

Unit 10: The magic island

Lesson 1: Be kind

Content

The children practise vocabulary items and lexical phrases related to friendship. The vocabulary is introduced in context through a story and further expanded and consolidated through various playful activities.

Linguistic objectives

Children are expected:

- to learn and revise vocabulary related to opposites: *old/new, thin/fat, strong/weak, etc.*
- to learn certain language chunks: *You know it isn't right*
- to identify the written form of the words (word recognition)
- to produce the oral form of the words

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to promote pairwork and dramatisation

Suggested resources

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

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Ask children to open their books, and to identify the animals which they met in previous units.

Step 2: Ask children to listen to the recording once. The children listen to the story while looking at the pictures. While listening, they should point to the corresponding pictures.

Step 3: You may wish to act out the story with the use of pictures and/or the storycards found online.

Step 4: Check understanding of new vocabulary by asking relevant questions related to the story, e.g. *Who's the slowest, tallest, shortest? etc.*

Step 5: Stick the storycards on the board with BluTack following the storyline. Provide the captions in random order on the board. Invite children to the board and ask them to put them in chronological order after listening to you or while listening to the CD.

Step 6: The children listen to the story again. Invite them to act out the story. Allocate roles: one learner per animal. All children should be given the opportunity to participate in the role playing activity.

Step 7: First activity: The children listen to the script and match it with the corresponding picture.

Step 8: Second activity: The children choose the word that corresponds to the correct picture.

Step 9: Third activity: The children recall which animal is described in each statement.

Step 10: Fourth activity: The children practise their pronunciation through the tongue twister.

Activity Book.

First activity: The children choose the picture that matches the sentence.

Second activity: The children colour actions which are polite.

Third activity: The children complete the paragraph with the given words.

Fourth activity: The children colour and read the hidden message.

SCRIPTS & KEYS

Pupil's Book.

Lesson 1: Be kind. Listen and read.

Tammy: Look, everybody is here! Why?
 Alex: Tammy, this is the magic island!
 Tammy: I'm so excited!

Easel the weasel: Mr Cricket, you're so lazy!

Cricket: Mr Easel, you're so fat again!

Ann the eagle: Look at Harry. He can't fly!

Harry the hare: Yes, but Daffy can't run! He's so slow! He's the slowest of all the animals!

Daffy the duck: Yes, but I'm not the weakest. Look at Earl, the squirrel. He can't swim! He's so short and weak!

Earl the squirrel: Stop calling names! Friends don't fight. Remember! Everybody's unique!

Henry the owl: It's not cool, it's not polite. Calling names is impolite.

Owl & squirrel: You know it isn't right! Be kind, be nice, live in a world that you like!

Activity 1 SCRIPT: Who says that? Listen and match.

1. [Example] You're so lazy! (Easel, the weasel)
2. Mr Easel, you're so fat again!
3. Look at Harry. He can't fly.
4. He's the slowest of all the animals.
5. He can't swim! He's so short and weak!
6. Stop calling names!

Activity 1 KEY: Listen and match.

1. Easel, the weasel. ▶ B [Example]
2. The cricket. ▶ D
3. Anne, the eagle. ▶ F
4. Harry the hare. ▶ E
5. Daffy the duck. ▶ C
6. Squirrel. ▶ A

Activity 2 KEY: Choose and say.

1. old [Example]
2. weak
3. slow

4. fat
5. short
6. polite

Activity 3 KEY: Guess who.

1. He likes working and saving food. ▶ Mr Ant [Example]
2. He's cute and kind. ▶ Squirrel
3. She's got wings and she can fly but she can't swim. ▶ Eagle
4. He loves swimming but he can't run. ▶ Duck
5. He likes running and he's fast. ▶ Hare

Activity 4 SCRIPT: Can you say it?

It's not right to fight! Be polite!

Activity book.

Activity 1 KEY: Choose and match.

1. Which is the tallest? ▶ tree [Example]
2. Which is the shortest? ▶ tree house
3. Which is the longest? ▶ dress
4. Which is the coldest? ▶ glass
5. Which is the slowest? ▶ bike
6. Which is the brightest? ▶ sun

Activity 2 KEY: Colour what is polite.

Polite: ▶ A, C

Impolite: ▶ B, D, E

Activity 3 SCRIPT: Listen and write.

It's not *cool*, it's not polite!
 Calling names is impolite.
 You know it isn't right!
 Be kind, be nice,
 live in a world that you like!

Activity 3 KEY: Listen and write.

It's not cool, it's not polite!
 Calling names is impolite.
 You know it isn't right!
 Be kind, be nice,
 live in a world that you like!

Activity 4 KEY: Colour and find the magic phrase.

The message is: Be kind!

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Lesson 2: Love for people

Content

The children practise already taught vocabulary and new words, through familiar characters from earlier lessons. The vocabulary is introduced in context through a story and is further consolidated through playful tasks.

