



unit 8

LESSON

1



Track 41

1 Listen and point. Say the words.



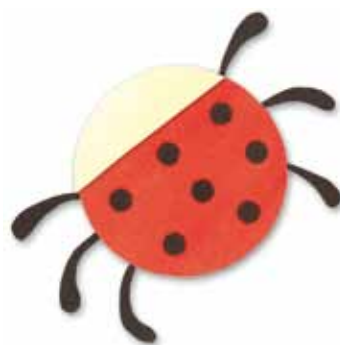
butterfly



tree



flower



ladybug



bird



squirrel

2 Write the words in exercise 1.

unit 8

Lesson 1

Vocabulary presentation

Materials: tracks 37 and 41, a blank sheet of paper for each child, colored pencils or crayons, leaves from a tree, colored paper, scissors, glue

Lesson objectives: Learn the vocabulary of the country
New vocabulary: tree, bird, ladybug, butterfly, flower, squirrel

Global assessment indicators

- a Participates in class work
- b Follows instructions
- c Looks after school supplies
- d Is friendly with classmates



1 Bounce into action!

- Divide the class into two groups, pigs and cows. Sing the song *Come visit the farm!*, track 37. Sing it three times.
- Encourage each group to make their animal's sound.

2 Exercise 1



Track 41

Listen and point. Say the words.

- Point to the pictures in the book and say the words aloud as you point.
- Repeat the words to ensure that the children have understood them.
- Say *Listen and point* and play track 41. Have the children point to the pictures as they are mentioned.
- Say *Say the words* and play the track again. Press pause after each word for the children to repeat in chorus.

3 Exercise 2

Write the words in exercise 1.

- Ask the children to write the words.
- Monitor and encourage the children to say the words as they write them.

4 Word window (optional activity)

- Give each child a sheet of paper and ask them to draw a country scene. They should include all of the new vocabulary in their pictures.
- Ask them to color their drawing and to stick the leaves from a tree and small pieces of colored paper on them to make a collage.
- Divide the class into pairs. Each child should show their partner their drawing and name the vocabulary objects.

5 Bounce on!

- 1 Invite different children to the front and ask them to draw pictures of the new country vocabulary. Say, for example, *Draw a tree*. Point to the pictures one by one and have the children name them. (5 minutes)
- 2 Ask the children to look carefully at the pictures on the board and to then close their eyes. Rub out a picture. Tell them to open their eyes and name the missing object. Repeat the same process and have the children name the two missing objects. Continue in this way until the children have named all of the pictures. (10 minutes)

Multi-ROM task

Student's Multi-ROM

Ask the students to complete the Unit 8 Lesson 1 activity on the Student's Multi-ROM to review the vocabulary they have learned.

Interactive presentation

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

Materials: tracks 42 and 43, colored pencils, a sheet of paper for each child, Activity Resource Book page 30, modeling clay

Lesson objectives:

Learn the song *Out in the sun!*
Follow instructions
Learn to ask and answer about the color of different things in the country

Vocabulary review:

trees, butterflies, ladybugs, birds, squirrels, flowers

New grammar:

What color are the...?

1 Bounce into action!

- Begin to draw part of a butterfly on the board and ask *What is it?* Encourage the children to guess. If they don't guess, draw a bit more. When they do guess, they should say *It's a butterfly!* Continue in this way with all of the vocabulary words.

2 Exercise 1



Sing the song: *Out in the sun!*

- Explain to the children that they are going to hear a song. Play track 42.
- Say the lines of the song and have the children repeat them in chorus.
- Play the track again and sing the song together.
- Ask the children to complete the activities on page 30 of their Activity Resource Books.

3 Exercise 2



Listen to the song again. Color the picture in exercise 1.

- Explain to the children that they are going to listen to the song again in order to color the picture correctly. Say *Listen* and play the track.

5 Bounce on!

- Give instructions to the children to draw pictures of the new vocabulary in unusual colors. Say, for example, *Draw three squirrels. Color the squirrels green and blue.* (10 minutes)

4 Exercise 3

Write the questions and answers.

- Write *Today's grammar* on the board and ask the children to copy it in their notebooks.

Today's grammar

What color are the | trees?
ladybugs?

