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Lesson 1 Trek's reporters in Africa

Aims

- Learn and use new vocabulary: *camera, big, small, lion, giraffe, tall, short, funny, Let's go.*
- Learn and use new grammar: plural *s*

Materials

- A camera, magazine or Internet pictures of a lion and a giraffe
- Masks: Ty, Mia, Leo

Lead-in

- Revise the family words from Unit 1. Ask pupils to tell you the family words they remember. Ask volunteers to write them on the board.
- Revise the affirmative *to be*. Write *I'm fantastic.* on the board. Read out the sentence and ask pupils to repeat. Then write *You _____* on the board and ask a volunteer to make a sentence e.g. *You're great.* Write the sentence on the board, read it out and ask pupils to repeat. Do the same with *he, she, it, we, you* and *they*.
- Check homework. Tell pupils to open their Activity Books at pages 18 and 19. Ask volunteers to read out their answers. Ask volunteers to come to the front of the class and to read out the paragraph in task E. Then quickly check all pupils' books.
- Test dictation: *best friend, grandma, grandpa, great, nice.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

Episode outline

Africa: Episode 2

The reporters are still on safari in Africa. They see two lions and get scared so they drive off quickly. They, then, see a giraffe and its baby, and some monkeys. Ty likes a small monkey he sees and wants to take a photo of it. But a naughty monkey behind him snatches the camera and runs off with it.

New vocabulary

- Teach *camera*. Hold up the camera and say *Look! A camera.* Ask pupils to repeat. Revise *monkey*. Write *Mm* on the board and ask pupils to remember the word they learnt with *Mm* in the introduction. Teach *giraffe* and *lion* with the pictures.
- Teach *big, small* and *tall, short*. Draw a small ball on the board and a big ball. Point to the small ball and say *small* and then to the big ball and say *big*. Ask pupils to repeat after you. Then ask pupils in L1 if a giraffe is short or tall. Teach *tall* and ask pupils to repeat. Draw a tall boy on the board and a short boy.

Point to the tall boy and say *Look! A tall boy.* Ask pupils to repeat. Then point to the short boy and teach *short*. Say *Look! A short boy.* And ask pupils to repeat.

- Tell pupils to open their books at page 32 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *funny*. Explain the meaning. Then laugh and say *funny* and ask pupils to repeat. Ask volunteers to stand at the front, laugh and say *funny*. Read out the phrase *Let's go*. Explain the meaning. Ask two volunteers to stand at the front, say to them *Let's go*. and beckon them to follow you out the door. Ask more volunteers to do the same and practise *Let's go*.
- Read out all the words again one by one and ask pupils to repeat after you.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has a copy of the DVD worksheet found on page 128.
- Please follow the procedure outlined in Unit 1, Lesson 1 on page 31 for teachers using the DVD.

Before you watch

Answers

- 1 They're in Africa.
- 2 There are two lions behind them.

While you watch

Answers

- 1 big
- 2 small
- 3 tall
- 4 short
- 5 funny

After you watch

Answers

- 1 two
- 2 big
- 3 two giraffes and four monkeys
- 4 the monkeys
- 5 Ty's camera

For teachers using the audio CD 1.43

- Tell pupils to look at the cartoon story on page 32. Say a character's name and ask pupils to point to the correct character. Do the same with *lion* and *giraffe*.
- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.

- Check pupils understand the story. Use L1 where necessary.
How many lions are there? (two)
Are the lions big or small? (big)
What animals do they see next? (two giraffes and four monkeys)
Which animals are funny? (the monkeys)
What does the small monkey take? (Ty's camera)
- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Explain that we put an s on the end of a word if we have more than one. Read out the words in the grammar box and ask pupils to repeat.
- Ask pupils to circle the plural word in the dialogue. Ask volunteers to read out the dialogue.
- Ask a boy to stand at the front. Say *Look. A boy.* and ask pupils to repeat. Then ask another boy to stand next to the first boy and say *Look. Two boys.* Ask pupils to repeat. Then do the same with one girl and two girls. Ask volunteers to draw one and then two things on the board using words they remember from the introduction and describe what they draw in singular and plural eg *an egg, two eggs*. Prompt pupils where necessary.

Extension activity

Revise *a* and *an* with the class. Ask pupils to remember which letters go with *an*. Then ask volunteers to say some words they know which start with *a e i o u* and write them on the board.

C Circle.

- Read out the example and ask pupils why *lion* is the correct answer.
- Explain the rest of the task to pupils. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers

- 1 lion (given)
- 2 giraffes
- 3 camera
- 4 girl
- 5 boys

Say it! 1.44

- Write *s* and *sh* on the board. Ask pupils to say the names of letters.

