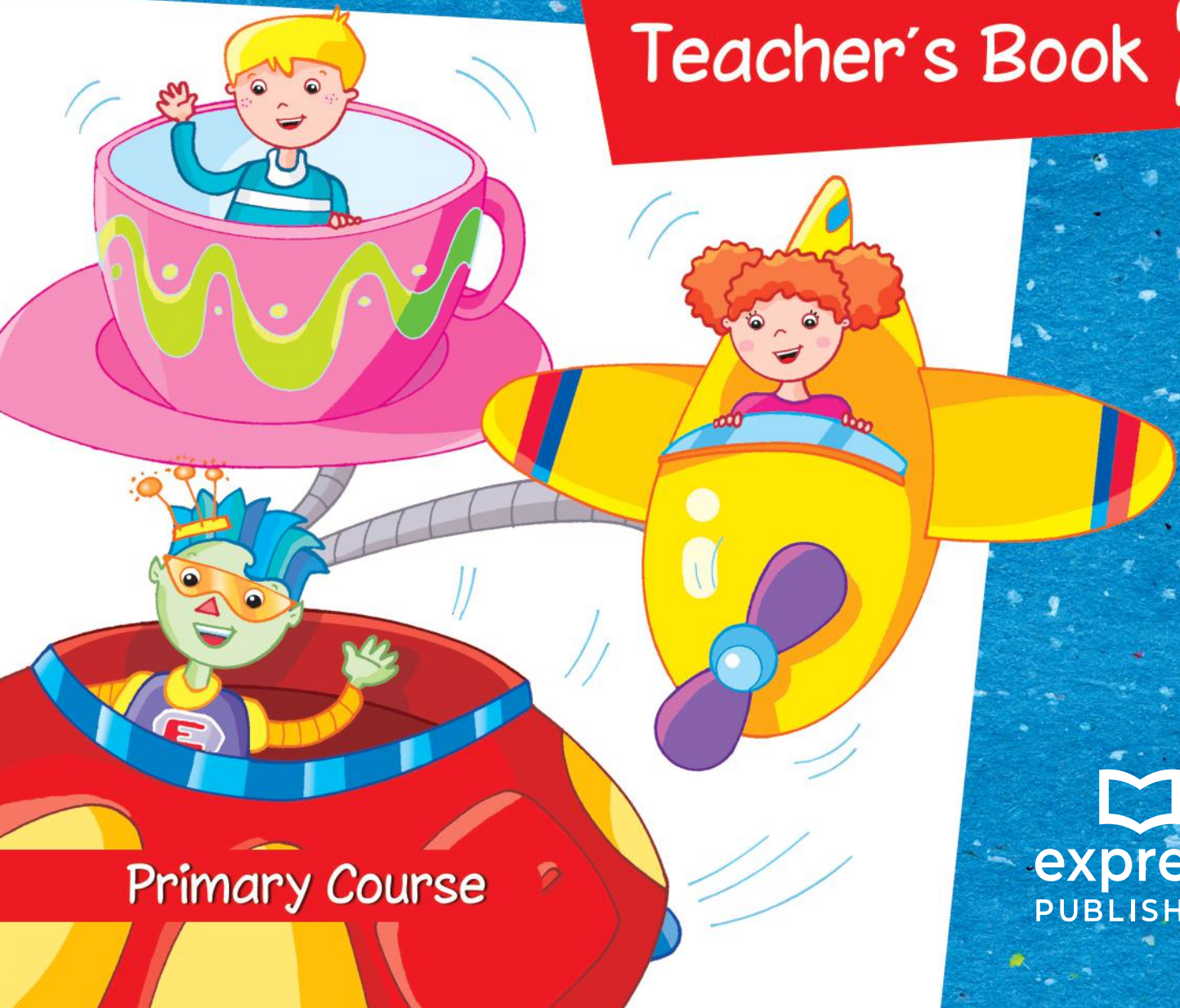


Jenny Dooley - Virginia Evans

EXTRA and Friends

Teacher's Book 2



Primary Course



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EXTRA



and Friends

Teacher's Book 2

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Introduction to the Teacher

Extra and Friends 2 is a course specially designed for pupils studying English at primary level. Its syllabus is based on graded structures and vocabulary. *Extra and Friends* enables pupils to use English effectively and ensures that they have fun while learning. The course mainly focuses on the receptive skills (listening and speaking) through a variety of communicative tasks and everyday dialogues. It also offers pre-reading activities.

● A1 Basic User

Pupils in this category can understand and use some basic vocabulary and expressions related to their own personal, concrete world. They can communicate using simple exchanges, introduce themselves, and ask and answer questions in a simple, repetitive way. Simple interaction is feasible provided the other person speaks clearly and slowly and is prepared to assist.

Pupil's Book

The **Pupil's Book** presents new words in a clear and effective way. The language is presented and activated in context through realistic patterns and appealing dialogues. A variety of functional exercises, songs, chants, games and craftwork help pupils practise the new language in an enjoyable way.

Extra and Friends 2 is divided into 8 modules. In each module, the pupils are exposed to the new language thoroughly and achieve competency in the target language at a faster pace. Each module has its aims and objectives and, upon finishing each one, the pupils can record their progress in language learning with the help of their teacher. The teacher has the chance to recycle and further consolidate any language items upon completion of the *Checkpoint* section in the *Pupil's Book*.

Extra and Friends 2 contains the following modules and objectives:

Module 1: *talking about family, presents/toys*

Module 2: *talking about colours and shapes, numbers 1-10*

Module 3: *talking about numbers 11-20, school objects, commands*

Module 4: *talking about clothes*

Module 5: *talking about animals*

Module 6: *talking about food*

Module 7: *talking about the face and body*

Module 8: *talking about seasons, weather*

In addition, the pupils have the chance to experience the culture and way of life in the UK through the *Welcome to Britain!* sections. They also have the opportunity to work on a project (*Project Time*) where they can use the language in a personalised way and speak about their own world. There are also two optional lessons (*It's Christmas!*, *Happy Easter!*) which are designed to be covered as a lead-up to the corresponding special days. Lastly, there is *Fun Time!* where pupils consolidate the language learnt in the course. The teacher can cover it upon completion of the course.

The **Pupil's Book** also includes:

Picture Dictionary

A dictionary that includes illustrations of the new vocabulary presented.

Portfolio Activities

This section contains sheets that the pupils use for their projects in *Project Time*. Then, they cut out the pages and file them in their *Junior Language Portfolios*.

The *Junior Language Portfolio* has been designed to stimulate and support the learning of the English language. Its purpose is to help the pupils

reflect on, realise their progress in and improve their language learning.

The *Junior Language Portfolio* is the pupils' property. It is a tool to accompany the pupils' language learning throughout their school life and is suitable for documenting their learning both inside and outside the classroom.

In practice, *Language Portfolios* may include project work from *Project Time* or other examples of written work or drawings completed inside or outside the class, DVDs (with the pupils' favourite story or with performances of songs, etc), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of material that the learners want to keep as evidence of their learning. The main emphasis is on the process of learning. As a result, while compiling their *Junior Language Portfolios*, pupils learn how to work independently.

How to make a Junior Language Portfolio

During the first lesson, explain to the pupils that they should bring in a folder, which they will have with them at all times and in which they will keep their *Junior Language Portfolio*. For the next lesson, bring in self-adhesive labels, write *My Junior Language Portfolio* on them and help your learners stick them onto their folders. Demonstrate how to store their material in their *Junior Language Portfolio* and make sure they update it regularly.

Story Cut Outs

There are *Story cut outs* for every module.

Story cut outs are an excellent way to consolidate the language learnt. Below are some ideas on how to use them.

- Mime and say words/phrases of the specific story and ask pupils to point to the corresponding picture.
- Pupils themselves say a word/phrase and the rest of the class must point to the corresponding picture.
- Cut out the cards and ask pupils to put them in the correct order.

Stickers

Stickers are an excellent way to involve the tactile/ kinaesthetic learners and it helps pupils retain the vocabulary in their long-term memory, as they are not simply exposed to the new words, but they have to do something with them. In the *Pupil's Book*, there are exercises with stickers in the *Checkpoint* section. The type and aim of these exercises vary to give pupils the chance to practise the new language in a motivating and appealing way.

Certificate of Achievement

The *Certificate of Achievement* aims to reward the pupils and give a sense of achievement.

Activity Book

The **Activity Book** is in full colour and consists of two parts. The first part can be used either in class or for homework, upon completion of each corresponding module in the *Pupil's Book*. It aims to consolidate the language that appears in the *Pupil's Book* through various exercises, incorporating all four skills.

The second part includes a built-in *CLIL (Content and Language Integrated Learning)* section. *CLIL* aims to introduce pupils to new ideas and concepts in traditional curriculum subjects, using the foreign language as the medium of communication. This section incorporates challenging cognitive activities with comparatively light linguistic demands. These activities include songs, craftwork, games, etc.

The **Activity Book** also includes:

Stickers

In the *Activity Book* you will find **stickers** for exercises as well as motivational reward stickers in order to reward pupils for their efforts.

Board Games

There are four **board games**, one per 2 modules. The aim of the board games is to provide an atmosphere of relaxation while consolidating the language learnt.

Introduction

How to play the Board Games

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc as a marker and place it on the **Start** sign. Teams or pairs take turns selecting a number by throwing a dice, spinning a spinner, etc, and then moving along the board according to the number. The pupils must answer the question in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on a trap square (*Oh no!*), they must go back to the beginning. If they land on a *Great!* square, they play again.

Teacher's Book

The **Teacher's Book** provides interleaved step-by-step lesson plans, as well as the answers to the exercises in both the *Pupil's Book* and the *Activity Book*. It also contains extra ideas on how to present new words and language patterns, additional activities and games, as well as audioscripts for the listening activities. Each module begins by setting out the targets and objectives of each module in a clear and concise way. At the beginning of the *Teacher's Book*, the teacher can find the *Programme*, an analytical chart of the targets and objectives of the modules.

The **Teacher's Book** also includes:

– Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

In the **Instruments for Evaluation**, the teacher can find:

- *Formative Evaluation Chart*: The teacher uses the chart to evaluate the pupils on an activity at any time during the course and writes the marks obtained with the help of a code.

- *Cumulative Evaluation Chart*: The teacher uses the chart to evaluate the pupils after the completion of a module.

Extra and Friends 2 Teacher's Resource Pack CD-ROM

The **Teacher's Resource Pack CD-ROM** provides the teacher with additional material which may be used in the classroom for further exploitation of the language learnt.

For more materials (posters, picture dictionary, vocabulary and board games and etc. visit and download from <https://epiebooks.com/> with your school email. Each school will be given a code to access the website.

Story Cards

The **Story Cards** are enlarged versions of the pictures from the stories in the *Pupil's Book*. They can be used by teachers to present and practise the stories. The story text is written on the back of the Story Cards, enabling teachers to narrate the story without having to memorise it.

Storytelling is a powerful teaching tool and helps pupils to identify themselves with the characters and the plot lines. Stories encourage children to be creative and imaginative, and advance skills such as prediction and guessing. All stories are recorded on the Class CDs, but teachers may prefer to narrate the stories themselves so that the pauses can be made to point to pictures/give emphasis to actions depicted/ask questions, etc. The Story Cards can be used both to **present** the story and to **practise** it. Here are some indicative ways as to how Story Cards can be used in the classroom.

PRESENTATION OF THE STORY

- Hold up the cards so the text faces you and the picture faces the pupils. Draw pupils' attention by asking them a question relevant to the story. Use the *Setting the scene* guidelines behind the cards as a warm-up for presenting the story. Then, read the audioscript or play

the corresponding track from the Class CD. The cards must be in numerical order (each card is numbered at the back). Read the first Story Card. Make sure you don't hide behind the cards. Make eye contact with the pupils. Storytelling is all about interaction. Use a different voice for each character (if you can). When you finish reading the Story Card, continue to the next one. Slide the card facing the pupils to the side and move it to the back.

PRACTICE AND EXTENSION

- Distribute the Story Cards to the pupils. Play the CD. Pause the CD at certain utterances. The pupil who has the corresponding Story Card must stand up and come to the front of the class.
- Hold up the Story Cards. Read the dialogue. Repeat, this time inviting pupils to complete the sentences.
- Pupils come to the front of the class. Give each pupil a Story Card. Then, tell pupils to stand in line based on the sequence of events.
- Put up the Story Cards in different places around the classroom. Divide pupils in teams. Give each team a number sticker that corresponds to a Story Card. Play the CD. The team with the corresponding number must go to the corresponding Story Card and stick the number on it.
- Put the Story Cards up on the board with a card missing and ask pupils to find out the missing Story Card.
- Put the Story Cards up on the board in random order. Allow the pupils some time to look at them and then turn them over. Ask pupils to remember the things they saw in each Story Card.

Posters

For more materials (posters, picture dictionary, vocabulary and board games and etc. visit and download from <https://epiebooks.com/> with your

school email. Each school will be given a code to access the website.

Class CDs/DVD

The **Class CDs** include all the recordings for the listening activities in the *Pupil's Book*, the *Activity Book* and the *Module Tests*. The **DVD** brings the characters to life, ensuring that the pupils have fun while learning. It is suggested that you view each module on the DVD upon completion of the corresponding module in the *Pupil's Book*.

Pupil's CD/DVD

The **Pupil's CD** includes the chants, songs, dialogues and texts so that the pupils can listen to them at home, thus improving their pronunciation and intonation. The **DVD** brings the characters to life, ensuring that the pupils have fun while learning.

Interactive Whiteboard Software

The **Interactive Whiteboard Software** integrates all the elements of the course in a much more engaging and entertaining way to facilitate learning.

Key features of a module

I Presentation of the new language

The new language is presented by first listening to the new vocabulary. In each lesson plan, the teacher will find detailed guidance on how to vary the presentation of new vocabulary, as well as further reinforcement and extension activities.

II Grammar and Vocabulary Activities

There is a large variety of activities catering for all types of learners and learning styles: colouring, pair and group work, matching, games, etc. In this way, the pupils use the new language in meaningful context.

III Dialogues

All the dialogues cover areas of interest within the pupils' knowledge. Pupils familiarise themselves

with the dialogue and enhance their listening comprehension skills.

IV Games, Chants & Songs

Pupils at this level need a lot of opportunities to play and explore their surroundings. Playing games and singing songs/chants provides a necessary outlet and ensures that the pupils are learning while having fun. It is also a way to ensure that the lesson always ends on a high note. In every module, there are songs, chants and games that add a creative and enjoyable element to the language classroom.

V Development of reading skills

The pupils are introduced to short texts aimed at gradually improving their reading skills through enjoyable activities. In this way, the pupils gain an appreciation of reading and are not intimidated by the written word.

VI Welcome to Britain

Introduces the pupils to the culture and way of life in the UK. Additionally, further information can be found on each topic by using the Internet and the recommended keywords.

VII Project Time

Every module includes a project that pupils file in their *Junior Language Portfolios*.

VIII Checkpoint

This section includes exercises consolidating the module as well as preparing the pupils for the corresponding test.

● Basic Principles of Extra and Friends

The modularised approach of the **Extra and Friends** series caters for the holistic development of the pupils. It enables the pupils to work on a theme from different angles and employ different learning styles. The pupils are asked to engage in a variety of activities, including listening, role-play, TPR, matching, selecting, giving personal information and opinions, etc. In this way, the language learning

process involves the pupils' body, mind, emotions and spirit.

The activities are also aimed at meeting the needs of all types of learners (visual, auditory, tactile/kinaesthetic) and aim at developing the pupils' *linguistic, learning-to-learn* and *social skills*.

Linguistic Skills

The pupils can do the following upon completion of each module:

- 1 associate pictures with new vocabulary with the aid of illustrations in their books as well as through the use of the picture flashcards or posters;
- 2 produce the sounds, pronunciation and intonation of the target language;
- 3 communicate with their peers in English, exchanging basic information about everyday matters such as introducing themselves, describing a house, talking about animals, etc; and
- 4 comprehend recorded dialogues, short exchanges, etc and use the set patterns in multi-sensory tasks.

Learning-to-learn Skills

Upon completion of each module, the pupils will be able to:

- 1 concentrate better and longer, as they are trained to listen to dialogues in order to perform a task;
- 2 skim and scan texts and dialogues to locate the necessary information; and
- 3 become familiar with aspects of life in other countries.

Social Skills

Upon completion of each module, the pupils will:

- 1 be motivated to read English;
- 2 experience being part of a group and obeying rules through the games;
- 3 become more responsible by keeping and updating their *Junior Language Portfolio*;

- 4 have a good understanding of the culture and traditions of other countries; and
- 5 have some understanding of the way of life in Britain.

● Classroom Management

Creating a pleasant environment in the classroom should be one of the teacher's very first goals. It is a good idea for the teacher to arrive a few minutes early to welcome the pupils and have something interesting for the early comers to do. They can listen to the song from the previous lesson, watch the video again or play with the picture flashcards, identifying the book's characters as well as the vocabulary items already presented.

The teacher should establish his/her policies from the start. Remind pupils to:

- come to class on time,
- bring in their *Pupil's Book*, etc,
- raise their hands when they want to ask a question, and
- wait for their classmates to answer the teacher's questions before they raise their hand to give their answer.

The teacher should empower his/her learners by:

- teaching **classroom language**, i.e. the Teacher's instructions, such as *open your books*, *close your books*, *work in pairs*, etc, the Pupils' instructions, i.e. the rubrics, and the Pupils' questions and answers to the Teacher. Classroom language is the language of communication between teacher and pupils in the classroom and needs to be taught from day one.
- giving brief and clear oral or written instructions. The teacher should give or read the instructions. She/He reads them at a slower pace, providing examples and eliciting examples from the pupils so she/he can be sure that they know what to do.
- Re. **Pupils' books open**. Whenever you want the pupils to work with their books open, draw the page number on the board, e.g. 3, point to it, mime and say: *Open your books at page (3)!*

● Songs in the Language Classroom

Songs are of great value in language learning. They are vivid examples of how the language taught is used in real context and highlight both pronunciation and intonation. Furthermore, their rhythm enables the pupils to remember the newly acquired language and stimulates learning.

There are numerous ways to use songs in the language classroom. You can play the CD and invite the pupils to move and clap to the rhythm or hum to the melody. If there are lyrics frequently repeated, children will soon start joining in.

Here are some ways to animate the songs:

- a Total Physical Response (TPR) Activities:** Have the pupils stand in a circle and play the song once. Sing and demonstrate the actions, encouraging the pupils to imitate you. Play the song again, this time asking the pupils to listen to the song and repeat after you while doing the actions. Play the song a third time and lead the singing while the pupils join in.
- b Using props:** Bring visuals, realia or word cards to class. Hand out these props to your pupils and ask them to hold up the props as soon as they hear the corresponding words in the song.
- c Song dramatisations:** Having interesting plots and characters, songs frequently offer themselves for further exploitation through drama. The teacher can dramatise the songs into short sketches, thus motivating his/her pupils. Assign roles and have the pupils sing their lines. Simple costumes and props can be prepared and used to make the performance more realistic.

These are just a few suggestions on how to use the songs in the language classroom. Be as inventive as you can, since pupils love performing.

● Checking Pupils' Progress

- a Homework:** As pupils are quite young, it is recommended that all work be done in class.

b Evaluation: After the pupils have completed the *Checkpoint* section of each module, the teacher can fill out the evaluation chart. This enables the teachers to record the pupils' progress in English.

are able to remember and process information. They have to do things on their own to be able to learn the new language.

● Types of learning styles

Over the years, teachers have noticed that some of their pupils learn best by listening to new information, some pupils prefer to read about it, while others need to do something with the new information. There are many different learning styles. Consequently, a coursebook should offer a variety of exercises and material to stimulate all learning styles and help pupils learn in the way that suits them best.

What are the types of learning styles?

– Visual Learners

These learners need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.

– Auditory Learners

These learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using audio materials.

– Tactile/Kinaesthetic Learners

Tactile/Kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They find it hard to sit still for long periods of time and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye coordination. By interacting with the space around them, they

Welcome! (p. 3)

In this unit pupils will ...

- learn greetings
- be introduced to the characters

Module 1 (pp. 4-11)

In this module pupils will ...

learn and talk about ...

- family members
- birthday presents
- Wendy's birthday

listen to ...

- a song about family members

COMPETENCES

learn how to ...

- introduce family members
- wish 'Happy Birthday' and give presents

DESCRIPTORS

practise ...

- This is

Language Focus

- This is my mummy, Julia.
- And I love my mummy so!
- Happy Birthday! This is for you! A CD! Thankyou!
- How old are you today? I'm eight years old!

Craftwork

Pupils will ...

- make a headband

Welcome to Britain

Pupils will talk about ...

- Mother's Day and Father's Day in the UK

Project Time

Pupils will ...

- draw pictures of presents they want to give to their family.

Module 2 (pp. 12-19)

In this module pupils will ...

learn and talk about ...

- colours and shapes
- numbers 1-10
- Extra, Tom and Wendy playing hide-and-seek
- rooms and furniture

listen to ...

- a chant practising colours and shapes
- a TPR song consolidating numbers 1-10

COMPETENCES

learn how to ...

- identify shapes and colours
- count from 1 to 10
- identify rooms and furniture

DESCRIPTORS

practise ...

- the verb 'to be' (is)

Language Focus

- What colour is your triangle? Pink!
- One, two, me and you!
- All the reds, stand up with me!
- My favourite colour is ...

Craftwork

Pupils will ...

- make a headband

Welcome to Britain

Pupils will read and talk about ...

- the Union Jack, the UK flag

Project Time

Pupils will ...

- draw pictures presenting their favourite colour.

Module 3 (pp. 20-27)

In this module pupils will ...

learn and talk about ...

- numbers 11-20
- commands
- school items
- Tom's day at school

listen to ...

- a TPR song presenting and practising commands

COMPETENCES

learn how to ...

- give and follow simple commands
- identify school items
- distinguish between and pronounce the sounds \t\ and \T\

DESCRIPTORS

practise ...

- I/me, you, my, your

Language Focus

- What's twelve plus two? Fourteen!
- What's this? It's a pen!

Welcome to Britain

Pupils will talk about ...

- an English school

Project Time

Pupils will ...

- draw about the school items in their schoolbag

Module 4 (pp. 28-35)

In this module pupils will ...

learn and talk about ...

- clothes
- Wendy and Tom's yellow T-shirts

listen to ...

- a song about clothes

COMPETENCES

learn how to ...

- talk about clothes

DESCRIPTORS

practise ...

- the verb 'have got'

Language Focus

- Who's got a shirt?
- I've got a lot of blue T-shirts.
- Have you got a coat? No, I haven't.

Craftwork

Pupils will ...

- design a T-shirt

Welcome to Britain

Pupils will talk about ...

- traditional Scottish clothes

Project Time

Pupils will ...

- draw pictures of their favourite clothes

Module 5 (pp. 36-43)

In this module pupils will ...

talk about ...

- animals
- colours

listen to ...

- a song about animals
- Extra getting help from his friends

COMPETENCES

learn how to ...

- talk about animals

DESCRIPTORS

practise ...

- it's
- I've got
- can

Language Focus

- I've got a parrot and it can speak.
- Is it Maria?
- My black cat is very funny!

Welcome to Britain

Pupils will talk about ...

- dog shows

Project Time

Pupils will ...

- draw pictures of their favourite animals

Module 6 (pp. 44-51)

In this module pupils will ...

Learn and talk about ...

- food items
- Extra's picnic
- plural in nouns

listen to ...

- a chant practising food items

COMPETENCES

learn how to ...

- talk about food preferences
- distinguish between singular and plural nouns

- distinguish between and pronounce the sounds \k\ and \tS\

DESCRIPTORS

practise ...

- I like/don't like

Language Focus

- I like fish, yummy! / I don't like fish, yuk!
- Do you like ice cream? Yes, I do!/No, I don't!

Welcome to Britain

Pupils will read and talk about ...

- fish and chips, Britain's favourite meal

Project Time

Pupils will ...

- draw their favourite food

Module 7 (pp. 52-59)

In this module pupils will ...

talk about ...

- parts of the body

listen to ...

- a chant about parts of the body
- a song consolidating parts of the body with commands
- Extra, Tom and Wendy painting their faces

COMPETENCES

learn how to ...

- identify parts of the body

DESCRIPTORS

practise ...

- the verb 'to be'
- indefinite article

Language Focus

- Is it the nose?
- Touch my face, touch my hair!
- If you're happy and you know it, clap your hands!

Craftwork

Pupils will ...

- make a flower photo frame

Welcome to Britain

Pupils will talk about ...

- the London Eye

Project Time

Pupils will ...

- draw a picture of their favourite cartoon character

Module 8 (pp. 60-67)

In this module pupils will ... learn and talk about ...

- seasons
- weather
- Extra's holiday

listen to ...

- a chant practising seasons

COMPETENCES

learn how to ...

- ask and answer about their favourite season
- talk about the weather
- distinguish between and pronounce the sounds \s\ and \S\

DESCRIPTORS

practise ...

- What's

Language Focus

- What's your favourite season?

- What's the weather like?

Welcome to Britain

Pupils will talk about ...

- British weather

Project Time

Pupils will ...

- draw their favourite season

It's Christmas! (pp. 68-69)

In this lesson pupils will ...

- listen to a Christmas song
- make an angel
- exchange Christmas greetings

Happy Easter! (pp. 70-71)

In this lesson pupils will ...

- listen to an Easter song
- make an Easter bunny mask
- play an Easter game

Fun Time! (pp. 72-73)

In this section pupils will ...

- consolidate the key vocabulary of the course

Bye-bye! (p. 74)

In this section pupils will ...

- listen to and sing a song about holidays



Aims

to welcome pupils, to introduce the characters

Language focus

Hello and welcome! Welcome to you! Bye-bye!

Target vocabulary

hello, welcome, and, to, you

Extra materials

slips of paper with the pupils' first names written in English and a hat or bag, picture flashcards (1-2), word flashcards (20-21), *New Friends* poster

● WARM-UP

Wait by the door and greet the pupils as they arrive.

(An activity to introduce yourself and break the ice.)

Write your name on the board and introduce yourself to the class. Point to your name on the board and to yourself and say: *Hello, I'm (Miss Houston)*. Say *Hello* again. The pupils repeat, chorally and individually.

Before going into class

Prepare slips of paper with the pupils' first names written in English. Put the slips in a hat/bag, etc.

Take out the first slip and read the name. Ask the pupil to come to the front. Say *Hello* to him/her and invite a response. Follow the same procedure with the rest of the pupils.

● PRESENTATION AND PRACTICE

(An activity to introduce the characters of the book.)

1 Sing.

● PICTURE FLASHCARDS (1-2)/ WORD FLASHCARDS (20-21)

Pupils' books closed. Put the picture flashcards of the characters up on the board. Point to *Tom*, *Extra* and *Wendy*, one at a time, and elicit their names.

Point to the characters again and say: *Hello!* Encourage the pupils to respond and say: *Hello!* Put the corresponding word flashcard below the picture card and say: *Hello!* The pupils repeat after you. Now, put the picture card of the children on the board and wave. Say: *Bye-bye!* Encourage the pupils to wave and repeat after you. Put the corresponding word flashcard below the picture card and say: *Bye-bye!* The pupils repeat after you.

● POSTER

Pupils' books closed. Put the *New Friends* poster up on the board. Point to and say: *Hello, Extra! Hello, Tom! Hello, Wendy!* Mime the greeting gesture. The pupils repeat. Then, pretend you are leaving the classroom and wave goodbye to the characters on the poster. Say: *Bye-bye, Extra! Bye-bye, Tom! Bye-bye, Wendy!* The pupils repeat.

Pupils' books open. Refer the pupils to the picture. Elicit the characters' names. Play the CD. The pupils listen. Play the CD again. The pupils listen and mime a welcoming gesture.

AUDIOSCRIPT

Extra, Tom & Wendy: *Hello and welcome!*
Hello and welcome!
Hello and welcome!
Welcome to you!

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Tell the pupils to look at the picture on p. 3 for a couple of minutes. Then, tell them to close their books. The pupils must list the objects featured in the picture. Tell them to use L1 if they don't know all the words. You could also divide pupils in teams. Each team gets one point for saying an object. Then, ask the pupils to tell you whose room they think it is. The pupils should answer it's either Tom's or Wendy's room.

Welcome!

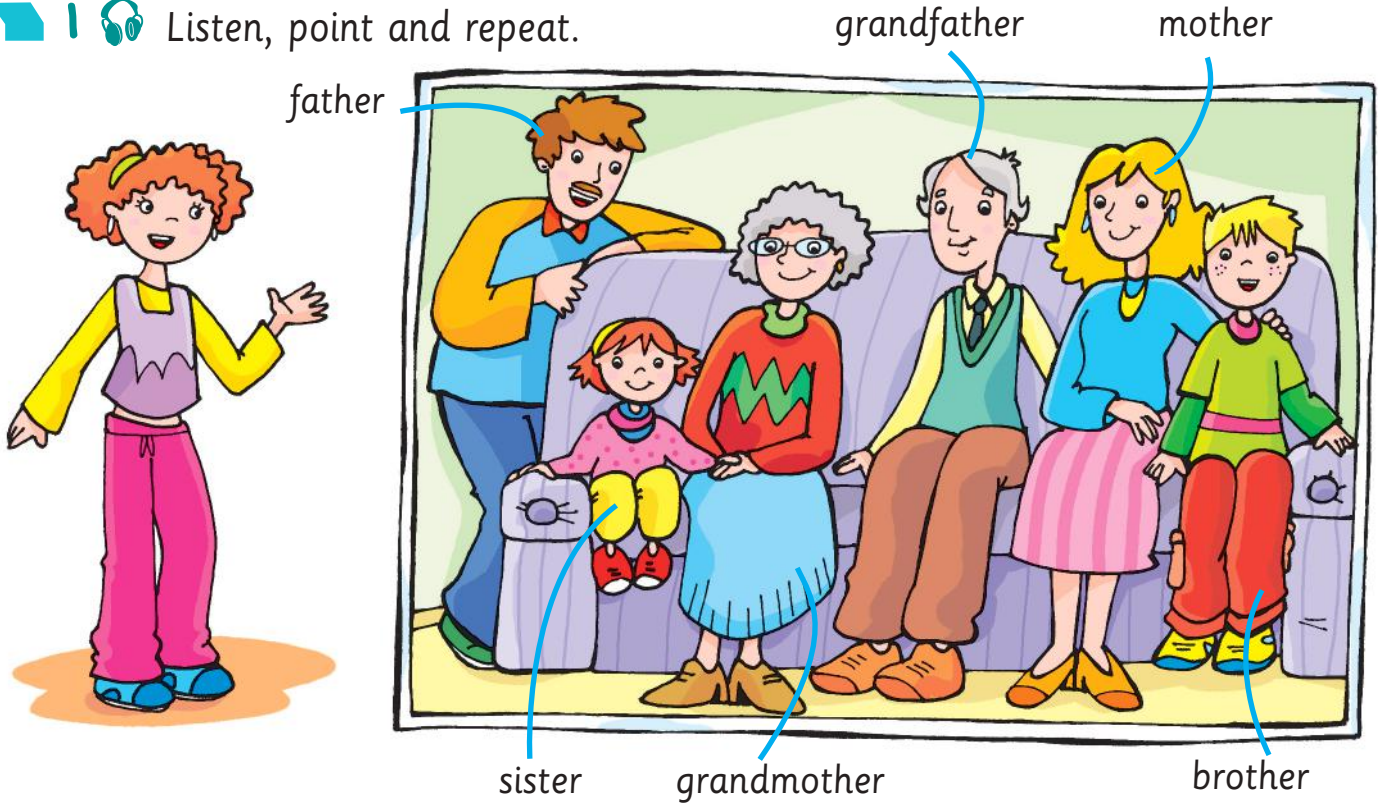
🎧 | 🎧 Sing.



My Family

Lesson 1

1 Listen, point and repeat.



2 Look and say.

This is my grandfather, Bill.



1 Bill



2 Ann



3 Bob



4 Doris



5 Tom



6 Lucy

Lesson 1

Aims

to introduce/identify family members

Language focus

This is my (grandfather, Bill).

Target vocabulary

family, father, mother, brother, sister, grandfather, grandmother

Extra materials

Progress Report Cards (Module 1), poster: Tom and Wendy's Family

● WARM-UP

(An activity to revise the language of the previous module.)

Hand out the completed *Progress Report Cards* for the previous module and ask the pupils to file them in their *Language Portfolios*.

Note: Now is a good time for any remedial work you find necessary.

● PRESENTATION AND PRACTICE

(Activities to present and activate the new language.)

1 Listen, point and repeat.

● POSTER

Pupils' books closed. Put up the *TOM AND WENDY'S FAMILY* poster. Point to the family members, one at a time, and say the corresponding words. The pupils listen and repeat, chorally and individually.

Pupils' books open. Read the instructions and explain the task. Play the CD. Have the pupils listen and repeat chorally. As they do so, encourage them to point to the characters illustrated in Ex. 1. Play the CD again, pausing for the pupils to repeat individually.

Extension

Point to Wendy's father on the poster and ask: *Who's that?* Elicit the correct answer (*father*). In pairs, the pupils ask and answer about the family members.

2 Look and say.

● POSTER

(follow the instruction given in Introduction p.IV- Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Pupils' books closed. Point to the *TOM AND WENDY'S FAMILY* poster. Say, then write the name of each member on the board. The pupils repeat after you. Then, pretending you are Wendy, point to the grandfather, say and write: *This is my grandfather, Bill*. The pupils repeat, chorally and individually. Point to the rest of Wendy's family members and elicit similar sentences.

Pupils' books open. Read out the example. The pupils repeat, chorally and individually. The pupils look at the remaining pictures and do the exercise orally in class.

- 2 This is my mother, Ann.
- 3 This is my father, Bob.
- 4 This is my grandmother, Doris.
- 5 This is my brother, Tom.
- 6 This is my sister, Lucy.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to draw simple faces of two family members. Demonstrate yourself first, e.g. *This is my (father, Ben)*.

Homework (Optional)

You may assign the corresponding exercises from the *Activity Book* as written homework. If this is the case, make sure you do them first orally in class.

It would be a good idea to ask the pupils to be able to act out Ex. 2 for the next lesson.

MODULE 1 - My Family

Lesson 2

Aims

to revise family members, to develop listening comprehension skills through a song, to sing a song and do the actions, to make hearts

Language focus

This is my mummy and I love my mummy so!

Target vocabulary

mummy, daddy, sister, brother, love

Extra materials

Reinforcement & Extension Activity: *My Family* from the *Teacher's Resource Pack CD-ROM*, coloured paper

WARM-UP

(An activity to revise the language taught in the previous lesson.)

Ask the pupils to present their family trees to the class. Have them point to each family member and say, e.g. *This is my daddy, Paul.*

PRESENTATION AND PRACTICE

(Activities to revise family members.)

3 Sing and do.

Pupils' books closed. Have the pupils stand in a circle holding hands. Lead them in walking and saying: *This is my mummy, my mummy-oh. This is my mummy and I love my mummy so!* Repeat with *daddy, brother* and *sister*.

Pupils' books open. Play the CD. The pupils listen and sing along. Have the pupils stand in a circle and choose a girl to stand in the centre of the circle. Play the CD. The pupils walk and sing the first verse to the girl (*mummy*). Then, the girl chooses another pupil to be the *daddy* and come to the centre. The rest of the pupils sing the second verse to him. Follow the same procedure for *brother* and *sister*.

AUDIOSCRIPT

*This is my mummy,
My mummy-oh.
This is my mummy
And I love my mummy so!
This is my daddy,
My daddy-oh.
This is my daddy
And I love my daddy so!
This is my sister,
My sister-oh.
This is my sister
And I love my sister so!
This is my brother,
My brother-oh.
This is my brother
And I love my brother so!*

CRAFTWORK

Tell the pupils they are going to make a heart for their mum and dad. Provide the pupils with coloured pieces of paper. Show them your model and guide them through the drawing, cutting and construction of their hearts. Help them write the sentence "I love you, Mummy/Daddy!" in the centre if necessary. Upon completion of the craftwork, the pupils present their hearts. Then, they hand in their craftwork to be displayed.

FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to form a circle and choose a pupil to stand in the middle. The pupils walk around him/her and sing the first verse, replacing *my mummy* with his/her name.

e.g. *This is Helen,
Helen-oh.
This is Helen
And I love Helen so!* etc

Note: If you wish, you can print the Reinforcement & Extension Activity: *My Family* from the *Teacher's Resource Pack CD-ROM*. Ask the pupils to do the task. Then, you can help your pupils file their work in their *Junior Language Portfolios*.

Lesson 2

3  Sing and do.



This is my mummy,

My mummy-oh.

This is my mummy

And I love my mummy so!

CRAFTWORK

Make a heart.



MODULE 1

Lesson 3

4 Listen and number. Repeat.



5 Listen. Talk with your friend.



Lesson 3

Aims

to identify presents/toys, to offer presents and express thanks

Language focus

Happy Birthday! This is for you! A CD! Thank you!

Target vocabulary

a teddy, a radio, a ball, a CD, a doll, a car

Extra materials

Happy Birthday poster, thin white cardboard

● WARM-UP

(An activity to revise family members.)

Write the words *mummy, daddy, brother* and *sister* on the board with some letters missing. Ask the pupils to copy the words into their notebooks and complete them. Check the pupils' answers.

● PRESENTATION AND PRACTICE

(Activities to present presents/toys.)

4 Listen and number. Repeat.

● POSTER

Pupils' books closed. Put the *Happy Birthday* poster up on the board. Point to and say the words. The pupils repeat, chorally and individually. Point to the presents/toys in random order and ask the pupils to say the appropriate words.

Pupils' books open. Play the CD. The pupils listen and write the numbers. Pause the CD if you think the pupils need more time to do so. Check the pupils' answers. Then play the CD again, pausing for the pupils to repeat. Check their pronunciation and intonation. Individual pupils read the words.

AUDIOSCRIPT

number one – a car

number two – a ball

number three – a teddy

number four – a CD

number five – a doll

number six – a radio

5 Listen. Talk with your friend.

(An activity to consolidate presents/toys, offer presents and express thanks.)

● POSTER

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Play the CD. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation.

Refer the pupils to the *Happy Birthday* poster. Invite a pair of pupils to come to the front of the class. One pupil points to a present/toy and practises the pattern with his/her partner. Repeat the activity with as many pupils as you wish.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Have the pupils make birthday cards for their friends. Provide them with thin white cardboard. Have them write *Happy Birthday!* and their friend's name, and then decorate their cards.

Lesson 4

Aims

to develop listening and reading comprehension skills through an *Extra and Friends* episode

Language focus

Today is Wendy's birthday. How old are you today? I'm eight.

Target vocabulary

how, old, today

Extra materials

Story Cards 1-6, coloured cardboard

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Ask the pupils to present the birthday cards they made in the previous lesson to their friends, e.g. *Happy Birthday! This is for you!*

● PRESENTATION

(An activity to present the story and develop the pupils' listening and reading comprehension skills.)

6 Listen and read.

Pupils' books closed. Present the story with the help of the Story Cards (see the relevant section in the *Introduction to the Teacher*).

Pupils' books open. Play the CD and ask the pupils to listen and follow along in their books. Play the CD again and pause from time to time for the pupils to repeat chorally and individually. Check their pronunciation/ intonation. Then, individual pupils read out from the text.

● PRACTICE AND EXTENSION

Divide the class into groups/pairs and assign one phrase per group/pair. Allow groups/pairs some time to practise their phrases. Then, the pupils in groups/pairs act out the phrases, using both words and gestures. Play the CD again and the pupils join in with their phrase when they hear it.

