

## Lesson 1: School is fun

### Content

The children practise vocabulary related to school items. The vocabulary and the functions are introduced in context through the story of the animal school and are further consolidated through playful activities.

### Linguistic objectives

Children are expected:

- to learn vocabulary related to school items: *school, schoolbag, pencil, rubber, notebook, pencilcase, board*
- to learn action verbs: *running, climbing, swimming, flying*
- to be able to identify the written form of the words (word recognition)
- to be able to produce the written form of the words

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote group/pairwork and dramatisation.
- to promote inductive learning abilities

### Suggested resources

- Storycards (found online)
- Flashcards or realia
- Boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1 (optional):** Books are kept closed at the beginning of the lesson. Ask children if they like school and to show you what school items they brought with them that day.

Use realia to present the school items, and body language for action verbs. The children listen to the story on the CD (twice or more times, if necessary). You may wish to act out the story during the second time by using visuals prompts.

Try to elicit the plot of the story and facilitate the comprehension of the story by using the storycards.

**Step 2:** Ask the children to open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as deemed necessary (emphasise in the classroom that reading is not necessary and that the children can understand the story through the pictures).

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g: "Show me / where is the board, school bag?", etc.? You might also ask questions such as: "What is this?" and help the children repeat "board". Then draw the children's attention to the school items in the classroom and on their desks.

**Step 4:** Stick the storycards on the board with BluTack following the storyline. Some of the captions are also provided together with the corresponding pictures. The rest of the captions are given aside. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to them being read.

**Step 5:** The children listen to the story again. Then, invite them to act out the story. Allocate roles: one child as the duck, one as the squirrel, etc. All the children should be given the opportunity to participate in the role playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into two groups (according to class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually. In the end, ask the children what they need to bring with them to school every day, and if they also perform the same activities as those in the animal school.

# Unit 5: The animal school

## SCRIPTS & KEYS

**Step 6: First activity:** Ask the children to listen and the match pictures to the sentences. If they have any difficulty, they can turn to the previous page and get help from the story or ask the help of another child (pairwork). They can listen to the recording a second time, if necessary.

**Step 7 (optional):** This activity may be used for revision before the activities that follow. Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well (if they can).

**Step 8: Second activity:** Ask the children to find the school things and thus consolidate the new vocabulary again.

**Step 9: Third activity:** This game is a version of the 'Simon says' game. Child A says "Henry says, sleep". Child A closes his/her eyes and pretends to sleep.

**Step 10: Fourth activity:** The children sing the song about the animal school, which consolidates all the action words in an amusing and memorable way.

### Activity book.

**First activity:** The children find the two pieces of the puzzle and match it to the word.

**Second activity:** The children choose the sentence that corresponds to the particular picture and circle it.

**Third activity:** The children join the dots to make the picture, and when they identify it, they write the word underneath.

**Fourth activity:** The children put the words in the appropriate category according to the thematic content.

### Pupil's Book.

#### Lesson 1: School is fun. Listen and read.

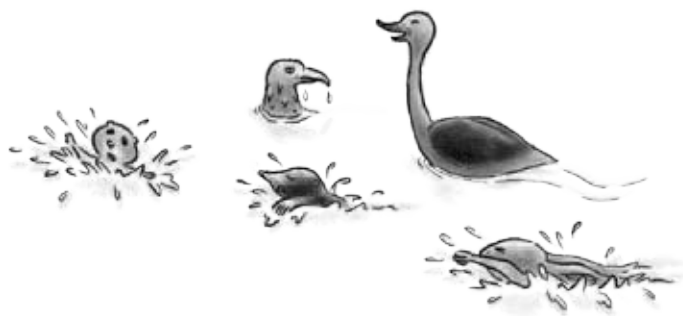
Yuri: What story is this, Tammy?  
Tammy: It's the story of the animal school!  
Yuri: Great!

Anne, the Eagle: Why are we all here?  
Cole, the Mole: We want to start a school! We want to learn. School is fun!