- Explain that the letters *sh* do not make the same sound as *s* on its own. Pronounce *s* and show pupils that your tongue is right behind your front teeth. Ask pupils to practise the *s* sound with you. Then pronounce *sh* and show pupils that your tongue moves further back into your mouth. Ask pupils to practise the *sh* sound with you.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *sister* and *short* each time they hear them (*Sister* and *short* will be heard twice.)
- Ask for volunteers to read out *six* and *she*. Play the recording and ask all pupils to repeat (*Six* and *she* will be heard once.)

D Sing. 1.45

- Tell pupils they are going to learn a song. Explain to pupils that the song is about people being the same and that it doesn't matter if you are tall or short, or a boy or a girl.
- Ask pupils to look at the picture and describe what they can see. Encourage them to use English for words they know. Hold up your book and point to the *Mum*. Ask a volunteer to say the word. Do the same for the *Dad*, *boy* and *girl*. Ask pupils to find a short person and a tall person. Ask pupils to count the boys and girls and revise the plural *s*.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.
- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Ask pupils to stand up, join hands in a circle. Tell them to walk round and round as they sing the song.

Homework

- Pupil's Audio CD: Pupils listen to the text and the song at home. Explain to pupils that they should listen to tracks 15 and 16 on the CD.
- Activity Book, pages 20-21: Time permitting, some tasks can be done in class.
- Dictation: *camera, giraffe, lion, big, small, tall, short*

Lesson 2

Toys are fun.

Aims

- Learn and use new vocabulary: *ball, computer game, skateboard, toy, fun*
- Learn and use new grammar: *to be* negative

Materials

- Flashcards: ball, computer game, skateboard, toy

Lead-in

- Revise the words from Lesson 1. Ask pupils to remember the three animals (*lion, giraffe, monkey*) that the reporters saw in the last episode.

- Write *one lion* on the board. Then write *Two _____* on the board. Ask pupils to tell you what word (lions) to write in the space. Read out the two phrases and ask pupils to repeat.
- Check homework. Tell pupils to open their Activity Books at pages 20 and 21. Ask volunteers to read out their answers. Ask volunteers to come to the front of the class and to read out the paragraph in task E. Then quickly check all pupils' books.
- Test dictation: *camera, giraffe, lion, big, small, tall, short*. See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 1. (CD1.45)

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 34 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *fun*. Explain the meaning. Then point to the skateboard in the word box and say *Skateboards are fun!* and ask pupils to repeat. Do the same with the other toys and ask pupils to repeat. Ask volunteers to stand at the front of the class, and do the same with any toy they like.
- Read out all the words again one by one and ask pupils to repeat after you.

A Listen and read. 1.46

- Ask pupils to remember the word they learnt for *Rr* in the introduction. Elicit *robot* and ask a volunteer to write it on the board. Ask pupils to find toys they now know in the pictures. Ask them to raise their hands, show the class the picture and say the word e.g. *Look! A _____*.
- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a sentence each of the text.

Extension activity

- Choose the *ball* flashcard and hold it up. Then talk about it:
A ball is fun. Balls are good for boys and girls.
- Ask a volunteer to come to the front and choose a flashcard. Then ask the volunteer to say two things about the toy he/she has chosen. Make sure all pupils have a turn. Encourage pupils to use new vocabulary that they have learnt. Prompt pupils where necessary.

B Match.

- Read the example to pupils. Ask them to find the word *robot* and the phrase *It's a robot*.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers

- 1 picture 4 (given)
- 2 picture 1
- 3 picture 2
- 4 picture 3

C Look and learn.

- Read out Chris' line. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the verb missing. Ask pupils to fill in the gaps.
I ___ cool.
He ___ a girl.
They ___ boys.

D Write 'm not, aren't or isn't.

- Read out the example and ask pupils why *isn't* is the correct answer.
- Explain the task to pupils. Check that pupils remember the meanings of all the words. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers

- 1 isn't (given)
- 2 isn't
- 3 aren't
- 4 'm not
- 5 aren't

E Listen and number. 1.47

- Tell pupils to look at the pictures for this task. Revise *tall* and *short*. Ask pupils to point to a tall boy. Say *He's a tall boy*, and ask pupils to repeat. Then say *He isn't short*, and ask pupils to repeat. Revise *big* and *small* in the same way with the dog. Hold up your book and point to the two girls. Say *They aren't sisters*, and elicit *They're best friends*, from pupils.

- Explain to pupils that they will hear someone talk about only one of the pictures. Explain that they must write the numbers 1 to 5 under the correct pictures. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing where necessary. Play the recording again and ask pupils to check their answers.

Listening script

- 1 He isn't short. He isn't a baby. He's ten years old.
- 2 She isn't ten. She's three years old. She is short.
- 3 He isn't my dad. He isn't tall. He's cool.
- 4 We aren't sisters. We're best friends. We're cool.
- 5 It isn't big. It isn't a tiger. It's small.