For further ideas on how to exploit the story through the Story Cards, see the *Introduction to the Teacher*.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

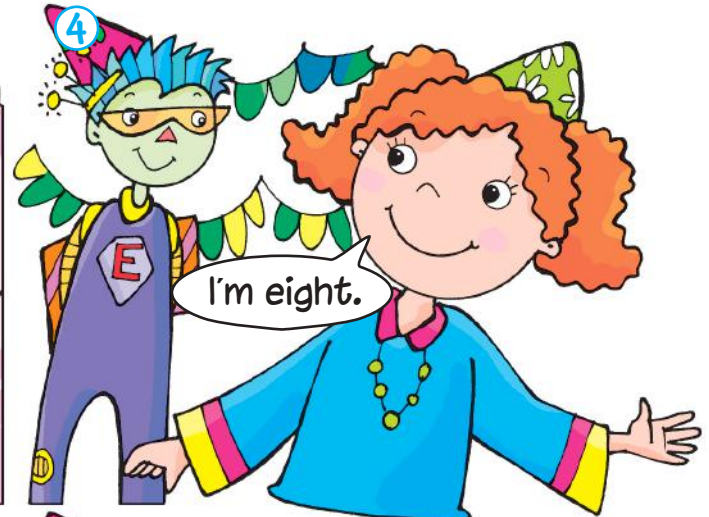
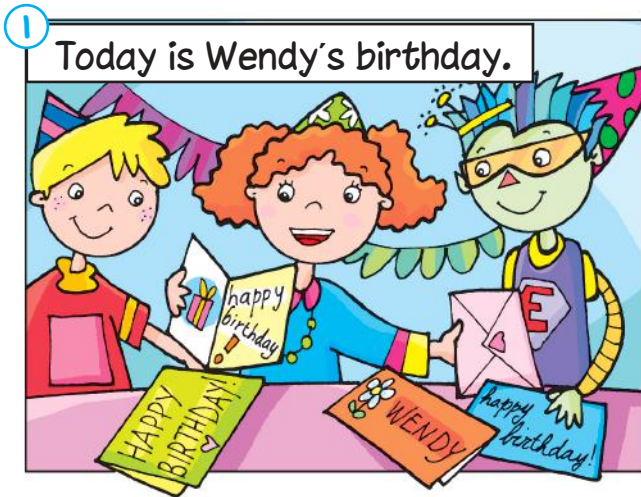
Tell the class they are going to make badges. Hand out the coloured cardboard. The pupils choose their favourite colour, cut out a circle and on it they write: *I am (7)*. If you wish, you can bring in some safety pins so that the pupils can pin on their badges. Then, the pupils go around the classroom asking and answering questions about their age.

e.g. Pupil 1: *How old are you?*

Pupil 2: *I'm eight.* etc

Lesson 4

 Listen and read.



WELCOME TO BRITAIN



In the UK, there are special days for mummies and daddies!
There is a Mother's Day and a Father's Day!

Lesson 6

PROJECT TIME

This doll is for my sister.



This radio is for my daddy.



Lesson 5

Aims

to familiarise pupils with British culture: to learn about Mother's Day and Father's Day

Language focus

In the UK, there are special days for mummies and daddies! There is a Mother's Day and Father's Day!

Extra materials

none

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Assign roles to the pupils. Ask them to read and act out the *Extra and Friends* episode.

● WELCOME TO BRITAIN

(Activities to familiarise pupils with British culture and encourage them to explore their own.)

Read.

Pupils' books open. Read the text. The pupils listen and follow the lines. Read the text again, pausing for the pupils to repeat after you. Ask the pupils to say how they celebrate *Mother's Day* and *Father's Day* in their country.

● ICT

For further information on more British celebrations, the pupils can use the Internet. Provide them with the following keywords: **festivals, celebrations, UK.**

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to draw and colour in a card for their mum and/or dad. They can write *Happy Mother's/Father's Day!* on it and give it/them to their parents.

Lesson 6

Aims

to develop communicative skills through project work: to talk about what presents pupils give to members of their family.

Language focus

This (doll) is for my (sister).

Extra materials

Happy Birthday poster, bottle

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

● POSTER

Put up the *Happy Birthday* poster and cover the words with small pieces of paper. Ask the pupils to sit in a circle. Place a bottle in the middle of the circle and spin it. When it stops spinning, the pupil it is pointing to has to name the toy you are pointing to on the *Happy Birthday* poster.

● PROJECT TIME

(An activity for the pupils to produce a project about what presents they give to members of their family.)

Pupils' books open. Refer the pupils to *Project Time* and explain the task. Point to the girl and the doll and say: *This doll is for my sister.* Ask the pupils to repeat. Repeat with: *This radio is for my daddy.* Refer the pupils to the *Portfolio Activities* sheet on p. 81. Ask them to draw pictures of presents they wish to give to members of their family. Alternatively, you can assign this as homework.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to present their projects to the class and say, e.g. *This CD is for my brother.*

Note: Make sure to display the pupils' projects in the classroom. Then, help them file their drawings in their *Junior Language Portfolios*.

MODULE 1 - My Family

Lesson 7

Aims

to consolidate the vocabulary of the module

Extra materials

none

ACTIVITY TIME

● WARM-UP

(An activity to revise the language of the module.)

Divide the pupils into two teams. Write the name of one of the presents/toys on the board with all the letters mixed up, e.g. *detyd (teddy)*. Choose a team to go first. The pupils have to unscramble the letters and say the word. Each correct answer gets a point. The team with the most points wins.

● PRACTICE

Write the words. Colour.

(An activity to consolidate presents/toys and colours.)

Pupils' books open. Read the instructions and explain the activity. The pupils look at the pictures and write the names of the presents/toys in the spaces provided. Then, they colour them in. Allow pupils some time to complete the activity. Check their answers.

teddy, radio, CD, car, ball

● FOLLOW-UP

(An activity to consolidate the language of the module.)

Tell the pupils to draw a present for someone famous (a singer, an actor, an athlete, etc) and write, e.g. *This is for Ronaldo.*

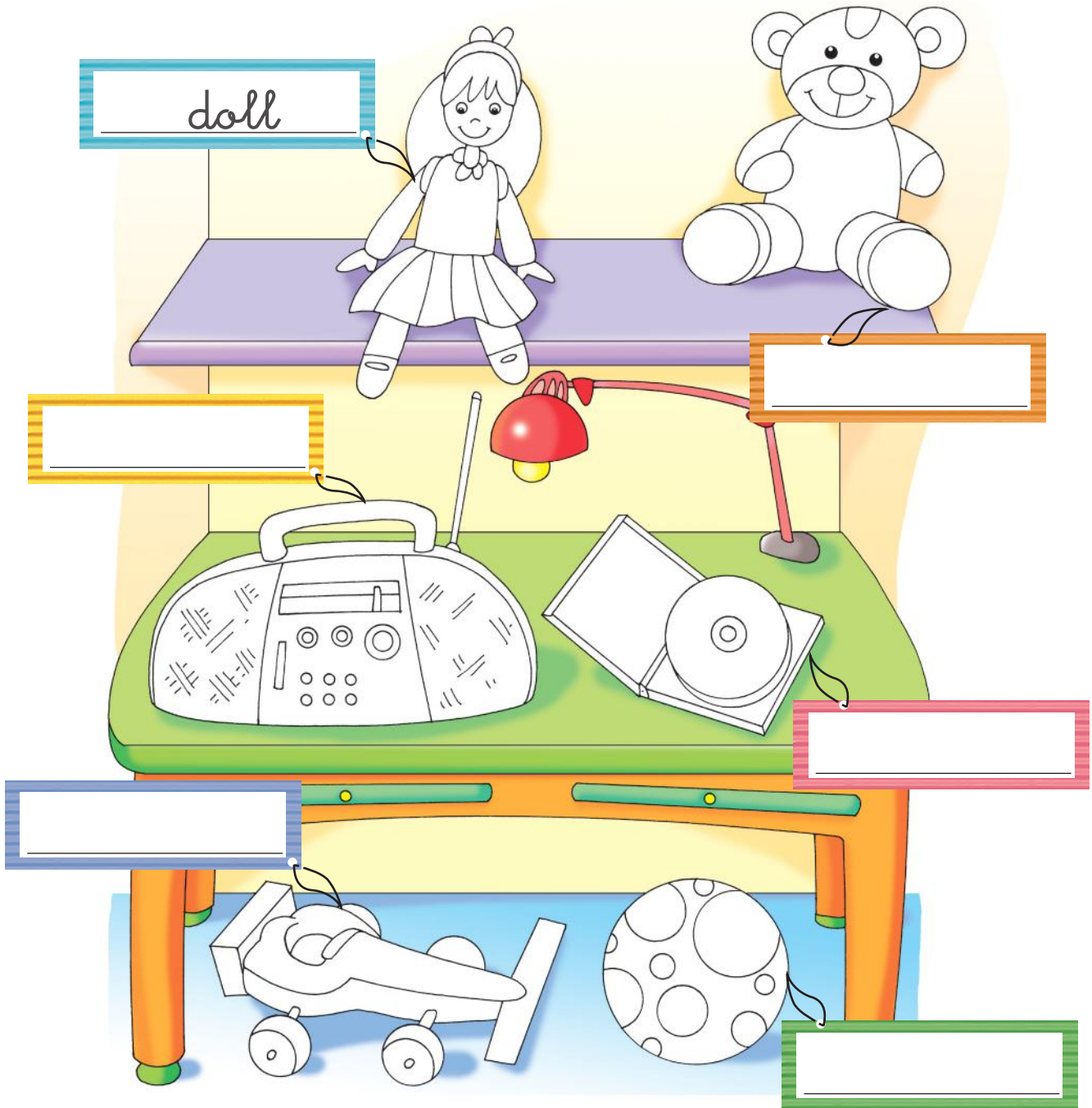
Activity Book

Now, you can do the exercises (Module 3) from the *Activity Book* in class.

Lesson 7

Activity Time





● Say the words. Colour.



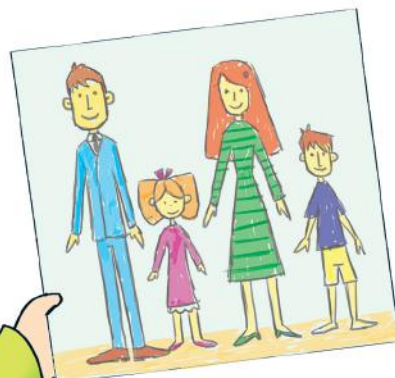
MODULE 1 – CHECKPOINT 1

Lesson 8

1 Stick and say.

			
CD	teddy	radio	doll

2 Look and say.



I'm Tracy and this is my family.

3 Listen and match.

(See Audioscript on page 113(T).)



Sam



Lucy



Bill



Pat

4 Complete the sentences.

(Suggested answers)

I'm eight years old.

My mummy's name is Mary.

My daddy's name is Mark.

(Pupils draw or stick a picture of themselves and/or their family.)

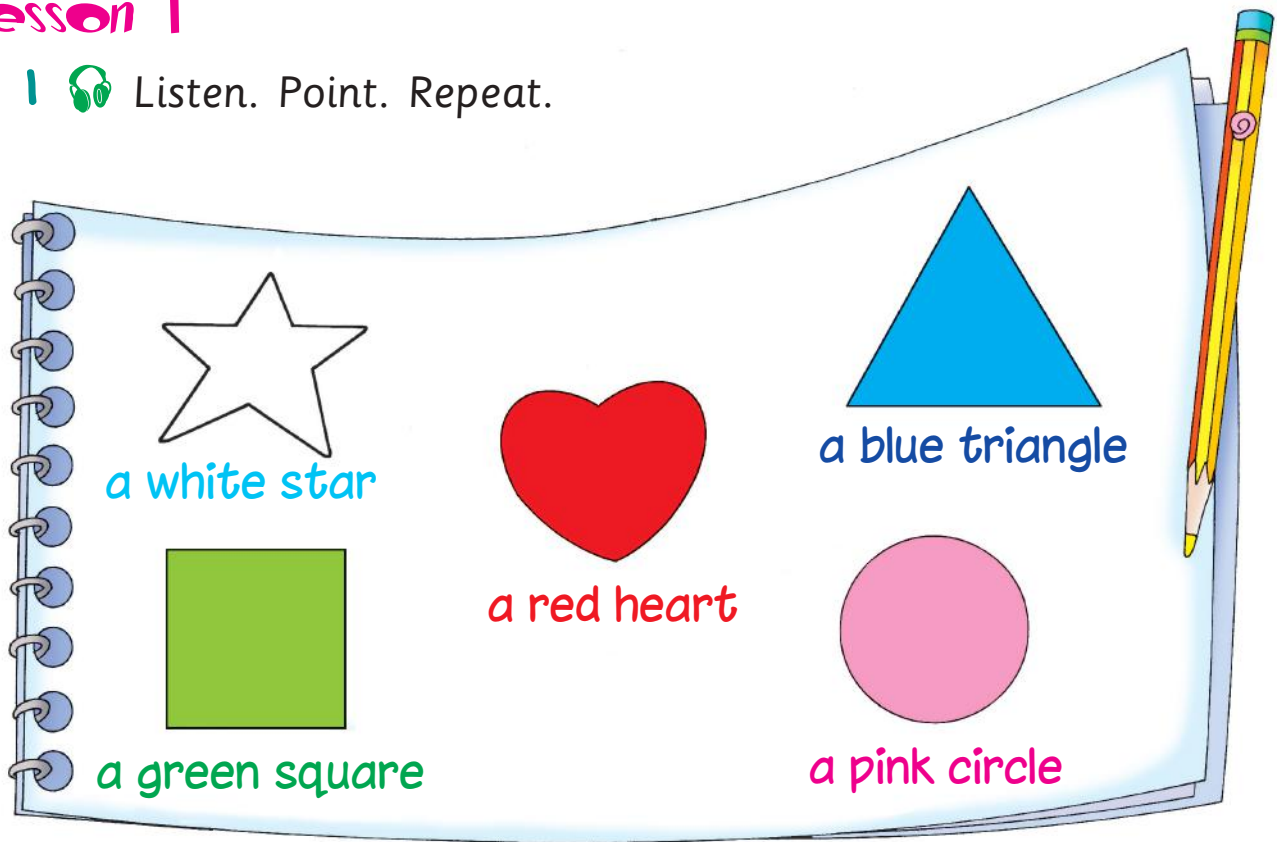
Stick or draw pictures.



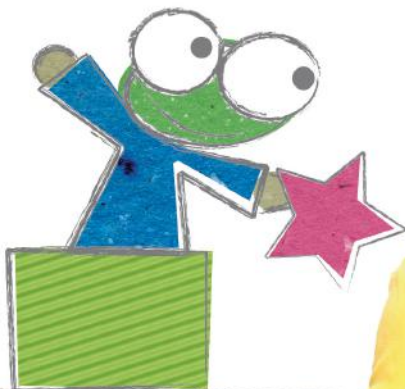
Shapes

Lesson 1

1 Listen. Point. Repeat.



2 Draw and colour. Listen. Talk with your friend.



Lesson 1

Aims

to revise colours and identify shapes

Language focus

What colour is your (triangle)? Pink!

Target vocabulary

a white star, a red heart, a blue triangle, a green square, a pink circle

Extra materials

Shapes poster, coloured paper, scissors, coloured pencils, a large piece of cardboard paper divided into 8 equal sections, shapes, glue/sticky tape, beanbag

● WARM-UP

(An activity to revise the language taught in Module 1.)

The pupils, in pairs, take turns saying a family member's name and the other has to guess who it is. Demonstrate this yourself first.

e.g. Pupil 1: Tracy! Teacher: Your mummy? Pupil 1: No!
Teacher: Your sister? Pupil 1: Yes! Etc

● PRESENTATION AND PRACTICE

(Activities to present and practise shapes and colours.)

1 Listen. Point. Repeat.

● POSTER

Pupils' books closed. Put the *Shapes* poster up on the board. Point to the heart and say the word. The pupils repeat chorally. Do the same with all the shapes. Point to the heart again and say: *Red! A red heart.* The pupils repeat chorally. Present the rest of the colours in the same way (*a blue triangle, a white star, a green square, a pink circle*). Then, point to the shapes at random and ask the pupils to say both the correct shape and colour.

Pupils' books open. Play the CD. The pupils listen and point to the shapes in their books. Play the CD again, pausing for the pupils to repeat chorally and individually. Check their pronunciation and intonation.

AUDIOSCRIPT

<i>a white star</i>	<i>a blue triangle</i>
<i>a red heart</i>	<i>a pink circle</i>
<i>a blue triangle</i>	<i>a red heart</i>
<i>a green square</i>	<i>a white star</i>
<i>a pink circle</i>	<i>a green square</i>

2 Draw and colour. Listen. Talk with your friend.

Before going into class

Use coloured paper and make a *red heart, a white star, a blue triangle, a green square* and a *pink circle*.

Pupils' books closed. Give the shapes to the pupils and ask: *What colour is your (triangle)?* Elicit the answer, e.g. *Blue!* Repeat the procedure with the rest of the shapes.

Pupils' books open. Play the CD. The pupils listen and follow the exchange in their books. Play the CD again, pausing for the pupils to repeat chorally and individually. Check their pronunciation and intonation.

Ask the pupils to draw shapes on sheets of paper and colour them in. Then the pupils, in pairs, ask and answer questions about their drawings. Go around the classroom while the pupils are doing the task to provide any necessary help. Then, ask some pairs to report back to the class.

e.g. Pupil 1: *What colour is your circle?*
Pupil 2: *Red!* etc

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Before going into class

Divide a large piece of cardboard paper into 8 equal sections. Cut out different coloured shapes (*circle, square, triangle, star, heart*) and glue/tape them to the cardboard.

Place the game on the floor. Have the pupils, one at a time, throw a beanbag onto the 'board' and name the shape and the corresponding colour.

Lesson 2

Aims

to revise colours and identify shapes, to develop listening comprehension skills through a song

Language focus

A (blue) star. I'm (Anna). I'm in the (yellow) group. Pretty colours all for you!

Target vocabulary

star, red, blue, pink, green, yellow

Extra materials

shapes (from Lesson 1, Ex. 2) made of coloured paper, bag, blindfold, coloured paper, scissors, glue, Reinforcement & Extension Activity: *Shapes* from the *Teacher's Resource Pack CD-ROM*

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Put the shapes from Lesson 1, Ex. 2 into a bag. Blindfold a pupil and have him/her reach into the bag and pull out a shape. The pupil feels the shape and tries to name it. Repeat until all the pupils have had a turn.

● PRESENTATION AND PRACTICE

(Activities to practise shapes and colours.)

3 Listen and colour. Chant.

Before going into class

Draw and cut out a red, blue, pink, green and yellow coloured star.

Pupils' books closed. Hold up a star and say, e.g. A (blue) star. The pupils listen and repeat. Repeat the activity for the remaining coloured stars.

Pupils' books open. Refer the pupils to the song and elicit the colours of the stars. Explain the task. Ask the pupils to take out their green and

blue coloured pencils. Play the CD for the pupils to colour in the stars. Play the song again for the pupils to check their answers. Play the CD again and encourage the pupils to sing along.

AUDIOSCRIPT

Red and blue

For you, you, you!

Pink and green

For me, me, me!

Yellow and red,

Green and blue,

Pretty colours all for you!

CRAFTWORK

Tell the pupils they are going to make a headband. Show them your model and guide them through the cutting, gluing and colouring of the headband. Go around the classroom as the pupils do the craftwork and help them write their first name in English. Upon completion of the craftwork, the pupils present their headbands by pointing to the name on the headband and saying, e.g. *I'm Anna. I'm yellow.*

Note: Make sure to display the pupils' headbands in the classroom. Then, help them file their craftwork in their *Junior Language Portfolios*.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to draw the stars from Ex. 3 in their notebooks and change the colours. Ask them to sing their songs to the class.

Note: If you wish, you can print the Reinforcement & Extension Activity: *Shapes* from the *Teacher's Resource Pack CD-ROM*. Ask the pupils to do the task. Then, you can help your pupils file their work in their *Junior Language Portfolios*.

Lesson 2

 **3**  Listen and colour. Chant.

Red star and Blue star
For you, you, you!

Pink star and Green star
For me, me, me!

Yellow star and Red star,
Green star and Blue star,
Pretty colours
all for you!

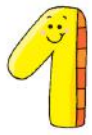
CRAFTWORK

Make a headband with your name.



Lesson 3

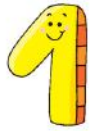
4  Sing and do.



One,



two, me and you!



One,



two,



three, you and me!



Four,



five, do the jive!



Six,



seven,



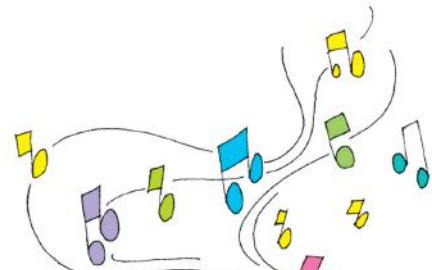
eight, wait, wait, wait!



Nine,



ten ... let's start again!



5 Let's play!



Lesson 3

Aims

to revise numbers 1-10, to develop listening comprehension skills through a song, to sing a song

Language focus

One, two, three, you and me! All the reds stand up with me!

Target vocabulary

numbers, colours

Extra materials

photocopies of stars (one per pupil)

● WARM-UP

(An activity to revise colours.)

Draw a large star on a sheet of paper and make photocopies. Hand out a photocopy to each pupil and ask them to colour in their stars. Play the song from Lesson 2, Ex. 3 and ask the pupils to hold up their star when they hear the corresponding colour. Play the song again and encourage the pupils to sing along.

● PRESENTATION AND PRACTICE

(Activities to revise numbers 1-10.)

4 Sing and do.

Pupils' books closed. Write the numbers 1-10 on the board, one at a time. Point to and say each number. The pupils repeat after you. Point to the numbers again and say them faster this time. The pupils repeat chorally. Point to the numbers in random order and ask the pupils to say the appropriate words. Then, ask individual pupils to count first from one to ten and then backwards.

Pupils' books open. Point to and elicit the numbers. Hold up your book, point to the picture and say: *Look! They're doing the jive!* Read the song, a phrase at a time. The pupils repeat after you. Play the CD. The pupils listen and follow in their books. Play the song again. The pupils listen and sing along.

Extension

Demonstrate the following actions with a pupil.

One, two, me and you! (point to yourself, then to your partner)

One, two, three, you and me! (point to your partner and then to yourself)

Four, five, do the jive! (holding hands with your partner, touch one shoulder then the other)

Six, seven, eight, wait, wait, wait! (make a stop sign with the palm of your hand)

Nine, ten ... let's start again! (beckon)

Play the song. The pupils, in pairs, sing and do the actions.

Variation

The pupils get in pairs. The first pupil says and shows the numbers on his/her fingers and the other pupil does the actions. Then, the pupils change roles and the activity is resumed.

5 Let's play!

(An activity to consolidate colours and commands.)

Point to the illustration and explain to the pupils they are going to play a game. Have the pupils sit in a circle while wearing their headbands from Lesson 1. Say: *(Stand up), (stand up), (stand up), please. All the (reds), (stand up) with me!* The pupils wearing red headbands stand up. Repeat the procedure by changing the commands and the colours every time.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Play the song from the lesson and have the pupils walk around the classroom. Stop the music and call out a number (1-10). The pupils must quickly get together in a group of that number. Any pupil who doesn't get into a group sits out until the next round.

Lesson 4

Aims

to develop listening and reading comprehension skills through an *Extra and Friends* episode

Language focus

Let's play 'Hide and Seek'! Close your eyes and count to ten. Coming!

Target vocabulary

numbers

Extra materials

cards with numbers 1-10, Story Cards 1-6, photocopies of the episode (one per pupil)

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Prepare cards with numbers 1-10. Lay out the cards in numerical order. Ask the pupils to close their eyes. Take one of the cards away. On your command, the pupils open their eyes and identify which number is missing. You can lay out the cards in random order and make the game more challenging.

● PRESENTATION

(An activity to present the story and develop the pupils' listening comprehension skills.)

6 Listen and read.

Pupils' books closed. Present the story with the help of the Story Cards (see the relevant section in the *Introduction to the Teacher*).

Pupils' books open. Play the CD and ask the pupils to listen and follow along in their books. Play the CD again and pause from time to time for the pupils to repeat chorally and individually. Check their pronunciation/intonation.

● PRACTICE AND EXTENSION

Divide the class into groups/pairs and assign one phrase per group/pair. Allow groups/pairs some time to practise their phrases. Then, the pupils in groups/pairs act out the phrases, using both words and gestures. Play the CD again and the pupils join in with their phrase when they hear it.

For further ideas on how to exploit the story through the Story Cards, see the *Introduction to the Teacher*.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences. e.g. Teacher: Let's play ...
Class: Hide and seek! etc

Lesson 4

  Listen.



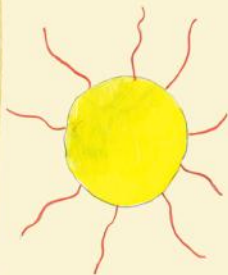
WELCOME TO BRITAIN



This is the Union Jack. It's red, white and blue. It's the flag of the UK.

PROJECT TIME

My favourite colour is **yellow**.



sun



banana



flower



Lesson 5

Aims

to familiarise pupils with British culture: to learn about the British flag

Language focus

This is the Union Jack. It's red, white and blue. It's the flag of the UK.

Extra materials

none

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Assign roles to the pupils. Ask them to read and act out the *Extra and Friends* episode.

● WELCOME TO BRITAIN

(Activities to familiarise pupils with British culture and encourage them to explore their own.)

Read.

Pupils' books open. Hold up your book and point to the flag and its colours as you read out the text. Read the text again, pausing for the pupils to repeat chorally and individually. Check the pupils' intonation and pronunciation. Warm-Up

● ICT

For further information on the history of the Union Jack, the pupils can use the Internet. Provide them with the following keywords: **British flag, Union Jack.**

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to draw and colour in the flag of their country. Help them with the colours if necessary. Ask them, in L1, to spot the differences in terms of colours and shapes between the UK flag and their own flag.

Lesson 6

Aims

to develop communicative skills through project work: to talk about their favourite colour

Language focus

My favourite colour is

Extra materials

none

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Ask the pupils to present their drawings of their flags from the previous lesson. They can use the text on p. 16 as a model to talk about their own flag.

● PROJECT TIME

(An activity for the pupils to produce a project about their favourite colours.)

Pupils' books open. Refer the pupils to *Project Time* and explain the task. Point to the boy and his drawing and say: *My favourite colour is yellow.* Ask the pupils to repeat. Point to the items and elicit the words.

Refer the pupils to the *Portfolio Activities* sheet on p. 83. Ask them to draw pictures of things that are the same colour as their favourite colour. Alternatively, you can assign this as homework.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to present their projects to the class and say: *My favourite colour is*

Note: Make sure to display the pupils' projects in the classroom. Then, help them file their drawings in their *Junior Language Portfolios*.

MODULE 2 - Shapes

Lesson 7

Aims

to consolidate the vocabulary of the module

Extra materials

Bingo cards with the shapes

ACTIVITY TIME

● WARM-UP

(An activity to revise the language of the module.)

Before going into class

Prepare a *Bingo* card of three rows and three columns. Draw a shape in each space for the pupils to colour in. Make photocopies of the card (one per pupil).

Give each pupil a *Bingo* card and ask them to colour in the shapes. Provide them with markers (small pieces of paper will do). Call out a shape and colour, e.g. A *blue star*. Pupils with blue stars place a marker over the shape. The first pupil to cover the shapes in a winning pattern – usually a straight line going horizontally, vertically or diagonally – calls out *BINGO!* and is the winner.

● PRACTICE

How many? Count and write.

(An activity to consolidate colours, numbers and shapes.)

Pupils' books open. Read the instructions and explain the task. Refer the pupils to the picture and ask them to identify the shapes. Ask the pupils to count the shapes. Allow them some time to complete the task. Check the pupils' answers.

circles	nine	hearts	one
squares	eight	stars	two

● FOLLOW-UP

(An activity to consolidate the language of the module.)

Ask the pupils to draw a person made out of different coloured shapes. Tell them to be as creative as they want. Have them present their drawings to the class and say how many different shapes they used in their drawings.

Activity Book

Now, you can do the exercises (Module 2) from the *Activity Book* in class.

Lesson 7

Activity Time

● How many? Count.

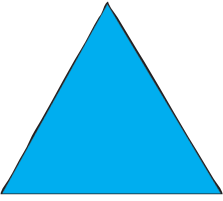
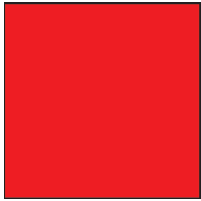
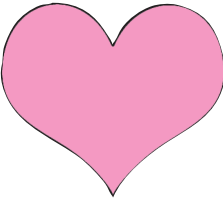
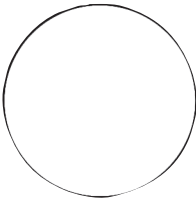

ten



MODULE 2 - CHECKPOINT 2

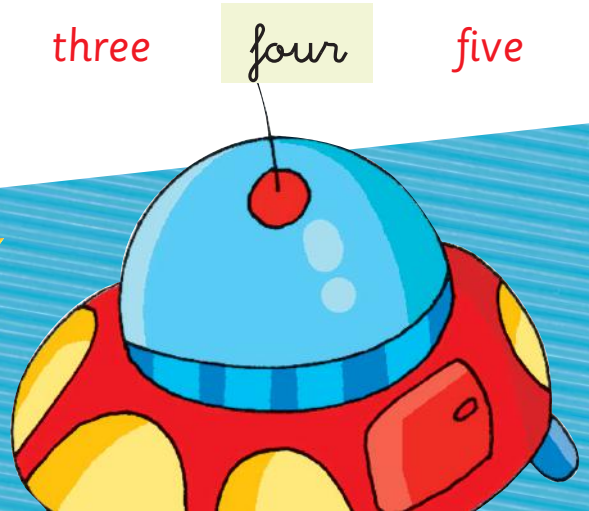
Lesson 8

1 Stick.

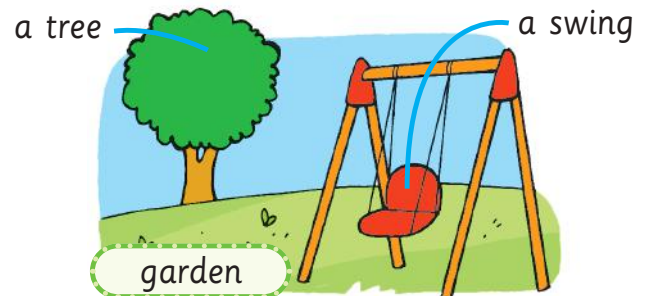
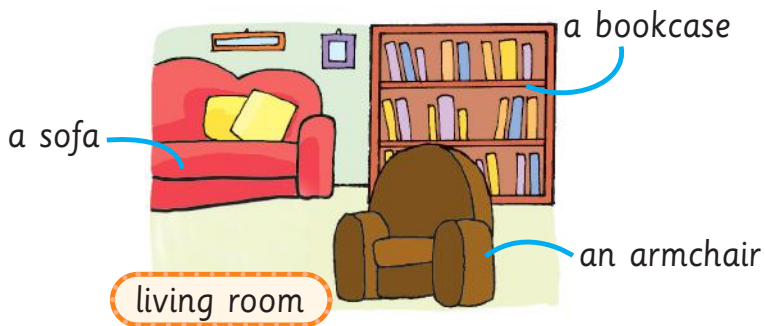
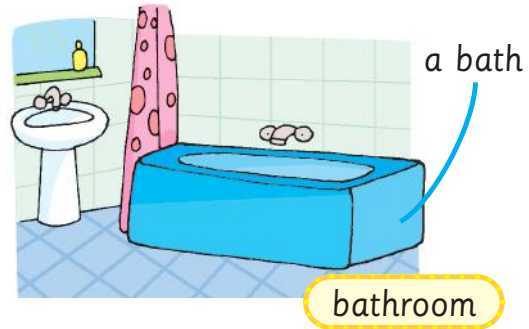
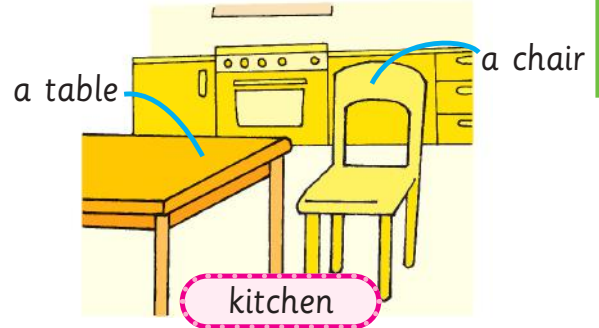
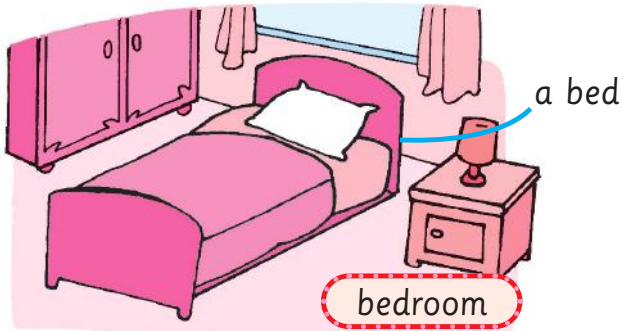
a blue triangle	a red square	a pink heart	a white circle	a green star
				

2 What's before? What's after? Say the number.

- | | | | | | |
|----------------|------|-------|----------------|-------|-------|
| a five | six | seven | e six | seven | eight |
| b one | two | three | f two | three | four |
| c eight | nine | ten | g seven | eight | nine |
| d four | five | six | h three | four | five |



3 Listen, point and repeat.



4 Listen and colour. Then, repeat.



It's a School Day!

Lesson 1

1 Listen and colour.

2 Write the numbers. Listen. Talk with your friend.

What's twelve plus two?

Fourteen!

10 + 1 = 11/eleven

12 + 6 = 18/eighteen

8 + 8 = 16/sixteen

13 + 2 = 15/fifteen

17 + 3 = 20/twenty

12 - 2 = 14

Lesson 1

Aims

to introduce numbers 11-20, to revise numbers 1-10, to revise colours

Language focus

What's twelve plus two? Fourteen!

Target vocabulary

numbers 11-20

Extra materials

black and red board markers or different coloured chalk

● WARM-UP

(An activity to revise numbers 1-10.)

Write numbers 1-10 in random order on the board. Point to a number and say the word. Ask the pupils to call out *yes* or *no*.

e.g. Teacher: *(pointing to number 8) Eight.*

Pupils: *Yes!*

Teacher: *(pointing to number 5) Seven.*

Pupils: *No! etc*

● PRESENTATION AND PRACTICE

(Activities to present and practise numbers 11-20.)

1 Listen and colour.

Pupils' books closed. Write numbers 11-20 on the board, one at a time. Point to each number and say the word. The pupils repeat, chorally and individually. Say a number. Ask a pupil to come to the board, point to the number and say the correct word.

Pupils' books open. Hold up your book and point to the numbers and words in Ex. 1. Use coloured pencils and revise the colours. Explain the task to the pupils. Play the CD. The pupils listen and colour in the numbers in their books. Play the CD a second time and pause after each number for the pupils to have enough time to colour in the numbers.

AUDIOSCRIPT

eleven – green

twelve – pink

thirteen – red

fourteen – black

fifteen – green

sixteen – blue

seventeen – red

eighteen – blue

nineteen – pink

twenty – yellow

2 Write the numbers. Listen. Talk with your friend.

Pupils' books closed. Write the following on the board: $12+2$. Underline the $+$ symbol and say: *Plus*. The pupils repeat after you. Then, say: *Twelve plus two*. The pupils repeat after you. Then, write $12+2=?$ and ask: *What's twelve plus two?* The pupils repeat, chorally and individually. Write another addition on the board and invite the pupils to ask and answer chorally and/or individually. Erase the model sum from the board and repeat the procedure with some more additions.

Pupils' books open. Play the CD. The pupils listen to the exchange. Play the CD again, pausing for the pupils to repeat chorally and individually. Ask the pupils to add the numbers and write the answers. Go around the classroom to provide any necessary help. Check the pupils' answers. Then, in pairs, the pupils ask and answer.

e.g. Pupil 1: *What's ten plus one?*

Pupil 2: *Eleven! etc*

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Choose a pair of pupils to come to the board. Give one pupil a black marker and the other a red marker. (Use different coloured chalk if you use a chalk board.) Black is the 1st player and red is the 2nd player. The pupils take turns adding any number from 1-9. The player who reaches 20 first is the winner.

e.g. $2+4=6+3=9+1=10+5=15+5=20$

Red is the winner.

Lesson 2

Aims

to present/revise commands, to develop listening comprehension skills through a song, to sing a song and do the actions, to promote social interaction through a circle-time activity

Language focus

Look and listen. Stand up. Sit down. Open your book. Close your book. Hands up. Hands down.

Target vocabulary

commands

Extra materials

Reinforcement & Extension Activities: *Numbers and Actions* from the *Teacher's Resource Pack CD-ROM*

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Divide the class into two teams and have them line up in two lines facing the board. Say: *What's fourteen plus two?* The first pupil in each line races to the board, writes the problem and solves it. The first pupil to solve the problem correctly gets a point for his or her team. The team with the most points wins.

● PRESENTATION AND PRACTICE

(An activity to present/revise commands.)

3 Sing and do.

Pupils' books closed. Say and mime the following commands: *Look! Listen! Stand up! Sit down! Open/Close your books! Hands up/down!* Invite the pupils to repeat each command after you.

Pupils' books open. Point to the pictures and elicit the commands. Then, say the commands in random order and ask the pupils to mime them. Play the song for the pupils to listen. Play the song again. The pupils listen, sing and do the actions.

4 Let's play!

(A circle-time activity to consolidate numbers 1-10.)

Have the pupils sit in a circle. Tell them to close their eyes and count to ten aloud with you. Pat someone on the shoulder and have him/her go out of the classroom. Ask the pupils to open their eyes and tell you who is missing from the circle.

e.g. Teacher: *Who is missing?*
Who can it be?
Who can count to ten with me?
Teacher & Class: *One, two, ... ten.*
Teacher: *John, who is missing?*
John: *Mary.*
Teacher: *That's right. etc*

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Play *Simon says*. Explain to the pupils that they are to follow the commands only if preceded by the phrase *Simon says*.

e.g. Teacher: *Simon says, 'Open your books!'*
(Pupils open their books.)

Teacher: *Stand up!*
(Pupils stay as they are.) etc

Note: If you wish, you can print the Reinforcement & Extension Activities: *Numbers and Actions* from the *Teacher's Resource Pack CD-ROM*. Ask the pupils to do the tasks. Then, you can help pupils file their work in their *Junior Language Portfolios*.

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Lesson 2

3  Sing and do.



Look and listen,
Look, look, look!
Stand up, sit down
And open your book!

Look and listen,
Look, look, look!
Hands up, hands down
And close your book!

4 Let's play!



Lesson 3

5 Listen. Point. Repeat.



6 Draw. Listen. Talk with your friend.

SOUND SPOT

• listen.

t

th

three two

thirteen ten

Lesson 3

Aims

to introduce school objects, to distinguish between the sounds /t/ and /θ/

Language focus

What's this? It's a pen!

Target vocabulary

a schoolbag, a sharpener, a pen, a ruler, a book, a rubber, a pencil case, a pencil

Extra materials

My Schoolbag poster, a bag with school objects

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Play the song from Lesson 2 and ask the pupils to sing and do the actions.

● PRESENTATION AND PRACTICE

(Activities to present and practise school objects.)

5 Listen. Point. Repeat.

● POSTER

(follow the instruction given in Introduction p.IV- Extra and Friends 2 Teacher's Resource Pack CD-ROM.)

Pupils' books closed. Put the *My Schoolbag* poster up on the board. Point to the items, one at a time, and say the corresponding words. The pupils repeat after you. Ask the pupils to come to the board, one at a time, point to an item and name it.

Pupils' books open. Play the CD. The pupils listen, point to each item in their books and repeat.

AUDIOSCRIPT

<i>a schoolbag</i>	<i>a book</i>
<i>a sharpener</i>	<i>a rubber</i>
<i>a pen</i>	<i>a pencil case</i>
<i>a ruler</i>	<i>a pencil</i>

6 Draw. Listen. Talk with your friend.

Hand out a sheet of paper to each pupil. Ask them to draw any classroom object they like from the ones in Ex. 5. Play the CD. The pupils listen and repeat.

AUDIOSCRIPT

A: *What's this?*
B: *It's a pen.*

Then the pupils, in pairs, use their drawings and act out similar exchanges.

● SOUND SPOT

Read, say and write. Then, listen.

(An activity to identify the sounds /t/ and /θ/.)

Write the words *two, three, ten* and *thirteen* on the board. Say the words, one at a time. The pupils repeat after you. Elicit the difference between the sounds /t/ and /θ/. Play the recording. Have the pupils listen and repeat. Check their answers.

t /t/: two, ten
th /θ/: three, thirteen

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Before going into class

Place different school objects in a bag.

Choose a pupil to put their hand in the bag and feel an object. Ask: *What's this?* The pupil names the object and then takes it out of the bag. (Elicit: *It's a ...*.) Ask the rest of the class for verification. You can have individual pupils take your role and repeat the activity.

MODULE 3 - It's a School Day!

Lesson 4

Aims

to develop listening comprehension skills through an *Extra and Friends* episode

Language focus

*I'm going to school today. Where's my book?
Here it is! What's in your schoolbag?*

Target vocabulary

school objects

Extra materials

Story Cards 1-6, photocopies of the episode (one per pupil), Reinforcement & Extension Activity: *School Things* from the *Teacher's Resource Pack CD-ROM*

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Point to different school objects in the classroom and ask: *What's this?* Elicit the correct answers from the pupils.

● PRESENTATION

(An activity to present the story and develop the pupils' listening and reading comprehension skills.)

7 Listen.

Pupils' books closed. Present the story with the help of the Story Cards (see the relevant section in the *Introduction to the Teacher*).

Pupils' books open. Play the CD and ask the pupils to listen and follow along in their books. Play the CD again and pause from time to time for the pupils to repeat chorally and individually. Check their pronunciation/intonation.