Daffy, the Duck: Great idea! I need my schoolbag.  
Harry, the Hare: You don't need it, Daffy. Take a pencil and a rubber.  
Daffy, the Duck: Where is my pencilcase?  
Harry, the Hare: Here it is, Daffy. Take your notebook too.

Daffy, the Duck: I'm so excited!  
Earl, the Squirrel: Where is the board?  
Cole, the Mole: We don't need a board, Earl.  
Anne the Eagle: What lessons have we got?  
Henry, the Owl: This is an animal school. We learn everything!

All animals singing: At the animal school, at the animal school,  
we learn everything. It's cool!  
Running and climbing,  
swimming and flying.  
That's the right kind of school!  
(X2)



## Activity 1 SCRIPT: Listen and match.

1. [Example] We want to start a school. (E)
2. Why are we all here?
3. Here it is, Daffy. Take your notebook too.
4. I'm so excited!
5. Where is the board?
6. This is an animal school. We learn everything.

## Activity 1 KEY: Listen and match.

1. ▶ E [Example]
2. ▶ C
3. ▶ A
4. ▶ B
5. ▶ F
6. ▶ D

## Activity 2 KEY: Can you find the school things?

yellow fish: a **notebook**  
 blue fish: a **pencil** and a **pencilcase**  
 green fish: a **schoolbag**  
 red fish: a **book** and the **board**  
 orange fish: a **rubber**

## Activity 4 SCRIPT: Let's sing!

At the animal school, at the animal school,  
 we learn everything. It's cool!  
 Running and climbing,  
 swimming and flying.  
 That's the right kind of school! (X2)

## Activity book.

## Activity 1 KEY: Find and match.

1. notebook ▶ E-d [Example]
2. school bag ▶ C-b
3. rubber ▶ D-a
4. pencil ▶ B-e
5. book ▶ A-c

## Activity 2 KEY: Choose and circle.

1. I need my schoolbag. [Example]
2. You need a board.
3. We don't need a pencil case.
4. You don't need a notebook.
5. We need pencils.

## Activity 3 KEY: Join, colour and write.

1. book [Example]
2. schoolbag
3. board
4. rubber
5. pencilcase
6. notebook
7. pencil

## Activity 4 KEY: Put the words in the correct groups.

- Food: ▶ cheese, yoghurt, honey, lettuce
- Clothes: ▶ hat, jacket, socks, shoes
- Animals: ▶ ant, weasel, crocodile, parrot
- House: ▶ bedroom, kitchen, bathroom, living room
- School things: ▶ schoolbag [Example], pencil, rubber, notebook



## Unit 5: The animal school

### Lesson 2: Lessons at the animal school

#### Content

The children practise telling the time and how they feel about various activities they have to do at school. The vocabulary is introduced in context through the story and is further consolidated through playful activities. Action verbs are revised and more action verbs are introduced.

#### Linguistic objectives

Children are expected:

- to learn vocabulary related to time: *It's 11:30, 10 o'clock, etc.*
- to learn vocabulary related to feelings: *I love..., don't be angry, don't be sad, etc.*
- to talk about what they can and can't do: *I can help you, I can run, I can't climb, etc.*
- to be able to identify the written form of the words (word recognition)
- to be able to produce the time

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage acceptance of differences
- to promote the ideas of uniqueness and cooperation
- to promote group/pairwork and dramatisation

#### Suggested resources

- storycards (found online)
- flashcards and realia
- boardmarkers

#### Suggested procedure (up to 5 days)

##### Pupil's Book.

**Step 1:** Show the school timetable and elicit the numbers. Then introduce telling the time by referring to the time at which various classes start.

**Step 2 (optional):** Books are kept closed at the beginning of the lesson. Remind the children of the previous lesson, and ask them which of these animals might have difficulty flying, swimming, running, etc., and why.

**Step 3:** The children open their books and listen to the new story on the CD (twice) while looking at the pictures. This step may be repeated as many times as deemed necessary (emphasise that reading is not necessary and that the children can understand the story through the pictures). Alternatively, ask the children to listen to the story without opening their books.

You may also wish to act out the story during the second time by miming.