Answers

- 1 4th picture (given)
- 2 1st picture
- 3 3rd picture
- 4 5th picture
- 5 2nd picture

F Say.

- Tell pupils that this is a guessing game. Explain that a pupil describes one of the characters in the picture without saying the name. The other pupils then guess who it is. Read out the names of the characters and ask pupils to repeat. Then read out the example and ask pupils to repeat.
- Ask volunteers to read out the example. Then ask volunteers to make their own sentences. You could write these words on the board to help if necessary:

<i>big</i>	<i>short</i>
<i>tall</i>	<i>funny</i>
<i>small</i>	<i>boy</i>
<i>girl</i>	<i>dog</i>
<i>monkey</i>	
- Ask pairs to come to the front of the class and do the task.

Extension activity

Ask three volunteers to stand at the front of the class. Tell pupils you are going to describe one of them and that they must guess who it is. Use the positive and negative of *to be* eg *He is nine years old. He isn't a girl. He isn't short.* Repeat the activity until all pupils have taken part.

Homework

- Pupil's Audio CD: Pupils listen to the text at home. Explain to pupils that they should listen to track 17 on the CD.
- Activity Book, pages 22-23: Time permitting, some tasks can be done in class.
- Dictation: *ball, computer game, skateboard, toy, fun*

Lesson 3

Happy birthday!

Aims

- Learn and use new vocabulary: *birthday cake, party, present, teddy bear, happy, Happy Birthday!*
- Learn and use new grammar: *to be* interrogative

Materials

- Flashcards: ball, computer, skateboard, toy
- A teddy bear in a gift bag
- Optional for extra activity: photocopies of ten by ten square grid for pupils to make wordsearches.

Lead-in

- Revise the words from Lesson 2 with the flashcards. Stick the flashcards on the board, call out a word and ask a volunteer to come to the board and point to the correct flashcard.
- Write *I'm, you are, he is, we are, they are* on the board. Ask pupils to tell you the opposite of these verbs. Change the verbs on the board as pupils tell you. Then ask pupils to make sentences with the verbs. eg *I'm not a girl. He isn't short. We aren't sisters.* Prompt pupils where necessary.
- Check homework. Tell pupils to open their Activity Books at pages 22 and 23. Ask volunteers to read out their answers. Ask volunteers to write their answers for task C on the board. Then quickly check all pupils' books.
- Test dictation: *ball, computer game, skateboard, toy, fun.* See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach *birthday cake, party, and present.* Write *Party!* on the board. Read it out and ask pupils to repeat. Ask pupils when we have parties. When a pupil suggests birthdays, ask the class what things we have at birthdays. Elicit *present* and *birthday cake.* Draw simple pictures of these on the board, say *present* and *birthday cake* and ask pupils to repeat. Ask pupils how they feel at birthdays and elicit *happy.* Smile widely and say *I'm happy.* Ask pupils to copy you and repeat.
- Consolidate *present* and teach *teddy bear.* Hold up the gift bag for pupils to see. Ask them to tell you what this is and elicit *present.* Ask them to guess what the present might be. Encourage them to use English words they know eg *computer game, ball, car,* etc. Then slowly pull the teddy bear out of the gift bag and say *Look! A teddy bear.* Say *teddy bear* again and ask pupils to repeat.
- Tell pupils to open their books at page 36 and to look at the word box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.

- Read out the words *Happy Birthday!* Ask pupils when we say this to someone. Ask two volunteers to stand at the front of the class. One pupil hands the teddy bear in the gift bag to the other pupil saying *Happy Birthday!*. The other pupil can reply *Thanks*.
- Read out all the words again one by one and ask pupils to repeat after you.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.

A Read.

- Tell pupils to look at the photo. Ask them to tell you in English what they can see. Elicit *boy, girl and birthday cake*.
- Tell pupils to read the first two lines of the dialogue to find out whose birthday it is.
- Tell pupils to now read the rest of the dialogue to themselves. Allow them enough time to finish. Then ask what present Tina gave Jamie (a robot).
- Read out the dialogue. Pause after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the dialogue.

Extension activity

Pupils can perform a dialogue in pairs based on the one in their books. They can read from their books, but they must change the name and the present they are going to give. Give the pairs a few minutes to decide what present they are going to give, and then ask them to perform their dialogues in front of the class.

B Match.

- Read the example to pupils. Ask them to find that part of the dialogue and to point to it.
- Explain the rest of the task to pupils. Tell them to underline the words in the dialogue which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers

- 1 Happy Birthday Jamie. Thanks. (given)
- 2 Is it a teddy bear? No, it isn't.
- 3 Thank you. You're welcome.
- 4 Are you happy? Yes, I am.

C Look and learn.