● PRACTICE AND EXTENSION

Divide the class into groups/pairs and assign one phrase per group/pair. Allow groups/pairs some time to practise their phrases, using both words and gestures. Play the CD again and the pupils join in with their phrase when they hear it.

For further ideas on how to exploit the story through the Story Cards, see the *Introduction to the Teacher*.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

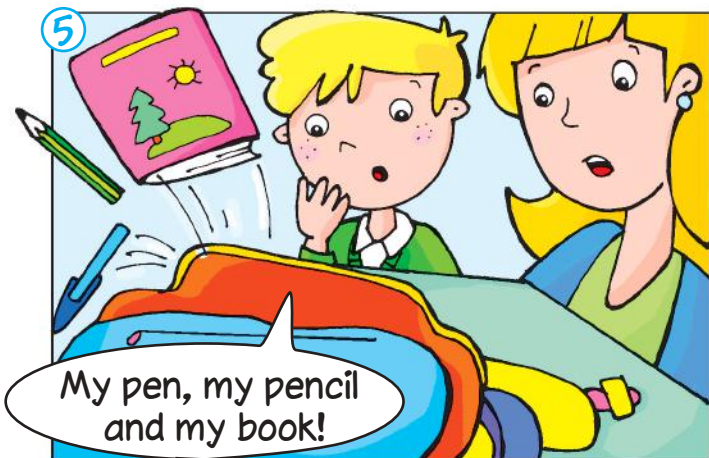
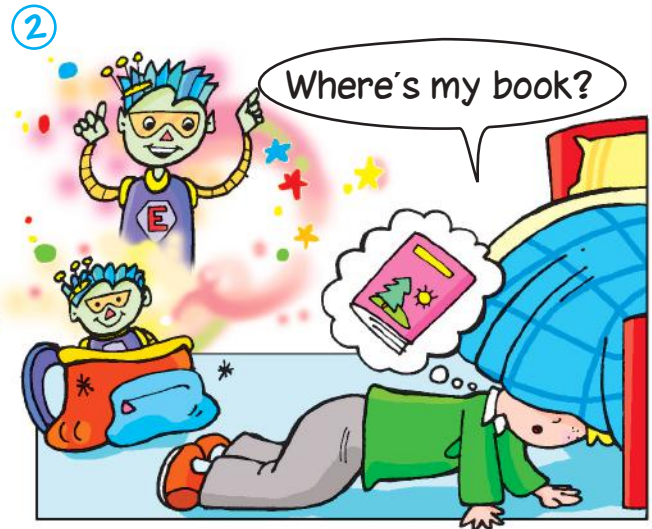
Repeat the text several times with the students chorally and individually. Then assign some of the students the characters from the text and ask them to act out the story. Take turns as many times as necessary.

Note: If you wish, you can print the Reinforcement & Extension Activity: *School Things* from the *Teacher's Resource Pack CD-ROM*. Ask the pupils to do the task. Then, you can help your pupils file their work in their *Junior Language Portfolios*.

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Lesson 4

7 Let's listen.



WELCOME TO BRITAIN

• Read.



I'm Emma. I'm 7 years old.
This is my school,
St Lawrence's.

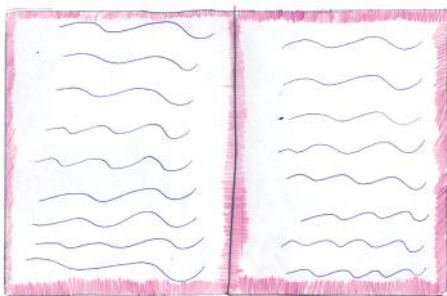


Emma

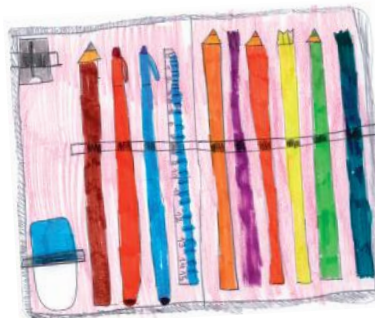
Lesson 6

PROJECT TIME

In my schoolbag there is ...



a book



a pencil case



a pen



Lesson 5

Aims

to familiarise pupils with British culture: to learn about schools in Britain

Language focus

I'm Emma. I'm seven years old. This is my school, St Lawrence's.

Extra materials

none

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Assign roles to the pupils. Ask them to read and act out the *Extra and Friends* episode.

● WELCOME TO BRITAIN

(Activities to familiarise pupils with British culture and encourage them to explore their own.)

Read.

Pupils' books open. Refer the pupils to the picture and read the text. Read the text again, pausing for the pupils to repeat chorally and individually. Check their pronunciation and intonation. Then, pupils read the text aloud.

● ICT

For further information on British schools, the pupils can use the Internet. Provide them with the following keywords: **schools, UK.**

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to draw a picture of their school and colour it in. Have the pupils present their drawings to the class. Ask them to use the text in their books as a model to talk about their school.

Lesson 6

Aims

to develop communicative skills through project work: to talk about what's in their schoolbags

Language focus

In my schoolbag there is ...

Extra materials

none

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Whisper the name of a school object to a pupil. The pupil draws a picture of the object on the board. The first pupil to guess the object draws the next picture.

● PROJECT TIME

(An activity for the pupils to produce a project about what's in their schoolbags.)

Pupils' books open. Refer the pupils to *Project Time* and explain the task. Point to the boy and his drawing and say: *In my schoolbag there is a book, a pen and a pencil case.* Ask the pupils to repeat. Then, ask the pupils to say what's in their schoolbags.

Refer the pupils to the *Portfolio Activities* sheet on p. 85. Ask them to draw pictures of the school items in their own schoolbags. Alternatively, you can assign this as homework.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to present their projects to the class and say: *In my schoolbag there is ...*

Note: Make sure to display the pupils' projects in the classroom. Then, help them file their drawings in their *Junior Language Portfolios*.

MODULE 3 - It's a School Day!

Lesson 7

Aims

to consolidate the vocabulary of the module

Extra materials

school objects

ACTIVITY TIME

● WARM-UP

(An activity to revise the language of the module.)

Ask the pupils to sit in a circle. Hold up an object and say the word, e.g. *pen*. Then, give it to a pupil who repeats the name and passes it on to the pupil sitting next to him/her in the circle. To make the activity more interesting, you can change directions, speed rounds or have many objects going around at the same time.

● PRACTICE

(An activity to consolidate numbers and school items.)

Count and write *yes* or *no*.

Pupils' books open. Refer the pupils to the picture. Ask them to identify the school items. Read the instructions and explain the activity. Tell the pupils to read the sentences, count and write *yes* or *no*.

eleven pens	no
five books	no
one pencil case	yes
seven rulers	yes
fifteen sharpeners	yes
fourteen rubbers	no
twenty pencils	yes

● FOLLOW-UP

(An activity to consolidate the language of the module.)

The pupils work in pairs. They ask and answer questions as in the example. Demonstrate this yourself first.

e.g. Teacher: *What's in your schoolbag?*

Class: *A (yellow) pen, a (red) pencil, a (green) sharpener ... etc.*

Activity Book

Now, you can do the exercises (Module 3) from the *Activity Book* in class.

Lesson 7

Activity Time

● Count and write **yes** or **no**.



one schoolbag

eleven pens

five books

one pencil case

seven rulers

fifteen sharpeners

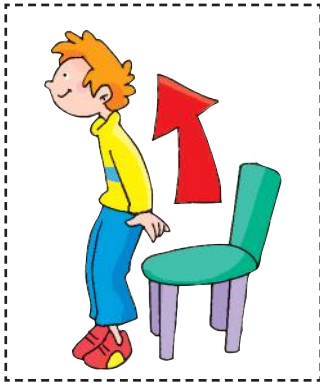
fourteen rubbers

twenty pencils

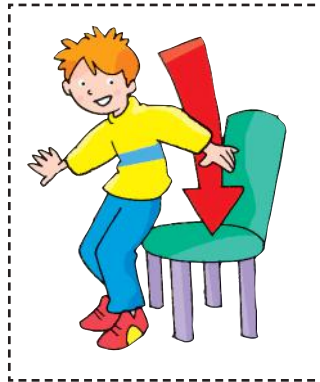
MODULE 3 - CHECKPOINT 3

Lesson 8

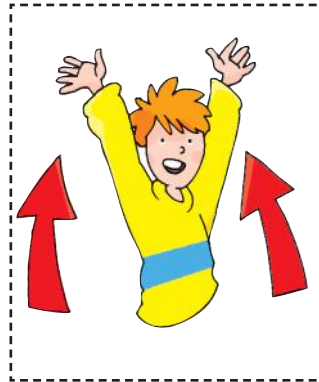
1 Stick and say.



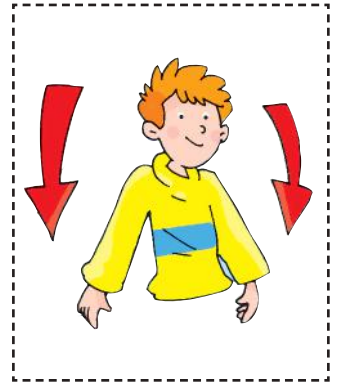
stand up



sit down

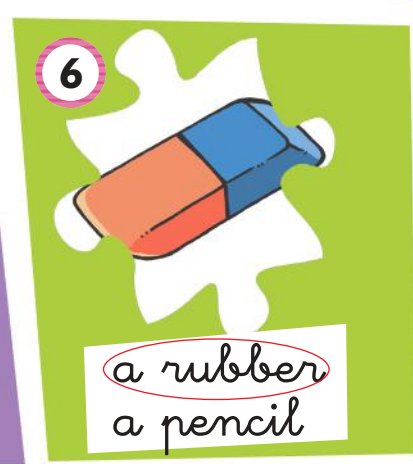
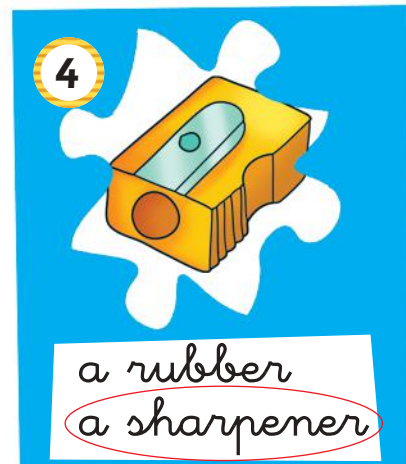
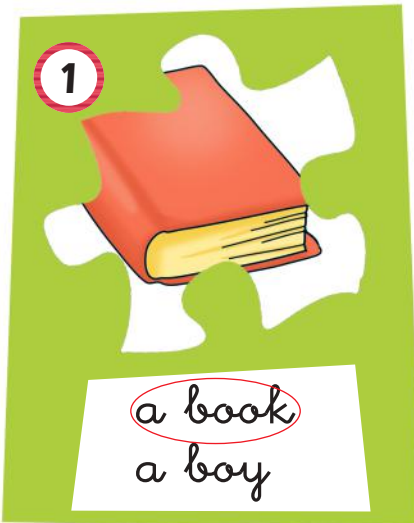


hands up



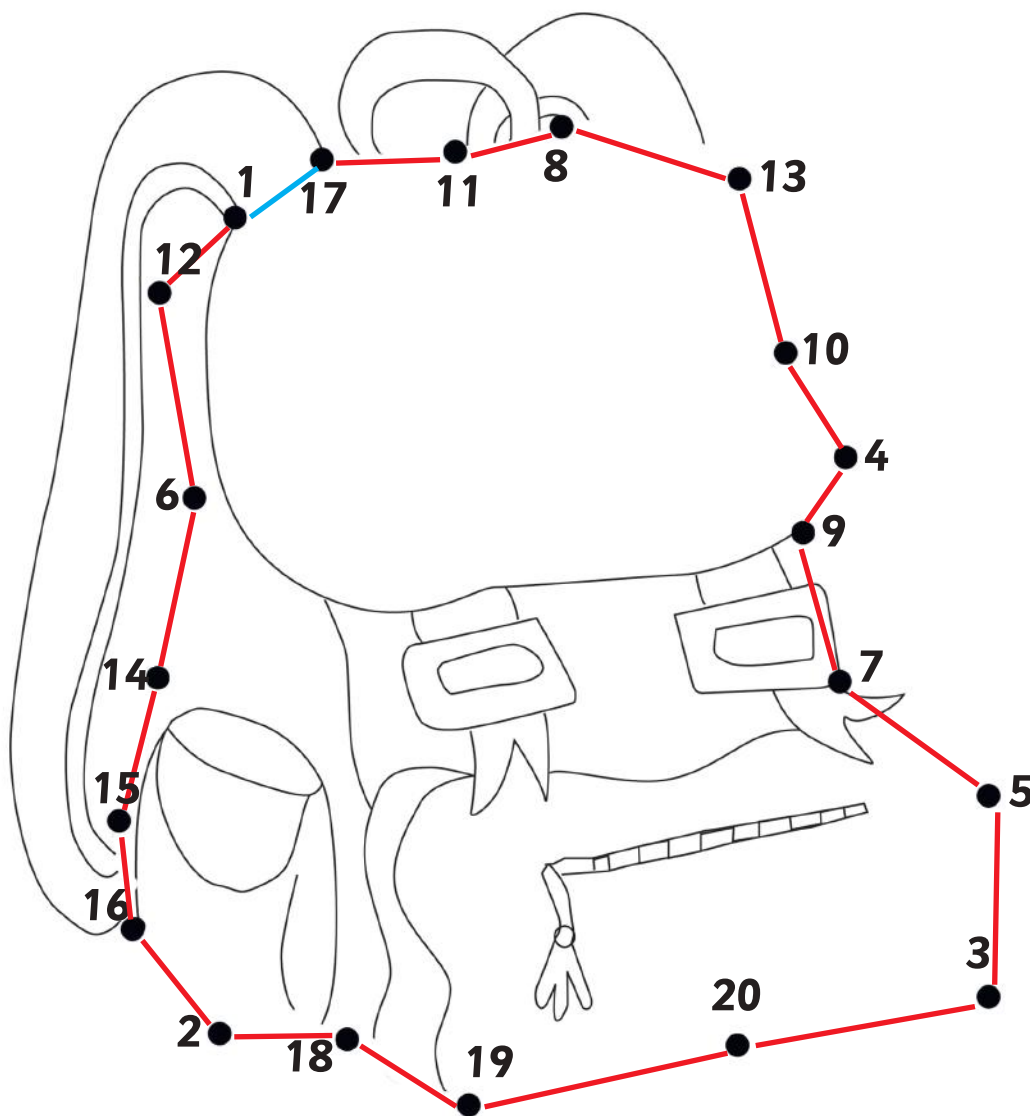
hands down

2 What is it? Circle.



3 Listen and draw lines.

(See Audioscript on page 113(T).)



4 Draw.

(Suggested answers)

- 1 My favourite shape is a square.
- 2 My favourite school thing is a pencil.
- 3 My favourite colour is blue.
- 4 My favourite number is seven.



Super Clothes

Lesson 1

1 Listen. Point. Repeat.



2 Listen. Talk with your friend.

Who's got a shirt?



Milly.



Lesson 1

Aims

to talk about clothes

Language focus

Who's got a shirt? Milly.

Target vocabulary

shorts, trousers, a shirt, a T-shirt, a skirt, a dress

Extra materials

Yummy! poster, Super clothes poster

● WARM-UP

(An activity to revise the language from the previous module.)

● CLASSROOM GAME

Play I Spy with the class. Say: I spy with my little eye something beginning with (c). The pupils look around the classroom and try to guess school objects.

Pupil 1: Book.

Teacher: No.

Pupil 2: Board.

Teacher: No.

Pupil 3: Pen.

Teacher: Yes.

● PRESENTATION AND PRACTICE

(Activities to present and activate clothes.)

1 Listen. Point. Repeat.

Pupils' books closed. Put the *Super clothes poster* up on the board and present the clothes, one at a time. The pupils repeat after you. Point to the items of clothing in random order. Individual pupils come to the board, read and say the corresponding word.

Pupils' books open. Point to the pictures of Milly and May and read their names. The pupils repeat after you. Play the CD. The pupils listen and point. Play the CD again. The pupils listen and repeat, chorally and individually. Check the pupils' pronunciation and intonation.

2 Listen. Talk with your friend.

Pupils' books closed. Point to a pupil who is wearing a shirt and say: *Who's got a shirt?* Elicit the pupil's name from the class. Repeat with some other pupils.

Pupils' books open. Play the CD. The pupils listen and follow the exchange in their books. Play the CD again, pausing for the pupils to repeat chorally and individually. Check their pronunciation and intonation. Then, ask the pupils to look at the pictures in Ex. 1 again for a few minutes. Get the pupils into pairs. One pupil holds his/her book without letting the other pupil see the picture, and asks questions. The other pupil has to remember who's got which item of clothing. Demonstrate this yourself first. Check around the classroom. Ask some pairs to report back to the class.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Point to items of clothing worn by pupils. Elicit the words.

MODULE 4 - Super Clothes

Lesson 2

Aims

to talk about clothes, to develop listening comprehension skills through a song, to design a T-shirt

Language focus

I've got a lot of super clothes. I like my super clothes!

Target vocabulary

shorts, super clothes, T-shirts

Extra materials

scissors, glue

● WARM-UP

(An activity to revise the language from the previous lesson.)

Point to your clothes and ask pupils to name each item.

● PRESENTATION AND PRACTICE

(Activities to practise clothes.)

3 Sing.

Pupils' books closed. Draw simple sketches of a T-shirt and shorts on the board. Point to them and say: *I've got a lot of super clothes.* The pupils repeat after you.

Pupils' books open. Point to the picture and say: *These are super clothes!* Play the CD. The pupils listen and read. Play the CD again. Encourage the pupils to sing along.

Invite individual pupils to replace the word *blue* with their favourite colour and repeat the song.

4 Now, colour and sing again.

Elicit the names of the black and white items of clothing (*shorts, shirt*). Ask the pupils to choose any colour and colour them in. Write the following on the board.

*I've got a lot of ... shorts,
... shorts, ... shorts!
I've got a lot of ... shorts.
I like my ... shorts!*

*I've got a lot of ... shirts,
... shirts, ... shirts!
I've got a lot of ... shirts.
I like my ... shirts!*

Ask individual pupils to sing about their coloured items of clothing. Keep the rhythm by clapping your hands or snapping your fingers. Play the CD. The pupils sing about their clothes.

Variation

Photocopy and hand out the black and white clothes. Ask the pupils to colour them in according to their favourite colour and sing while holding up their cards.

CRAFTWORK

Tell the pupils they are going to design a T-shirt. Show them your model and guide them through the drawing, cutting and colouring of their T-shirt. Go around the classroom as the pupils do the craftwork and ask questions about the colour(s) the pupils have used. Tell them that, if they wish, they can decorate their T-shirts with pictures, symbols, etc.

Upon completion of the craftwork, the pupils present their T-shirts. Then, they hand in their craftwork to be displayed.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Explain to the pupils what a fashion show is. Ask them to put up their T-shirts around the walls. Ask them to present their creations to the rest of the class.

Lesson 2

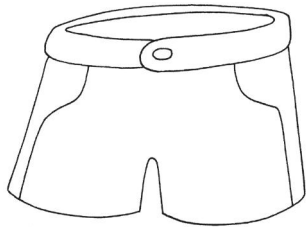
3  Sing.

I've got a lot of super clothes,
Super clothes, super clothes!
I've got a lot of super clothes.
I like my super clothes!

I've got a lot of blue T-shirts,
Blue T-shirts, blue T-shirts!
I've got a lot of blue T-shirts.
I like my blue T-shirts!



4 Now, colour and sing again.



CRAFTWORK

Design
a T-shirt.



Lesson 3

5 Listen and circle. Repeat.



a coat a jacket



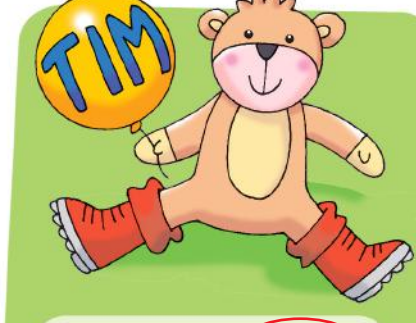
a scarf a hat



a jacket a coat



a hat a scarf



shoes boots



boots shoes

6 Listen. Talk with your friend.

Have you got a coat?

Have you got boots?

You're Tim!



No, I haven't!

Yes, I have.

Lesson 3

Aims

to identify items of clothing

Language focus

Have you got a coat? No, I haven't. Have you got boots? Yes, I have. You're Tim!

Target vocabulary

coat, jacket, scarf, hat, shoes, boots

Extra materials

Picture dictionary

● WARM-UP

(An activity to revise clothes.)

Play the song from Lesson 2, Ex. 3. The pupils listen and sing along.

● PRESENTATION AND PRACTICE

(Activities to present clothes.)

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

5 Listen and circle. Repeat.

Pupils' books closed. Put up the picture flashcards and present the words, one at a time. Below each picture flashcard put up the corresponding word flashcard. Point to and say the words. The pupils repeat, chorally and individually. Point to the items of clothing in random order and ask the pupils to say the appropriate words.

Pupils' books open. Play the CD. The pupils listen and circle the correct words. Pause the CD if you think the pupils need more time to do so. Check the pupils' answers. Then play the CD again, pausing for the pupils to repeat. Check their pronunciation and intonation. Individual pupils read out the words.

AUDIOSCRIPT

Sam – a coat

Dan – a hat

Bob – a jacket

Ken – a scarf

Tim – boots

Jim – shoes

6 Listen. Talk with your friend.

Play the CD. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation. The pupils work in pairs. One pupil thinks of a teddy from the ones in Ex. 5 and the other has to guess which teddy it is by asking questions. Then, the pupils change roles and repeat the activity. Check around the classroom. Ask some pairs to report back to the class.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Draw items of clothing on the board. Allow the pupils some time to look at them. Then, ask the pupils to close their eyes. Erase one of the words. Ask the pupils to open their eyes and tell you which item of clothing is missing. Repeat the activity with the other items.

MODULE 4 - Super Clothes

Lesson 4

Aims

to develop listening comprehension skills through an *Extra and Friends* episode

Language focus

I've got a new T-shirt. Me, too. We've got the same T-shirt! No problem! I've got a green T-shirt and your T-shirt is orange!

Target vocabulary

consolidation

Extra materials

Story Cards 1-6, Reinforcement & Extension Activity: *My Clothes* from the *Teacher's Resource Pack CD-ROM*

● WARM-UP

(An activity to revise the language from the previous lesson.)

Play the song from Lesson 2, Ex. 3. Pause it at certain utterances and encourage the pupils to complete the sentences.

● PRESENTATION

(An activity to present the story and develop pupils' listening comprehension skills.)

7 Listen and read.

Pupils' books closed. Present the story with the help of the Story Cards (see the relevant section in the *Introduction to the Teacher*).

Pupils' books open. Play the CD and ask the pupils to listen and follow along in their books. Play the CD again and pause from time to time for the pupils to repeat chorally and individually. Check their pronunciation/intonation. Then, individual pupils read out from the text.

● PRACTICE AND EXTENSION

Divide the class into groups/pairs and assign one phrase per group/pair. Allow groups/pairs some time to practise their phrases. Then, the pupils in groups/pairs act out the phrases, using both words and gestures. Play the CD again and the pupils join in with their phrase when they hear it.

For further ideas on how to exploit the story through the Story Cards, see the *Introduction to the Teacher*.

● FOLLOW UP

(An activity to consolidate the language of the lesson.)

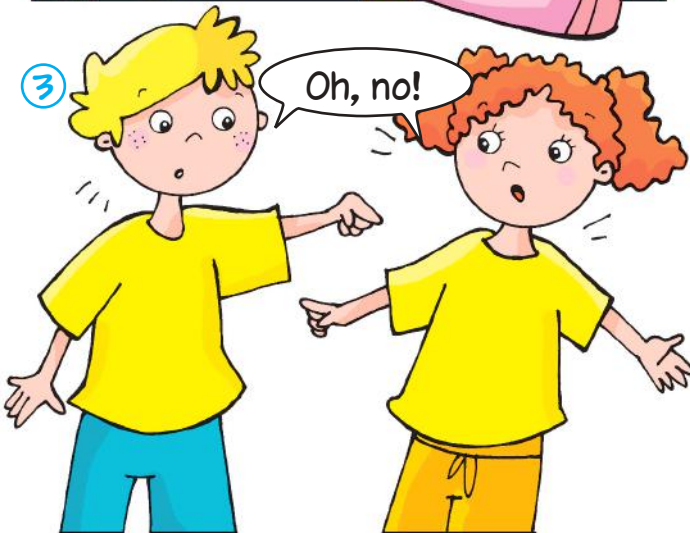
Tell the class they're going to go shopping with their friends so they have to make a shopping list with the clothes they'll buy. The pupils, in pairs, make their shopping list.

Note: If you wish, you can print the Reinforcement & Extension Activity: *My Clothes* from the *Teacher's Resource Pack CD-ROM*. Ask the pupils to do the task. Then, you can help your pupils file their work in their *Junior Language Portfolios*.

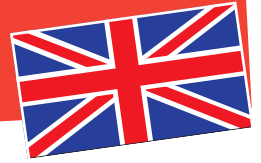
(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Lesson 4

▶ 7 🎧 Let's listen.



WELCOME TO BRITAIN



• Read.



I've got a kilt, too.



In Scotland, men wear skirts on special days. They are called kilts.

Lesson 6

PROJECT TIME

My favourite clothes are:



my yellow
T-shirt

and my blue trousers.



PORTFOLIO: Page 87.

Lesson 5

Aims

to familiarise pupils with Scottish culture: to learn about the *kilt*

Language focus

In Scotland, men wear skirts on special days. They are called 'kilts'.

Extra materials

none

● WARM-UP

(An activity to revise the language taught in Lesson 4.)

Assign roles to the pupils. Ask them to read and act out the *Extra and Friends* episode.

● WELCOME TO BRITAIN

(Activities to familiarise pupils with Scottish culture and encourage them to explore their own.)

Read.

Pupils' books open. Point to the picture and explain to the pupils that this is the traditional Scottish costume. Ask them about their traditional costumes. Read the text. The pupils listen and follow the lines. Read the text again, pausing for the pupils to repeat after you.

● ICT

For further information on British costumes, the pupils can use the Internet. Provide them with the following keywords: **British costumes**.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to draw and colour in a picture of a traditional costume from their country.

Lesson 6

Aims

to develop writing skills through project work: to write about their favourite clothes

Language focus

My favourite clothes are: my yellow T-shirt and my blue trousers.

Extra materials

none

● WARM-UP

(An activity to revise the language from the previous lesson.)

The pupils present the traditional costumes they drew at the previous lesson.

● PROJECT TIME

(An activity for the pupils to produce a project about their favourite clothes.)

Pupils' books open. Refer the pupils to *Project Time* and explain the task. Point to the boy and his drawing and say: *My favourite clothes are: my yellow T-shirt and my blue trousers.* Ask the pupils to repeat. Point to the clothing items and elicit the words.

Refer the pupils to the *Portfolio Activities* sheet on p. 87. Ask them to draw pictures of their favourite clothes. Alternatively, you can assign this as homework.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to present their projects to the class and say: *My favourite clothes are ...*

Note: Make sure to display the pupils' projects in the classroom. Then, help them file their drawings in their *Junior Language Portfolios*.

MODULE 4 - Super Clothes

Lesson 7

Aims

to consolidate the vocabulary of the module

Extra materials

none

ACTIVITY TIME

● WARM-UP

(An activity to revise the language of the module.)

Start drawing an item of clothes on the board without finishing it. Then ask some of the students to come to board and complete it.

● PRACTICE

(An activity to consolidate clothes.)

Read and colour.

Pupils' books open. Read the instructions and explain the task. The pupils read the phrases and colour in the corresponding items. Allow pupils some time to complete the task. Check their answers.

● FOLLOW-UP

(An activity to consolidate the language of the module.)

Tell the pupils to choose a fictional character and design an outfit for that character. Once they finish, they present their drawings to the class.

Activity Book

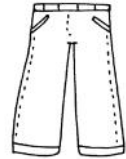
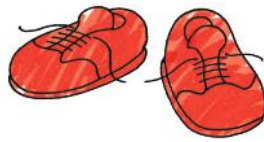
Now, you can do the exercises (Module 4) from the *Activity Book* in class.

Lesson 7

Activity Time

● Read and colour.

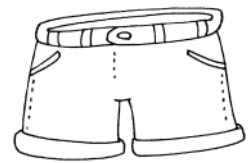
red shoes



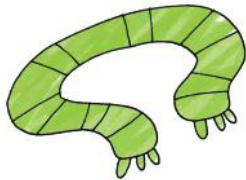
a blue jacket



a pink skirt



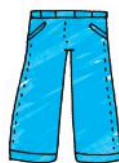
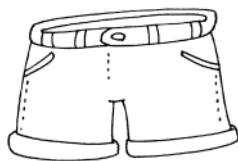
a green scarf



a yellow dress



blue trousers



MODULE 4 - CHECKPOINT 4

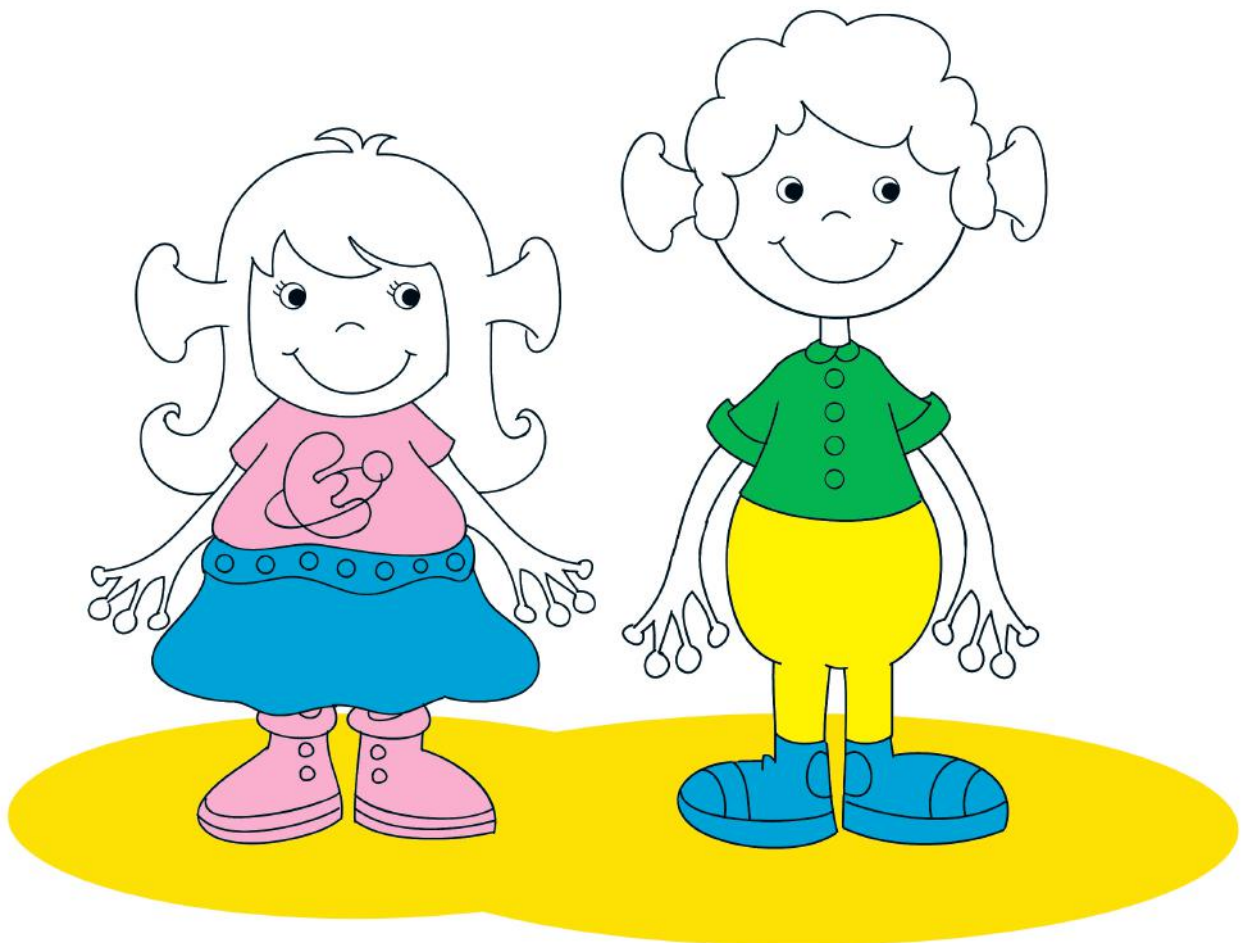
Lesson 8

1 Stick and say.

			
shorts	trousers	dress	shirt

2 Colour.

Helen has got a pink T-shirt, a blue skirt and pink boots.
Gary has got a green shirt, yellow trousers and blue shoes.



3 Listen and colour.

(See Audioscript on page 113(T).)



4 Let's play!

	A	B	C	D
1				
2				
3				

I'm wearing a yellow hat.

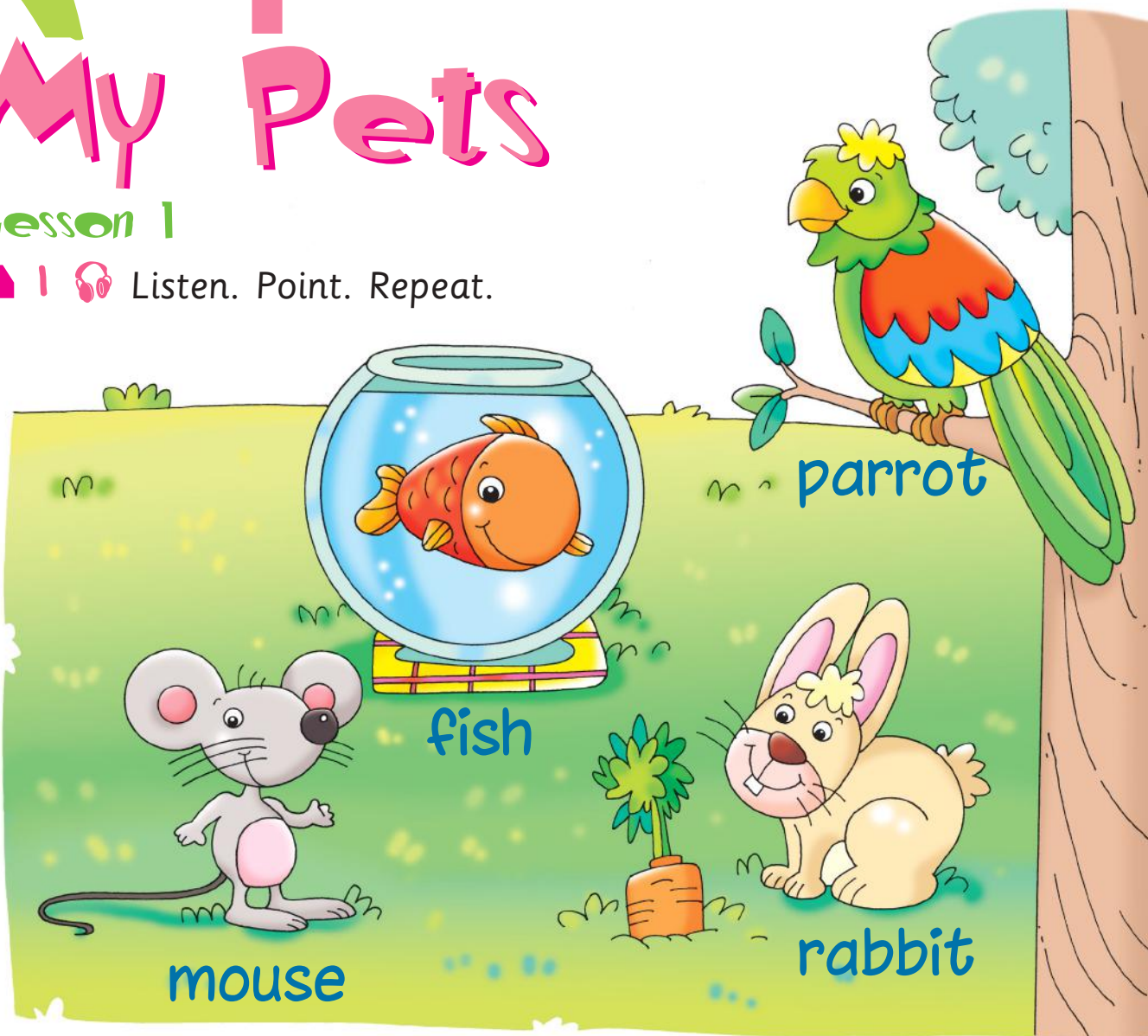
2A!



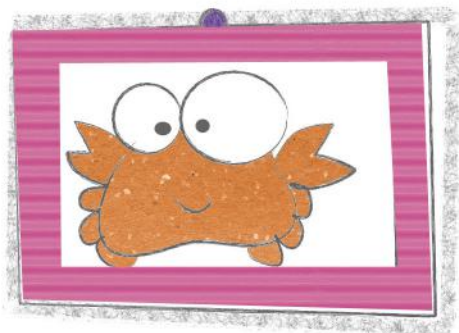
My Pets

Lesson 1

1 Listen. Point. Repeat.



2 Listen. Draw. Talk with your friend.



Lesson 1

Aims

to identify animals, to talk about pets, to develop listening skills

Language focus

What's its name? This is my fish.

Target vocabulary

rabbit, fish, mouse, parrot, toy bone

Extra materials

My Pets! poster

● WARM-UP

(An activity to revise the language taught in Module 3.)

Ask a pupil to come to the board. Name a piece of clothing. The pupil draws it on the board. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Suggested cues: bed, chair, desk, table

● PRESENTATION AND PRACTICE

(Activities to present and activate new language.)

1 Listen. Point. Repeat.

● POSTER

(follow the instruction given in Introduction p.IV- Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Pupils' books closed. Put up the *My Pets!* poster. Point to the *rabbit* and say: *Rabbit*. The pupils repeat, chorally and individually. Repeat the process with the rest of the animals. Ask a pupil to come to the board. Say the name of an animal illustrated in the poster. The pupil must point to the corresponding animal. Repeat the procedure for all the animals in the poster with different pupils.

Pupils' books open. Read the instructions and explain the task. Play the CD, pausing for the pupils

to listen, point and repeat chorally and individually. Check the pupils' pronunciation and intonation. Then, individual pupils point to and name the animals.

AUDIOSCRIPT

fish
parrot
mouse
rabbit

mouse
fish
rabbit
parrot

2 Listen. Draw. Talk with your friend.

Read the instructions and explain the task. Play the CD. The pupils listen and repeat, chorally and individually.

AUDIOSCRIPT

Boy: *This is my fish.*
Girl: *What's its name?*
Boy: *Bubble.*

Ask the pupils to draw their pet. If the pupils haven't got a pet, ask them to think of one and give it a name. Then the pupils, in pairs, act out similar exchanges. Go around the classroom, providing any necessary help. Ask some pairs to report back to the class.

● FOLLOW-UP

(An activity to revise the language of the lesson.)

Ask pupils to tell you which animal from Ex. 1 they would like to have as a pet. Then, ask them to draw it and give it a name. Display the pupils' work around the classroom. Then, help them file their work in their *Junior Language Portfolios*.

Lesson 2

Aims

to promote listening skills through a song, to present some of the adjectives.

Language focus

I've got a parrot and it can speak!

Target vocabulary

toy bone, parrot, fish, rabbit, mouse, squeak

Extra materials

None

● WARM-UP

(An activity to revise the language from the previous lesson.)

Write the vocabulary of the previous lesson on the board, with certain letters missing. Ask individual pupils to come to the board and complete the words. Ask the rest of the class for verification.

● PRESENTATION AND PRACTICE

(Activities to consolidate the animals.)

3 Sing and do.

Pupils' books open. Play the CD. The pupils listen and look at the illustrations. On the second listening, hold up your book and point to the illustrations every time the corresponding animal is mentioned. Play the song again. The pupils listen and do the actions.

AUDIOSCRIPT

I've got a parrot and it can speak! (move from side to side and flap arms)

I've got a mouse

And it can squeak! (rub nose with 'paws')

I've got a rabbit and it can hop! (hop)

I've got a fish,

But it just goes GLOP! (open and close outstretched arms and hands)

Extension (Optional)

Divide the pupils into four groups (one per animal). The pupils move like the corresponding animal every time their animal is heard.

4 Draw

Before referring to the exercise in the book, explain to the students the meaning of the adjectives like: big, small, long. Show some examples in the classroom by showing some school subjects for eg. Big book-small book etc. Then elicit from the students their own examples. After that, students draw in the books.