**Step 4:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g. *Can you run? Are you ready? I can help you.*

**Step 5:** Put the storycards on the board in random order and ask the children to provide the corresponding story lines. The children match the story lines with the corresponding pictures on the board by listening to the story being read.

**Step 6:** The children are required to put the pictures in chronological order. If necessary, they may listen to the CD while doing it.

**Step 7:** Invite the children to act out the story. Allocate roles: one child as the owl, another as the duck, etc. All the children should be given the opportunity to participate in the role playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into three groups (according to the class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually.

**Step 8: First activity:** Ask the children to listen and match the sentences to the pictures. They can listen to the script more than once if needed. They can also look back at the lesson to check the pictures there.

**Step 9 (optional):** This activity may be used for revision before the activities that follow.

Put the storycards on the board in a random order

and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well (if they can).

**Step 10: Second activity:** Ask the children to look at the clocks and say what time it is. They can refer to the lesson if necessary. If they have difficulty, practise with a toy clock or with flashcards.

**Step 11: Third activity:** The children listen and match the names of the characters with the descriptions they hear.

**Step 12: Fourth activity:** Personalise the lesson by reading the action words and practise saying what they like and don't like doing (pairwork).

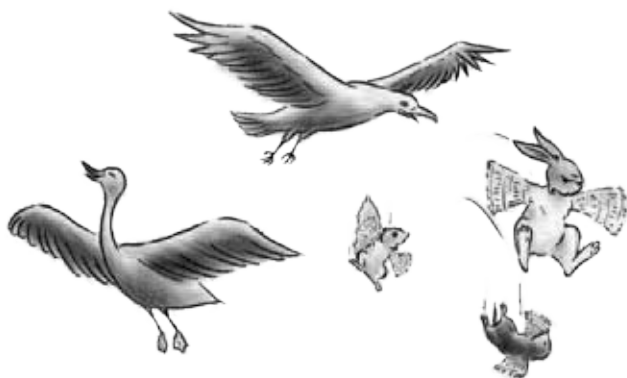
## Activity book.

**First activity:** The children listen and match what they hear to the pictures.

**Second activity:** The children circle the odd one out.

**Third activity:** The children first draw the time on the clock, and then write it out underneath.

**Fourth activity:** The children circle as many phrases as they can find.



## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 2: Lessons at the animal school. Listen and read

Henry, the Owl: Ok, swimming starts at 9 o'clock. Are you ready?

All animals: Yes, Henry!

Daffy the Duck: I love swimming!

Earl the Squirrel: I don't! This is hard!

Henry, the Owl: It's 10 o'clock. You must go to the running class now, Daffy.

Daffy the Duck: Ok, let me try. Oh, I can't run! I don't like running.

Harry, the Hare: Don't be lazy, of course you can run! I love running!

Earl the Squirrel: Running is easy! This is fun!

Henry, the Owl: It's 11.30, flying starts. Come on, Harry, fly!

Harry, the Hare: Oh, no! Flying is hard for me.

Anne, the Eagle: Don't be angry, Harry!

Earl the Squirrel: Come on, Harry, let's try. This is hard for me too!

Henry, the Owl: It's 12.30. Time for climbing, everybody!

Cole the Mole: Oh, no, I can't climb....

Earl the Squirrel: Don't be sad. I can help you. Join me, Cole.

Cole the Mole: Thank you! You're a good friend!

Anne, the Eagle,  
Harry, the Hare,  
Daffy, the Duck,

Henry, the Owl: Everybody can do something but together we can do everything!

#### Activity 1 SCRIPT: Listen and match.

1. [Example] Ok, swimming starts at 9 o'clock. (C)
2. Oh, I can't run!
3. I love swimming!
4. Time for climbing, everybody!
5. You're a good friend!

## Unit 5: The animal school

### Activity 1 KEY: Listen and match.

- ▶ C [Example]
- ▶ B
- ▶ A
- ▶ E
- ▶ D

### Activity 2 KEY: What's the time? Look and say.

- It's one o'clock. [Example]
- It's half past eleven. [Example]
- It's nine o'clock.
- It's ten o'clock.
- It's half past twelve.
- It's seven o'clock.
- It's half past four.