- Look at the pictures together and ask *What color are the flowers?* Encourage the children to reply in chorus *They're purple.* Invite a child to the front to write the sentence on the board.
- Ask them to complete the exercise individually.



- Hand out the modeling clay and ask the children to make the vocabulary word that they wish. Invite some children to come to the front to talk about their figure and say what color it is. Let them take their sculptures home as evidence of their work. (10 minutes).

Home Study
page 98

Write the following homework instructions on the board for the children to copy into the designated space:

"Choose an animal. Draw three of them. Color them in different colors. Answer the question by circling the colors."

Multi-ROM task

Student's Multi-ROM

Ask the children to listen to the song *Out in the sun!*, track 42, at home until they have memorized it.

Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.



Sing the song: *Out in the sun!*

Let's draw a picture,
Out in the sun!
Let's color our picture,
Out in the sun!

Color the butterflies red,
Color the trees blue,
Color the birds yellow,
And the ladybugs, too.

Color the flowers purple,
The squirrels orange and white,
Let's use lots of color,
Our picture is nice and bright!



2 Listen to the song again.

Color the picture in exercise 1.



3 Write the questions and answers.

- What color are the flowers? They're **purple**.
- What color are the birds? They're **yellow**.
- What color are the butterflies? They're **red**.

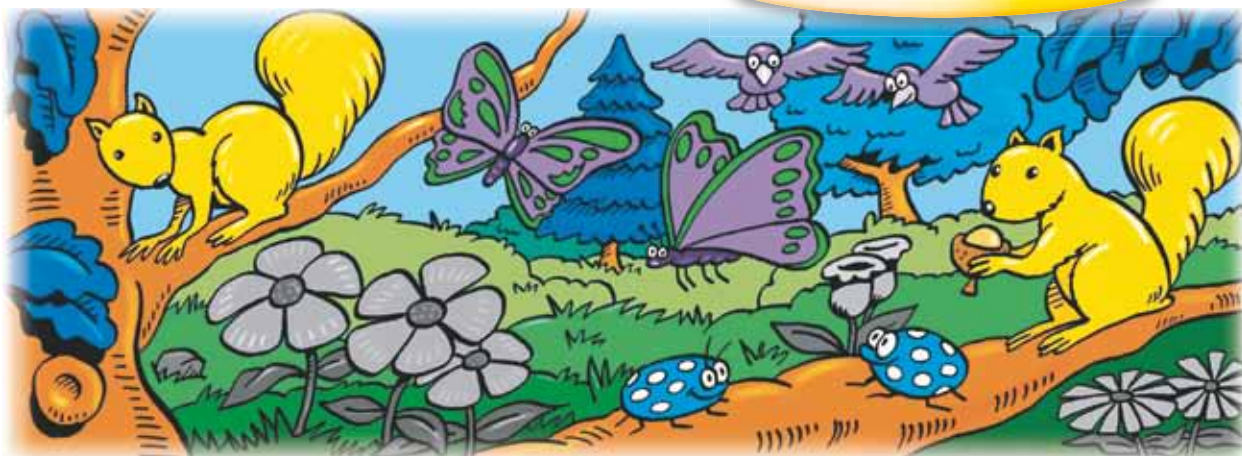
Today's grammar

What color are
the trees?
They're blue.

1 Write the questions and the answers.

Today's grammar

Are they red?
Yes, they are.
No, they aren't.



1 Are they **yellow**?
Yes, they are.

2 Are they **blue**?
No, they aren't.

3 Are they **purple**?
Yes, they are.

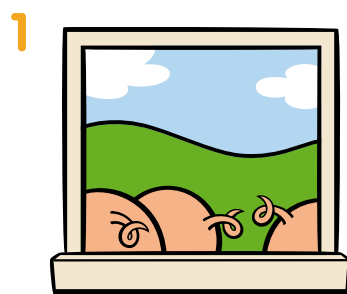
4 Are they **pink**?
No, they aren't.

5 Are they **purple**
and **green**?
Yes, they are.

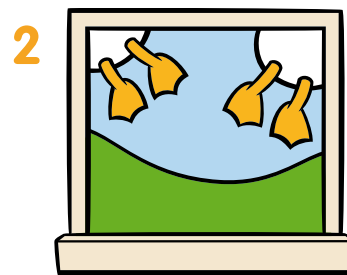
6 Are they **green**?
No, they aren't.



to Unit 7 Look and answer.