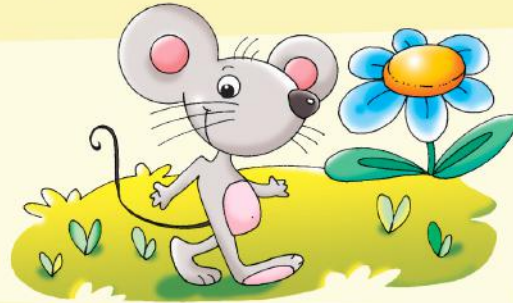
● FOLLOW-UP

(An activity to revise the language of the lesson.)

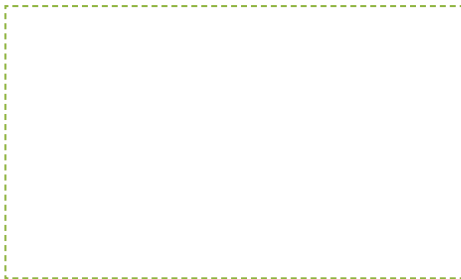
In groups, the pupils are assigned an animal (e.g. parrot, fish, mouse, rabbit, etc). They draw a home for each of the animals (i.e. a bowl for the fish, etc). The pupils then present the animals' homes to the rest of the class.

Lesson 2

3 Sing and do.



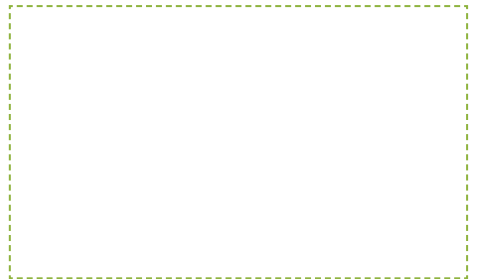
4 Draw.



Big dog



Small cat



Long snake



Lesson 3

5 🎧 Sing and do.

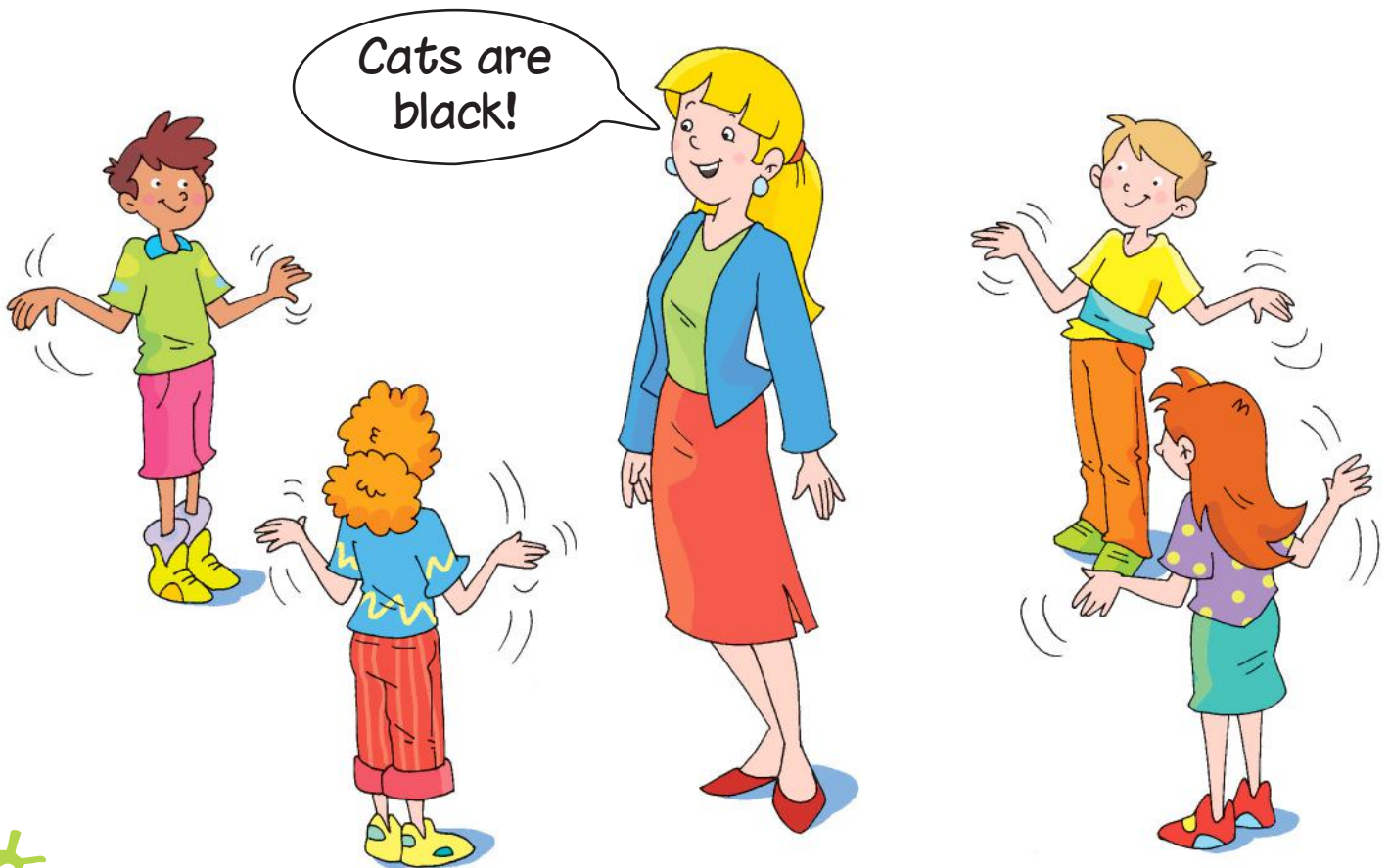


a black cat



a white dog

6 🎶 Let's play!



Lesson 3

Aims

to introduce the colours *black* and *white*, to present parts of the body, to talk about size, to develop listening comprehension skills through a song, to promote social skills through a circle-time activity

Language focus

My black cat is very funny. He's got small ears and a big fat tummy!

Target vocabulary

black, cat, funny, small, fat, tummy, white, dog, big

Extra materials

Picture dictionary

● WARM-UP

(An activity to revise the language taught in Lesson 2.)

Play the song from the previous lesson, Ex. 3, and encourage the pupils to sing along.

● PRESENTATION AND PRACTICE

(Activities to present and activate the new language.)

5 Sing and do.

Pupils' books closed. Show the pupils the picture flashcard of the *cat*. Then, show them the corresponding word flashcard and read out the word. Point to and say: *Cat*. The pupils repeat after you. Ask: *What colour is it?* Say: *Black*. The pupils repeat after you. Point to the cat's ears and tummy, mime and say: *Small ears, fat tummy*. Repeat the same procedure with the *dog* picture flashcard.

Pupils' books open. Hold up your book, point to the *cat* and read out loud: *A black cat*. Then, point to the *dog* and read out loud: *A white dog*. Ask the pupils to repeat, chorally and individually. Point to their ears and tummy and elicit the words.

Play the CD. The pupils listen and point to the cat and the dog in their books. Play the song again.

AUDIOSCRIPT

My black cat

Is very funny.

He's got small ears (put hands by ears and wiggle index fingers)

And a big fat tummy! (make a big semi-circle over tummy)

My white dog

Is very funny.

He's got big ears (move hands from ears down to the ground)

And a small white tummy! (make a small semi-circle over tummy)

6 Let's play!

Show pupils the illustration and explain the game. The pupils stand up in a circle and flap their arms. You will say a sentence. If it is true, the pupils should keep flapping their arms. If not, they should stop. Demonstrate this yourself first.

e.g. Teacher: *Cats are black!*

Class: *(pupils keep flapping their arms)*

Teacher: *Cats are blue!*

Class: *(pupils stop flapping their arms)*

● FOLLOW-UP

(An activity to revise the language of the lesson.)

Play the song from Ex. 5 and pause it at certain words. Encourage pupils to say the missing words.

e.g. Teacher: *My black ...*

Class: *cat! etc*

Lesson 4

Aims

to develop listening skills through an *Extra and Friends* episode

Language focus

Hello, doggy! Come here! Dogs are funny!

Target vocabulary

doggy, jump up, funny

Extra materials

Story Cards 1-6

● WARM-UP

(An activity to revise the language taught in the previous lesson.)

Play the song from the previous lesson. Encourage the pupils to sing along and mime the actions.

● PRESENTATION

(An activity to present the story and develop pupils' listening skills.)

7 Let's listen!

Pupils' books closed. Present the story with the help of the Story Cards (see the relevant section in the *Introduction to the Teacher*).

Pupils' books open. Play the CD and ask the pupils to listen and follow in their books.

AUDIOSCRIPT

Extra: *Hello, Wendy! Hello, Tom!
Hello, doggy!*

Tom & Wendy: *Hey! Ehi! Come here!*

Extra: *Jump up high!*

Tom & Wendy: *Dogs are funny!*

Mime and say the following words/phrases. Ask the pupils to point to the pictures that illustrate the words/phrases. Check their answers.

e.g. *Hello, doggy! (picture 2)
Ehi! Come here! (picture 3)
Jump up high! (picture 4)
Dogs are funny! (picture 6)*

Play the episode again, pausing for the pupils to listen and repeat. Check the pupils' pronunciation and intonation.

● PRACTICE AND EXTENSION

For further ideas on how to exploit the story through the Story Cards, see the *Introduction to the Teacher*.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: *Ehi! Come ...*

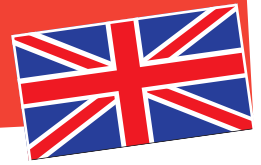
Class: *here! etc*

Lesson 4

7 Let's listen!



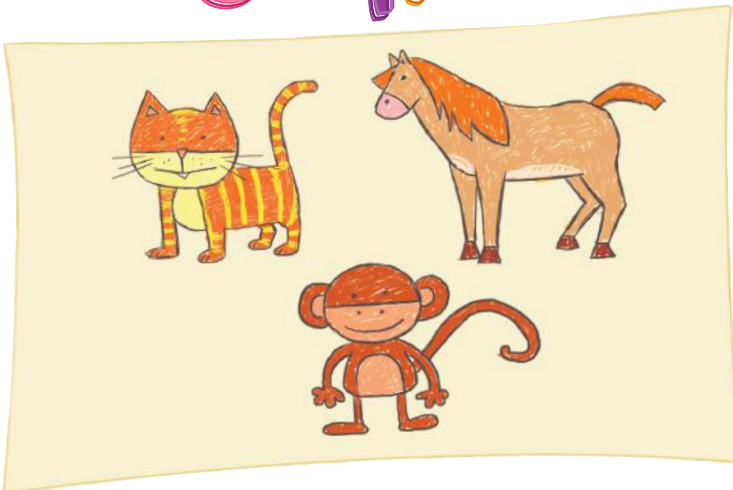
WELCOME TO BRITAIN



DOG SHOW



PROJECT TIME



PORTFOLIO: Page 89.

Lesson 5

Aims

to consolidate the language of the module, to familiarise pupils with British culture: to talk about dog shows

Target vocabulary

dog, cat, animals, love

Extra materials

pictures of different dog breeds

● WARM-UP

(An activity to revise the language taught in Lesson 4.)

Play the *Extra and Friends* episode. The pupils listen and look in their books.

● WELCOME TO BRITAIN

(Activities to familiarise pupils with British culture and encourage them to explore their own.)

Pupils' books open. Hold up your book, point to and read the title. Explain that dog shows are very popular in the UK. Give some information, in L1 if necessary. *(A lot of people take their dogs to the shows. The dogs that win the competitions get medals. Crufts is the most famous dog show in the UK. The show is held at the Birmingham National Exhibition Centre.)*

Ask the pupils if there are animal shows in their country.

● ICT

For further information on dog shows, the pupils can use the Internet. Provide them with the following keywords: **dog shows, UK.**

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Show the pupils the pictures of different dog breeds you have brought to class. The pupils try to identify the breeds.

Note: For the next lesson, tell pupils to bring in photos of their favourite dog breeds.

Lesson 6

Aims

to produce a project about the animals they love

Language focus

My favourite animals!

Extra materials

cardboard

● WARM-UP

(An activity to revise the language from the previous lesson.)

Ask pupils to present the pictures you asked them to bring from the previous lesson.

● PROJECT TIME

(An activity for the pupils to produce a project about their favourite animals.)

Pupils' books open. Refer the pupils to *Project Time* and comment on the pictures. Ask the pupils to tell you the names of the animals in the picture.

Refer the pupils to the *Portfolio Activities* sheet on p. 89. Explain to the pupils that they will draw their favourite animals. Go around the classroom as the pupils work on their project and provide any necessary help.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to present their projects to the class and say: *My favourite animals!* Have a discussion about the animals they chose to draw (their habitats, their food, etc).

Note: Make sure to display the pupils' projects in the classroom. Then, help them file their drawings in their *Junior Language Portfolios*.

Lesson 7

Aims

to consolidate the vocabulary of the module

Extra materials

cardboard

ACTIVITY TIME

● WARM-UP

(An activity to revise the language taught in the module.)

Pupils present their projects to the rest of the class.

Match.

(An activity to consolidate the vocabulary of the module.)

Pupils' books open. Read the instructions and explain the task. Have a picture discussion. The pupils draw lines to match the animals and their babies. Allow pupils some time to complete the activity. Go around the classroom and provide any necessary help.

1 c 2 d 3 e 4 a 5 b

● FOLLOW-UP

(An activity to consolidate the language of the module.)

Before going into class

Bring in some cardboard.

Hand out some cardboard to the pupils. Ask them to make their own animal masks and colour them in. Then, they go around the classroom introducing themselves, e.g. *I'm Corky the cat!*

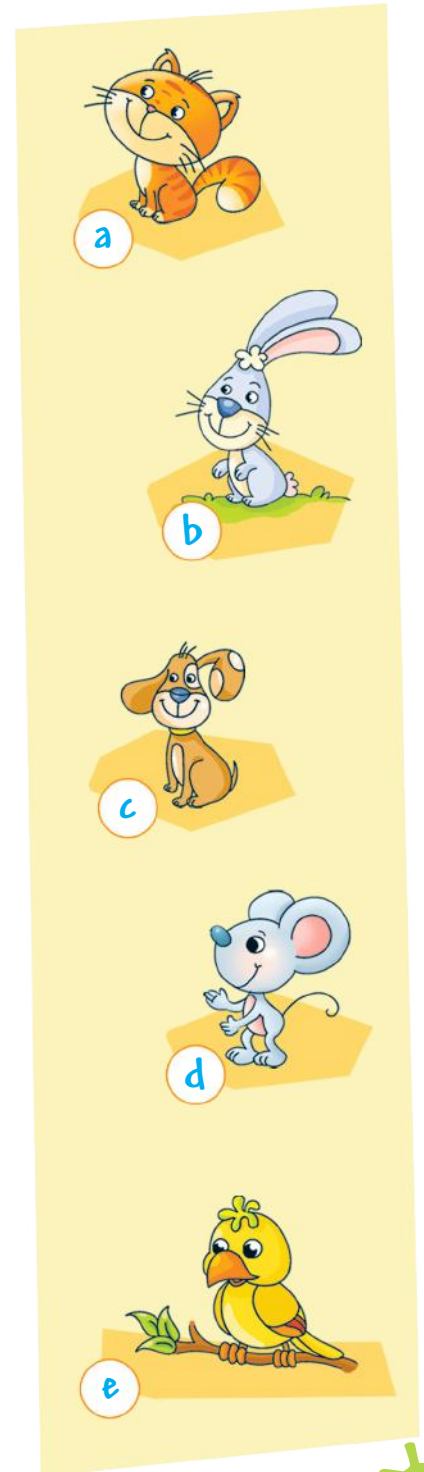
Activity Book

Now, you can do the exercises (Module 4) from the *Activity Book*.

Lesson 7

Activity Time

● Match.



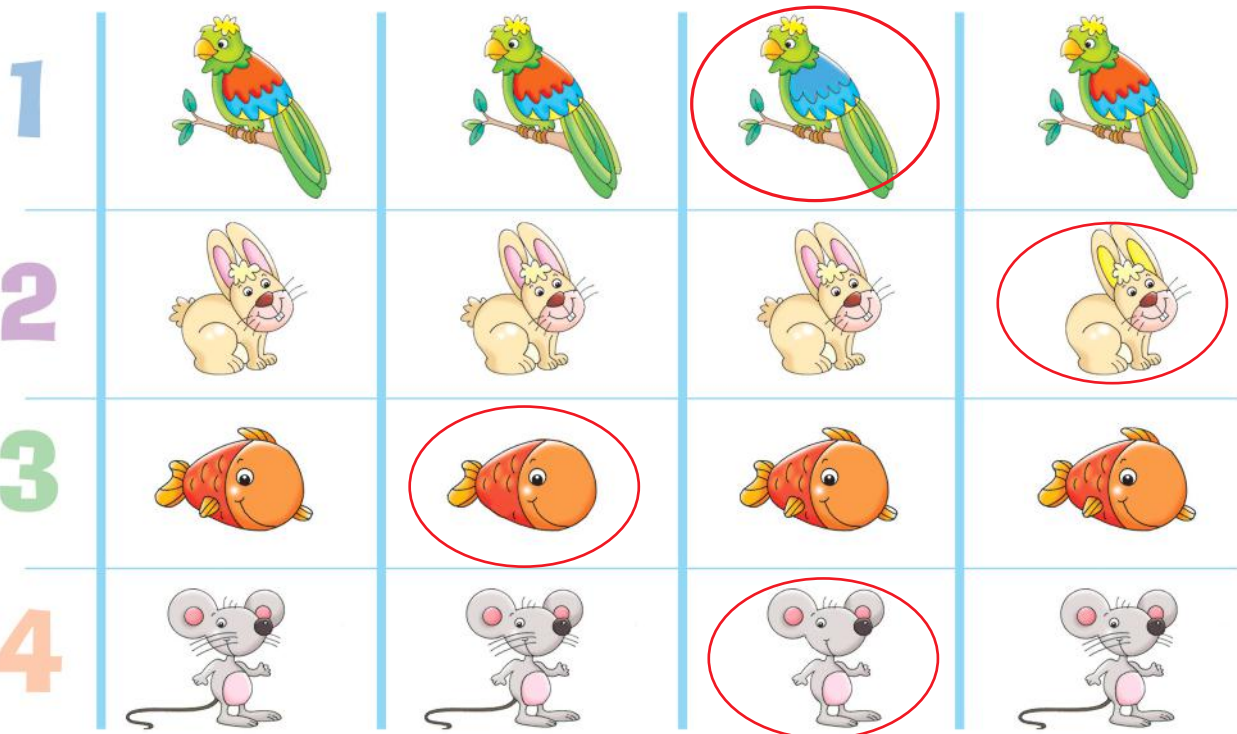
MODULE 5 - CHECKPOINT 5

Lesson 8

1 Stick and say.

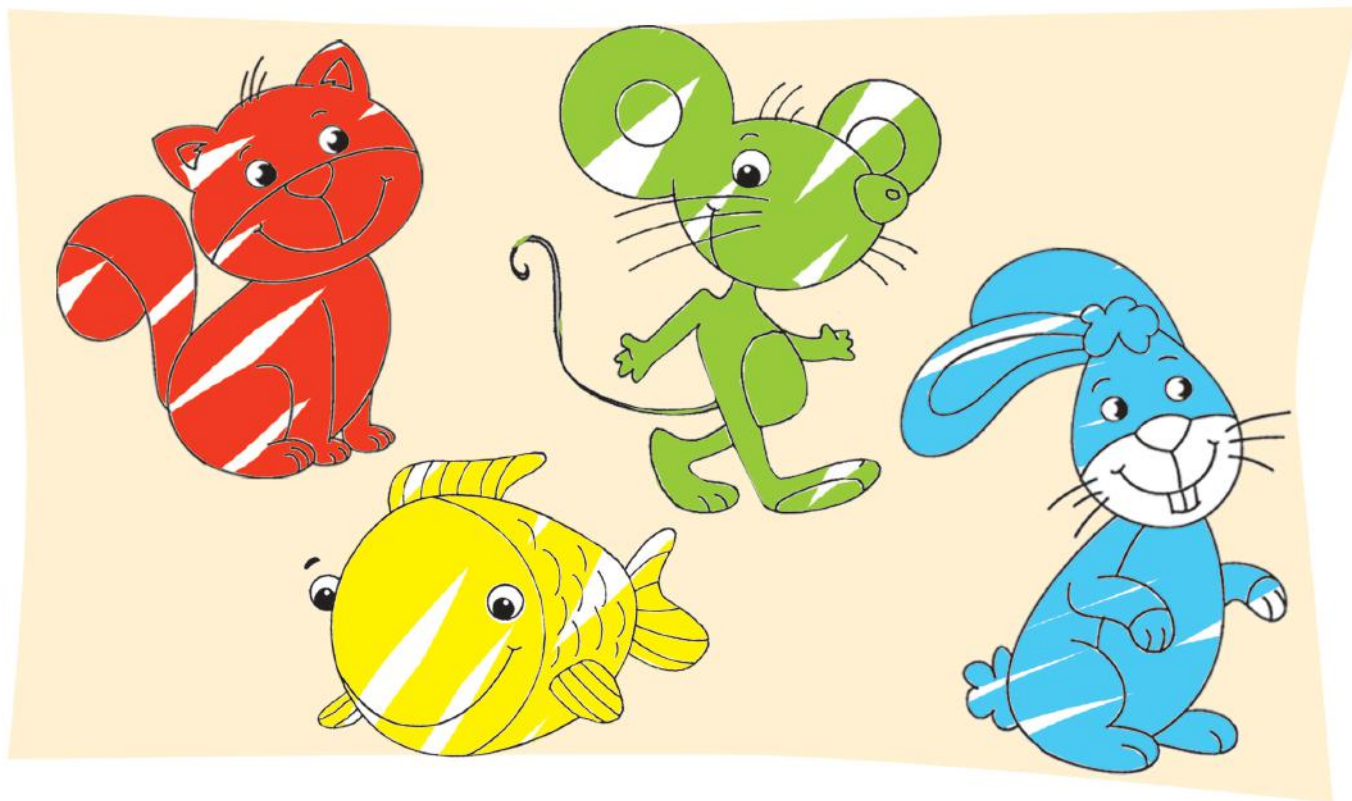


2 Circle the odd one out.



3 Listen and colour.

(See Audioscript on page 113(T).)



4 Circle!



On / In



Under / In

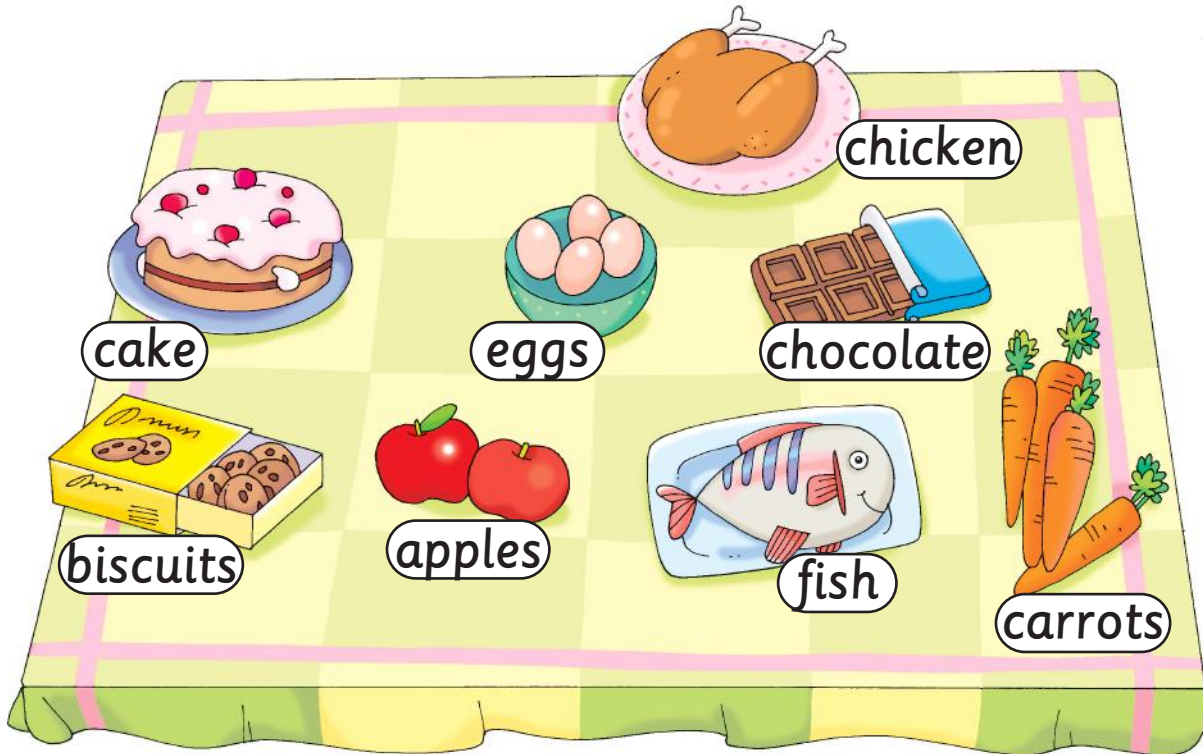


Under / On

Yummy or Yuk?

Lesson 1

1 Listen and circle. Repeat.



2 Listen. Talk with your friend.

I like fish,
yummy!

I don't like fish,
yuk!

Lesson 1

Aims

to talk about likes and dislikes

Language focus

I like fish, yummy! I don't like fish, yuk!

Target vocabulary

cake, biscuits, eggs, chicken, chocolate, fish, carrots, apples

Extra materials

Yummy! poster

● WARM-UP

(An activity to revise the language taught in Module 5.)

The pupils, in pairs, take turns miming some animal sounds and the other has to guess what it is. Demonstrate this yourself first.

e.g. Pupil 1: Meow!

Teacher: A cat?

Pupil 1: Yes! Etc

● PRESENTATION AND PRACTICE

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

● POSTER

(Activities to practise food items and food preferences.)

1 Listen and circle. Repeat.

Pupils' books closed. Put the *Yummy!* poster up on the board and present the food items (*chicken, cake, eggs, biscuits, chocolate, apples, fish, carrots*), one at a time. The pupils repeat after you. Point to the food items in random order. Individual pupils come to the board, read and say the corresponding words.

● PRESENTATION

Pupils' books open. Play the CD. The pupils listen and circle the items they hear. Check the pupils' answers by asking them to say the items they heard on the CD. Play the CD again. The pupils listen and repeat, chorally and individually. Check the pupils' pronunciation and intonation.

Items to be circled: all items except for **apples**

AUDIOSCRIPT

<i>chicken</i>	<i>chocolate</i>	<i>cake</i>	<i>biscuits</i>
<i>carrots</i>	<i>fish</i>	<i>eggs</i>	

2 Listen. Talk with your friend.

● POSTER

Pupils' books closed. Point to a food item on the poster, e.g. *cake*, rub your stomach, say and write on the board: *I like cake, yummy!* Repeat the procedure with *I don't like* and another food item.

Pupils' books open. Play the CD. The pupils listen and follow the exchange in their books. Play the CD again, pausing for the pupils to repeat chorally and individually. Check their pronunciation and intonation. Then, the pupils make similar exchanges about the food items in Ex. 1. Check around the class. Ask some pairs to report back to the class.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Write the food items on the board. Allow the pupils some time to look at them. Then, ask the pupils to close their eyes. Erase one of the words. Ask the pupils to open their eyes and tell you which food item is missing. Repeat the activity with the other food items.

MODULE 6 - Yummy or Yuk?

Lesson 2

Aims

to promote listening skills through a song, to sing a song and do the actions, to distinguish between the sounds /k/ and /tʃ/

Language focus

I like eating lots of things.

Target vocabulary

lots of things

Extra materials

Yummy! poster, Reinforcement & Extension Activity: *I like* from the *Teacher's Resource Pack CD-ROM*, paper plates

● WARM-UP

(An activity to revise the language from the previous lesson.)

● POSTER/PICTURE DICTIONARY

Put the *Yummy!* poster up on the board. Invite a pupil to come to the front. Point to a food item and ask: *Do you like (cake)?* Give the pupil the *I like/I don't like* picture flashcards. If the pupil likes the food item, he/she holds up the *I like* flashcard and says: *Yes, I like (cake)!* If not, the pupil holds up the *I don't like* flashcard and says: *No, I don't like (cake)!*

● PRESENTATION AND PRACTICE

(Activities to present and practise food items.)

3 Read and say. Then, chant.

● POSTER

Pupils' books closed. Point to three food items on the *Yummy!* poster, say and write: *I like (eggs), I like (apples), too. I like cake, do you?* Ask individual pupils to choose two food items and do the same.

Pupils' books open. Explain the activity. Start reading the lyrics and pause before the pictures.

Invite pupils to say the corresponding words. Then, individual pupils read the text aloud.

Play the CD. The pupils listen and read. Play the CD again. Encourage the pupils to sing along.

AUDIOSCRIPT

I like carrots, I like fish!

I like chicken, too!

I like eating lots of things,

I like eggs, do you?

I like chocolate, I like cake!

I like biscuits, too!

I like eating lots of things,

I like fruit, do you?

● SOUND SPOT

(An activity to identify the sounds /k/ and /tʃ/.)

Read, say and write. Then, listen.

Write the words *chicken, cake, carrots* and *chocolate* on the board. Say the words, one at a time. The pupils repeat after you. Elicit the difference between the sounds /k/ and /tʃ/. Refer the pupils to the exercise. Ask the pupils to read and write the words in the appropriate spaces. Play the recording. Have the pupils listen and repeat. Check their answers.

c /k/: *cake, carrots*

ch /tʃ/: *chicken, chocolate*

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Give the pupils the paper plates and tell them to draw their favourite food on it. Then, the pupils show their plates to their classmates and say, e.g. *I like chicken.*

Note: If you wish, you can print the Reinforcement & Extension Activity: *I like* from the *Teacher's Resource Pack CD-ROM*. Ask the pupils to do the task. Then, you can help your pupils file their work in their *Junior Language Portfolios*.

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Lesson 2

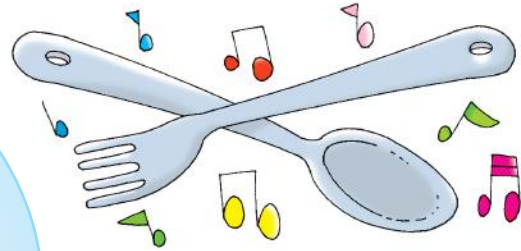
   Chant.

I like  , I like  !

I like  , too!

I like eating lots of things,

 I like eggs, do you?



I like  , I like  !

I like  , too!

I like eating lots of things,

I like fruit, do you?



SOUND SPOT

 Listen.

 c _____

 ch _____

cake

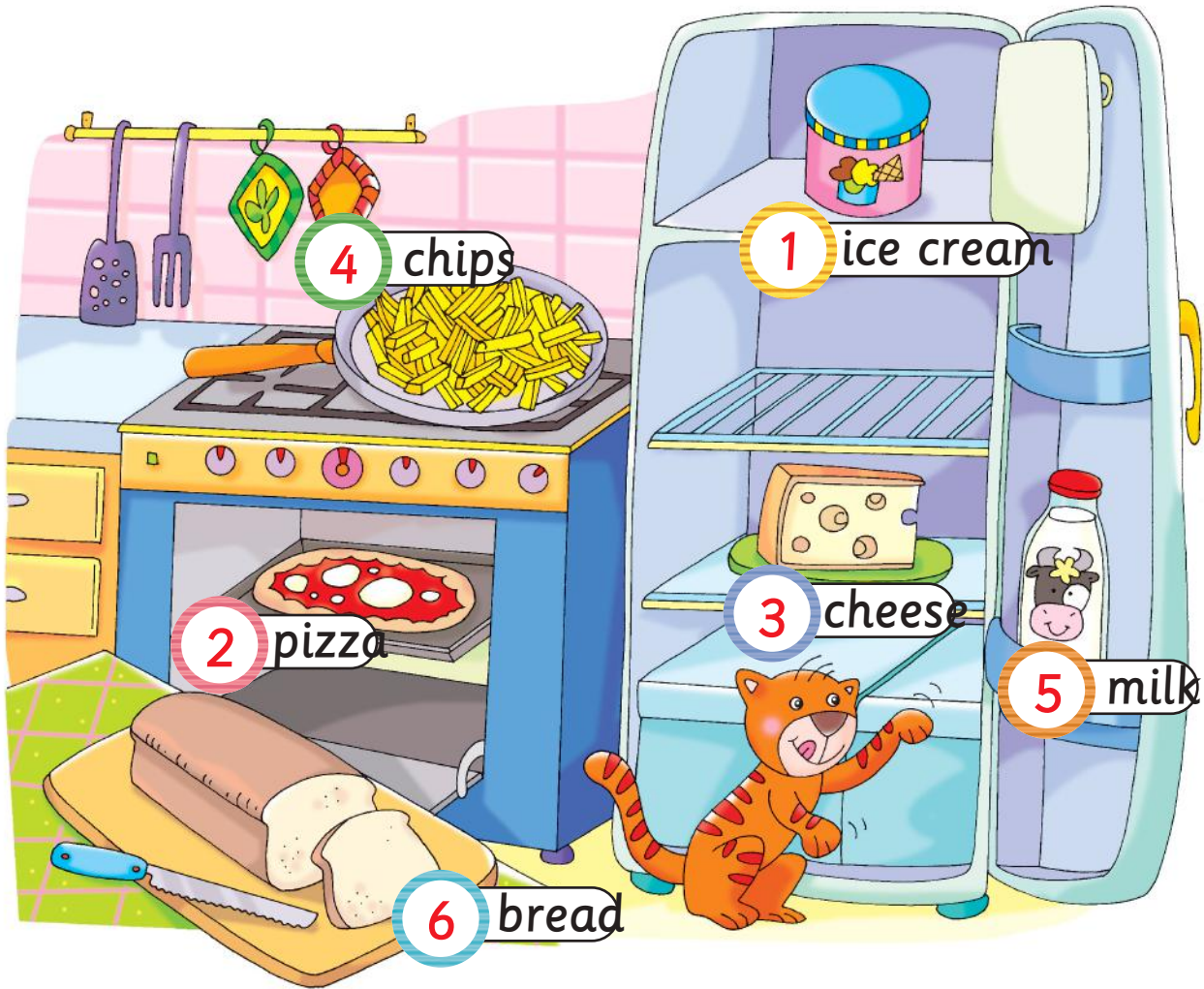
chicken

carrots

chocolate

Lesson 3

4 Listen and number. Repeat.



5 Listen. Talk with your friend.



Lesson 3

Aims

to identify food items, to express food preferences, to develop listening comprehension skills

Language focus

Do you like ice cream? Yes, I do!/No, I don't!

Target vocabulary

chips, pizza, bread, cheese, ice cream, milk

Extra materials

Yummy! poster

● WARM-UP

(An activity to revise food items.)

Play the song from Lesson 2, Ex. 3. Encourage pupils to sing along.

● PRESENTATION AND PRACTICE

(Activities to present and practise food items.)

4 Listen and number. Repeat.

● POSTER

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Pupils' books closed. Put the *Yummy!* poster up on the board and present the words (*ice cream, chips, milk, cheese, pizza, bread*), one at a time. Point to and say the words. The pupils repeat, chorally and individually. Point to the food items in random order and ask the pupils to say the appropriate words.

Pupils' books open. Play the CD. The pupils listen and write the numbers. Pause the CD if you think the pupils need more time to do so. Check their answers. Then, play the CD again, pausing for the pupils to repeat. Check their pronunciation and intonation. Individual pupils read the words.

AUDIOSCRIPT

number one – ice cream

number two – pizza

number three – cheese

number four – chips

number five – milk

number six – bread

5 Listen. Talk with your friend.

● POSTER

Pupils' books closed. Ask, then write on the board: *Do you like pizza?* The pupils repeat after you. Nod, say and write: *Yes, I do!* The pupils repeat after you. Next, repeat the question, shake your head, say and write: *No, I don't!* The pupils repeat after you. Point to a food item on the *Yummy!* poster. Invite a pupil to ask you if you like it. Answer the question with *Yes, I do!* or *No, I don't!* Repeat the procedure with pairs of pupils and more food items.

e.g. Pupil 1: *Do you like bread?*

Pupil 2: *No, I don't! Do you like milk?*

Pupil 1: *Yes, I do!* etc

Pupils' books open. Play the CD. The pupils listen and repeat, chorally and individually. Check their pronunciation and intonation. The pupils, in pairs, use the food items in Ex. 4 to ask and answer questions. Check around the classroom. Ask some pairs to report back to the class.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Draw the food items on the board. Allow the pupils some time to look at them. Then, ask the pupils to close their eyes. Erase one of the words. Ask the pupils to open their eyes. Ask individual pupils to tell you which food item is missing, come to the board and say the word. Repeat the activity with the other food items.

MODULE 6 - Yummy or Yuk?

Lesson 4

Aims

to develop listening and reading comprehension skills through an *Extra and Friends* episode

Language focus

I love picnics! Pizza is my favourite.

Target vocabulary

pizza, picnics, bee, I like ...

Extra materials

Story Cards 1-6

● WARM-UP

(An activity to revise the language from the previous lesson.)

Tell the pupils they are going to play a game called *Whispers*. Explain the rules. Approach a pupil at the front desk and whisper a food/drink item. Ask him/her to whisper the same word to his/her classmate, who then whispers it to the next pupil, etc. Ask the last pupil to call out the food/drink item. Check if the food/drink item said is the correct one. Repeat the procedure as many times as you think is necessary.

6 Listen and read.

(An activity to present the story and develop pupils' listening comprehension skills.)

Pupils' books closed. Present the story with the help of the Story Cards (see the relevant section in the *Introduction to the Teacher*).

Pupils' books open. Play the CD and ask the pupils to listen and follow along in their books. Play the CD again and pause from time to time for the pupils to repeat chorally and individually. Check their pronunciation and intonation.

● PRACTICE AND EXTENSION

Divide the class into groups/pairs and assign one phrase per group/pair. Allow groups/pairs some time to practise their phrases. Then, the pupils in groups/pairs act out the phrases, using both words and gestures. Play the CD again and the pupils join in with their phrase when they hear it.

For further ideas on how to exploit the story through the Story Cards, see the *Introduction to the Teacher*.

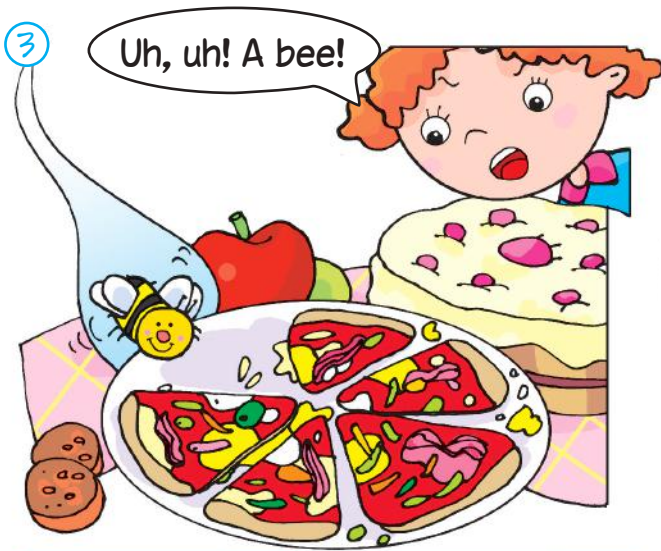
● FOLLOW UP

(An activity to consolidate the language of the lesson.)

Tell the class they are going to have a picnic with their friends. Ask them to draw the food items they'll take with them. Make a class display with their drawings.

Lesson 4

Let's listen!



WELCOME TO BRITAIN



• Read.



I like fish and chips.
There are lots of Fish and
Chip shops in the UK.



Lesson 6

PROJECT TIME

My favourite food is
pizza!
Yummy!



PORTFOLIO: Page 91.

Lesson 5

Aims

to familiarise pupils with British culture: to learn about fish and chips, a popular meal in Britain

Language focus

I like fish and chips. There are lots of Fish and Chip shops in the UK.

Extra materials

none

● WARM-UP

(An activity to revise the language from the previous lesson.)

Assign roles to the pupils. Ask them to read and act out the *Extra and Friends* episode.

● WELCOME TO BRITAIN

(Activities to familiarise pupils with British culture and encourage them to explore their own.)

Read.

Pupils' books open. Point to the picture and explain to the pupils that people in the UK like fish and chips. Ask them if they eat this meal in their own country. Read the text. The pupils listen and follow along. Read the text again, pausing for the pupils to repeat after you.

● ICT

For more information on traditional British dishes, the pupils can use the Internet. Provide them with the following keywords: **traditional, British dishes.**

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Tell the pupils to think of a popular dish in their country and ask them to draw and colour a picture of it.

Lesson 6

Aims

to develop communicative skills through project work: to talk about their favourite food

Language focus

My favourite food is pizza! Yummy!

