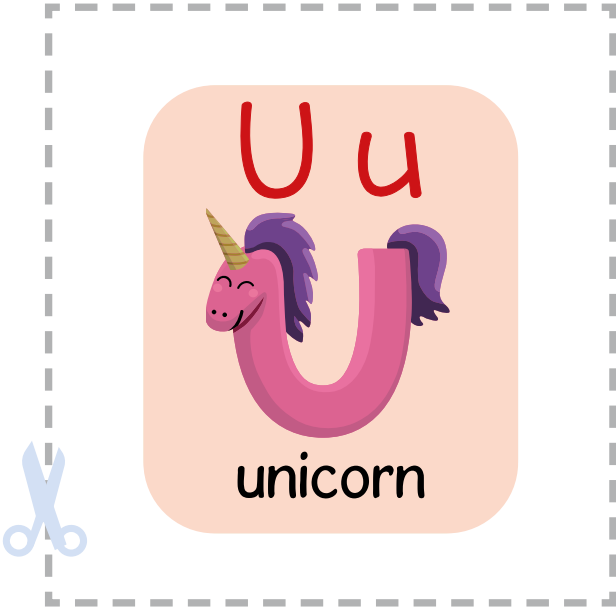
panda



THE ALPHABET FLASHCARDS



THE ALPHABET FLASHCARDS



THE ALPHABET FLASHCARDS