What are they?
They're **pigs**.



What are they?
They're **ducks**.

1 Bounce into action!

- Check that the children have completed and understood the exercises in the Home Study section on page 98. (Answers: p. 168)
- Ask the children to take out their colored pencils.
- Sing the song *Out in the sun!*, track 42. Have the children show their pencils as the correct colors are mentioned in the song.

2 Exercise 1

Write the questions and the answers.

- Look at the picture together. Point to the squirrels and ask *What are they?* (They are squirrels.) Ask *Are they red?* Point to your ear and say *No, they aren't*. Have the children repeat the new structure in chorus and then individually.
- Point to the squirrels again and ask *Are they yellow?* Teach the children to reply *Yes, they are*. Continue modeling the new structure in this way.
- Ask them to complete the exercise individually.
- Write *Today's grammar* on the board and ask the children to copy it in their notebooks.

Today's grammar

Are they | blue?
red?
yellow?
Yes, they are. / No, they aren't.

3 Bounce back. Look and answer.
(Review activity)

- Look at the first window together and ask *What are they?* (They are pigs.) Invite a child to the front to write the sentence on the board.
- Ask the children to finish the sentences in their books individually. Walk through the classroom correcting their work.

Optional Activity:

Big Book Builder 1 pages 18 and 19, *In the Country*. To work with the Big Book Builder, carry out the activities on pages xi to xix.

4 Bounce on!

- 1 If possible, go out into the school garden or patio. The children should walk in pairs and point to the vocabulary objects in the unit. Ask them to take turns to ask and answer about the color of the objects. For example, if one of them points to the trees, they should ask,
Child 1: Are they yellow?
Child 2: No, they aren't.
Child 1: Are they green?
Child 2: Yes, they are.
(10 minutes)
- 2 Draw two ladybugs on the board. Color them yellow and green. Write the following words: *and orange Are blue? they they aren't. No (Are they orange and blue? No, they aren't.)* Divide the class into two teams and ask them to put the sentence in the right order. The first team to write the sentences correctly wins. (5 – 10 minutes)

Interactive presentation. Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

Materials: pictures of two green butterflies, three pink flowers and four yellow birds, colored pencils, Big Book Builder Level 1 pages 18 and 19

- Lesson objectives:** Learn to identify things from the country and their color
- Vocabulary review:** *butterflies, flowers, squirrels, trees, birds, ladybugs*
- New grammar:** *What are they? They're green butterflies.*

1 Bounce into action!

- Ask the children to take out a colored pencil. Say, for example, *Blue*. All of the children with a pencil of that color should stand up. Continue saying all of the colors randomly. Whoever doesn't stand up when you mention their color, or whoever stands up out of turn, is out of the game. The last child standing wins.

2 Exercise 1

Answer the questions and color the pictures.

- Show the picture of the butterflies and ask *What are they?* (*They're butterflies.*) Point to their colors and say *They're green butterflies*. Focus on the word *green*. Have the children repeat it in chorus several times.
- Continue to model the new structure in this way with the other drawings.
- Ask the children to look for the names of the colors in their books and to complete the sentences individually. Monitor, offering help where needed.
- Write *Today's grammar* on the board and ask the children to copy it in their notebooks.

3 Exercise 2

Make your own color puzzle. Ask and answer.

- Ask the children to make their own puzzle and to write the sentences.
- Walk through the classroom offering help where needed.

Optional Activity:

Big Book Builder 1 pages 18 and 19, *In the Country*. To work with the Big Book Builder, carry out the activities on pages xi to xix.

Today's grammar

What are they?

green butterflies.

They're

red ladybugs.

yellow ducks.

4 Bounce on!

- Divide the class into pairs. Each child should show their puzzle to their partner and ask *What are they?* Their partner should look for the color and answer, for example, *They are red birds.* (5 – 10 minutes)
- Ask a child to come to the front. Say *Draw a red ladybug*. The child should follow your instruction. Then ask another child to come to the front to write what it is and what color it is. Offer help where needed. Repeat the activity with other vocabulary words and colors. (10 – 15 minutes)

Home Study

page 99

Write the following homework instructions on the board for the children to copy into the designated space:

"Color the pictures and write the missing letters."