Extra materials

food items

● WARM-UP

(An activity to revise the language from the previous lesson.)

Ask the pupils to present the pictures with the popular dishes from their country.

● PROJECT TIME

(An activity for the pupils to produce a project about their favourite food.)

Pupils' books open. Refer the pupils to *Project Time* and explain the task. Point to the girl and her drawing and say: *My favourite food is pizza! Yummy!* Ask the pupils to repeat.

Refer the pupils to the *Portfolio Activities* sheet on p. 91. Ask them to draw their favourite food. Alternatively, you can assign this as homework.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to present their projects to the class and say: *My favourite food is ... ! Yummy!*

Note: Make sure to display the pupils' projects in the classroom. Then, help them file their drawings in their *Junior Language Portfolios*.

MODULE 6 - Yummy or Yuk?

Lesson 7

Aims

to consolidate the vocabulary of the module

Extra materials

Plasticine

ACTIVITY TIME

● WARM-UP

(An activity to revise the language of the module.)

Pupils use Plasticine to make their favourite food item. Then, they talk about it, e.g. *I like carrots! Yummy!*

● PRACTICE

(An activity to consolidate food items.)

Put a tick (✓) or a cross (X).

Pupils' books open. Read the instructions and explain the task. Refer the pupils to the picture. Tell them to put a tick (✓) next to the items that are found in the picture and a cross (X) next to the items that are not found in the picture. Allow pupils some time to complete the task. Check their answers.

- X pizza
- ✓ eggs
- ✓ milk
- ✓ bread
- ✓ apples
- X cheese
- ✓ carrots

● FOLLOW-UP

(An activity to consolidate the language of the module.)

Display photos of typical dishes from around the world on the classroom walls. The pupils, in groups, decide which ones they prefer and make a collage. They can also write the country of origin of each dish.

Activity Book

Now, you can do the exercises (Module 6) from the *Activity Book* in class.

Lesson 7

Activity TIME

● Put a tick (✓) or a cross (x).

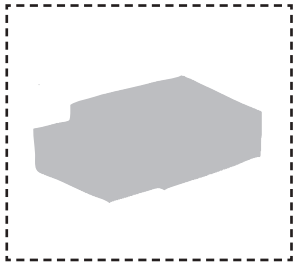
<input checked="" type="checkbox"/> ice cream	<input type="checkbox"/> bread
<input type="checkbox"/> pizza	<input type="checkbox"/> apples
<input type="checkbox"/> eggs	<input type="checkbox"/> cheese
<input type="checkbox"/> milk	<input type="checkbox"/> carrots



MODULE 6 - CHECKPOINT 6

Lesson 8

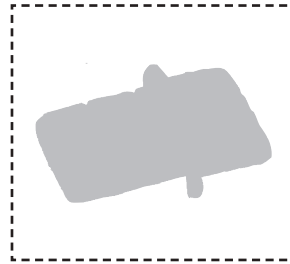
1 Stick (stickers on page 117) and say.



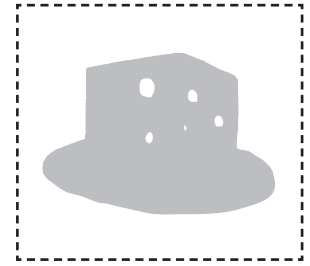
biscuits



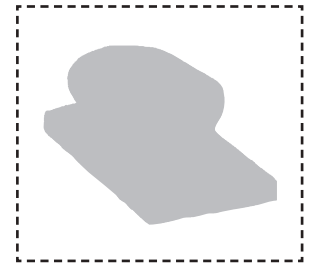
chicken



chocolate



cheese



bread

2 Match.



○

○

a jungle

○

a zoo

○

a supermarket

○

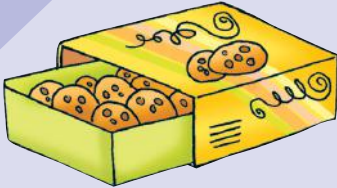
a candy shop



3 Listen and circle.

1


biscuits



yes - no

2

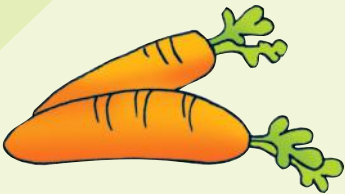
chips



yes - no

3

carrots



yes - no

4

milk



yes - no

4 Circle.



an apple/apples



an egg/eggs



a carrot/carrots

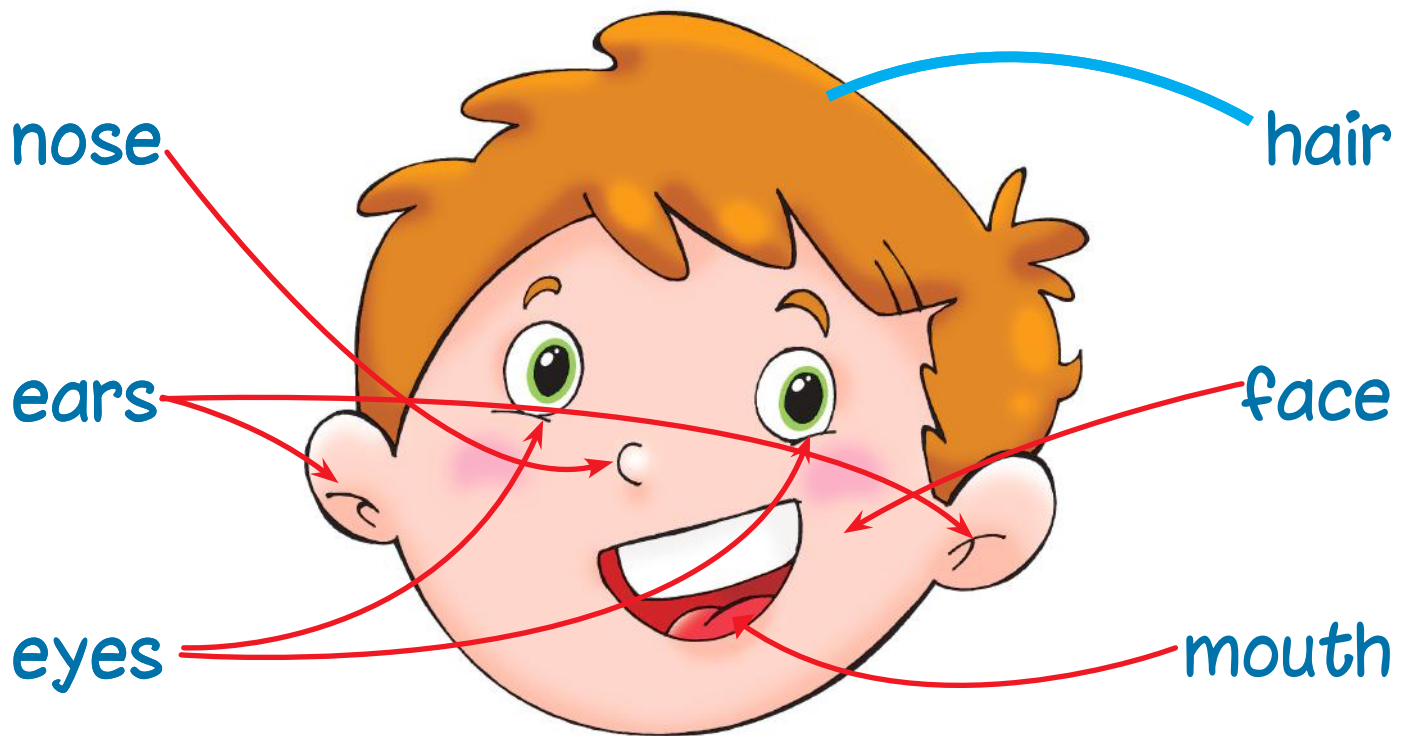


a cake/cakes

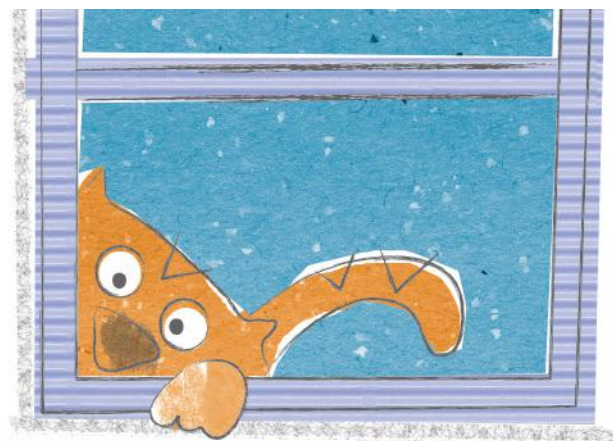
My Body

Lesson 1

1 Listen. Repeat. Then, match.



2 Listen. Draw. Talk with your friend.



Lesson 1

Aims

to present and practise parts of the face

Language focus

Is it the nose? No! Yes!

Target vocabulary

face, hair, eyes, nose, mouth

Extra materials

Picture dictionary

● WARM-UP

(An activity to revise the language taught in Module 6.)

Place a chair in front of the class. Ask a pupil to sit with his/her back to the board. Whisper the name of some type of food to the sitting pupil and invite the rest of the pupils to guess. Whoever guesses correctly, comes to the board and the activity is resumed.

● PRESENTATION AND PRACTICE

1 Listen. Repeat. Then, match.

(An activity to present and practise parts of the face.)

Touch the corresponding parts on your face and say the appropriate word for each one. Ask the pupils to do the same. Repeat one more time. Then, point to your *face, hair, mouth, eyes, nose* and *ears* in random order and ask individual pupils to name them.

● PRESENTATION

Draw a face on the board. Ask a pupil to come to the board. Name a part of the face. The pupil must point to the corresponding part. Repeat the same procedure with all the words and with different pupils.

Pupils' books open. Play the CD. The pupils listen and repeat. Check their pronunciation and intonation. Read the words, one at a time. The pupils listen, follow in their books and draw lines. Check the pupils' answers.

AUDIOSCRIPT

nose, ears, eyes, hair, face, mouth

2 Listen. Draw. Talk with your friend.

Play the CD. The pupils listen and look in their books. Play the CD again, pausing for the pupils to repeat chorally and individually. Check their pronunciation and intonation.

AUDIOSCRIPT

Girl: *Is it the nose?*

Boy: *Yes!*

Girl: *Is it the hair?*

Boy: *No!*

Refer the pupils to the picture and explain the activity. The pupils draw a face and present the parts of it to their partners. Then, the pupils work in pairs. One pupil closes his/her eyes and places his/her finger on a part of the face he/she has drawn. The pupil keeps asking until he/she guesses the corresponding part of the face. Then, the other pupil closes his/her eyes and the activity is resumed. Go around the classroom. Ask some pairs to perform in front of the class.

● FOLLOW-UP

(An activity to revise the language taught in the lesson.)

● PICTURE DICTIONARY

Put up the flashcards on the board. Ask a pupil to come to the front. Say a word and ask him/her to point to the corresponding word/picture flashcard.

Lesson 2

Aims

to consolidate parts of the face

Language focus

touch my hair, ears, mouth, nose, eyes

Target vocabulary

face, hair, ears, mouth, nose, eyes

Extra materials

cardboard, glue, scissors, two sheets of paper for each pupil, pupils' own photographs

● WARM-UP

(An activity to revise the language taught in Lesson 1.)

Touch your nose and say: *Nose*. Then, touch your ears and encourage the pupils to say the word. Repeat the same procedure with *hair, mouth, eyes*.

● PRESENTATION AND PRACTICE

(Activities to consolidate parts of the face.)

3 Listen. Point. Then, chant.

Pupils' books closed. Touch your face and say: *Touch my face*. Follow the same procedure and present the rest of the actions (*touch my hair, touch my ears, touch my mouth, touch my eyes*). Ask a pupil to do the same. Repeat the activity with as many pupils as you think is necessary.

Pupils' books open. Read the instructions and explain the task. Point to and ask the pupils to identify the parts of the face. Play the CD. The pupils listen and point to the pictures. Play the chant again and encourage the pupils to sing along. Play the chant again. The pupils sing while doing the actions.

AUDIOSCRIPT

*Touch my face, Touch my mouth,
Touch my hair, Touch my nose,
Touch my ears, Touch my eyes,
There and there! Two of those!*

Extension (Optional)

Repeat the chant without the CD. Repeat the chant and pause before certain words. Invite the pupils to complete the phrases. Keep the rhythm by clapping your hands or snapping your fingers.

e.g. Teacher: *Touch my face, touch ...*
Class: *my hair!* etc

CRAFTWORK

Tell pupils they are going to make a flower photo frame. Show them your model and guide them through the cutting and gluing. Ask them to draw their favourite flower on paper and leave the centre of the flower empty so that they can glue the photos they have brought into the space. Guide them on how to use their hands to draw the leaves of the flower. Tell them to cut out the frame, colour it in and glue on their photo. Go around the classroom as the pupils do the craftwork commenting on how nice their hair/smile/face/etc look(s) in the photos.

Upon completion of their craftwork, the pupils present their photo frames to the class.

e.g. Pupil 1: *This is me, (Mary)! This is my photo frame!* etc

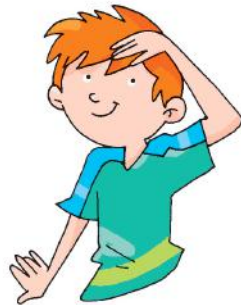
● FOLLOW-UP

(An activity to revise the language taught in the lesson.)

Draw an oval shape on the board. Say: *Face*. Ask the pupils to copy it onto a piece of paper and hand it to the pupil on their right. Ask the pupils to draw a nose on the face and pass it on to the pupil on their right. Continue with the hair, eyes, ears and mouth. When they have all finished, collect the faces and show them to the class.

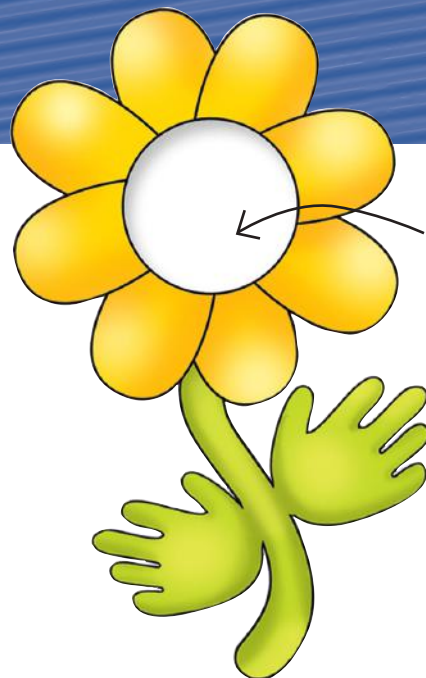
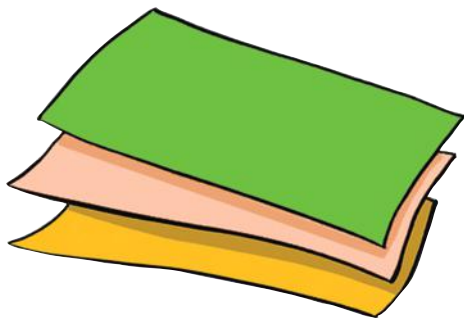
Lesson 2

▶ 3 🎧 Listen. Point. Then, chant.



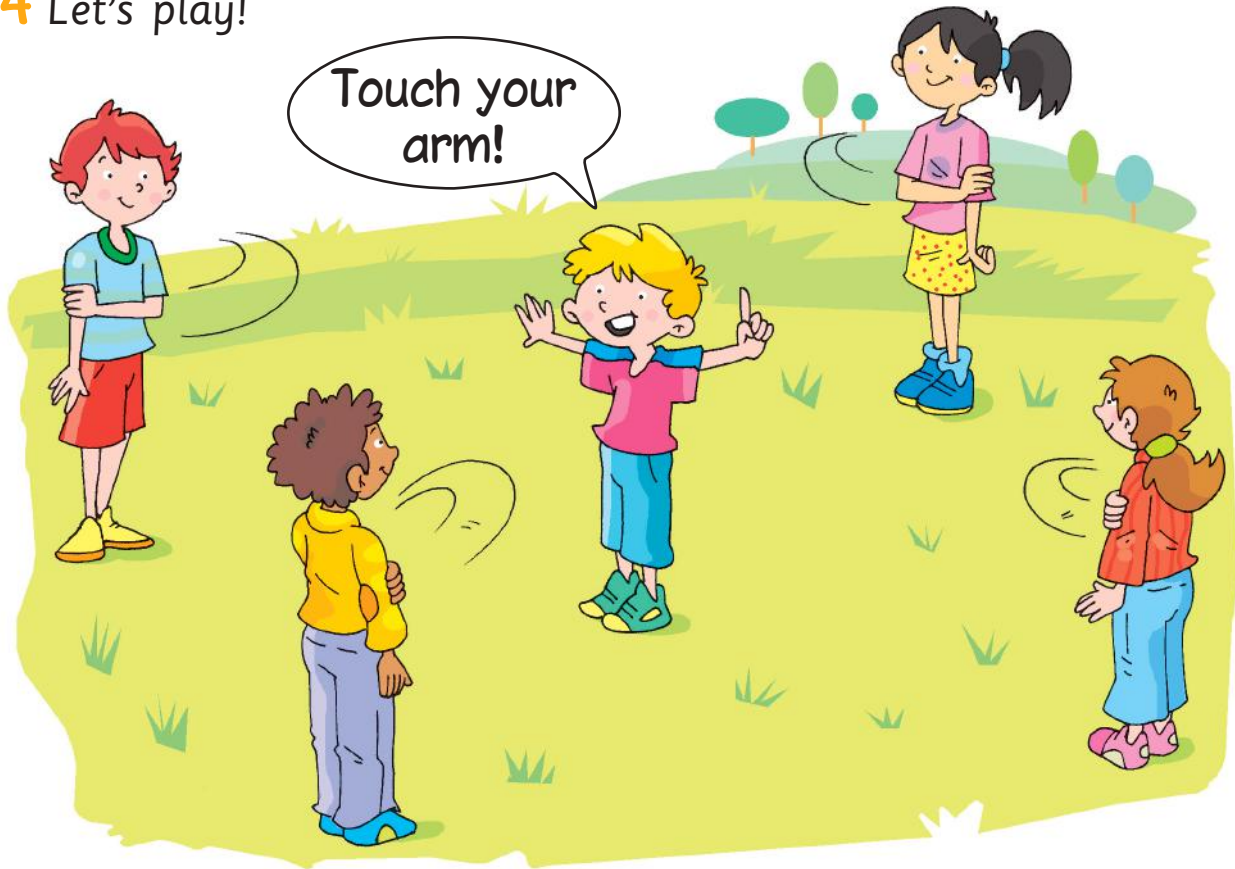
CRAFTWORK

Make a flower photo frame.

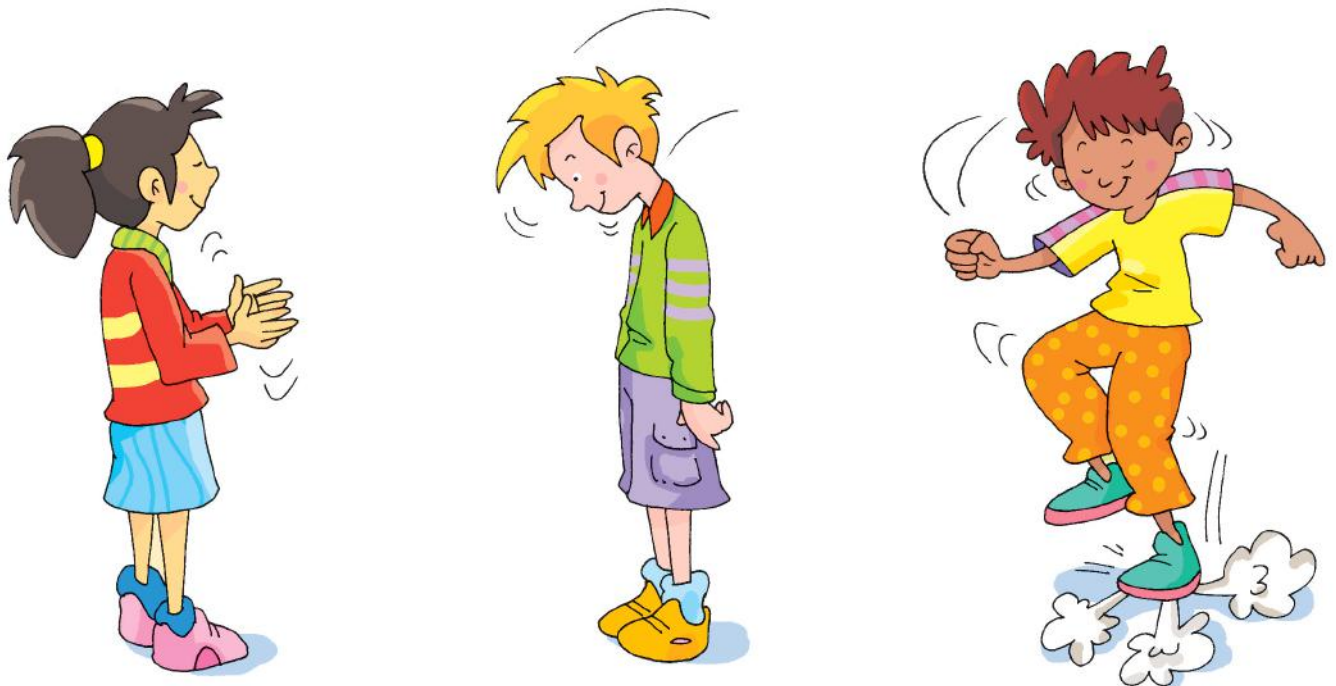


your
photo
here

4 Let's play!



5 Sing and do.



Lesson 3

Aims

to present arm and leg, to consolidate parts of the body with commands, to develop listening comprehension skills through a song, to promote social skills through a circle-time activity

Language focus

If you're happy and you know it, clap your hands!

Target vocabulary

body parts, clap, nod, stamp

Extra materials

Picture dictionary

● WARM-UP

(An activity to revise the language taught in Lesson 2.)

Play the chant from Lesson 2 and encourage the pupils to sing along.

● PRESENTATION AND PRACTICE

(Activities to consolidate parts of the body and present the words 'arm' and 'leg'.)

4 Let's play!

Pupils' books closed. Display the *arm* and *leg* picture and word flashcards on the board. Point to the picture flashcards, one at a time, and say the corresponding words. Then point to the word flashcards and read the words. The pupils repeat after you. Hand out the picture flashcards to the pupils. Ask the pupils to come to the board, one at a time, show their flashcard, say the corresponding word and point to the corresponding word flashcard. Ask the rest of the class for verification.

Pupils' books open. Refer the pupils to the illustration. Explain the activity. In the role of the boy in the middle, say: *Touch your arm!* The pupils, preferably in a circle around you, follow the command. Repeat with the rest of the commands.

5 Sing and do.

Pupils' books closed. Mime and say: *Clap your hands!* Ask the pupils to repeat and mime after you. Follow the same procedure with *Nod your head!* and *Stamp your feet!*

Pupils' books open. Play the CD. Point to the illustrations every time the corresponding actions are mentioned. Play the CD again and encourage the pupils to sing along.

AUDIOSCRIPT

If you're happy and you know it, clap your hands!
(clap your hands) x2

If you're happy and you know it and you really want to show it,

If you're happy and you know it, clap your hands!
(clap your hands)

If you're happy and you know it, nod your head!
(nod your head) x2

If you're happy and you know it and you really want to show it,

If you're happy and you know it, nod your head!
(nod your head)

If you're happy and you know it, stamp your feet!
(stamp your feet) x2

If you're happy and you know it and you really want to show it,

If you're happy and you know it, stamp your feet!
(stamp your feet)

● FOLLOW-UP

(An activity to revise the language taught in the lesson.)

Ask a pupil to come to the front of the class. Tell him/her to choose a command from the song in Ex. 5 and mime it. The rest of the class guesses the command.

Lesson 4

Aims

to develop listening skills through an Extra and Friends episode

Language focus

Are Wendy and Tom at home?

Target vocabulary

fair, home, paint

Extra materials

Story Cards 1-6, Reinforcement & Extension Activity: *My face* from the *Teacher's Resource Pack CD-ROM*

● WARM-UP

(An activity to revise the language taught in Lesson 3.)

Play the song from Lesson 3, Ex. 1. Encourage the pupils to sing along.

● PRESENTATION

(An activity to present the story and develop pupils' listening skills.)

6 Let's listen!

Pupils' books closed. Present the story with the help of the Story Cards (see the relevant section in the *Introduction to the Teacher*).

Pupils' books open. Play the CD and ask the pupils to listen and follow in their books.

AUDIOSCRIPT

Narrator: *Tom and Wendy are at the fair.*
Tom: *Look, Wendy! Let's paint our faces!*
Artist: *Paint your nose! Paint your mouth!*
Tom & Wendy: *Hello, Extra!*
Extra: *Aagh!*
Wendy: *It's okay, Extra. I'm Wendy!*
Tom: *And I'm Tom!*

Mime and say the following words/phrases. Ask the pupils to point to the pictures that illustrate the words/phrases. Check their answers.

e.g. *Look, Wendy! (picture 2)*

Paint your nose! Paint your mouth! (picture 4)

Play the episode again, pausing for the pupils to listen and repeat. Check the pupils' pronunciation and intonation.

● PRACTICE AND EXTENSION

For further ideas on how to exploit the story through the Story Cards, see the *Introduction to the Teacher*.

Extension

Hold up your book to the class. Say the dialogue and point to the pictures in turn. Repeat, this time inviting the pupils to complete your sentences.

e.g. Teacher: *Let's paint our ...*

Class: *faces! etc*

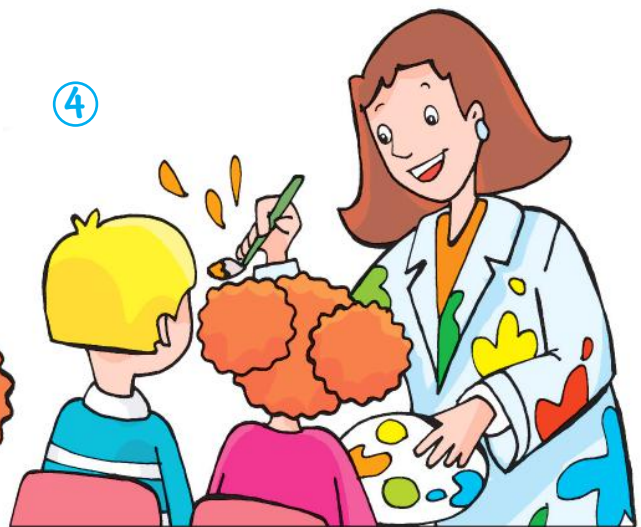
● FOLLOW-UP

(An activity to revise the language taught in the lesson.)

Tell the pupils they will work in pairs. They will draw a funny face with painted mouth, ears, etc. Display the pupils' work around the classroom.

Lesson 4

▶ 🎧 Let's listen!



WELCOME TO BRITAIN



THE LONDON EYE

PROJECT TIME



Lesson 5

Aims

to familiarise pupils with British culture: to learn about the London Eye

Extra materials

photos of landmarks from around the world

● WARM-UP

(An activity to revise the language taught in Lesson 4.)

Play the *Extra and Friends* episode. The pupils listen and look in their books.

● WELCOME TO BRITAIN

(Activities to familiarise pupils with British culture and encourage them to explore their own.)

Pupils' books open. Hold up your book, point to and read the name of the landmark. Give some information, in L1 if necessary. Say: *The London Eye was built for the millennium celebrations. It is 135 metres high and you can see up to 50 km in each direction. That's why it is called the London Eye. It's like a bicycle wheel with 32 enclosed capsules and it is supported by an A-shaped frame on one side only.*

Ask the pupils if there are any similar landmarks in their country.

● ICT

For further information on the London Eye, the pupils can use the Internet. Provide them with the following keywords: **London Eye, London.**

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Have a class discussion about the photos of landmarks you have brought to class. Ask the pupils to compare these landmarks to landmarks from their country.

Lesson 6

Aims

to produce a project about their favourite character

Language focus

My favourite character!

Extra materials

pictures of famous characters, a sheet of plain paper for each pupil, photos of pupils' favourite characters, e.g. Shrek, Dora, Elsa, etc

● WARM-UP

(An activity to introduce the theme of the lesson.)

Show pupils pictures of famous characters. Have a discussion about the characters. Ask pupils to name the characters and to describe their physical appearance.

● PROJECT TIME

(An activity for the pupils to produce a project about their favourite character.)

Pupils' books open. Refer the pupils to *Project Time* and comment on the picture. Ask the pupils to tell you the name of their favourite cartoon character.

Refer the pupils to the *Portfolio Activities* sheet on p. 93. Ask the pupils to draw their favourite character. Go around the classroom as the pupils work on their project and provide any necessary help.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to present their projects to the class and say: *My favourite character!*

Note: Make sure to display the pupils' projects in the classroom. Then, help them file their drawings in their *Junior Language Portfolios*.

MODULE 7 - My Body

Lesson 7

Aims

to consolidate the language of the module

Extra materials

Plasticine, a sheet of plain paper for each pupil

ACTIVITY TIME

● WARM-UP

(An activity to revise the language taught in the module.)

Pupils present their projects to the class.



Look and colour.

(An activity to revise the language taught in the module.)

Pupils' books open. Read the instructions and explain the task. Tell the pupils that each number corresponds to a particular colour and they must colour in the picture accordingly. Allow the pupils some time to complete the task. Go around the classroom and provide any necessary help.

● FOLLOW-UP

(An activity to consolidate the language of the module.)

Ask the pupils to use Plasticine to create a model of a cartoon character. Go around the classroom as the pupils work and provide any necessary help. The pupils present their models to the rest of the class and get into groups according to the character they have chosen.

Activity Book

Now, you can do the exercises (Module 7) from the *Activity Book*.

Lesson 7

Activity Time

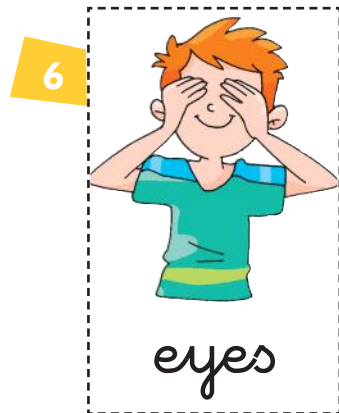
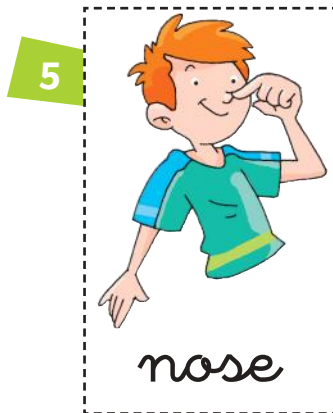
● Look and colour.



MODULE 7 - CHECKPOINT 7

Lesson 8

1 Stick and say.



2 Look and write the number:

- 1 read a book 2 play with a ball 3 listen to music 4 watch TV

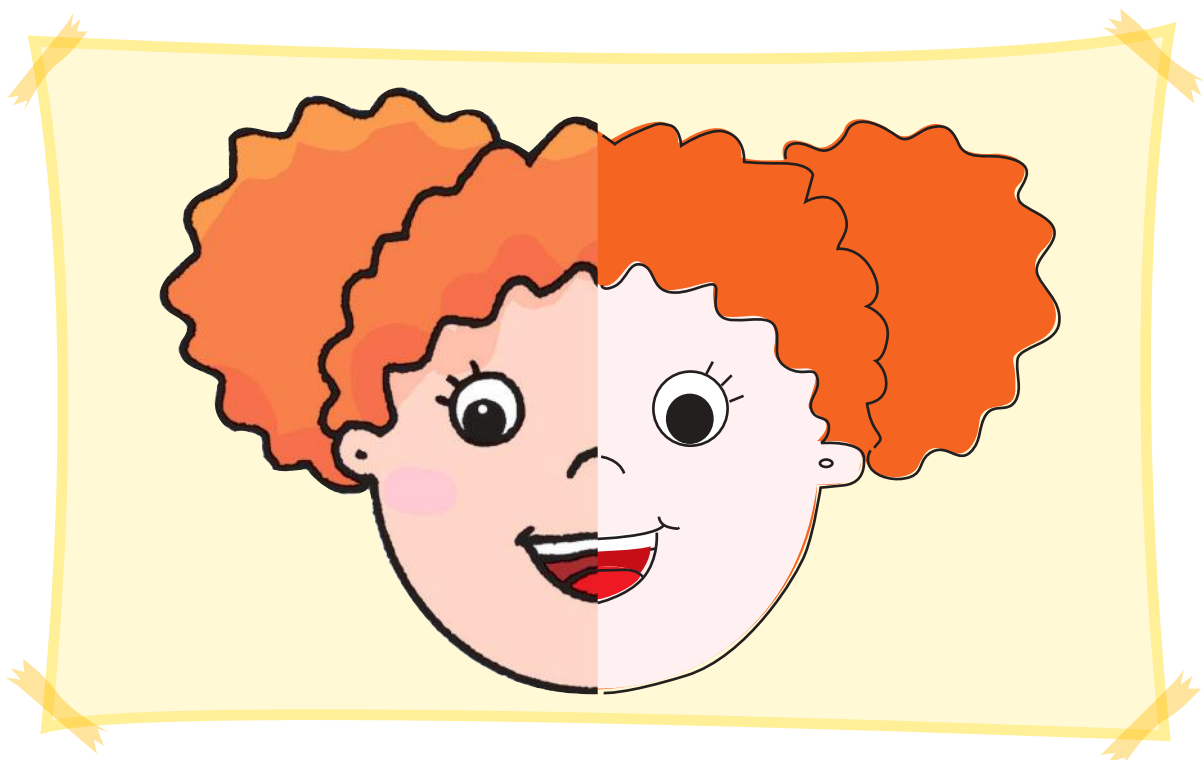


3 Listen and colour.

(See Audioscript on page 113(T).)



4 Draw and colour.



Lovely Weather

Lesson 1

  Listen and repeat. Then, match and draw.



<p>SPRING</p>	<p>SUMMER</p>
<p>AUTUMN</p>	<p>WINTER</p>

  2 Listen. Talk with your friend.



Lesson 1

Aims

to talk about seasons

Language focus

What's my favourite season? Winter!

Target vocabulary

spring, summer, autumn, winter

Extra materials

simple sketches of a snowman, a leaf, a sun and a flower

● WARM-UP

(An activity to revise the language taught in Module 4.)

Ask the pupils to say what they are wearing, e.g. *A blue shirt, blue trousers and black shoes.*

● PRESENTATION AND PRACTICE

(Activities to present the seasons.)

1 Listen and repeat. Then, match and draw.

Pupils' books closed. Put up the snowman (*winter*), leaf (*autumn*), sun (*summer*) and flower (*spring*) sketches on the board. Point to, say and write the seasons underneath. The pupils repeat after you. Point to the seasons in random order. Individual pupils say the seasons. The pupils repeat after you.

Pupils' books open. Play the CD. The pupils listen and repeat. Check their pronunciation and intonation. Refer the pupils to the pictures. Ask the pupils to match them to the corresponding season. Then, allow the pupils some time to draw similar pictures in the spaces provided.

spring – flower

summer – sun

autumn – leaf

winter – snowman

2 Listen. Talk with your friend.

Play the CD. The pupils listen and follow the exchange in their books. Play the CD again, pausing for the pupils to repeat chorally and individually. Check their pronunciation and intonation. Then, the pupils work in pairs. One pupil traces the name of his/her favourite season on his/her partner's palm and the other pupil tries to guess which season it is. Then, the pupils change roles and resume the activity. Check around the classroom. Ask some pairs to report back to the class.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Invite a pupil to come to the board. Ask him/her to tell you his/her favourite season and then point to the corresponding sketch on the board. Repeat the procedure with all the pupils.

e.g. Teacher: *What's your favourite season?*

Pupil 1: *Summer! (points to the sketch of the sun) etc*

MODULE 8 - Lovely Weather

Lesson 2

Aims

to develop listening comprehension skills through a chant, to distinguish the sounds /s/ and /ʃ/

Language focus

A time of year for everything!

Target vocabulary

spring, summer, autumn, winter, sun, rain, snow, flower, shirt, shorts

Extra materials

simple sketches of a snowman, a leaf, a sun and a flower, Reinforcement & Extension Activity: *The Seasons* from the *Teacher's Resource Pack CD-ROM*

● WARM-UP

(An activity to revise the language from the previous lesson.)

Put up the sketches of the snowman, leaf, sun and flower on the board. Point to each sketch and elicit the corresponding season.

● PRESENTATION AND PRACTICE

(Activities to revise the seasons.)

3 Choose and write. Then, chant.

Pupils' books closed. Write the seasons on the board. Draw the following symbols: *rain* (next to autumn), *snow* (next to winter), *sun* (next to summer) and *flower* (next to spring). Say, as you point to the corresponding words and symbols:

*Summer for the sun,
Autumn for the rain,
Winter for the snow,
Spring for the flowers!*

Repeat, this time inviting the pupils to repeat after you.

Pupils' books open. Explain the activity. Start reading the lyrics and pause before the gaps. Invite pupils to say the corresponding words. Then, allow them some time to do the task. Play the CD. The pupils listen and read. Play the CD again. Encourage the pupils to sing along.

Extension

Repeat the chant without the CD. Pause from time to time and ask the pupils to complete your sentences. e.g. Teacher: *Summer, autumn, winter, ...*

Pupils: *Spring!* etc

● SOUND SPOT

(An activity to identify the sounds /s/ and /ʃ/.)

Read, say and write. Then, listen.

Write the words *shirt, summer, sun* and *shorts* on the board. Say the words, one at a time. The pupils repeat after you. Elicit the difference between the sounds /s/ and /ʃ/. Refer the pupils to the exercise. Ask them to read and write the words in the appropriate spaces. Play the recording. Have the pupils listen and repeat. Check their answers.

s /s/: summer, sun

sh /ʃ/: shirt, shorts

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Draw four columns on the board with the names of the seasons. Ask the pupils to come to the board, one at a time, and write their name in the appropriate column depending on which season their birthday is in. At the end, find out which season has the most birthdays.

Note: If you wish, you can print the Reinforcement & Extension Activity: *The Seasons* from the *Teacher's Resource Pack CD-ROM*. Ask the pupils to do the task. Then, you can help your pupils file their work in their *Junior Language Portfolios*.

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Lesson 2

3 Choose and write. Then, chant.

sun

rain

snow

flowers

Summer, autumn,
Winter, spring,
A time of year for everything!

Summer for the sun ,
Autumn for the rain ,
Winter for the snow ,
Spring for the flowers !

Summer, autumn,
Winter, spring,
A time of year for everything!

SOUND SPOT

Listen.

s _____

sh _____

shirt

sun

summer

shorts



4  Read and number. Listen and repeat.

What's the weather like?

1 It's raining.

2 It's sunny.

3 It's snowing.

4 It's hot.

5 It's cold.



5  Listen. Talk with your friend.

What's the weather like?

It's hot!

Lesson 3

Aims

to talk about the weather

Language focus

What's the weather like? It's hot!

Target vocabulary

It's raining. It's sunny. It's snowing. It's hot. It's cold.

Extra materials

What's the weather like? poster

● WARM-UP

(An activity to present the language taught in Lesson 2.)

Play the chant from Lesson 2, Ex. 3. The pupils listen and sing along.

● PRESENTATION AND PRACTICE

(Activities to present and practise the weather.)

4 Read and number. Listen and repeat.

Pupils' books closed. Put up the picture flashcards and present the weather conditions. Put the corresponding word flashcards below the picture flashcards. Point to each flashcard and say the weather condition. The pupils repeat, chorally and individually.

Pupils' books open. Read the instructions and explain the task. Read the sentences and allow the pupils time to number the pictures. Check the pupils' answers. Play the CD. The pupils listen and repeat. Check their pronunciation and intonation.

AUDIOSCRIPT

What's the weather like?

number one – It's raining.

number two – It's sunny.

number three – It's snowing.

number four – It's hot.

number five – It's cold.

5 Listen. Talk with your friend.

● POSTER

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Pupils' books closed. Put the *What's the weather like?* poster up on the board. Think of a weather condition and mime an appropriate action. Invite the pupils to guess which weather condition it is.

e.g. Teacher: *(mime shivering and hug yourself)*
What's the weather like?

Pupil 1: *It's cold!*

Teacher: *Yes, it's cold! etc*

Repeat with the rest of the weather conditions.

Pupils' books open. Play the CD. The pupils listen and repeat, chorally and individually. The pupils work in pairs. One pupil mimes an action and his/her partner guesses the weather condition.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to look out the window. Ask: *What's the weather like?* The pupils draw the weather condition of that day.

MODULE 8 - Lovely Weather

Lesson 4

Aims

to develop listening comprehension skills through an *Extra and Friends* episode

Language focus

Let's have an ice cream! It's cold. Lovely! What are you doing? That's ice cream, not sun cream!