- Read out the dialogue and ask pupils to repeat. Ask pupils why *Chris isn't OK* (he ate a lot of birthday cake).
- Draw a question mark on the board. Tell pupils that this is the sign we put at the end of a question in English. Show pupils how to draw a question mark and tell them to copy with their fingers in the air. Then ask them to write five question marks in their notebooks. In addition ask a few volunteers to do the same on the board.

- Further explain the grammar. Write *You are happy.* on the board. Then underneath write *Are you happy?* Ask pupils to tell you what things have changed to make the question. Help them to see that the verb goes to the beginning of the sentence and the full stop changes to a question mark.
- Practise the grammar. Write these sentences on the board and ask volunteers to change them into questions.
He is tall.
They are boys.
Then use these questions to elicit answers. Ask a pupil *Are you happy?* and elicit a short answer. Do the same with *Is he tall?* and *Are they boys?* using volunteers to help.

D Match.

- Read out the example and ask pupils why *Is it a yellow quilt?* matches the answer *Yes, it is.* Help them work out that the word *it* is the key to finding the answer. Tell them the person or thing in the question must match what is in the answer. Give them some examples:
Sally = she
boys = they
you = I
I = you
you = we
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Do the task as a class, making sure all pupils understand which questions match which answers.
- Check answers. Write them on the board if necessary.

Answers

- 1 Is it a yellow quilt? Yes, it is. (given)
- 2 Are zebras big? Yes, they are.
- 3 Am I short? No, you aren't.
- 4 Are you ten? Yes, we are.
- 5 Is Bill tall? No, he isn't.

E Say.

- Tell pupils they are going to role play mini dialogues like the one they did to practise *Happy Birthday!*
- Revise *Here you are.* and *You're welcome.* Hand a pencil to a pupil saying *Here you are.* Encourage the pupil to reply *Thanks.* and reply *You're welcome.* Ask pupils to repeat the dialogue after you.
- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask two volunteers to read out the dialogue.

- Ask pairs to stand at the front of the class and act out mini dialogues like the one in their books, changing the words in orange (the names and the present). Use the flashcards as presents. Go round the class helping where necessary.

F Draw and write.

- Tell pupils to draw a picture of a toy they have learnt in the vocabulary box.
- Explain that they should then write the word for the toy underneath their picture.
- Tell pupils to complete the task. Help pupils with spelling where necessary.
- Ask pupils to hold up their books and to show each other their pictures. Ask volunteers to read out their work.

Homework

- Activity Book, pages 24-25: Time permitting, some tasks can be done in class.
- Dictation: *birthday cake, party, present, teddy bear, happy. Happy Birthday!*
- Revision for Test 2:
Words: *camera, giraffe, lion, big, small, tall, short, funny, Let's go, ball, computer game, skateboard, toy, fun, birthday cake, party, present, teddy bear, happy. Happy Birthday!*
Grammar: plural s, to be negative and interrogative

Teacher's Note

Pupils will do Test 2 in the following lesson. If you don't want to rush into Unit 3, for the rest of the lesson do these activities:

- 1 Pupils can read out the cartoon story from Unit 2 Lesson 1. Then ask volunteers to act out the cartoon story.
- 2 Pupils can read out the text from Lesson 2 and the dialogue from Lesson 3.
- 3 Repeat the *Say* task from Lesson 3.
- 4 Sing the song.
- 5 Play hangman.
- 6 Revise the alphabet with the alphabet poster.

Optional activity

Revision for Test 2

- Revise the toy words. Write *toys* on the board and ask volunteers to call out the words they remember and then write them on the board. Ask a volunteer to read out a word and come and choose the corresponding flashcard. Practise until all pupils remember the words well.
- Write *party* on the board. Ask pupils to tell you party words they know. Write them on the board. Revise *camera* here too as a possible present. Do the same for animal words.
- Draw a small ball and big ball on the board. Revise *small* and *big*. Do the same with *short* and *tall* with stick figures.
- Revise *funny, fun, happy* and *Let's go*. Do these actions and encourage pupils to copy.
- Laugh and say *funny*.
Smile and say *Parties are fun! I'm happy!*
Choose a volunteer, open the classroom door and say *Let's go*. and leave the room.
- Write *toy* and *toys* on the board. Ask pupils to tell you the word for more than one toy and why.
- Write *I am* on the board. Ask pupils to tell you the opposite. Write *I'm not*. Do the same with all the persons for *to be*. Then rub out some words eg *isn't* from *He isn't*. Ask volunteers to write the missing words back on the board.

Extra Activity

- Pupils can make their own wordsearches with the words from Unit 2. Hand out a grid of ten squares by ten squares to each pupil. Show them how to fill in the grid with eight of the words they like from Unit 2. Tell them to use capital letters. Go round the class helping with spelling where necessary. Then tell pupils to fill in the other boxes with any letters they like.
- Pupils can swap wordsearches and then find each other's words.