Interactive presentation. Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

Today's grammar

What are they?
They're green butterflies.

- Answer the questions and color the pictures.



- What are they? They're green butterflies.



- What are they? They're red ladybugs.

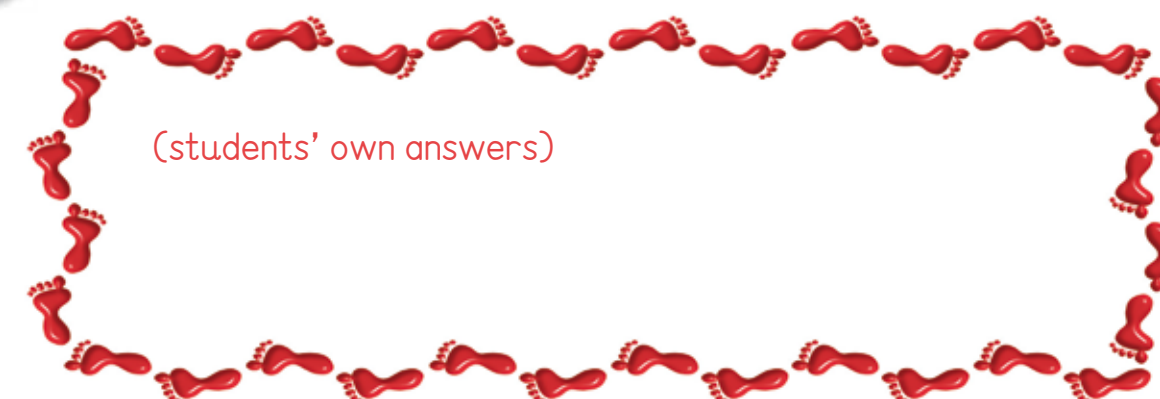


- What are they? They're orange trees.



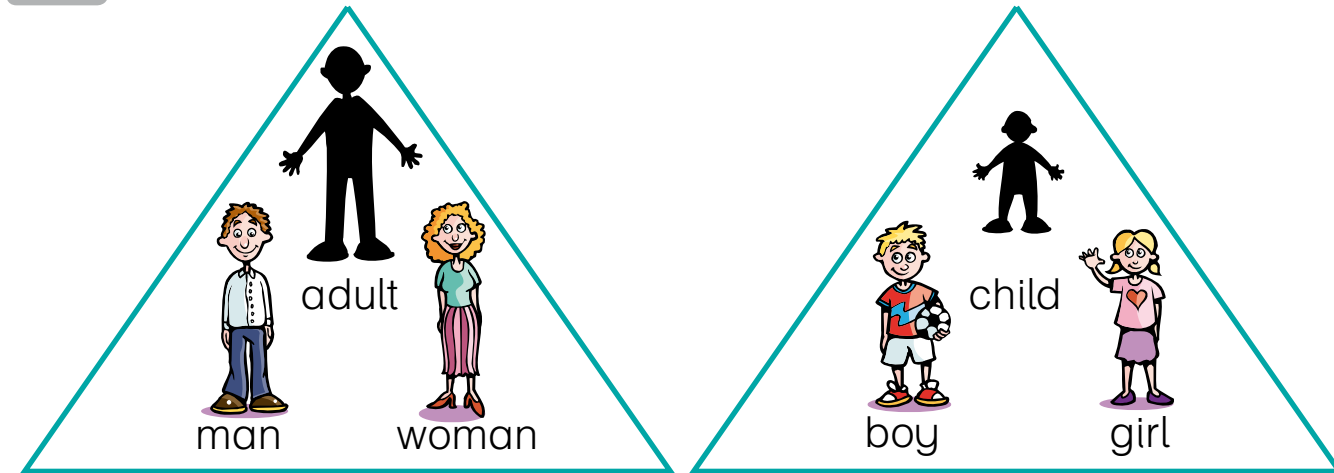
- What are they? They're yellow ducks.

- Make your own color puzzle. Ask and answer.