### Activity 3 SCRIPT: Listen and say.

- Why are we all here?
- It's ten o'clock.
- Don't be lazy, of course you can run! I love running!
- Oh no! I can't climb...

### Activity 3 KEY: Listen and say.

- ▶ D
- ▶ A
- ▶ C
- ▶ B

### Activity book.

#### Activity 1 SCRIPT: Listen and number the pictures.

- [Example] Are you ready? (A)
- I love swimming!
- It's 11.30.
- Flying is hard for me.
- Join me, Cole.
- I love running!

### Activity 1 KEY: Listen and number the pictures.

- ▶ A [Example]
- ▶ F
- ▶ D
- ▶ C
- ▶ B
- ▶ E

### Activity 2 KEY: Circle the odd one out.

- bedroom [Example]
- cellar
- dragon
- nuts
- July
- mouth

### Activity 3 KEY: What's the time? Draw and write.

- |       |                                 |
|-------|---------------------------------|
| 3:30  | It's half past three. [Example] |
| 6:00  | It's six o'clock. [Example]     |
| 8:00  | It's eight o'clock.             |
| 2:30  | It's half past two.             |
| 11:00 | It's eleven o'clock.            |
| 7:30  | It's half past seven.           |
| 5:00  | It's five o'clock.              |
| 1:30  | It's half past one.             |

### Activity 4 KEY: Circle the phrases.

thanks a million [Example]  
have a bite  
time for lunch  
what's the time  
I'm out of here  
you're right





## Lesson 3: A bright world

### Content

The children are encouraged to accept and respect differences through a song.

### Linguistic objectives

Children are expected:

- to practise and consolidate vocabulary from previous lessons: *stone, box, next, flower, tree*, etc.
- to identify the written form of the words (word recognition)
- to be able to produce the written form of the word

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere through a song
- to cultivate children's visual perceptions
- to challenge prejudice and promote community cohesion
- to promote the ideas of uniqueness and cooperation

### Suggested resources

- storycards (found online)
- pictures from previous stories of the book (optional)
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1 (optional):** Ask the children to talk about the story of the animal school and what they have understood, what they liked etc. The aim is to activate previous schemata and reflect on the moral of the story before introducing the song. Ask the children whether they think that all animals are the same, and whether all children are the same.

**Step 2:** Ask the children to open their books and listen to the new song on the CD (twice) while looking at the pictures. This step may be repeated as many times as deemed necessary.

Alternatively, ask the children to listen to the song without opening their books.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g: *Are we all the same or different? Can you help me? Can I help you?*

**Step 4:** The children listen to the song again and then sing along and dance.

**Step 5: First activity:** The children listen and match the words they hear to the pictures given.

**Step 6: Second activity:** Ask the children to play a memory game. They are required to look at the pictures for 1 minute and then close the book and try to recall the items.

**Step 7: Third activity:** This activity will help students to recycle vocabulary items from previous units. This can either be a pairwork or a groupwork activity. One child will say: "I spy with my little eye, something beginning with 'm'". The second pupil will say 'map'.

**Step 8: Fourth activity:** Ask the children to decide whether the picture shows a duck or a hare. Visual perception is promoted here.

#### Activity book.

**First activity:** The children match the phrases in the left column to the phrases in the right column.

**Second activity:** The children listen to the song, and fill in the blanks with the appropriate words. Then they can sing it as well!

**Third activity:** The children match the words in the column on the left to their opposite in the right column.

**Fourth activity:** The children decode the message.

## Unit 5: The animal school

### SCRIPTS & KEYS

#### Pupil's Book.

##### Lesson 3: A bright world. Listen, read and sing.

Song:

It's cool to be different, everybody is unique.  
Different is nice and nobody is weak!  
Everybody is different, everybody is nice.  
What a pity, what a shame,  
how boring to be the same!

Respect my likes, respect my rights,  
and the world will be so bright!  
I can help you, you can help me,  
everything will be alright!