Target vocabulary

sunny, sun cream, lovely

Extra materials

picture flashcards (15-19), Story Cards 1-6

● WARM-UP

(An activity to revise the language from the previous lesson.)

● PICTURE FLASHCARDS (15-19)

Show the picture flashcards, one at a time, sometimes saying the correct weather condition, sometimes not. Ask the class for verification.

e.g. Teacher: *(showing the 'It's raining.' picture flashcard) It's raining.*

Class: Yes.

Teacher: *(showing the 'It's hot.' picture flashcard) It's cold.*

Class: No. etc

6 Listen and read.

(An activity to present the story and develop pupils' listening and reading comprehension skills.)

Pupils' books closed. Present the story with the help of the Story Cards (see the relevant section in the *Introduction to the Teacher*).

Pupils' books open. Play the CD and ask the pupils to listen and follow along in their books. Play the CD again and pause from time to time for the pupils to repeat chorally and individually. Check their pronunciation and intonation.

● PRACTICE AND EXTENSION

Divide the class into groups/pairs and assign one phrase per group/pair. Allow groups/pairs some time to practise their phrases. Then, the pupils in groups/pairs act out the phrases, using both words and gestures. Play the CD again and the pupils join in with their phrase when they hear it.

For further ideas on how to exploit the story through the Story Cards, see the *Introduction to the Teacher*.

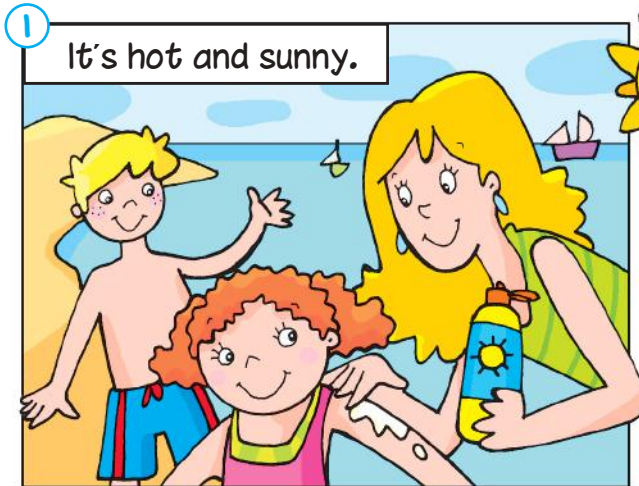
● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to draw an ice cream for themselves and their friend. At the bottom of the paper, they should write: *A lovely ice cream for me and (Julie)!*

Lesson 4

Let's listen!



WELCOME TO BRITAIN



• Read.



Spring, summer, autumn,
winter in the UK.
Bring an umbrella ... anyway!

Lesson 6

PROJECT TIME



My favourite season is winter
because I like snow!

PORTFOLIO: Page 95.



Lesson 5

Aims

to familiarise pupils with British culture: to learn about weather in the UK

Language focus

*Spring, summer, autumn, winter in the UK.
Bring an umbrella ... anyway!*

Extra materials

none

● WARM-UP

(An activity to revise the language from the previous lesson.)

Assign roles to the pupils. Ask them to read and act out the *Extra and Friends* episode.

● WELCOME TO BRITAIN

(Activities to familiarise pupils with British culture and encourage them to explore their own.)

Read.

Pupils' books open. Point to the picture and elicit the weather. Explain that the weather in the UK is unpredictable and that it rains throughout the year. Ask the pupils if it is the same in their country. Read the text. The pupils listen and follow the lines. Read the text again, pausing for the pupils to repeat after you.

● ICT

For further information on weather in the UK, the pupils can use the Internet. Provide them with the following keywords: **weather, UK.**

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask pupils to think of their favourite sunny country and draw a sunny picture.

Lesson 6

Aims

to develop communicative skills through project work: to talk about their favourite season

Language focus

My favourite season is winter because I like snow!

Extra materials

none

● WARM-UP

(An activity to revise the language of the previous lesson.)

The pupils present their drawings from the previous lesson. Have a discussion about pupils' preferences regarding the weather.

● PROJECT TIME

(An activity for the pupils to produce a project about their favourite season.)

Pupils' books open. Refer the pupils to *Project Time* and explain the task. Point to the boy and his drawing and say: *My favourite season is winter because I like snow!*

Refer the pupils to the *Portfolio Activities* sheet on p.95. Ask them to draw a picture of their favourite season. Alternatively, you can assign this as homework.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to present their projects to the class and say: *My favourite season is ... because I like ...*

Note: Make sure to display the pupils' projects in the classroom. Then, help them file their drawings in their *Junior Language Portfolios*.

MODULE 8 - Lovely Weather

Lesson 7

Aims

to consolidate the vocabulary of the module

Extra materials

none

ACTIVITY TIME

● WARM-UP

(An activity to revise the language of the module.)

Play *Whispers*. Explain the game. Whisper a season or weather condition to a pupil. The pupil whispers the word to the next pupil and so on. The last pupil says the word out loud.

● PRACTICE

(An activity to consolidate the weather.)

Read and circle.

Pupils' books open. Read the instructions and explain the task. Tell the pupils to read the sentences and circle the corresponding pictures. Check their answers.

● FOLLOW-UP

(An activity to consolidate the language of the module.)

Ask the pupils to draw or stick pictures of what the weather is like in their country in spring, summer, autumn and winter. Display their work in the classroom.

Activity Book

Now, you can do the exercises (Module 8) from the *Activity Book* in class.

Lesson 7

Activity Time

● Read and circle.

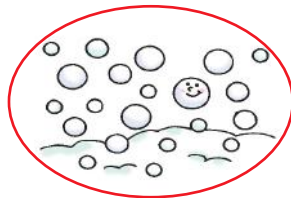
It's raining.



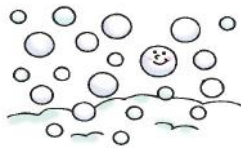
It's sunny.



It's snowing.



It's cold.



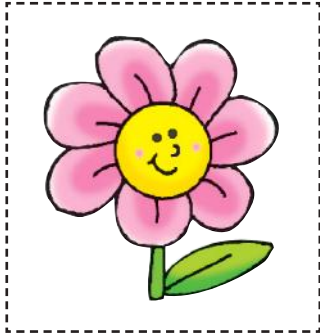
It's hot.



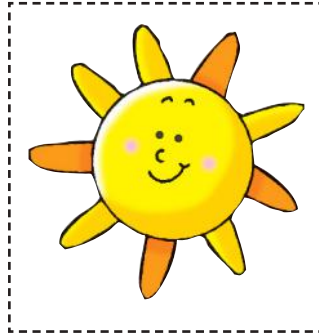
MODULE 8 – CHECKPOINT 8

Lesson 8

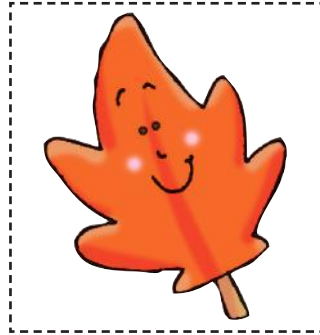
1 Stick and say.



spring



summer



autumn



winter

2 Look and say.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



Lesson 9

3 Listen, match and repeat.

hear

read

dance

cook



jump



draw



sing





see



fly







run



4 Look and say.

Oscar can jump!



It's Christmas!

🎧 Sing!



Oh, Christmas tree,
Oh, Christmas tree,
Your leaves are never changing.
Oh, Christmas tree,
Oh, Christmas tree,
Your leaves are never changing.
They are all green when summer's here,
They are all green when winter's near.
Oh, Christmas tree,
Oh, Christmas tree,
Your leaves are never changing.

Aims

to talk about Christmas, to sing a Christmas song, to make an angel

Language focus

Oh, Christmas tree, your leaves are never changing. They are all green when summer's here, they are all green when winter's near. Merry Christmas to you! And a Happy New Year, too!

Target vocabulary

Christmas tree, angel

Extra materials

a big Christmas tree made out of green paper, Extra Activity: *It's Christmas!* from the *Teacher's Resource Pack CD-ROM*, coloured paper, glue, scissors, glitter, stickers, coloured pencils, yarn, sticky tape, a CD with Christmas carols

Note: This lesson is optional. It is designed to be taught just before Christmas.

● WARM-UP

(An activity to present Christmas.)

Before going into class

Prepare a Christmas tree out of green paper, cut into a large elongated triangle.

Put up the big Christmas tree you have prepared and say: *A Christmas tree*. The pupils repeat chorally. Tell them that you will all be decorating the class Christmas tree. Ask the pupils to draw pictures and stick them on the class Christmas tree.

● PRESENTATION AND PRACTICE

(An activity to present and practise a Christmas song.)

1 Sing!

Pupils' books closed. Have a class discussion, in L1, about what comes to mind when the pupils hear the words *Merry Christmas!* Ask them to say how they spend their Christmas holidays and what they like the most about Christmas. Elicit their answers.

Pupils' books open. Point to the picture and ask the pupils to say what they see (*Christmas tree, star, candles, balls, presents, stocking, decorations, snow*). Point to the Christmas tree and say: *Oh, Christmas tree, your leaves are never changing*. The pupils repeat after you. Read the lyrics, line by line, and ask the pupils to repeat after you. Play the CD as many times as you think is necessary for the pupils to start singing along.

It's Christmas!

CRAFTWORK

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Before going into class

Print the Extra Activity: *It's Christmas!* from the Teacher's Resource Pack CD-ROM (one per pupil).

Tell the pupils they are going to make an angel for their Christmas tree. Provide each pupil with a printout. Have the pupils cut out the pieces, trace them onto coloured paper and cut them out. Guide them through the gluing of the pieces together to make their angels. They can draw a face and decorate their angels with stars, glitter, etc. Have them cut a piece of yarn and stick it to the back of the angel to hang on the tree.

2 Listen. Talk with your friend.

(An activity to practise Christmas greetings.)

Refer the pupils to the picture of the characters. Point to Tom and say: *Merry Christmas to you!* The pupils repeat after you. Then, point to Wendy and say: *And a Happy New Year, too!* The pupils repeat after you. Play the CD. The pupils listen and look in their books. Play the CD again, pausing for the pupils to repeat chorally and individually. Check their pronunciation and intonation. Ask the pupils, in pairs, to act out the exchange.

FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Play Christmas carols and encourage the pupils to sing along.



It's Christmas!

CRAFTWORK

Make an angel for your Christmas tree.



2



Listen. Talk with your friend.

Merry Christmas to you!




Yippee!

And a Happy New Year, too!

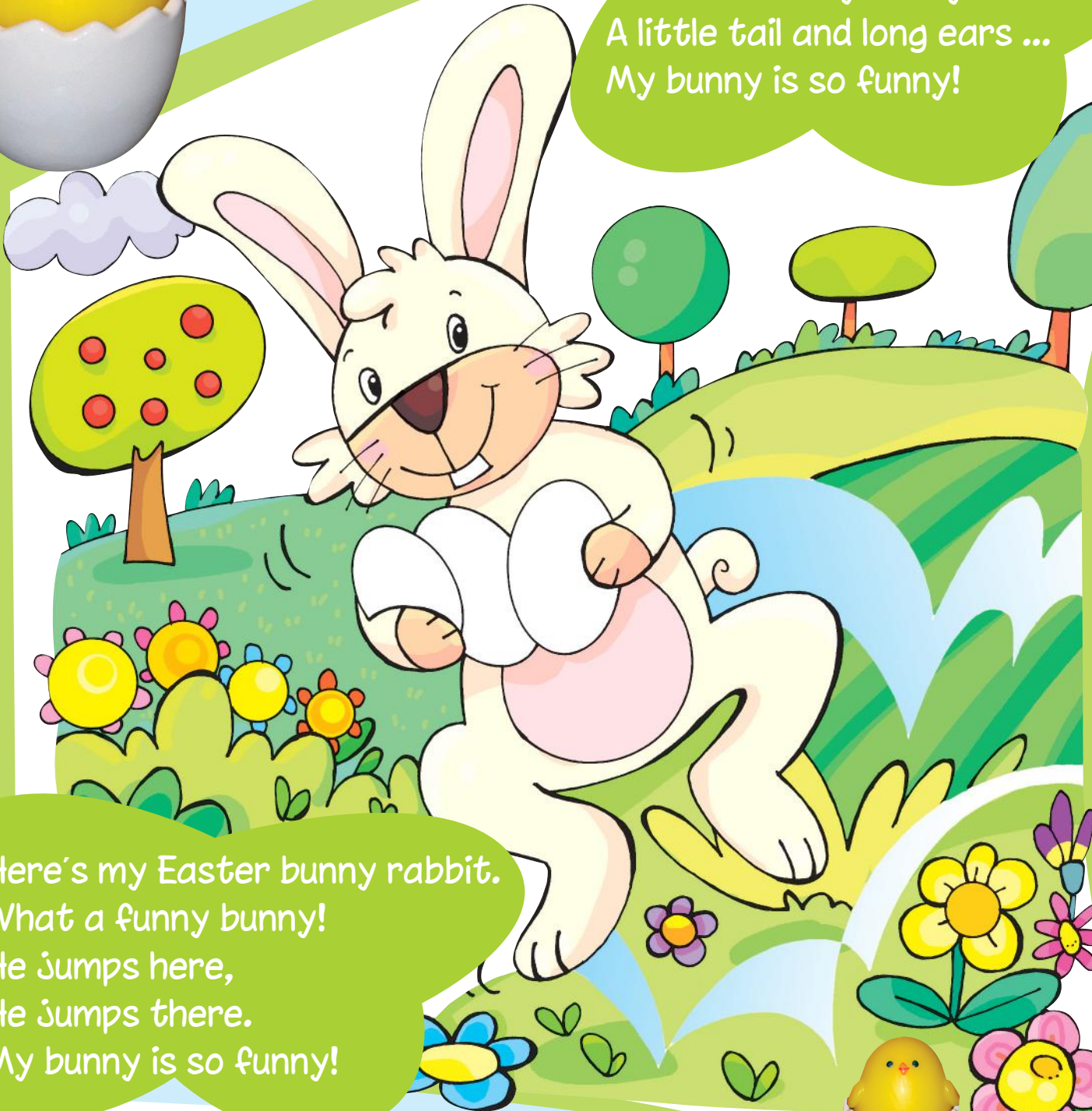
Happy Easter!



1  Sing and do!



Here's my Easter bunny rabbit.
What a funny bunny!
A little tail and long ears ...
My bunny is so funny!



Here's my Easter bunny rabbit.
What a funny bunny!
He jumps here,
He jumps there.
My bunny is so funny!



Aims

to talk about Easter, to sing an Easter song, to play an Easter game

Language focus

Here's my Easter bunny rabbit. What a funny bunny! A little tail and long ears ... my bunny is so funny!

Target vocabulary

Easter, egg, bunny, funny, jump, little tail, long ears

Extra materials

pictures from magazines related to Easter (bunny, eggs, chicks, basket, etc), scissors, glue, cardboard, elastic band, wooden stick, Extra Activity: *Happy Easter!* from the *Teacher's Resource Pack CD-ROM*

Pupils' books open. Refer the pupils to the picture and point to the Easter bunny. Explain to the pupils what an *Easter bunny* is. Hold up your book, point to the bunny's ears and tail, and say: *Long ears, little tail!* Play the song. The pupils read the song and do the actions.

AUDIOSCRIPT

Here's my Easter bunny rabbit.

What a funny bunny!

A little tail and long ears ... (point to your lower back, then put index fingers above your head and wiggle)

My bunny is so funny!

Here's my Easter bunny rabbit.

What a funny bunny!

He jumps here, (mime jumping)

He jumps there. (mime jumping)

My bunny is so funny!

Note: This lesson is optional. It is designed to be taught just before Easter.

● WARM-UP

(An activity to present Easter.)

Write on the board the date Easter is on and say: *It's Easter! Happy Easter, everyone!* Have the pupils wish one another *Happy Easter!* Have a class discussion, in L1 if necessary, as to what Easter means to them and what they usually do at Easter.

● PRESENTATION AND PRACTICE

(Activities to present and practise an Easter song.)

1 Sing and do!

Pupils' books closed. Put up the pictures/ photographs related to Easter on the board. Point to the pictures (*Easter bunny, eggs, chicks, basket, etc*), one at a time, and say the word(s). The pupils repeat after you. Point to the pictures in random order. The pupils repeat after you.

Happy Easter!

CRAFTWORK

(follow the instruction given in Introduction p.IV-Extra and Friends 2 Teacher's Resource Pack CD-ROM)

Before going into class

Print the Extra Activity: *Happy Easter!* from the Teacher's Resource Pack CD-ROM.

Ask the pupils to make an Easter bunny mask. Show them your model. Provide each pupil with a printout. Have the pupils cut out the pieces, trace them onto coloured paper and cut them out. Guide them through the cutting and gluing. Once they have finished, tell them to use their masks to play games and have fun. During the activity, you may play the *Easter bunny* song as many times as you wish.

2 Let's play!

Ask the pupils to sit in a circle. Choose a pupil to sit in the middle of the circle with his/her eyes closed. Place an egg behind his/her back. Choose a pupil sitting in the circle to stand up, take the egg and then sit back in the circle with the egg behind his/her back. The pupil in the middle opens his/her eyes, points to a pupil and asks: *Have you got my egg?* He/She asks questions until he/she finds the pupil with the egg. The pupil who has the egg comes to the middle and the game continues. Lead the activity by repeating the following rhyme every time the pupil in the middle changes: *Bunny rabbit, where's your egg? Bunny rabbit, guess! Ask who has it, bunny rabbit! See who answers 'yes'!*

FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Play the song from Ex. 1. Tell the pupils to wear their bunny masks, sing the song and do the actions.

Happy Easter!

CRAFTWORK



Make an Easter bunny rabbit.



2 Let's play!



Fun Time!

m u m m y

r a d i o

c o a t

s i s t e r

p e n

r a b b i t

s c h o o l b a g

Aims

to consolidate the key vocabulary of the book

Vocabulary

star, heart, triangle, square, circle, red, blue, yellow, green, pink, white, numbers 1-20, schoolbag, sharpener, ruler, pencil case, pencil, rubber, book, pen, stand up, sit down, hands up, hands down, open your book, close your book, mummy, daddy, sister, brother, teddy, ball, CD, doll, car, radio, cake, biscuits, apples, eggs, chicken, chocolate, fish, rabbit, carrots, chips, pizza, bread, ice cream, cheese, milk, shorts, shirt, trousers, skirt, dress, T-shirt, coat, jacket, scarf, hat, shoes, boots, spring, summer, autumn, winter, *It's raining.*, *It's sunny.*, *It's snowing.*, *It's hot.*, *It's cold.*

Extra materials

sheets of paper with different items from the picture on pp. 73-73

Note: *Fun Time!* aims to consolidate the vocabulary of the course. The teacher can spend some time at the end of the school year on this section. Alternatively, the teacher can cover the section gradually upon completion of every module.

PROCEDURE

Pupils' books open. Point to the items and elicit the words. Then, allow some time for the pupils to complete the task. Check their answers.

Have a class discussion. Hold up your book, point to an item, e.g. *radio*, and ask: *What colour is the radio?* Elicit: *Green.* etc.

Here are some suggested games/activities the teacher can do with the pupils.

I SPY ...

Ask pupils to look at the picture. Divide the class into two teams, A and B. Explain the game. Say a letter and the teams take turns finding an item in the picture that starts with that letter. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher: *I spy with my little eye something beginning with 't'.*
 Pupil 1 Team A: *Teddy!*
 Teacher: *Correct! One point for Team A.*
 etc

CATEGORIES

Draw some columns on the board.

e.g.

boots	cake	pen

Ask the pupils to work in pairs/groups and find more items in the picture that refer to each category. They can circle the items in the picture, put a tick or draw simple sketches in their notebooks. Ask the pairs/groups to report back to the class.

e.g. boots: *shoes, coat, jacket, T-shirt, skirt, trousers, etc (clothes)*

cake: *chicken, fish, eggs, pizza, cheese, bread, etc (food)*

pen: *book, rubber, sharpener, pencil, schoolbag, etc (school items)*

MIME THE WORD

Ask the pupils to look at the picture. Divide the class into two teams, A and B. Explain the game. Mime one of the items in the picture and the teams take turns finding which item it is. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher: *(mimes kicking a ball)*

Pupil 1 Team A: *Ball!*

Teacher: *Correct! One point for Team A.*
 etc

WORDS IN A HEART

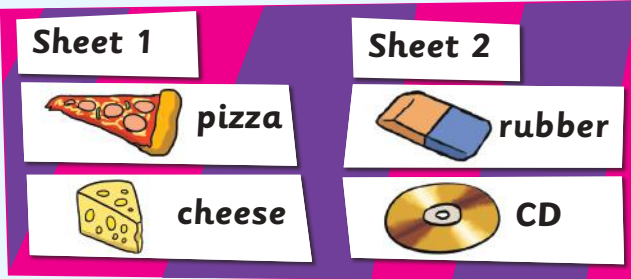
Draw a big heart on the board. Ask the pupils to do the same in their notebooks. Ask the pupils to draw in the hearts the items they like, want to have, etc. Then, pupils present their drawings.

NUMBER THE WORDS

Before going into class

Prepare sheets of paper, one per group, with different items from the picture on pp. 73-73.

e.g.



Divide the class into groups. Give a sheet of paper to each group. Explain the activity. The groups find the items on their sheets in the picture on pp. 56-57 and number them. The group that finishes first wins.

Note: You can make the activity more challenging if there are only words on the sheets of paper.

TELEPATHY

Divide the class into two teams, A and B. Think of an item in the picture and say the title of the module, e.g. *Yummy or Yuk?* The teams take turns finding which item it is. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher: *(thinks of ice cream) Yummy or Yuk?*

Pupil 1 Team A: *Is it chips?*

Teacher: *No!*

Pupil 1 Team B: *Is it ice cream?*

Teacher: *Yes! One point for Team B.*
etc



c a k e

m i l k

b o o t s

s h o e s

a p p l e s

c h i p s

t e d d y

f i s h

b a l l

e g g s

Bye-bye!

  Sing.



1 Sing.

Pupils' books open. Refer the pupils to the picture and have a class discussion. Ask the pupils about their summer plans. Play the song as many times as you wish. The pupils listen and sing along. Wish pupils a happy holiday.

AUDIOSCRIPT

*Bye-bye friends,
Happy holidays!
Bye-bye friends,
Happy Holidays!
Bye-bye friends,
Happy Holidays!
See you all next year!*

PICTURE DICTIONARY

PICTURE DICTIONARY

My Family



My Things



teddy



ball



doll



car



CD



radio

Food



cake



eggs



chicken



chocolate



biscuits



carrots



chips



ice cream



pizza



bread



apples



fish



cheese



milk

PICTURE DICTIONARY

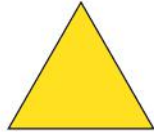
Shapes



star



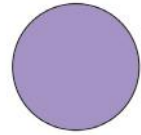
heart



triangle



square



circle

Numbers

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

My School Things



schoolbag



sharpener



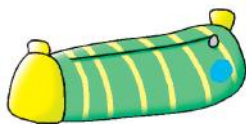
pen



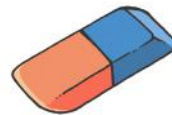
ruler



book



pencil case

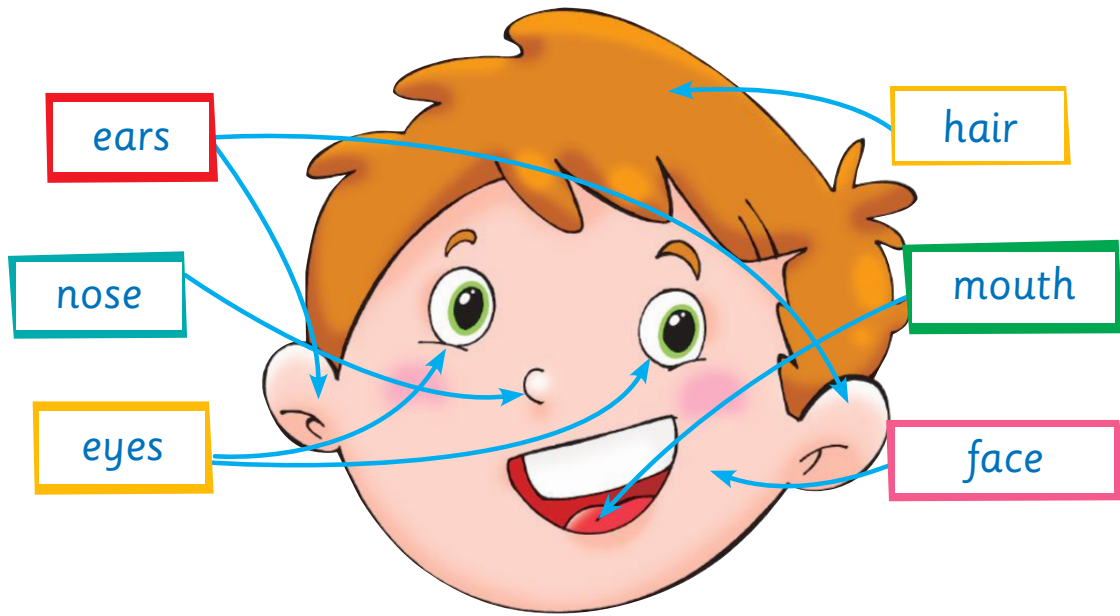


rubber



pencil

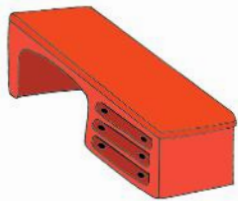
My Body



My Room



bed



desk



chair



table

Animals



mouse



fish



parrot



rabbit



cat



dog



PICTURE DICTIONARY

Clothes



shorts



trousers



shirt



skirt



T-shirt



dress



jacket



scarf



hat



coat



shoes



boots

Seasons



spring



summer



autumn



winter

Weather



It's raining.



It's sunny.



It's snowing.



It's hot.



It's cold.



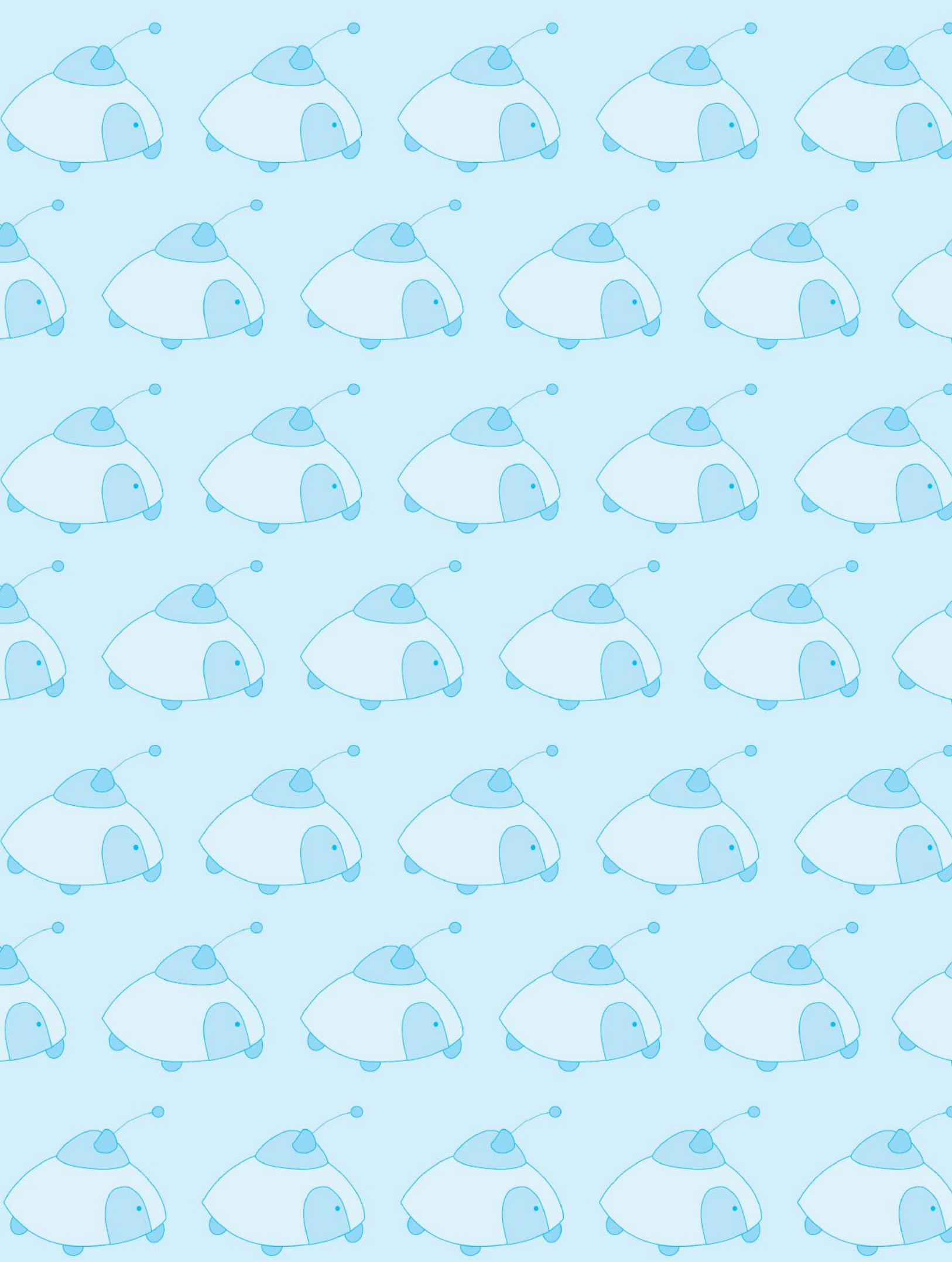


This doll is for my sister.

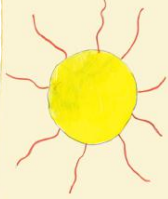


This radio is for my daddy.

MODULE 1



My favourite colour is yellow.



sun

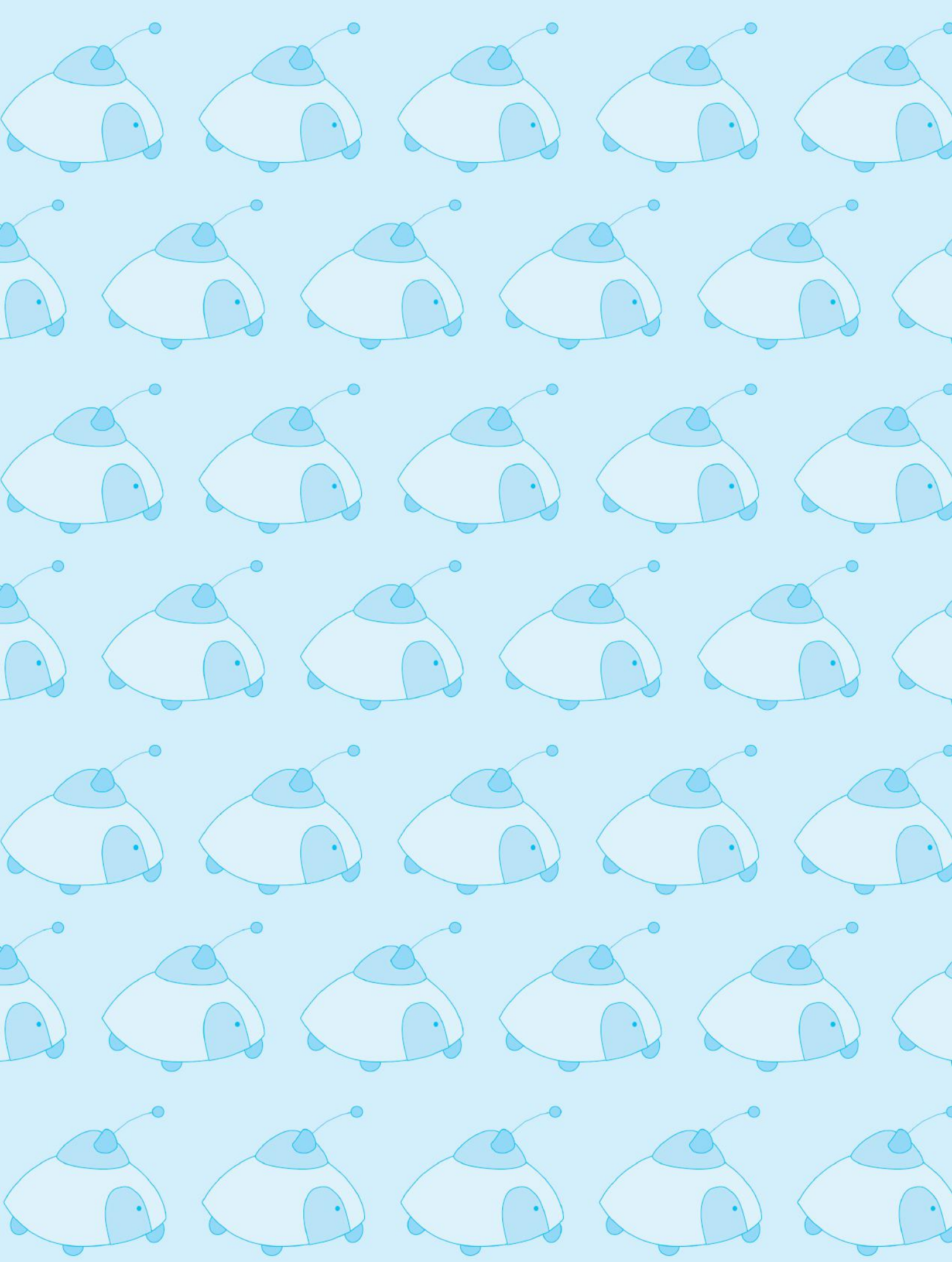


banana



flower

MODULE 2



In my schoolbag there is ...



a book

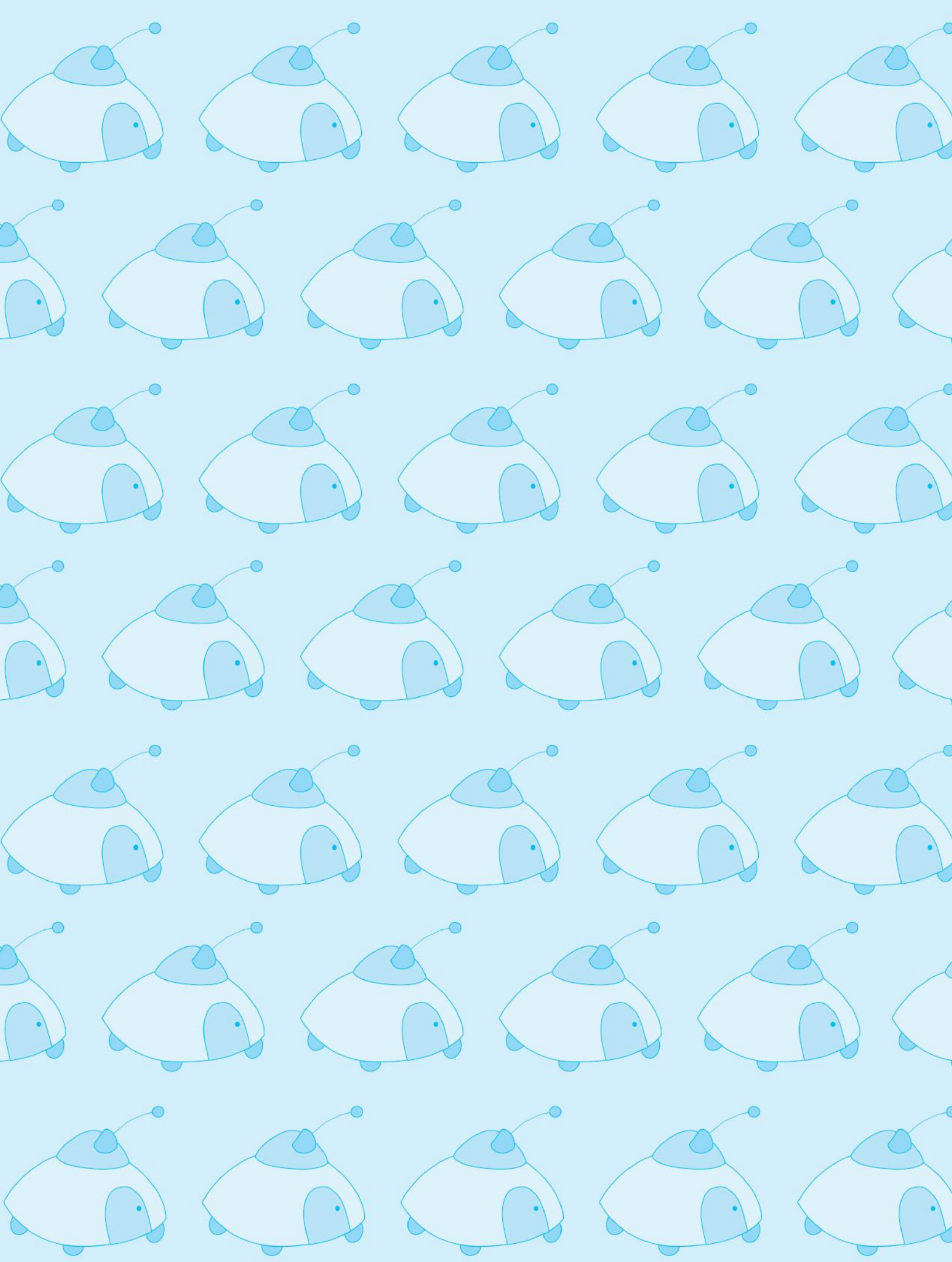


a pencil case



a pen

MODULE 3



My favourite clothes are:

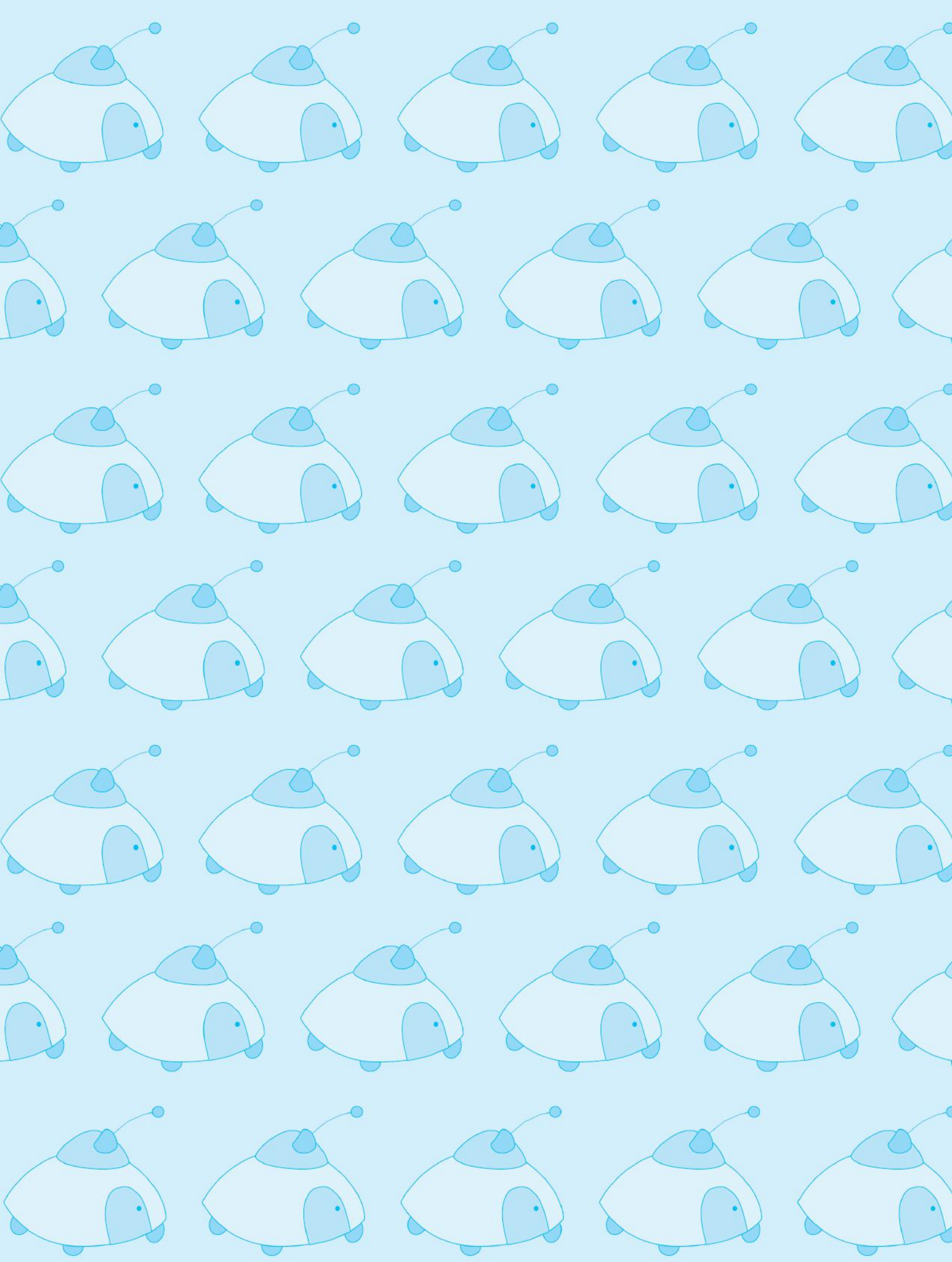


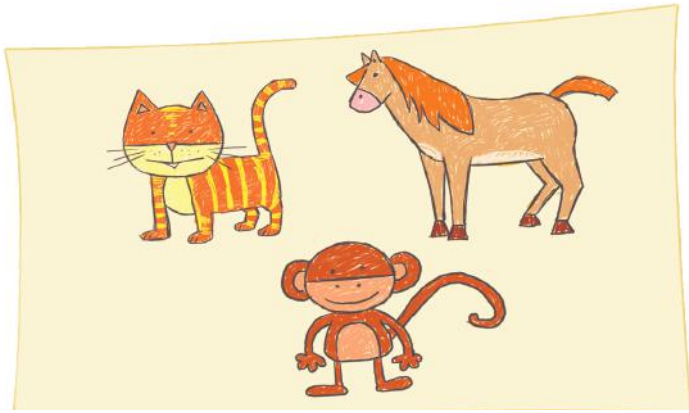
and my blue trousers.