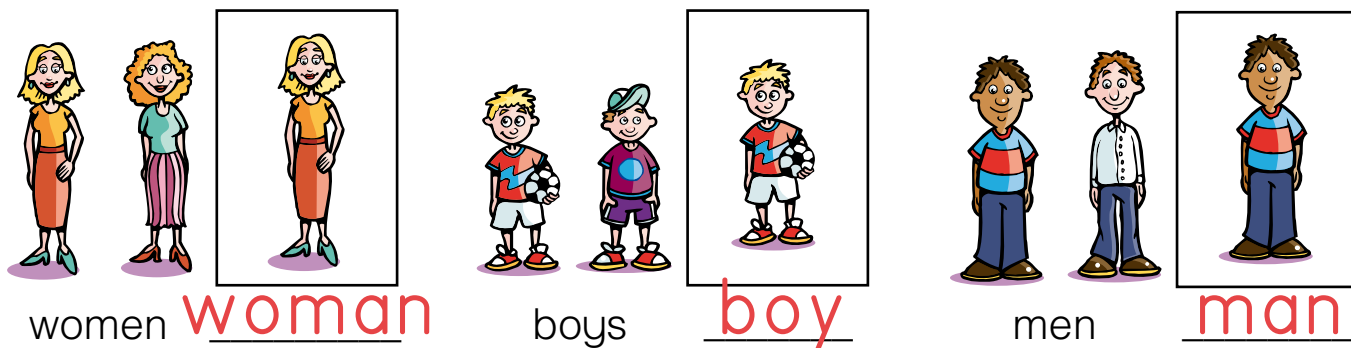
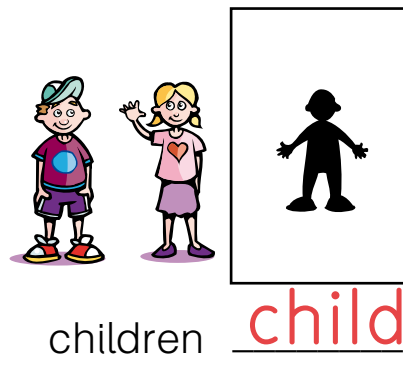
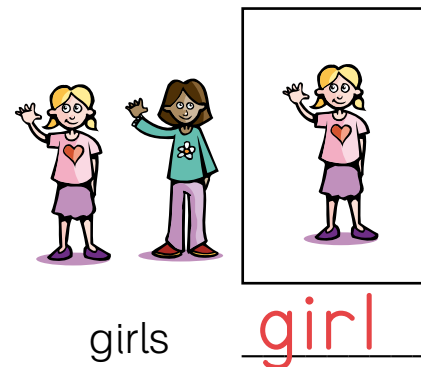
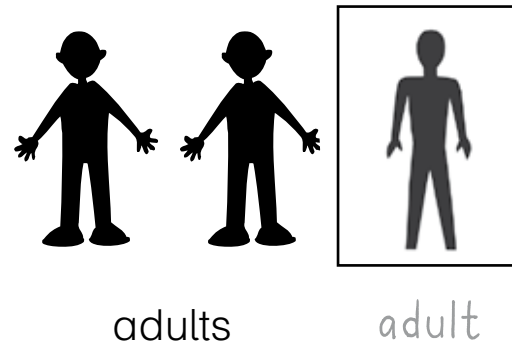




Listen and point. Say the words.



2 Write the singular words.
Draw the pictures.



Lesson objectives:

Learn the vocabulary of different people in the plural and the singular

New vocabulary:

men, women, children, girls, boys, adults

1 Bounce into action!

- Check that the children have completed and understood the exercises in the Home Study section on page 99. (Answers: p. 168)
- Sing the song *Hello! Hi! Goodbye!*, track 02 from Unit 1 Lesson 1. Have the children do the actions. Play track 02 if necessary.

2 Exercise 1



Listen and point. Say the words.

- Point to the pictures in the book and say the words aloud as you point.
- Repeat them to ensure the children have understood them.
- Mime the correct action and say *Listen and point*. Play track 44, and encourage the children to point to the pictures.
- Point to your mouth and say *Say the words*. Play the track again and pause after each word for the children to repeat in chorus.
- When the children can say the words confidently, encourage them to say them individually.