Everybody can do something  
but together we can do everything!

##### Activity 1 SCRIPT: Listen and match.

1. [Example] weak! (C)
2. different
3. nice
4. lazy
5. same

##### Activity 1 KEY: Listen and match.

1. ▶ C [Example]
2. ▶ B
3. ▶ E
4. ▶ D
5. ▶ A

##### Activity 2 KEY: Memory game!

▶ stone, garden, tree, box, nest, flower

##### Activity 3 KEY: I spy with my little eye....

▶ The sun, a key, a leaf, a lollipop, salami,  
chocolate, chips, a map, bacon, a pond.

##### Activity 4 KEY: Can you see the duck or the hare?

▶ They can see both the duck and the hare.

#### Activity book.

##### Activity 1 KEY: Match the phrases.

1. everybody is unique. [Example]
2. and nobody is weak!
3. how boring to be the same!
4. respect my rights.
5. you can help me.

##### Activity 2 SCRIPT: Listen and write the words.

It's cool to be different, everybody is unique.  
Different is nice and nobody is weak!  
Everybody is different, everybody is nice.  
What a pity, what a shame,  
how boring to be the same!

Respect my likes, respect my rights,  
and the world will be so bright!  
I can help you, you can help me  
everything will be alright!

##### Activity 2 KEY: Listen and write the words.

It's cool to be different, everybody is unique  
[Example].  
Different is nice and nobody is weak!  
Everybody is different, everybody is nice.  
What a pity, what a shame,  
how boring to be the same!

Respect my likes, respect my rights  
and the world will be so bright!  
I can help you, you can help me  
everything will be alright!

##### Activity 3 KEY: Match the opposites.

1. everybody ▶ nobody
2. strong ▶ weak
3. different ▶ same [Example]
4. empty ▶ full
5. small ▶ big
6. happy ▶ sad

##### Activity 4 KEY: Can you find the magic phrase?

▶ EVERYBODY CAN DO SOMETHING BUT  
TOGETHER WE CAN DO EVERYTHING



## Art time!

### Create your own clock!

#### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers

The children will learn about cuckoo clocks, look at traditional and modern examples, and design their own cuckoo clock. They will describe the different features of the clocks, talk about the design of their own clocks and practise telling the time.

A cuckoo clock template is provided in the workbook. Full instructions and visual resources for completing the clock are here:

[www.youtube.com/watch?v=S8fKzoigpWU](http://www.youtube.com/watch?v=S8fKzoigpWU)

The aim is to guide the children to incorporate elements of Unit 5 into their design, such as the school, the animals and their activities.

The clock can be used to talk about parts of the house (roof, windows, door), animals (squirrel, duck, eagle etc), plants (trees, flowers), clocks and telling the time. The children can describe the different kinds of clocks, answer questions about their design, and practise telling the time.

## Project

### You are unique!

#### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

## Suggested resources

- coloured pencils/markers

### Suggestions:

Take a photo of each child and place it beside their information to create a personal profile for every child. Alternatively, the child could do a self portrait and write their likes and dislikes. These can be displayed in one of the following ways:

- A hot-air balloon template where children put their photograph on the basket, and information about themselves in the balloon, colouring it in their favourite colour. All the children's balloons could then be displayed on a sky background, with clouds, birds, a rainbow etc.
- A space background with planets and stars, with a rocket template, on which children stick their pictures and write about their likes/dislikes.
- An underwater scene with treasure chests, seaweed etc., with various fish/ underwater animal templates, on which children stick their pictures and write about their likes/dislikes.
- A wild flower garden display, where children put their picture in the middle of the flower, and then write a like/ dislike on every petal. Put them all together to make a field of mixed and colourful flowers.
- A wild-west theme with 'wanted'-posters, displaying the photo of the child and their traits. To create the 'old & tattered' effect, screw up the paper template first and then dab it with a wet tea-bag – this gives it a stained look. For an even better effect, rip the edges all around. Be sure to leave enough time for it to dry before the children write on it.

## Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.