my yellow
T-shirt

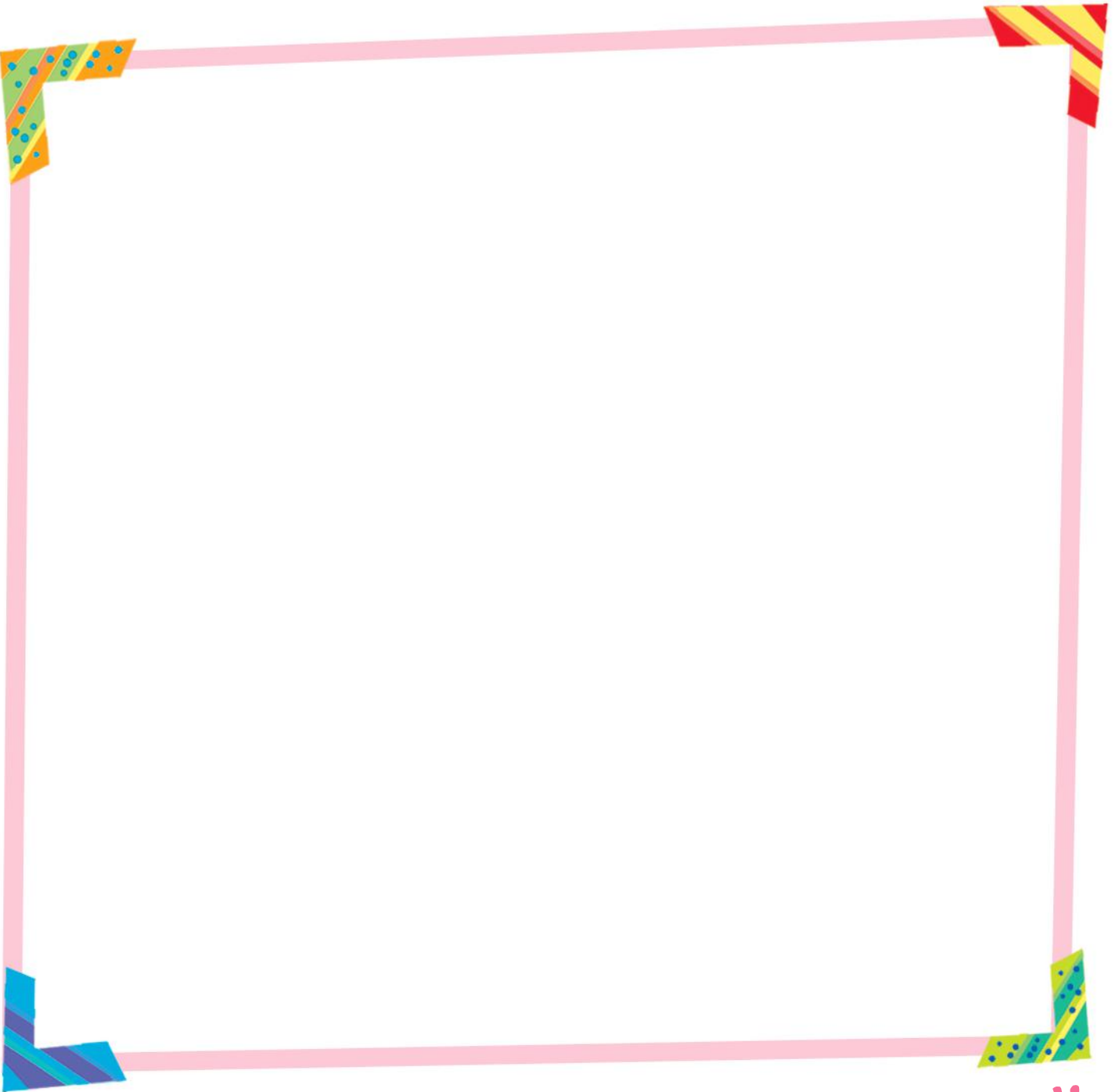


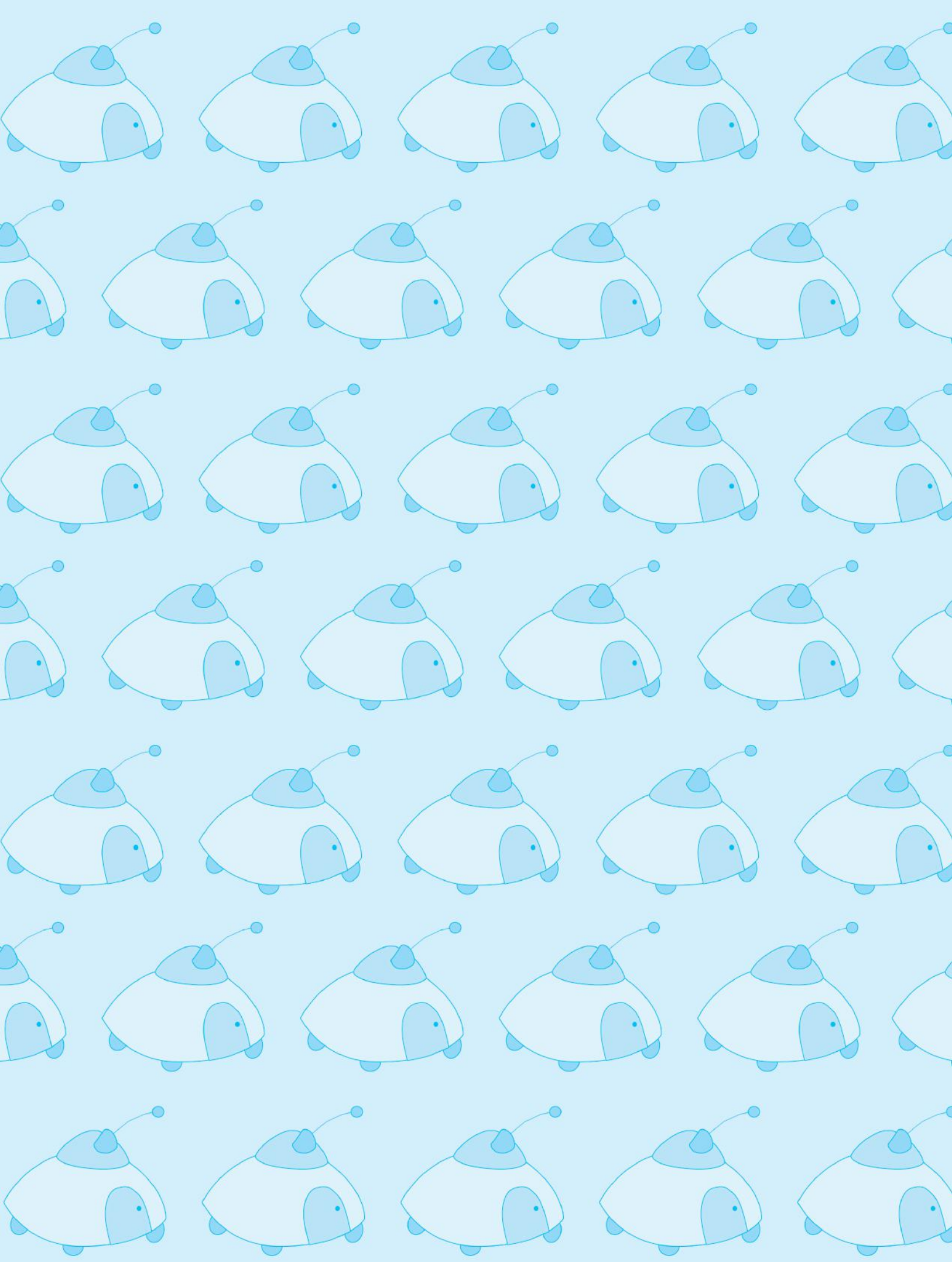
MODULE 4





MODULE 5



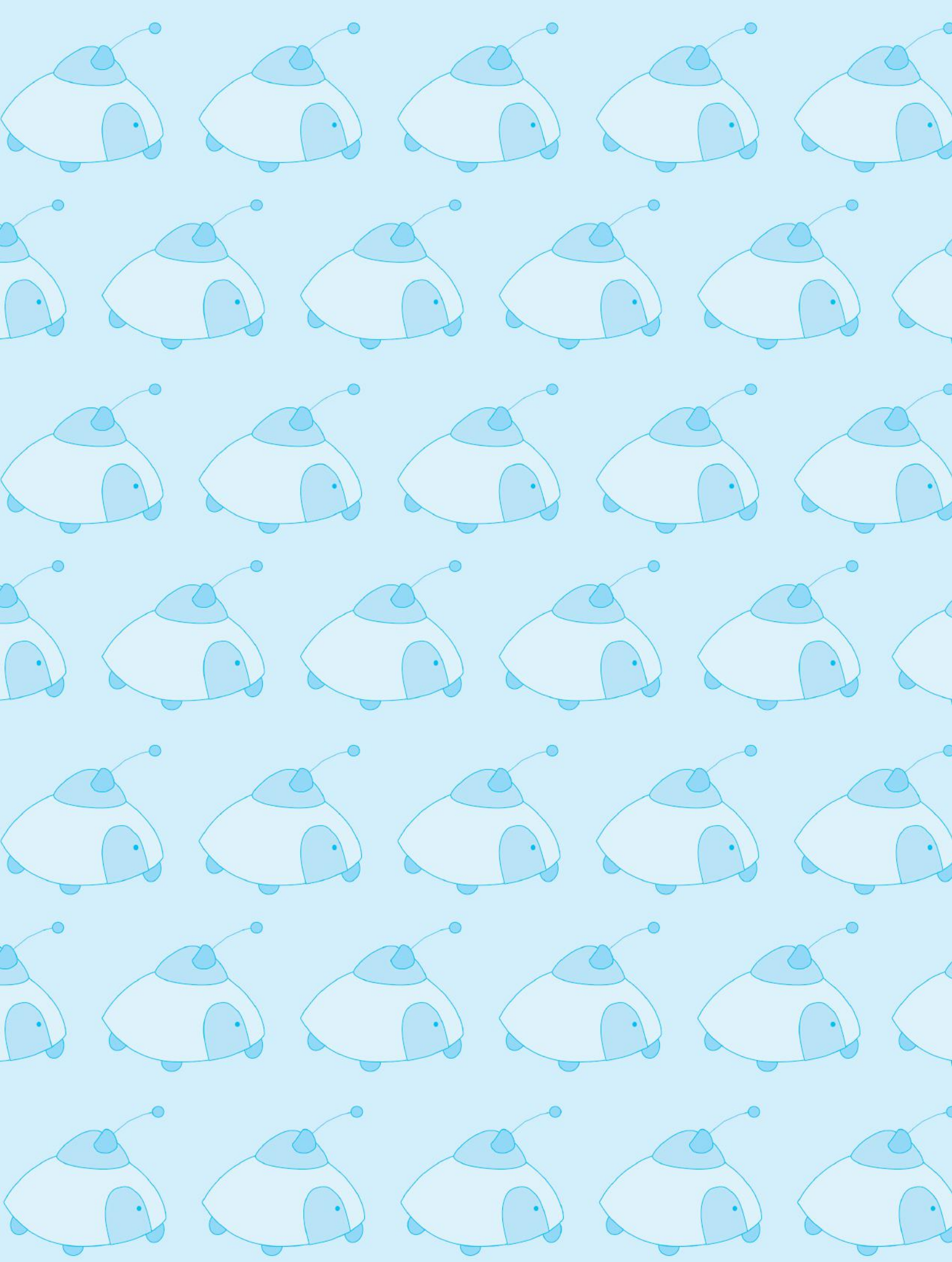




My favourite food is
pizza!

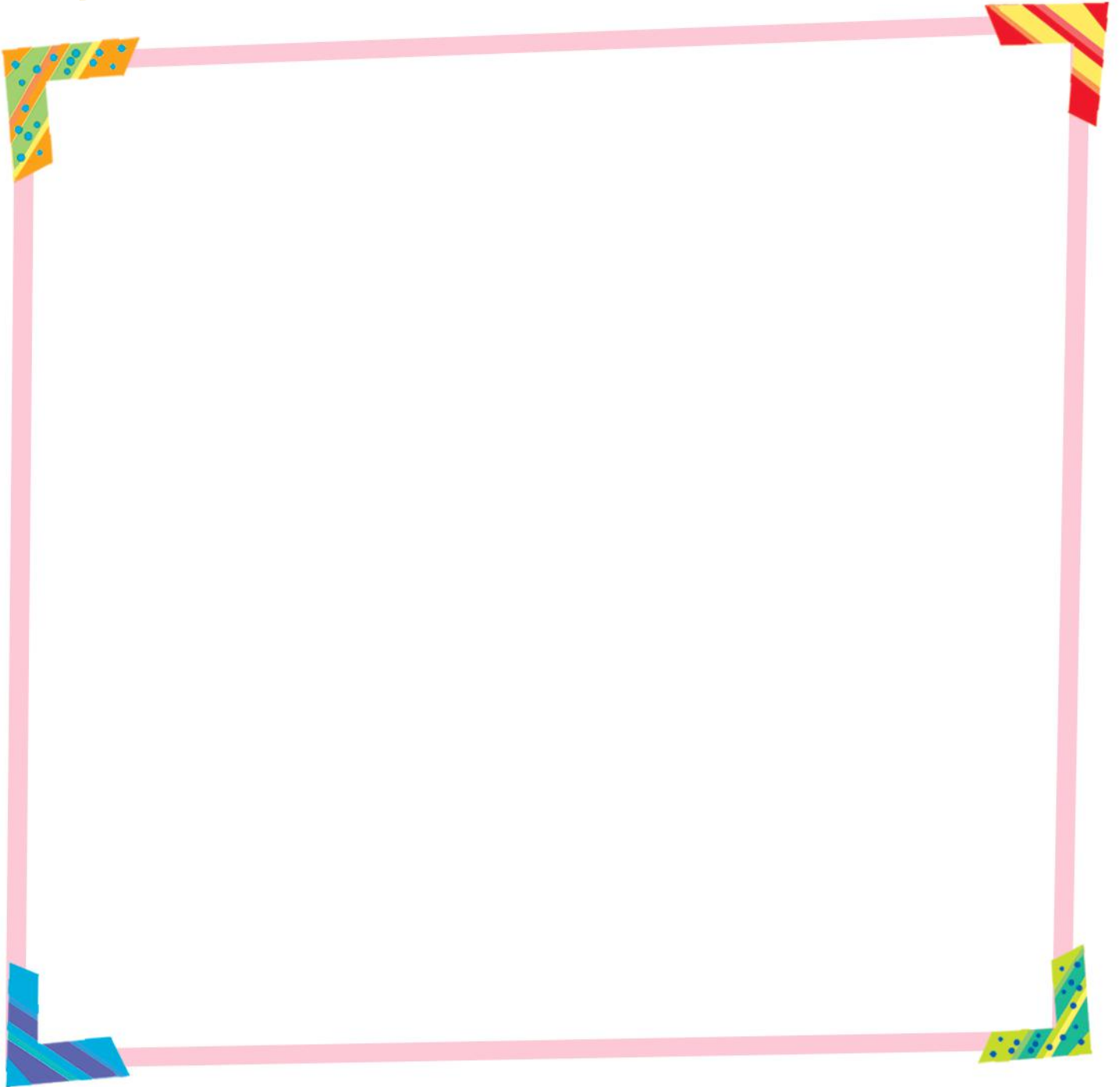
Yummy!

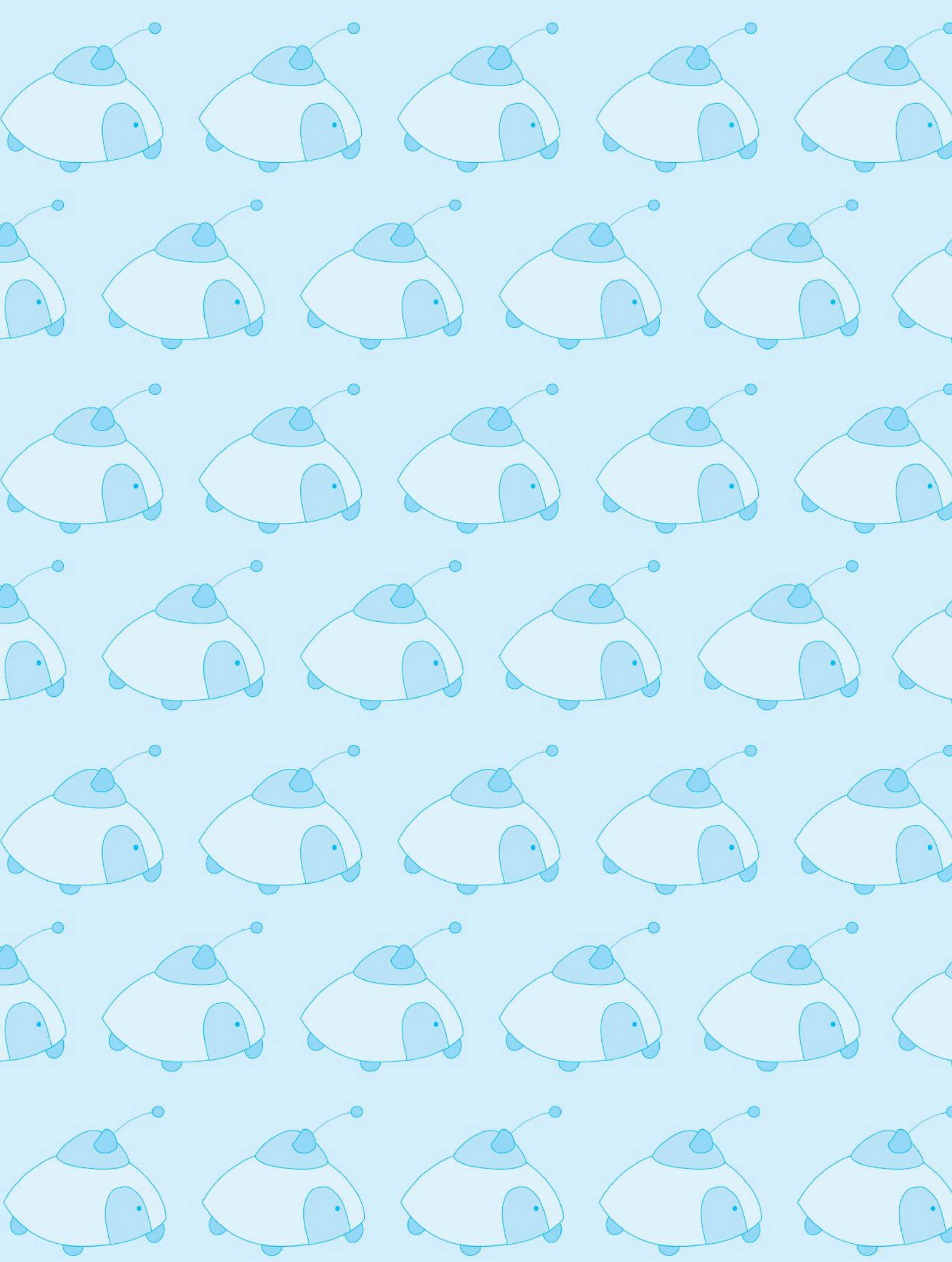
MODULE 6





MODULE 7

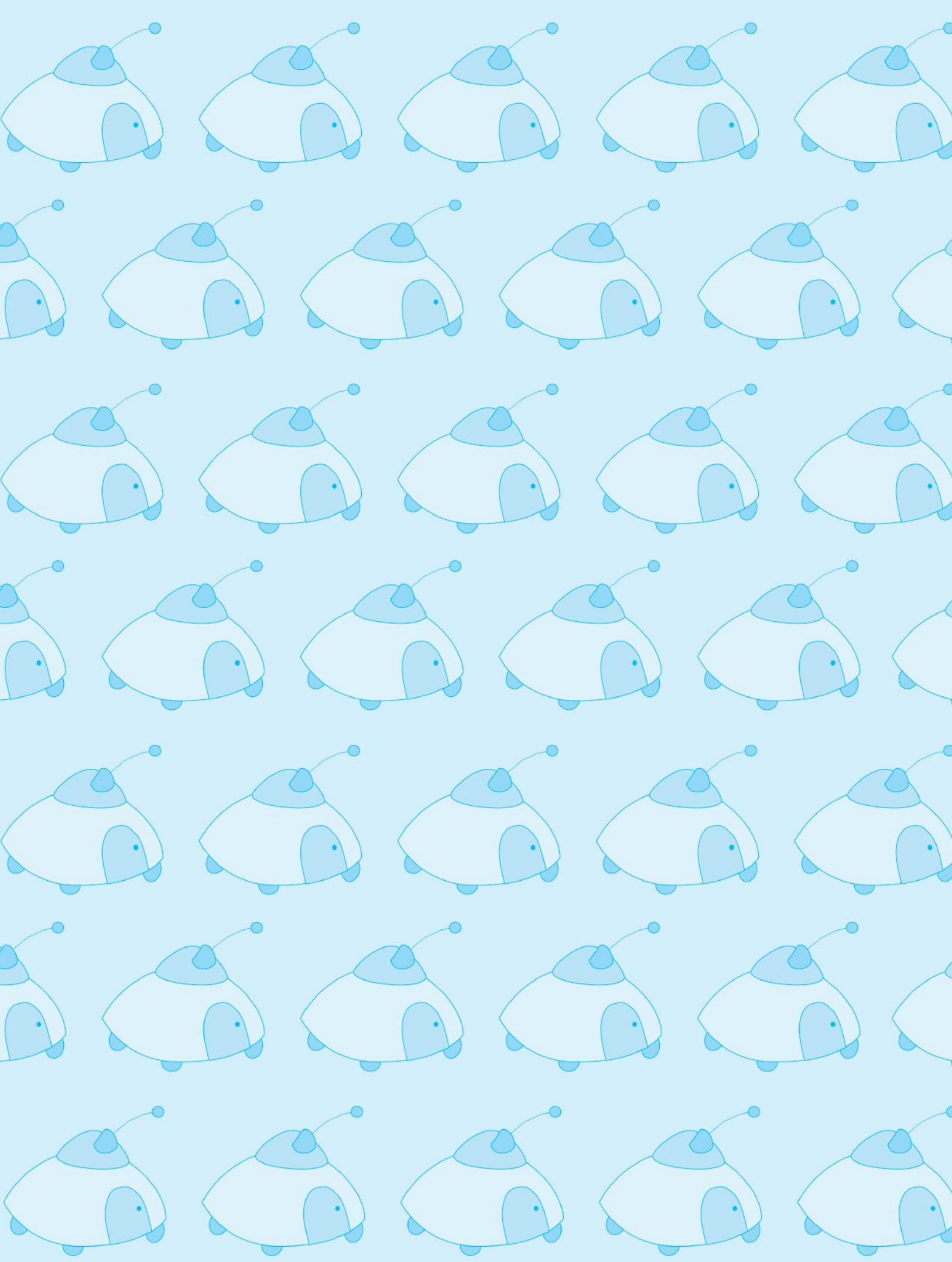




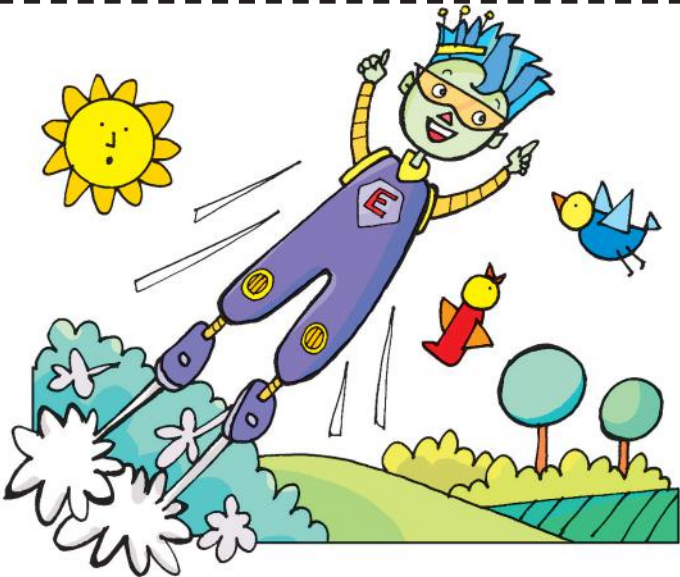


My favourite season is winter
because I like snow.

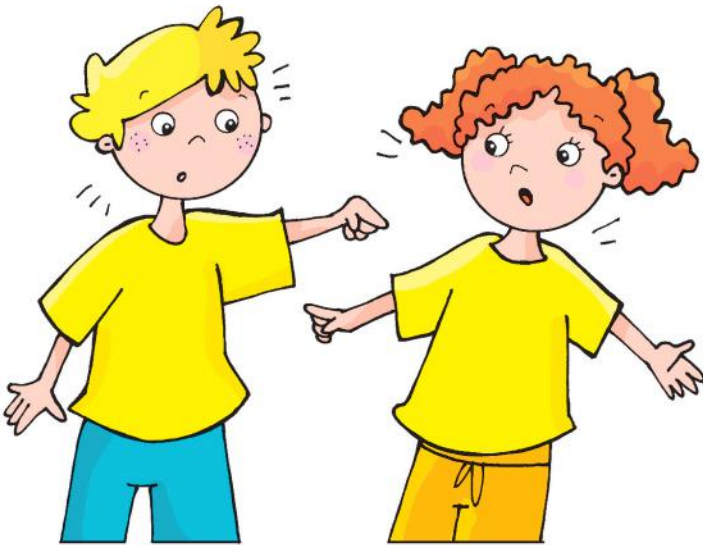
MODULE 8

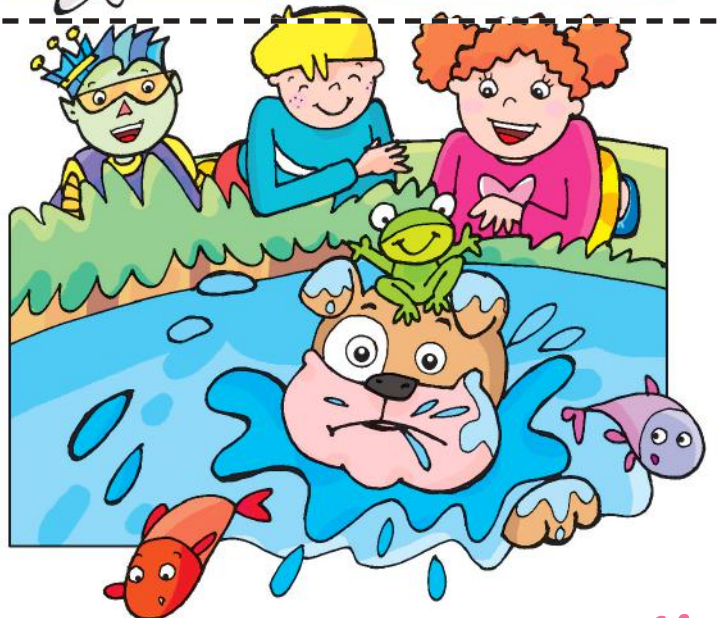
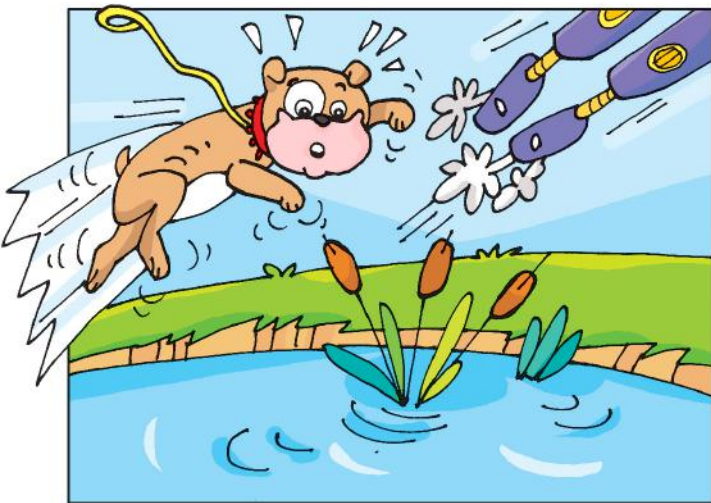


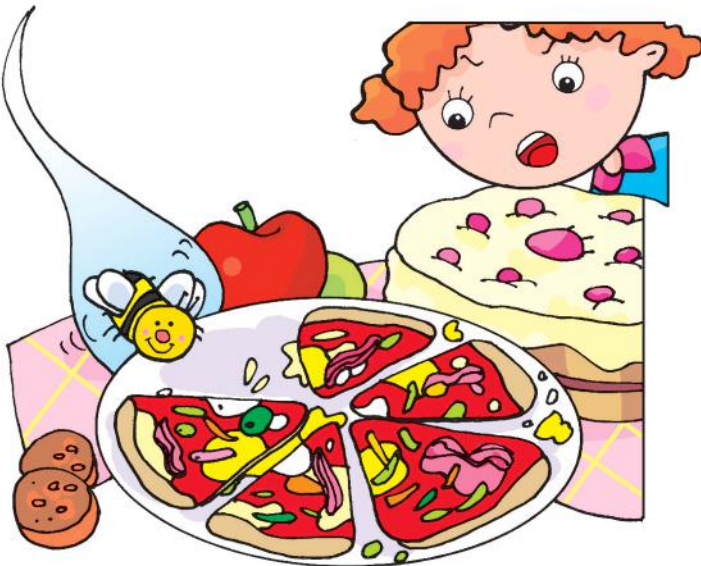




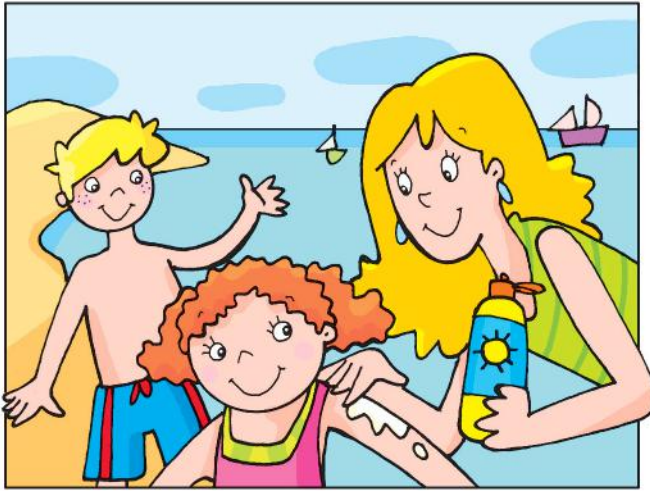














EXTRA and Friends

Pupil's 2
Book 2



Certificate of Achievement

We are proud to award

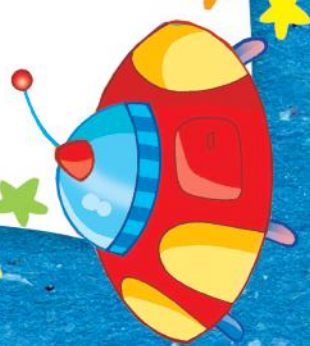
.....
(Name)

this certificate of achievement for completing

.....
(Level)

at!
(School)

by on
(Teacher) (Date)



Module 1– Checkpoint 1 (Ex. 3, p. 11)

Listen and draw lines.

- 1 How old are you today, Sam?
I'm six.
Happy Birthday, Sam!
- 2 How old are you today, Pat?
I'm nine.
Happy Birthday, Pat!
- 3 How old are you today, Lucy?
I'm seven.
Happy Birthday, Lucy!
- 4 How old are you today, Bill?
I'm eight.
Happy Birthday, Bill!

Module 3 – Checkpoint 3 (Ex. 3, p. 27)

Listen and draw lines.

one
seventeen
eleven
eight
thirteen
ten
four
nine
seven
five
three
twenty
nineteen
eighteen
two
sixteen
fifteen
fourteen
six
twelve

Module 4 – Checkpoint 4 (Ex. 3, p. 35)

Listen and colour.

- 1 Can you see the hat? Colour the hat green.
Now, look at the scarf. Colour the scarf blue.

- 2 Look at the shirt. Colour the shirt pink.
Now, look at the skirt. Colour the skirt yellow.

Module 5 – Checkpoint 5 (Ex. 3, p. 43)

Listen and colour.

Can you see the cat? Colour the cat red.
Look at the mouse! Colour the mouse green.
Look at the fish! The fish is yellow.
Can you see the rabbit? The rabbit is blue.

Module 7 – Checkpoint 7 (Ex. 3, p. 59)

Listen and colour.

Colour the hair red. The hair is red.
Colour the eyes green. The eyes are green.
Colour the ears blue. The ears are blue.

Evaluation is an essential part of the learning process. It helps the learners realise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

Formative Evaluation

Any exercise a pupil does can be used for this type of evaluation. The results are then recorded on the pupils' *Formative Evaluation Chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g. the dialogues, songs, craftwork activities, and so on) and write the marks obtained with the help of the following code (using colours if you wish):

- c** (*competence – green*): the pupil has a full understanding of the task and responds appropriately
- w** (*working on – yellow*): the pupil has an understanding of the task, but the response is not fully accurate
- n** (*non-competence – red*): the pupil does not understand the task and is unable to respond appropriately

Cumulative Evaluation

In order to obtain reliable information, the *cumulative evaluation* takes into account the work the pupils have done throughout the module as well as their participation and attitude.

FORMATIVE EVALUATION CHART

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

	Pupils' names	Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria: **c** (green) **w** (yellow) **n** (red)

MODULE 1

1 Read and write the names.

Read the instructions and explain the activity. Allow the pupils some time to complete the activity. Check their answers.

Rachel's daddy: Brian

Rachel's brother: Robert

Rachel's mummy: Judy

Rachel's sister: Christine

2 Complete. Then, sing.

Revise family members. Read the instructions and explain the task. Allow the pupils time to read the song and complete the missing words. Check their answers. Play the song. The pupils follow along in their books and sing the song.

- | | |
|----------------|--------------------|
| 1 mummy, mummy | 3 sister, sister |
| 2 daddy, daddy | 4 brother, brother |

3 Stick.

Explain the activity. Have the pupils say how old each child is by counting the candles on the cakes. Ask the pupils to find the corresponding stickers from the sticker section and show them to you for verification before sticking them in the appropriate spaces.

4 Look and write.

Read the instructions and explain the activity. Point to the picture of the doll and elicit the word. Follow the same procedure for the rest of the pictures. Allow the pupils some time to complete the activity. Go around the classroom, providing any necessary help. Check the pupils' answers.

- | | |
|---------|-----------|
| 1 doll | 3 teddy |
| 2 radio | 4 ifamily |

5 Draw a birthday card for your friend.

Read the instructions and explain the activity. The pupils make a Happy Birthday card for one of their

friends, using the given card as a model. Then, they colour it in. Go around the classroom, providing any necessary help. Check the pupils' answers. Then, ask some pupils to present.

MODULE 2

1 Match and write the shapes.

Read the instructions and explain the activity. Allow the pupils some time to match the shapes and write them. Check their answers.

- | | | |
|-------------|--------------|----------------|
| 1 e – heart | 3 a – circle | 5 c – triangle |
| 2 d – star | 4 b – square | |

2 Colour and write.

Elicit the vocabulary and revise the colours. Explain the activity. Allow the pupils some time to colour in the items using any of the given colours. Then, they write the colour and the item in the spaces provided. Check their answers.

(Suggested answers)

- | | |
|------------------|-------------------|
| 2 a yellow lemon | 5 a pink umbrella |
| 3 a blue vase | 6 a white pen |
| 4 a green fish | |

3 Read and colour. Then, sing.

Read the instructions and explain the task. Allow the pupils time to read the song and colour in the stars. Check their answers. Play the song. The pupils follow in their books and sing along.

4 Stick.

Read the phrases below each circle, e.g. yellow star. The pupils repeat after you. Then, ask the pupils to find the corresponding stickers from the sticker section and show them to you for verification before sticking them in the appropriate spaces.

5 Join the dots. Then, colour.

Revise numbers 1-10. Read the instructions and explain the activity. Allow the pupils some time to complete the task. Then, ask the pupils to tell you what the picture shows (a spaceship).

6 Complete. Then, sing.

Read the instructions and explain the task. Allow the pupils time to read the song and complete the missing numbers. Check their answers. Play the song. The pupils follow along in their books and sing the song.

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

MODULE 3

1 Circle the correct number.

Point to all numbers, one at a time, and elicit them. Read the instructions and explain the activity. Allow the pupils some time to complete the task. Check their answers. As an extension, write some numbers on the board both in figures and in words. Ask the pupils to come to the board and match them.

seventeen – 17 fourteen – 14 eleven – 11
twenty – 20 twelve – 12 fifteen – 15

2 Stick.

Explain the activity. Have the pupils guess what is missing (the numbers or the words). Ask the pupils to find the corresponding stickers from the sticker section, and show them to you for verification before sticking them in the appropriate spaces.

3 Match. Then, sing.

Revise commands. Read the instructions and explain the task. Allow the pupils time to read the song and match the pictures to the commands. Check their answers. Play the song. The pupils follow along in their books and sing the song.

4 Read and draw.

Read through the words underneath the boxes and explain the activity. The pupils draw the pictures to match the words. Allow them some time to complete the activity and check their answers.

5 Read and tick (✓).

Point to the first picture and ask: What's in my school bag? Elicit: A book and a pen. Repeat the procedure for the remaining pictures. Then, go through the instructions and explain the task. The pupils look at the pictures and tick the items that are pictured in each one.

- 1 a book, a pen
- 2 a rubber, a ruler
- 3 a schoolbag, a pencil case
- 4 a pencil, a pen

6 Read and colour.

Read through the sentences and explain the activity. The pupils colour in the pictures with the help of the sentences. Allow them some time to complete the activity and check their answers. Then, point to the schoolbag and elicit: It's a blue and yellow schoolbag. etc.

BOARD GAME 1

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc, as a marker and place it on the Start sign. Teams or pairs take turns selecting a number by throwing a dice, spinning a spinner, etc, and then moving along the board according to the number. The pupils must name the item in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on an OH NO! square, they must go back to the beginning. If they land on a GREAT! square, they play again.

twelve
sharpener
fourteen
rubber
GREAT! (Pupils play again.)
seventeen
pencil
OH NO! (Pupils go back to the beginning.)
schoolbag
twenty

nineteen
ruler
sixteen
pencil case

MODULE 4

1 Read, match and colour.

Draw the pupils' attention to the pictures of the children. Then, point to each item of clothing and elicit the correct word. The pupils read the speech bubbles and match the clothes to the corresponding children. Then, the pupils colour in the items of clothing accordingly. Give the pupils some time to complete the activity. Check their answers.

2 Colour. Then, sing.

Read the instructions and explain the task. Allow the pupils time to read the song and colour in the T-shirt. Check their answers. Play the song. The pupils follow along in their books and sing the song.

Colour of T-shirt: blue

3 Read and write the names.

Read the instructions and explain the activity. Point to each teddy and elicit what items of clothing each teddy is wearing. Then, the pupils match the names with the teddy bears. Allow them some time to complete the activity. Check their answers.

1 Toby 2 Tania 3 Tina 4 Tommy

4 Find the stickers.

Explain the activity. Point to the items of clothing and elicit the words. Ask the pupils to find the corresponding stickers from the sticker section and show them to you for verification before sticking them in the appropriate spaces.