3 Exercise 2

Write the singular words. Draw the pictures.

- Say one of the vocabulary words and draw the correct person. Say, for example, *Adult* and draw an adult person. Say *Adults* and draw two adult people. Write *adults* under the picture. Invite a child to the front and ask them to draw what you say. Say *Child* for them to draw a child. Add two more children to the drawing and say *Children*. Write the word under the drawing. Continue in this way with all of the plurals of the words.
- Ask the children to write the words in singular and in plural.
- Ask them to draw the pictures in the book and to finish the exercise individually.
- Walk through the classroom correcting their work.

4 Bounce on!

- 1 Say the new vocabulary words. If you say the word in plural, the children should say the singular. If you say the word in singular, the children should say the word in plural. (5 minutes)

- 2 Say the vocabulary words one by one and invite various children to the front to write them on the board. Then ask different children to come to the front to trace a line to join the singular versions of the words to the plural. (5 – 10 minutes)



Multi-ROM task

Student's Multi-ROM

Ask the students to complete the Unit 8 Lesson 5 activity on the Student's Multi-ROM to review the vocabulary they have learned.

Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

Lesson objectives:

Learn to ask where people and things are

Vocabulary review:

men, women, children, adults, boys, girls, airplane, chairs, tables, bicycles, cars, trees

New grammar:

Where are the men? They're in the car.

1 Bounce into action!

- Ask the children to put their backpack on the table and to take out a book, a pencil and a ruler.
- Give the following instructions in turn and encourage the children to follow them: *Put your pencil in your backpack. / Put your book under the table. / Put your ruler under your backpack.*
- Continue giving similar instructions to review the words *on*, *in* and *under*.

2 Exercise 1

Listen and help Kenny Crayon match the words to the pictures.

- Ask the children to name the objects and read the words inside the clouds. Explain that they are going to hear sentences and that they should draw a line to join each word to the corresponding picture.
- Play track 45, and pause after every sentence to give the children time to draw their lines.
- Play the track again to check the work together.

Audioscript:

Look at the men. They're in the car.
Look at the girls. They're under the trees.
Look at the boys. They're on the bicycles.
Look at the women. They're on the chairs.
Look at the adults. They're in the airplane.
Look at the children. They're under the table.

3 Exercise 2

Write the questions.

- Point to the picture of the men and say *Where are the men?* Say *The men are in the car.* Have them repeat the new structure, first chorally and then individually.
- Repeat the same procedure with all of the drawings.
- Ask the children to complete the sentences. Walk around the classroom offering help where needed.
- Write *Today's grammar* on the board and ask the children to copy it in their notebooks.

Today's grammar

Where are the	men?
They're	children?
	in the car.
	under the table.

4 Bounce on!

- Say *Man* and throw the ball to a child. The child should say the plural of the word. That child should then say another word and throw the ball to another child. They could also begin with a plural word to be transformed into singular. (5 minutes)
- Write the words of one of the sentences from the recording in scrambled order on the board. Divide the class into teams. The first team to write the sentence correctly wins. (5 – 10 minutes)

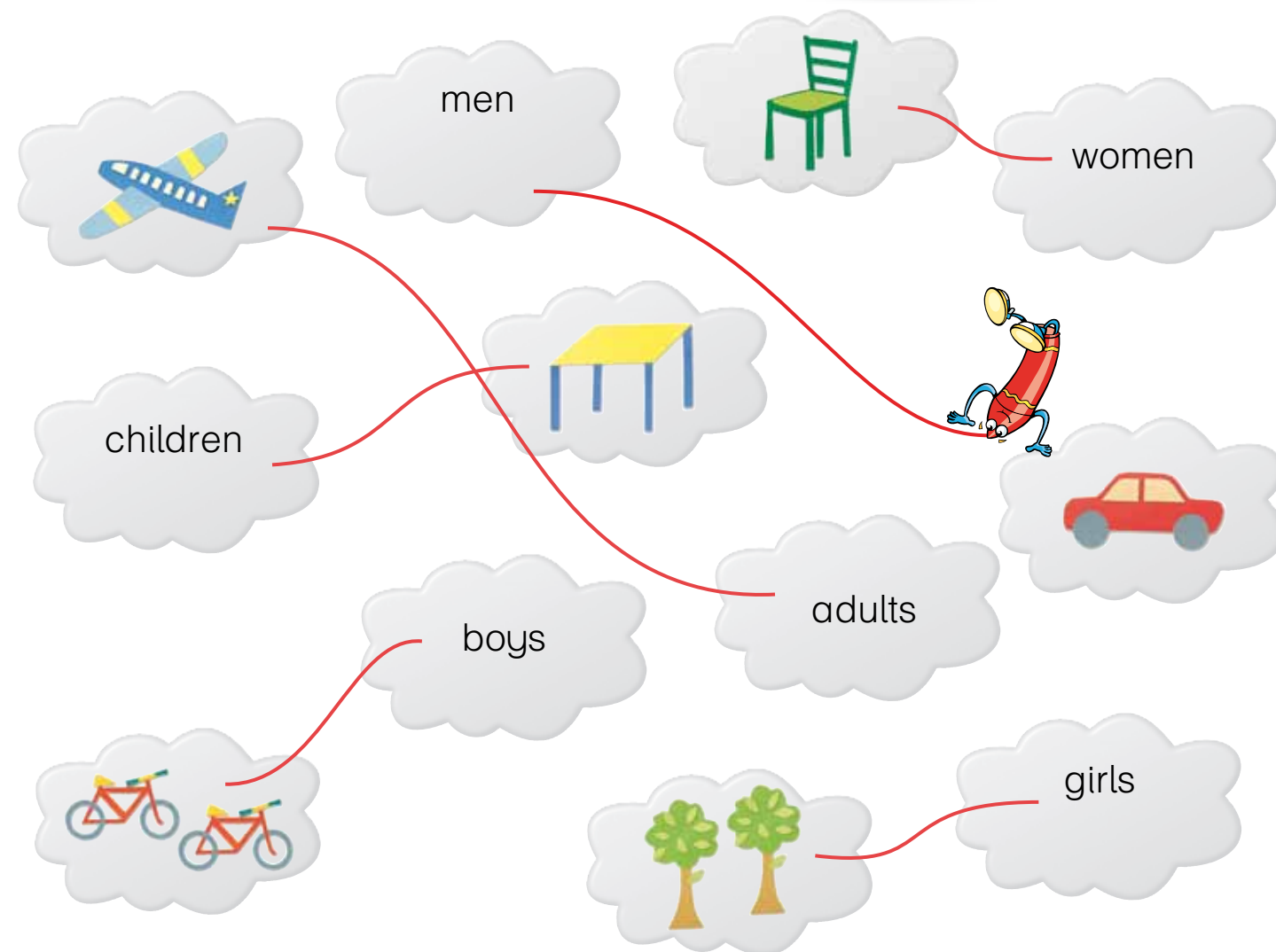
Write the following homework instructions on the board for the children to copy into the designated space:

"Color each car with the correct color. Write sentences about the pictures."



Listen and help Kenny Crayon match the words to the pictures.

Where are the men?
They're in the car.



2 Write the questions.

- Where are the men? They're in the car.
- Where are the girls? They're under the trees.
- Where are the boys? They're on the bicycles.



Listen and read. *Blue bananas!*



Danny: Look at the bananas.
Zelda: Are they blue? Bananas aren't blue. They're yellow.
Danny: Yellow? No, they aren't.



Danny: Look at the pears.
Zelda: Are they purple? Pears aren't purple. They're green.
Danny: Green? No, they aren't.



Danny: Look at the apples.
Zelda: Are they pink? Apples aren't pink. They're red.
Danny: Red? No, they aren't.



Danny: Yellow bananas, yummy.
Zelda: Red apples, yummy! Green pears, delicious!
Zelda: Hey! That's my fruit salad!

2 Circle the fruit from the story.



Lesson 7 Story

Materials: track 46

Lesson objectives: To consolidate the new vocabulary by means of a story
Vocabulary review: Colors, fruits
Grammar review: Are they ...? / Yes, they are. / No, they aren't. / They're ...