5 Look, read and put a tick (✓) or a cross (X).

Tell the pupils to look at the pictures and name the items of clothing. Then, go through the instructions and explain the activity. The pupils tick (✓) the

correct pictures and put a cross (X) next to the incorrect ones. Allow the pupils some time to complete the activity. Check their answers.

1 skirt X 4 dress X
2 hat ✓ 5 shoes ✓
3 scarf X 6 skirt ✓

6 Find and match.

Read the instructions and explain the task. Point to the pictures of the clothes and elicit the words. Allow the pupils time to find the words and match them to the pictures. Check their answers.

2 dress 4 jeans 6 T- shirt
3 shoes 5 coat

MODULE 5

1 Colour. Trace

Revise animals. Explain the activity. The pupils colour in the animals and then trace the words. Check their answers by asking: What colour is your mouse? etc.

2 Write. Then sing.

Read the instructions and explain the activity. Point to the pictures and elicit the missing letters. Pupils write the missing letters. Play the song. Pupils listen and sing along.

parrot
mouse
rabbit
fish

3 Count. Write.

Read the instructions and explain the activity. Do the first item together, as an example. Point to the dogs as you count them. Then say how many dogs there are in the picture. Allow the pupils some time to complete the task. Then, check their answers.

dogs – 2
mice – 6
rabbits – 4
parrots – 3
cats – 5

4 Stick.

Explain the activity. Have the pupils guess which animals are missing. Ask the pupils to find the corresponding stickers from the sticker section and show them to you for verification before sticking them in the appropriate spaces.

5 Look and complete.

Point to the pictures and elicit the animals. Read the instructions and explain the activity. Allow the pupils some time to trace the animals in order to complete the incomplete pictures. Then pupils colour in the pictures. Check their answers.

6 Draw your favourite animal.

Tell the pupils to draw their favourite animal. Allow them some time to finish their drawings. Then the pupils say, e.g. My favourite animal is a rabbit.

7 Circle. Sing.

Read the instructions and explain the activity. Point to the pictures and elicit the answers. Pupils circle the correct words. Play the song. Pupils listen and sing along.

- | | | |
|---------|---------|-------|
| 1 black | 3 big | 5 big |
| 2 small | 4 white | |

BOARD GAME 2

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc, as a marker and place it on the Start sign. Teams or pairs take turns selecting a number by throwing a dice, spinning a spinner, etc, and then moving along the board according to the number. The pupils must name the item in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on an Oh No! square, they must go back to the beginning. If they land on a Great! square, they play again.

ball
dog

Oh No! (Pupils go back to the beginning.)

bicycle

black

GREAT! (Pupils play again.)

parrot

fish

kite

bed

GREAT! (Pupils play again.)

table

rabbit

Oh No! (Pupils go back to the beginning.)

cat

chair

white

MODULE 6

1 Look and write.

Read the instructions and explain the activity. Point to the picture of the chocolate and elicit the name. Then ask the pupils to circle the correct word according to the picture. Allow the pupils some time to complete the activity. Go around the classroom, providing any necessary help. Check the pupils' answers.

- | | | |
|-------------|------------|-----------|
| 1 chocolate | 3 biscuits | 5 carrots |
| 2 cake | 4 fish | 6 chicken |

2 Complete. Then, sing.

Revise food items. Read the instructions and explain the task. Allow the pupils time to read the song, look at the pictures and write the food items. Check their answers. Play the song. The pupils follow along in their books and sing the song.

carrots, fish, chicken
chocolate, cake, biscuits

3 Look, read and write.

Read the instructions and explain the task. Elicit from the pictures what each animal likes. Allow the pupils some time to complete the activity. Check their answers. As an extension, ask the pupils to do something similar for themselves in their notebooks. Once they have finished, the pupils present their

Activity Book (key and instructions)

drawings to the class and say, e.g. I like chocolate!

(Suggested answers)

Cat: I like fish!

Rabbit: I like carrots!

Dog: I like chicken!

Mouse: I like cheese!

Horse: I like apples!

4 Find the stickers.

Explain the activity. Ask the pupils to find the corresponding stickers from the sticker section and show them to you for verification before sticking them in the appropriate spaces.

- | | | |
|-----------|---------|-----------|
| 1 carrots | 4 eggs | 7 fish |
| 2 bread | 5 chips | 8 chicken |
| 3 milk | 6 pizza | |

5 Circle.

Read the instructions and explain the task. Point to the first picture and tell the pupils to answer the questions about themselves. Ask: Do you like pizza? Elicit: Yes, I do!/No, I don't. Repeat for the remaining pictures. Allow the pupils time to look at the pictures and answer accordingly. Check their answers.

- 1 a 2 b 3 a 4 b

6 Draw the food you like.

Read through the words and explain the activity. Tell the pupils to draw the food items they like on the tray. Then, the pupils present their drawings to the class and say, e.g. I like (chicken). Yummy!

BOARD GAME 3

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc, as a marker and place it on the Start sign. Teams or pairs take turns selecting a number by throwing a dice, spinning a spinner, etc, and then moving along the board according to the number. The pupils must name the item in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they

land on an OH NO! square, they must go back to the beginning. If they land on a GREAT! square, they play again.

biscuits

eggs

pizza

cheese

chocolate

GREAT! (Pupils play again.)

radio

chicken

robot

bread

ice cream

carrots

apples

OH NO! (Pupils go back to the beginning.)

Fish

MODULE 7

1 Colour.

Read the instructions and explain the activity. Allow the pupils some time to use the code and colour in the picture. Then the pupils point and say, e.g. (She's got) blue eyes, etc.

2 Trace. Circle.

Revise the parts of the face. Point to each picture and elicit the correct word. Explain the activity. The pupils circle the correct part of the face and trace the words.

nose, mouth, eyes, face, hair, ears

3 Read and draw lines.

Read the instructions and explain the activity. Point to the pictures and read the sentences. Pupils draw lines. Play the song. Pupils listen and sing along.

4 Stick.

Explain the activity. Have the pupils guess which parts of the face are missing. Ask the pupils to find the corresponding stickers from the sticker section and show them to you for verification before sticking

them in the appropriate spaces.

5 Read and match. Then sing.

Read the instructions and explain the activity. Point to the pictures and read the sentences. Pupils read the sentences and draw lines to the pictures. Play the song. Pupils listen and sing along.

1 B 2 C 3 A

6 Draw your face.

Tell the pupils to draw their face, even in a humorous or imaginative way. Once they have finished, the pupils present their drawings to the class and say: This is me! (I've got) (yellow) hair. (I've got) (green) eyes, a (black) mouth, etc.

MODULE 8

1 Draw and match.

Read the instructions and explain the activity. Ask the pupils to match the words to the boxes. Tell the pupils to draw anything related to a season in each box, e.g. an ice cream (summer), etc. Allow the pupils some time to finish their drawings. They present their drawings to the class and say, e.g. It's summer!

1 It's spring! 3 It's autumn!
2 It's summer! 4 It's winter!

2 Unscramble the letters and write the words. Then, sing.

Revise seasons. Read the instructions and explain the task. Allow the pupils time to read the song, unscramble the letters and write the words. Check their answers. Play the song. The pupils follow along in their books and sing the song.

sun, rain, snow, flowers

3 What's the weather like? Colour and write.

Go through the pictures and explain the activity. The pupils colour in the pictures and then write what the weather is like in each one. Allow them some time

to finish the activity and check their answers. Then, point to each picture and elicit, e.g. It's sunny. etc.

2 It's snowing. 3 It's raining.

4 Which season? Look and write.

Read the instructions and explain the activity. Elicit the seasons from the symbols. Allow the pupils some time to write the correct words for each season. Check their answers.

(Suggested answers)

SUMMER: sun, ice cream, shorts

SPRING: chocolate eggs, flowers, Easter

AUTUMN: rain, boots, umbrella

WINTER: snow, coat, Christmas

5 Stick.

Read the instructions and explain the activity. Read the sentences, e.g. It's autumn and it's raining. The pupils repeat after you. Ask the pupils to find the corresponding stickers from the sticker section and show them to you for verification before sticking them in the appropriate spaces.

6 Write.

Read the instructions and explain the task. Refer the pupils to the code and explain that each number corresponds to a certain letter. Allow them some time to decode and write the sentences. Check their answers.

My favourite season is summer!

My favourite season is spring!

My favourite season is winter!

BOARD GAME 4

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc. as a marker and place it on the Start sign. Teams or pairs take turns selecting a number by throwing a dice, spinning a spinner, etc. and then moving along the board according to the number. The pupils must name the item in the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means

Activity Book (key and instructions)

that they must move one square backwards. If they land on an OH NO! square, they must go back to the beginning. If they land on a GREAT! square, they play again.

(It's) sunny/summer.

skirt

(It's) cold./It's windy.

shorts

coat

(It's) hot.

trousers/jeans

OH NO! (Pupils go back to the beginning.)

hat

jacket

(It's) snowing/winter.

GREAT! (Pupils play again.)

scarf

boots

(It's) raining.

shirt



Aims

to explore other subject areas (*PSHE*), to understand the concept of big and small families, to write about their families

Language focus

This is my family. I've got a big/small family!

Vocabulary bank

big, small, family, baby, granddad, grandma, mummy, daddy

Extra materials

picture of your family, *Cross-curricular poster 3*

Note: Depending on the pupils' level, L1 can be incorporated into the lesson for purposes of translation and/or explanation. The focus of this lesson is to understand the concept of a big and small family. The words taught are at the teacher's discretion. Some or all of the items from the Vocabulary Bank can be selected depending on the level of the class.

● WARM-UP

(Activities to introduce the theme of the lesson.)

Put up the picture of your family. Point to it and say: *This is my family.* The pupils repeat after you. Point to each family member and introduce them to the pupils, e.g. *This is my (mummy), (Linda).* Introduce the terms *big/small*. Make sure the pupils understand the difference between a *big family* and a *small family*. Count the members of your family and say: *A big/small family.* The pupils repeat after you. Have a discussion, in L1, about the different types of families (traditional families, single parent families, stepfamilies, extended families). Encourage the pupils to talk about their families and say if their family is big or small, how many family members

there are and their names.

● PRESENTATION AND PRACTICE

(Activities to distinguish between a big family and a small family.)

2 Listen, point and say.

● POSTER

Pupils' books closed. Put *Cross-curricular poster 3* up on the board. Point to the first picture on top and ask the pupils to count the family members with you. Say: *One, two, three, ... sixteen. A big family!* The pupils repeat after you. Repeat the procedure for the remaining two pictures. Then, point to the picture of the zebra family and ask the pupils to count along with you. Say: *One, two, three. A small family!* The pupils repeat after you. Repeat the procedure for the remaining two pictures.

Pupils' books open. Point to the first picture and ask the pupils to count and say how many members there are (*three*). Ask: *Is it a small family or a big family?* Elicit: *A small family.* Repeat the procedure with the picture of the big family. Teach them the words *granddad* and *grandma*. If you wish, you can teach the names of other family members (*aunt, uncle, cousin*) to the pupils.

Explain the task. Play the CD. The pupils listen and point. Play the CD again, pausing for the pupils to repeat chorally and individually.

AUDIOSCRIPT

A small family.

A big family.

2 Listen and number.

Read the instructions and explain the task. Point to the first picture and say: *Baby and mummy.* The pupils repeat after you. Point to the remaining pictures and elicit the family members. Play the CD. The pupils listen and number. Play the CD, twice if necessary. Check their answers.

AUDIOSCRIPT

One - mummy, daddy and baby

Two - mummy and baby

Three - granddad and grandma

Four - daddy and baby

3 Look and draw lines.

Read the instructions and explain the task. Allow the pupils some time to complete the task. Check their answers. Point to each picture and have the pupils say if the family pictured is a *small family* or a *big family*.

PROJECT TIME

(An activity for the pupils to produce a project about their family.)

Refer the pupils to *Project Time* and explain the task. Point to the girl and her drawing and elicit the number of family members. Say: *I've got a big family!* The pupils repeat after you. Then, ask the pupils to draw a picture of the members of their family.

FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Ask the pupils to present their projects to the class and say, e.g. *I've got a big/small family!*

Note: Make sure to display their projects in the classroom. Then, help them file their drawings in their *Junior Language Portfolios*.



Aims

to explore other subject areas (*Maths*), to recognise shapes in the real world

Language focus

Shapes in our world! What colour is your triangle?

Vocabulary bank

triangle, rectangle, star, circle, heart, square

Extra materials

cut outs of the shapes (triangle, rectangle, star, circle, heart, square), Cross-curricular poster 1, magazines, scissors, glue, sheets of paper

Note: Depending on the pupils' level, L1 can be incorporated into the lesson for purposes of translation and/or explanation.

WARM-UP

(Activities to introduce the theme of the lesson.)

Cut out the following shapes: *triangle, rectangle, star, circle, heart, square*. Hold up the *square* and say the word. The pupils repeat after you. Then, hold up the *rectangle* and repeat the activity. Ask the pupils to say, in L1, how these shapes are similar (they both have four sides) and how they are different (the sides of a square are the same size, whereas only two sides of a rectangle are the same size). Repeat the activity with the remaining shapes.

Say a shape, e.g. *rectangle*. Ask the pupils to look around the classroom and try to find items that are in the shape of a rectangle (door, book, table, window, etc). Repeat the activity with the other shapes.

● PRESENTATION AND PRACTICE

(Activities to recognise the shapes of objects.)

1 Listen, point and say.

● POSTER

Pupils' books closed. Put *Cross-curricular poster 1* up on the board. Say: *Shapes in our world!* The pupils repeat after you. Point to the first set of pictures and use your finger to trace their shape. Say: *Triangle.* The pupils repeat after you. Repeat for the remaining pictures. Point to the pictures in random order and elicit the shapes. Then, say a shape and ask individual pupils to come to the board and point to the appropriate picture.

Pupils' books open. Explain the task. Play the CD. The pupils listen and point. Play the CD again, pausing for the pupils to repeat chorally and individually.

AUDIOSCRIPT

triangle
rectangle
star
circle
heart
square

2 Colour. Say.

Read the instructions and explain the task. Ask the pupils to take out their coloured pencils. Point to the triangle and ask: *What colour is the triangle?* Ask the pupils to colour in their triangles any colour they like. Allow the pupils time to colour in the shapes. Then, in pairs, the pupils ask and answer questions. Demonstrate with a pair.

e.g. Pupil 1: *What colour is your triangle?*

Pupil 2: *It's red. etc*

3 Let's play!

Refer the pupils to the picture and explain the game. Ask the pupils to form pairs. Choose a pair to come to the board. Pupil 1 faces the board while Pupil 2

stands behind him/her and traces a shape on his/her back using his/her finger. Pupil 1 draws the shape on the board and says the correct word. Ask the rest of the class for verification. Continue the activity until all the pupils have had a turn.

CRAFTWORK

Tell the pupils they are going to make a shapes collage. Give them magazines and ask them to find a picture for each of the following shapes: *a heart, a triangle, a rectangle, a square, a star and a circle.* Have them cut out the pictures and glue them onto a sheet of paper. Then, they present their collages to the class and name the shapes. Make sure you display their work in the classroom.

● FOLLOW-UP

(An activity to consolidate the theme of the lesson.)

Have the pupils sit in a circle. Place the cut outs of the shapes you have prepared in the middle of the circle. Choose a pupil to walk around the circle and ask, e.g. *Where's my triangle?* Ask that pupil to go to the middle of the circle and find the shape that he or she is looking for and say: *Here's my triangle!* Repeat the activity with other pupils.

Going for CLIL 3 Music

Aims

to explore other subject areas (*Music*), to recognise sounds made by different objects, to sing a song

Language focus

Sound it out! My hands go 'clap'! My feet go 'boom'! My phone goes 'ring'! My drum goes 'bang'!

Vocabulary bank

hands, clap, feet, boom, phone, ring, drum, bang

Extra materials

pictures from magazines (doorbell, phone ringing, car horn, dog barking, bee buzzing, etc), *Cross-curricular poster 2*, coloured pencils, sound-producing objects (flute, xylophone, plastic bag, a plastic bottle filled with small objects, a ball, crumpled paper, etc)

Note: Depending on the pupils' level, L1 can be incorporated into the lesson for purposes of translation and/or explanation. The focus of this lesson is to recognise sounds made by different objects. The words taught are at the teacher's discretion. Some or all of the items from the Vocabulary Bank can be selected depending on the level of the class.

● WARM-UP

(Activities to introduce the theme of the lesson.)

Go behind a desk or a bookcase so the pupils can't see what you are doing. Clap your hands and ask the pupils to identify the sound. Encourage them to mime and say: *Clap, clap*. Go around the classroom and ask individual pupils to mime making other sounds, e.g. laugh, cough, cry, sing, sneeze, etc.

Before going into class

Find pictures from magazines, e.g. a doorbell, a phone ringing, a car horn, a dog barking, a bee buzzing, etc.

Ask the pupils to mime sounds made by other things. Help them by putting the pictures you have brought up on the board. Point to one of the pictures on the board, e.g. *phone ringing*. Ask the pupils to make the sound (*ring, ring*). Repeat with the remaining pictures.

● PRESENTATION AND PRACTICE

(Activities to identify various sounds.)

1 Look and put a tick (✓).

● POSTER

Pupils' books closed. Put *Cross-curricular poster 2* up on the board. Point to the phrase and say: *Sound it out!* The pupils repeat after you. Explain what it means. Now, point to the bee and say: *Sound it out!* Encourage the pupils to make a buzzing sound. Repeat for the remaining pictures.

Pupils' books open. Read the instructions and explain the task. Refer the pupils to the first picture and ask the pupils to mime the sound. Point to the tick and say: *Sounds we make*. Point to the alarm clock and ask the pupils to mime the sound an alarm clock makes. Say: *Sounds other things make*. Allow the pupils some time to look at the remaining pictures and place a tick in the appropriate column. Check their answers.

Sounds we make: girl singing, boy screaming, girl clapping

Sounds other things make: alarm clock ringing, phone ringing, bell ringing, bee buzzing

2 Colour.

Read the instructions and explain the task. Ask the pupils to take out their red and blue coloured pencils. Tell them to colour in the pictures that depict the sounds we make red, and the pictures that depict the sounds other things make blue. Allow the pupils time to colour in the pictures. Check their answers.

Pictures to be coloured blue: clock, radio, drum

Pictures to be coloured red: girl jumping, girl singing, boy clapping

3 Let's sing!

Read the instructions and explain the task. Mime, then say: *My hands go clap, clap, clap!* Encourage the pupils to mime and repeat. Then, stamp your feet and say: *My feet go boom, boom, boom!* The pupils mime and repeat. Repeat the procedure with *My phone goes ring, ring, ring!* and *My drum goes bang, bang, bang!* Play the CD. The pupils listen and follow along in their books. Play the CD again. The pupils listen and sing along.

FOLLOW-UP

(An activity to consolidate the theme of the lesson.)

Place sound-producing objects in a box (a flute, a xylophone, a plastic bag, a plastic bottle filled with small objects, a ball, crumpled paper, scissors, etc) and place the box at the back of the class. Ask a pupil to come to the back of the class, choose an object and make the mystery sound three times. The rest of the class listens to the mystery sound, without looking, and tries to identify its source. Repeat until all the pupils have had a turn. Alternatively, ask the pupils to make their own sounds, e.g. clap, jump, sneeze, cough, sing, snap fingers, etc.



Aims

to explore other subjects areas (*Art & Design*), to raise pupils' awareness about different types of clothes and clothing materials

Language focus

It is made of wool/cotton. Cotton or wool? Clothes and materials!

Vocabulary bank

Wool: scarf, socks, jumper, cap

Cotton: jeans, shirt, dress, skirt, T-shirt

Extra materials

Cross-curricular poster 5, Clothes templates from the Teacher's Resource Pack, a jumper made of wool (optional), a cotton T-shirt (optional), a wool yarn (optional), a cotton thread (optional)

Note: Depending on the pupils' level, L1 can be incorporated into the lesson for purposes of translation and/or explanation. The words in bold highlight the focus of the lesson, which is to distinguish between wool and cotton clothes. The language taught is at the teacher's discretion. All or some of the items from the Vocabulary Bank can be selected depending on the level of the class.

WARM-UP

(An activity to present the theme of the lesson.)

Play the song from Module 5, Lesson 2, Ex. 3. Pupils listen and sing along. Show pupils the jumper made of wool and say: *It is made of wool.* Then, show them the T-shirt and say: *It is made of cotton.* Point to other garments you are wearing and repeat the procedure. Point to pupils' clothes that are made of cotton or wool and ask: *Cotton or wool?* Show pupils the cotton

thread and the wool yarn and explain the difference. Tell them that wool comes from sheep while cotton comes from a plant. Encourage pupils to touch the yarn and the thread so that they can feel the textures.

● PRESENTATION AND PRACTICE

(Activities to present and practise clothes and materials.)

1 Listen, point and say.

● POSTER

Pupils' books closed. Put *Cross-curricular poster 5* up on the board. Point to the wool yarns and say: *Wool*. Point to the cotton threads and say: *Cotton*. The pupils repeat after you. Point to the garments made of wool and say: *They are made of wool*. Then, point to the garments made of cotton and say: *They are made of cotton*. Present the clothes made of wool, one at a time, and encourage pupils to repeat. Repeat the procedure with the clothes made of cotton.

Pupils' books open. Hold up your book and refer the pupils to the picture. Point to the wool yarns and elicit: *Wool*. Repeat the procedure with the cotton threads. Point to the cap and elicit: *Cap*. Then, ask: *Wool or cotton?* Elicit: *Cotton*. Repeat the procedure with all the garments depicted. Play the CD. Pupils listen and point. Then, ask pupils to name the items, one at a time.

AUDIOSCRIPT

wool	cotton
scarf	jeans
socks	shirt
jumper	dress
cap	skirt
	T-shirt

2 Circle the odd one out.

Refer pupils to the picture and explain the activity. Point to each picture, elicit the name of the garment and the material it is made of. Then, ask pupils to circle the odd one out.

- 1 Pupils circle the **skirt**.
- 2 Pupils circle the **jeans**.
- 3 Pupils circle the **socks**.
- 4 Pupils circle the **skirt**.

3 Let's play Bingo!

Refer pupils to the picture and explain the game. Tell pupils to circle ten garments. Then, call out ten garments in random order. Pupils who have circled these garments put a tick next to the circles. The pupil that ticks ten garments first is the winner and calls out *Bingo!*

● CRAFTWORK

Tell the pupils they are going to dress a boy and a girl. Photocopy the *Clothes* template from the *Teacher's Resource Pack* and give each pupil a copy. Show pupils your model. Guide them through the cutting of the clothes. Help them to attach the clothes on the boy and the girl. Then, pupils colour in the clothes. Help pupils file their work in their *Junior Language Portfolios*.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Tell pupils to draw and colour in one of their favourite wool clothes and one of their favorite cotton clothes. Draw the table below on the board. The pupils put up their drawings under the corresponding category. Then, help pupils file their work in their *Junior Language Portfolios*.

wool	cotton



Aims

to explore other subject areas (*Science*), to raise pupils' awareness of the distinction between wild animals and pets, to develop pupils' listening skills through a song, to introduce new vocabulary

Language focus

Wild animal or pet? In the wild. In my house. Do you have a pet?

Vocabulary Bank

wild animals: elephant, lion, zebra, monkey, tiger

pets: parrot, fish, hamster, dog, cat, rabbit

Extra materials

Cross-curricular poster 4

Note: Depending on the pupils' level, L1 can be incorporated into the lesson for purposes of translation and/or explanation. The words in bold highlight the focus of the lesson (which is to distinguish between pets and wild animals). The words taught are at the teacher's discretion: they can select all/some of the items from the Vocabulary Bank according to the level of the class.

● WARM-UP

(An activity to introduce the theme of the lesson.)

Play the song from Module 4, Lesson 3, Ex. 5. Encourage the pupils to sing along. Help pupils to understand different animals by using mime and sounds, e.g. say: *Cat (miaow), lion (make the sound of a lion roaring), hamster (make the sound of a hamster squeaking), dog (make the sound of a dog barking), etc.* Then, have a discussion about animals. Ask: *Do you have any pets at home? Do*

*you have a cat or a dog? Then, ask: Does anybody have a lion or tiger at home? Explain to pupils the difference between wild animals and pets. Explain that elephants, lions, monkeys, pandas and zebras live in the jungle and they cannot live in a house, whereas dogs, cats, fish, etc can live in a house and they are called *pets*.*

● PRESENTATION AND PRACTICE

(Activities to present and practise wild animals and pets.)

1 Listen, point and say.

● POSTER

Pupils' books closed. Put *Cross-curricular poster 4* up on the board. Point to each animal and say the word. Encourage pupils to repeat. Then, point to the elephant and ask: *Pet or wild animal?* Elicit the answer: *Wild animal.* Repeat the procedure with *parrot, fish, cat, dog, zebra, monkey, rabbit, koala, tiger, hamster.*

Pupils' books open. Refer pupils to the picture. Point to the lion and say: *Lion. Wild animal or pet?* Elicit the answer: *Wild animal.* Then, point to the dog and say: *Dog. Wild animal or pet?* Elicit the answer: *Pet.* Play the CD. The pupils listen, point to the animals and say the words.

AUDIOSCRIPT

parrot
fish
hamster
dog
cat
rabbit
monkey
zebra
elephant
lion
tiger

2 Colour the wild animals green. Colour the pets red.

Read the instructions and explain the activity. Ask pupils to take out their green and red coloured pencils. Refer pupils to the picture, point to each animal and say the word. Encourage pupils to repeat. Then, ask: *Wild animal or pet?* Allow pupils some time to colour in the animals accordingly. Walk around the classroom providing any necessary help.

Red: cat, dog, bird

Green: hippo, lion, elephant, tiger

3 Let's sing!

Read the instructions and explain the activity. Refer pupils to the picture, point to the cat and ask: *Wild animal or pet?* Elicit the answer: *Pet*. Play the CD. Pupils listen and sing along.

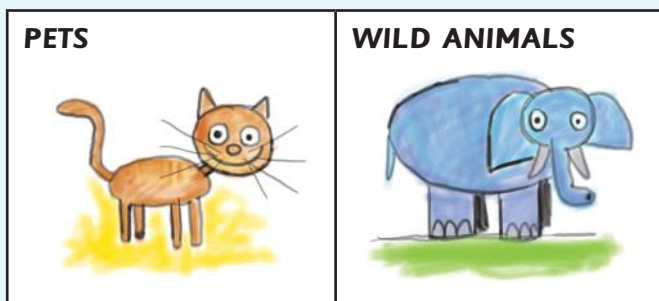
FOLLOW-UP

(An activity to consolidate the theme of the lesson.)

Ask pupils to draw and colour in their favourite wild animal and their favourite pet. Walk around the classroom providing any necessary help. Display pupils' work around the classroom. Then, help them file their work in their *Junior Language Portfolios*.

Extension

Draw the following on the board. Ask pupils to put up their drawings under the corresponding category.



Aims

to explore other subject areas (*Science*), to raise pupils' awareness about the difference between fruits and vegetables, to talk about fruits and vegetables, to develop pupils' social skills through a circle-time activity

Language focus

Fruit or vegetable?

Vocabulary bank

fruits, vegetables

Extra materials

Cross-curricular poster 4, scissors, glue, pieces of elastic, Headband templates from the Teacher's Resource Pack, one carrot (optional), one apple (optional), pictures of an aubergine, a carrot, a potato, an onion, a tomato, peas, an apple, a banana, an orange, a lemon, a strawberry and a pear, two sheets of plain paper per pupil

Note: Depending on the pupils' level, L1 can be incorporated into the lesson for purposes of translation and/or explanation.

WARM-UP

(An activity to present the theme of the lesson.)

Play the chant from Module 4, Lesson 2, Ex.1. Pupils listen and chant. Show pupils the carrot and say: *Carrot, yummy! Carrot is a vegetable.* Then, show them the apple and say: *Apple, yummy! Apple is a fruit.* Explain the difference between fruits and vegetables. Vegetables grow in the ground while fruits grow on vines or on trees.

Show the carrot again and ask: *Fruit or vegetable?* Elicit: *Vegetable.* Repeat the same procedure with *apple*. Draw the following table on the board and

hand out the pictures of the fruits and vegetables to the pupils. Each pupil must put up the picture he/she has under the corresponding category.

Fruits	Vegetables

● PRESENTATION AND PRACTICE

(Activities to present and practise fruits and vegetables.)

1 Listen, point and say.

● POSTER

Pupils' books closed. Put *Cross-curricular poster 4* up on the board. Point to the vegetables and say: *Vegetables*. Then, point to the fruits and say: *Fruits*. Point to the vegetables and fruits, one at a time, and present them. Point to different items in random order and ask: *Is it a fruit or a vegetable?* The pupils answer accordingly.

Pupils' books open. Read the instructions and explain the task. Hold up your book and refer the pupils to the picture. Point to the vegetables and say: *They are ...*. Encourage pupils to complete the sentence with: *vegetables*. Repeat the procedure with the fruits. Point to the apple and elicit: *Apple*. Then, ask: *Is it a fruit or a vegetable?* Elicit: *Fruit*. Repeat the question with all the fruits and vegetables depicted. Play the CD. The pupils listen and point. Pause the CD and encourage the pupils to repeat the words.

AUDIOSCRIPT

Fruits

Vegetables

2 Colour the fruits red. Colour the vegetables green.

Read the instructions and explain the activity. Ask pupils to take out their green and red pencils. Point to the strawberry and ask: *Fruit or vegetable?* Elicit the

answer: *Fruit*. Then, point to the onion and ask: *Fruit or vegetable?* Elicit the answer: *Vegetable*. Repeat the procedure with all the items depicted. Allow pupils some time to complete the activity. Walk around the classroom providing any necessary help.

Red: strawberry, apple, orange

Green: pepper, carrot, onion

CRAFTWORK

Tell the pupils they are going to make veggie and fruit headbands. Distribute photocopies of the *Headband* templates from the *Teacher's Resource Pack*. Show them your model. Guide the pupils through the cutting of their headbands. Then, ask the pupils to colour in their headbands. Help them tie the elastic through the holes of their masks.

Let's play!

Refer the pupils to the picture and explain the activity. Pupils wear their headbands. Half of them should wear veggie headbands and the other half fruit headbands. Have the pupils sit on chairs in a circle. Call out: *Fruits!* The pupils wearing fruit headbands must start running around the circle of chairs. Then, say: *Stop!* Pupils wearing the fruit headbands must all sit down fast. The pupil who sits last must pay a forfeit, i.e. name a flashcard, sing a song, etc. Repeat the procedure with pupils wearing the veggie headbands. Lastly, call out both veggie and fruit headbands.

● FOLLOW-UP

(An activity to consolidate the language of the lesson.)

Draw two salad bowls on the board. Write *Veggie Salad* and *Fruit Salad* above them. Tell pupils to copy the bowls on two pieces of paper and draw a veggie salad and a fruit salad. Tell them they can draw the vegetables and fruits they like the most. Walk around the classroom providing any necessary help. Display pupils' work around the classroom. Then help pupils file their work in their *Junior Language Portfolios*.

Going for CLIL 7

Health Education

Aims

to explore other subject areas (*Health Education*), to talk about daily routines and habits, to raise pupils' awareness about good and bad habits

Language focus

healthy habits, good habits, Do you brush your teeth every day?

Vocabulary Bank

Wash your hands and face. Cover your mouth when you cough. Exercise. Eat fruits. Brush your teeth.

Extra materials

Cross-curricular poster 5

Note: Depending on the pupils' level, L1 can be incorporated into the lesson for purposes of translation and/or explanation. The focus of the lesson is to raise pupils' awareness about good and bad habits. The words taught are at the teacher's discretion: they can select all/some of the items from the Vocabulary Bank according to the level of the class.

WARM-UP

(An activity to introduce the theme of the lesson.)

Play the song from Module 5, Lesson 3, Ex. 5. Encourage the pupils to sing along. Then, say "Brush your teeth!" and mime brushing your teeth. Encourage pupils to do the same and repeat the phrase. Say "Cover your mouth when you cough." and mime coughing while covering your mouth. Repeat the procedure with: *Wash your hands and face., Exercise., Eat fruits.*

PRESENTATION AND PRACTICE

(Activities to present and practise healthy habits.)

1 Listen, point and say. Then, mime.

POSTER

Pupils' books closed. Put *Cross-curricular poster 5* up on the board. Point to each picture and say the corresponding phrase. Encourage pupils to repeat. Then, ask individual pupils: *Do you brush your teeth every morning? Do you wash your face and hands? Do you cover your mouth when you cough? Do you exercise? Do you eat fruits?*

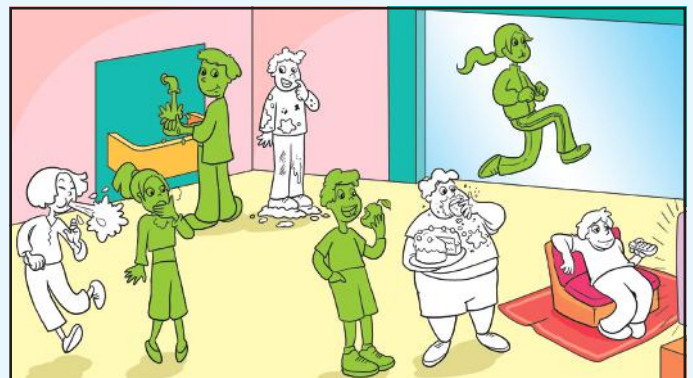
Pupils' books open. Refer pupils to the picture. Point to the first picture and say: *Wash your hands and face.* Repeat the procedure for all the pictures. Play the CD. Pupils listen and point to the pictures. Play the CD again and ask pupils to mime the actions as they hear them.

AUDIOSCRIPT

Wash your hands and face. Cover your mouth when you cough. Exercise. Eat fruits. Brush your teeth.

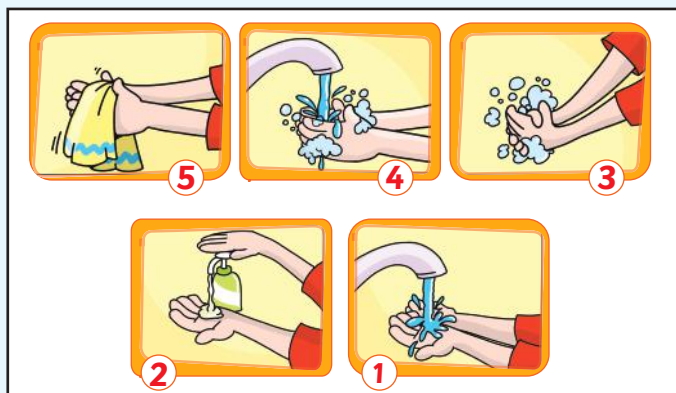
2 Look and colour the children with the good habits green.

Read the instructions and explain the activity. Point to the girl coughing without covering her mouth and ask: *Is this a good habit?* Elicit the answer: *No.* Point to the girl exercising and ask: *Is this a good habit?* Elicit the answer: *Yes.* Allow pupils some time to complete the activity. Walk around the classroom monitoring pupils.



3 Number.

Read the instructions and explain the activity. The pupils look at the pictures and number them. Allow pupils some time to complete the activity. Check their answers.



Extension

Mime actions from Ex. 3 and ask pupils to say the corresponding number.

e.g. Teacher: *(miming using the soap dispenser)*

Class: *Two! etc*

Let's Play!

Pupils stand in a line. Whisper a phrase into the ear of the first pupil. Then, he/she whispers the same phrase to the person next to him/her, etc. The last person in line must say the phrase out loud.

Suggested phrases: Wash your hands and face. Cover your mouth when you cough. Exercise. Eat fruits. Brush your teeth.

FOLLOW-UP

(An activity to consolidate the theme of the lesson.)

Ask a pupil to come to the front of the class. Tell him/her to mime a good/healthy habit. The class must guess the action.

e.g. Pupil 1: *(miming coughing and covering his/her mouth)*

Class: *Cover your mouth when you cough!*

Pupil 2: *(miming running)*

Class: *Exercise! etc*

Going for CLIL 8 Science

Aims

to explore other subjects areas (*Science*), to raise pupils' awareness about different types of weather

Language focus

Hot places. Cold places. Where do elephants live? In hot places or in cold places? Let's go far away., polar bears, kangaroos

Vocabulary bank

It's hot. It's cold.

Extra materials

Cross-curricular poster 6, a plain sheet of paper per pupil, pictures of a polar bear, a camel, a penguin, an elephant, a lion

Note: Depending on the pupils' level, L1 can be incorporated into the lesson for purposes of translation and/or explanation.

WARM-UP

(An activity to present the theme of the lesson.)

Play the song from Module 6, Lesson 2, Ex. 3. Mime being cold and say: *It's cold.* Then, mime being hot and say: *It's hot.* Ask pupils if they like hot or cold weather. Then, ask them to tell you a country with hot weather and a country with cold weather.

PRESENTATION AND PRACTICE

(Activities to present and practise weather.)

1 Listen, point and repeat.

POSTER

Pupils' books closed. Put *Cross-curricular poster 6* up on the board. Point to the left side of the

Activity Book (key and instructions)

poster, mime being hot and read out: *Hot places!* Then, point to the right side of the poster and, miming being cold, read out: *Cold places!* Point to the elephant and ask: *Where do elephants live? In hot places or in cold places?* Elicit: *In hot places.* Repeat the procedure with all the animals in *Hot places.* Then, repeat the procedure with the animals in *Cold places.*

Pupils' books open. Refer the pupils to the picture. Point to the camel and say: *It's hot.* Then point to the polar bear and say: *It's cold.* Encourage pupils to repeat. Play the CD. Pupils listen, point and repeat.

AUDIOSCRIPT

It's hot.

It's cold.

2 Circle the odd one out.

Refer pupils to the picture and explain the exercise. Point to the animals, one at a time and present them. Then, ask pupils to circle the odd one out.

It's hot!: pupils circle the **polar bear**

It's cold!: pupils circle the **camel**

3 Let's sing!

Refer pupils to the picture. Point to the sun and say: *It's hot!* Then, point to the snow and say: *It's cold.* Ask: *Where do polar bears live? In hot places or in cold places?* Elicit: *In cold places.* Repeat the question with *kangaroos.* Play the CD. Pupils listen and read. Play the CD again. Pupils listen and sing along.

PROJECT TIME

Refer the pupils to the picture and comment on it. Ask pupils to tell you what they can see in the picture. Then, ask: *Do camels and elephants live in hot places?* Elicit: *Yes.* Ask pupils to draw animals that live in hot places or in cold places. Then, ask them to write *It's hot!* or *It's cold!* accordingly. Go round the classroom as the pupils work on their project and provide any necessary help. Display pupils' work around the classroom. Then, help them file their work in their *Junior Language Portfolios.*

FOLLOW-UP

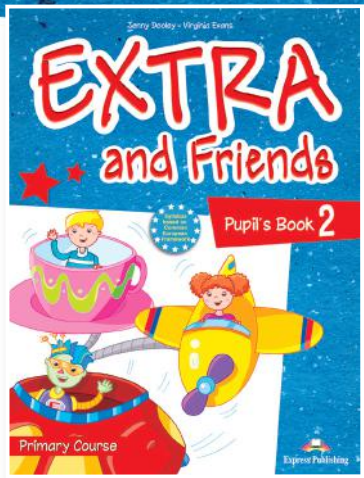
(An activity to consolidate the language of the lesson.)

Hand out the pictures of the animals you've brought. Pupils who have pictures of animals who live in hot places must stand up, mime being hot, say "*It's hot!*" and put up their picture under the corresponding category. The same procedure applies for pupils who have pictures with animals who live in cold places. Demonstrate this yourself first.

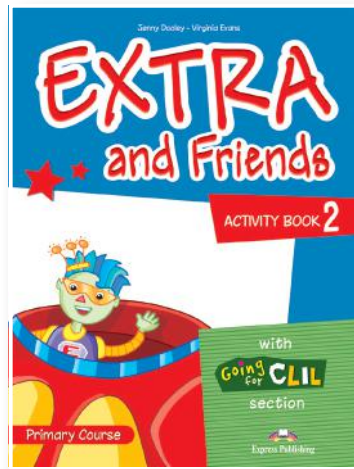
It's hot!	It's cold!

EXTRA and Friends

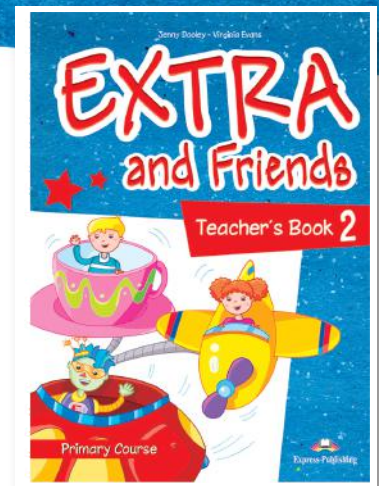
Extra and Friends offers a friendly introduction to the English language for young learners. Join *Extra* and his friends and have fun with their amusing stories and lively songs.



Pupil's Book



Activity Book



Teacher's Book

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