1 Bounce into action!

- Check that the children have completed and understood the exercises in the Home Study section on page 100. (Answers: p. 168)
- Explain to the children that they are going to hear a story. Look at the pictures and ask them what they think will happen in the story. Discuss their ideas.

2 Exercise 1



Listen and read. *Blue bananas!*

- Say *Listen* and play track 46. Encourage the children to follow the story with the pictures.
- Ask them what the story was about and let them discuss Danny's actions.
- Read the story together. Ask a few children to read the dialogues aloud to the whole class.

3 Exercise 2

Circle the fruit from the story.

- Ask the children to read the story again individually.
- Ask them to draw a circle around the fruits that appear in the story.

4 Bounce on!

- Invite two children to the front of the class and help them to read the dialogues in the story. Divide the class into pairs and ask them to act out the story. (10–15 minutes)

- Play *Fruit Salad!* Ask a child to name a fruit, for example, *pears*. The child behind should repeat the word and add another, for example, *pears, apples*. Continue in this way until they have created a chain of five different fruits. The sixth child should shout out *Fruit Salad!* At this point the whole class should stand up and quickly change places with the child next to them. Ask another child to name a fruit and play again. (10 minutes)



Multi-ROM task

Student's Multi-ROM

Ask the children to listen to the story *Blue bananas!*, track 46, at home until they can perform a role-play in the next class.

Interactive presentation

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

Materials: pictures of a butterfly, a flower and a squirrel, plain sheets of paper, colored pencils, classical music, sticky tape, a ball, Assessment Pack pages 4, 5 and 13

Lesson objectives:

Learn through science
Review vocabulary taught in the unit
Extend vocabulary

Vocabulary review:

butterflies, flowers, squirrels, trees, birds, ladybugs

New vocabulary:

animal, insect, plant, flora, fauna

New grammar:

A squirrel is an animal.

1 Bounce into action!

- Divide the class into four groups. Ask the groups to come to the front to act out the story *Blue bananas!* from Lesson 7. Each pair acts out a different frame. At the end, ask the class to decide which group or pair acted the best.
- Show a picture of a butterfly. Ask the children to say its name. Say that butterflies are insects. Write the word *insect* on the board and stick the picture of the butterfly underneath.
- Ask the children about what other insects exist in their community and ask them to draw some on the board.
- Repeat the activity with the words *animal* and *plant*.
- Do not rub out the board work, as you will use the drawing later on in the lesson.

2 Exercise 1

Draw lines to the correct part of the table.

- Look at the pictures and explain to the children that they should draw a line to join each picture to the correct part of the table.

- Make sure the children are copying without mistakes. Correct if necessary.
- Repeat the activity with the word *insect* and with the word *plant*.

4 Exercise 3

Talk about the flora and fauna.

- Write the word *flora* on the board and ask the children what they think this word means.
- Explain that *flora* is what we call all the flowers and plants that exist.
- Do the same with the word *fauna*.
- Then, ask the children to work in pairs to talk about the flora and fauna that they know.
- Check that the children are using the vocabulary that they know.
- Correct pronunciation if necessary.

5 Bounce on!

- Say the word *Flora!* and throw a ball. Whoever catches the ball should say the name of a plant. Repeat the activity alternating between flora and fauna. (5 – 10 minutes)
- Divide the class into lines. Each line will be an animal, an insect or a plant. Give each child a sheet of paper and ask

them to draw an animal, insect or plant, depending on their line. Play music and let the children walk with their drawing on their chest. Stop the music and say *Insects*. All the children that have an insect should sit down. Repeat the activity with *Animal* and *Plant*. (10 – 15 minutes)

Language Assessment: Photocopy the language assessment sheet on page 13 of the Assessment Pack. Give one to each child for them to complete in order for you to check what they have learned throughout the unit.



Self Assessment: Photocopy the self assessment sheet on page 4 of the Assessment Pack. Give one to each child and have them complete it individually. Offer help if necessary.

Global Assessment: Complete the global assessment on page 5 of the Assessment Pack. Review whether the goals that were outlined at the beginning of the unit were reached by the children. Save the record to refer to in coming units.

Interactive presentation. Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

1 Draw lines to the correct part of the table.



animal	insect	plant

2 Add more words to each category. (students' own answers)

3 Talk about the flora and fauna.