Linguistic objectives

Children are expected:

- to learn more vocabulary items, such as: *happy, family, money, gold*
- to revise certain language chunks: e.g. *Friends don't fight*
- to identify the written form of the words (word recognition)
- to produce the oral form of the words

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to sensitise children regarding the importance of love for people as an invaluable quality
- to promote pairwork and dramatisation
- to promote fun through singing

Suggested resources

- storycards (found online)
- boardmarkers

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Elicit the children's opinions about what they think 'love for people' might mean.

Step 2: The children listen to the story. You may act out the story, with the help of realia as well, to help understanding. The 2nd and 3rd time children may copy you and start miming the actions.

Step 3: Further listening and singing by taking roles and singing the corresponding lines; the song can also be sung by assigning these to individual children or groups (for example, boys and girls).

Step 4: First activity: The children match the phrases with the pictures.

Step 5: Second activity: The children listen to what Mark and Arthur do every day and say what their daily routines are.

Step 6: Third activity: This is Kim's memory game. The children look at the pictures for one minute, then close their books and try to recall the names of these objects in English.

Step 7: Fourth activity: The children find the missing words and sing the song. This song aims to introduce an element of fun while consolidating new and previously learnt vocabulary items.

Activity Book.

First activity: The children match the sentences with the picture.

Second activity: The children write the vocabulary items in the appropriate category.

Third activity: The children find the phrase and circle it.

Fourth activity: The children colour the dots and find the magic word.

SCRIPTS & KEYS

Pupil's Book.

Lesson 2: Love for people. Listen and read.

King: Oh, what a beautiful garden!
Everybody looks so happy there! I
want to be happy too!

King: Guards, take me to that beautiful
garden.

*(There is a sign at the gate of the garden): "What
makes you happy? Find the magic word and come
in!"*

King: Hello, little girl. May I come in?

Kelly: Tell me first: What makes you happy?

King: That's very easy. Money can make me
happy.

Kelly: That's not the magic word. No, you
can't come in.

King: Oh, I know. What about gold?

Arthur,
his sister
and Kelly: Gold is not the right answer. Money
and gold are just things.

King: Oh, I remember!
Love for things is wrong.

Arthur and
his sister: Love your family and you'll never be
alone.

Kelly: Friends don't fight,
we know this is right.

King: Always smile and remember:
Money and gold can bring no magic!
Love for people can make you happy!
Love is the magic word!

All of them: Welcome to the magic garden!

Activity 1 KEY: Match the phrases with the pictures and say.

1. What a beautiful garden! ▶ C [Example]
2. May I come in? ▶ F
3. Tell me first: What makes you happy? ▶ A
4. Money can make me happy. ▶ B
5. That's not the magic word. ▶ D
6. Love is the magic word! ▶ E

Activity 2 SCRIPT: What do they do every day?
Listen and choose.

[Example] On Monday, Mark and Arthur go for
a picnic. On Tuesday, Mark plays basketball but
Arthur plays football. On Wednesday, Mark goes
swimming but Arthur rides his bike in the park. On
Thursday, Mark listens to music but Arthur reads
a book. On Friday, Mark rides his bike but Arthur
plays hide and seek.

Activity 2 KEY: Listen and choose. What do they
do every day?

On Monday, Mark and Arthur go for a picnic.

On Tuesday, Mark plays basketball but Arthur plays
football.

On Wednesday, Mark goes swimming but Arthur
rides his bike in the park.

On Thursday, Mark listens to music but Arthur
reads a book.

**On Friday, Mark rides his bike but Arthur plays
hide and seek.**

A ▶ Mark B ▶ Arthur

Activity 3 KEY: Can you remember?

- A. Money
- B. Castle
- C. Wings
- D. Feathers
- E. Jacket
- F. Prison
- G. Bottle
- H. Gold

Activity 4 SCRIPT: Find and sing.

Always smile and remember:
Money and gold can bring no magic!
Love for people can make you happy!
Love is the magic word!

Activity 4 KEY: Find and sing.

Always **smile** and remember:
Money and **gold** can bring no magic!
Love for people can make you happy!
Love is the **magic** word!

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Activity book.

Activity 1 KEY: Match and say.

May I come in? ▶ B [Example]

May I go out and play? ▶ E

May I have some water? ▶ D

May I have a paper bag please? ▶ C

May I take your pen? ▶ A

Activity 2 KEY: Put the words in the correct groups.

Places: ▶ palace [Example], home, tree house, prison, cellar

Recyclable: ▶ cans, glass, plastic bags, paper, bottles

Clothes: ▶ shirt, suit, trousers, jacket, socks

Activities: ▶ playing games, playing basketball, playing on the swings, riding a bike, swimming

Activity 3 KEY: Find and circle the phrases.

Time for lunch. [Example]

Don't be late.

Join us.

You're welcome.

That's a brilliant idea.

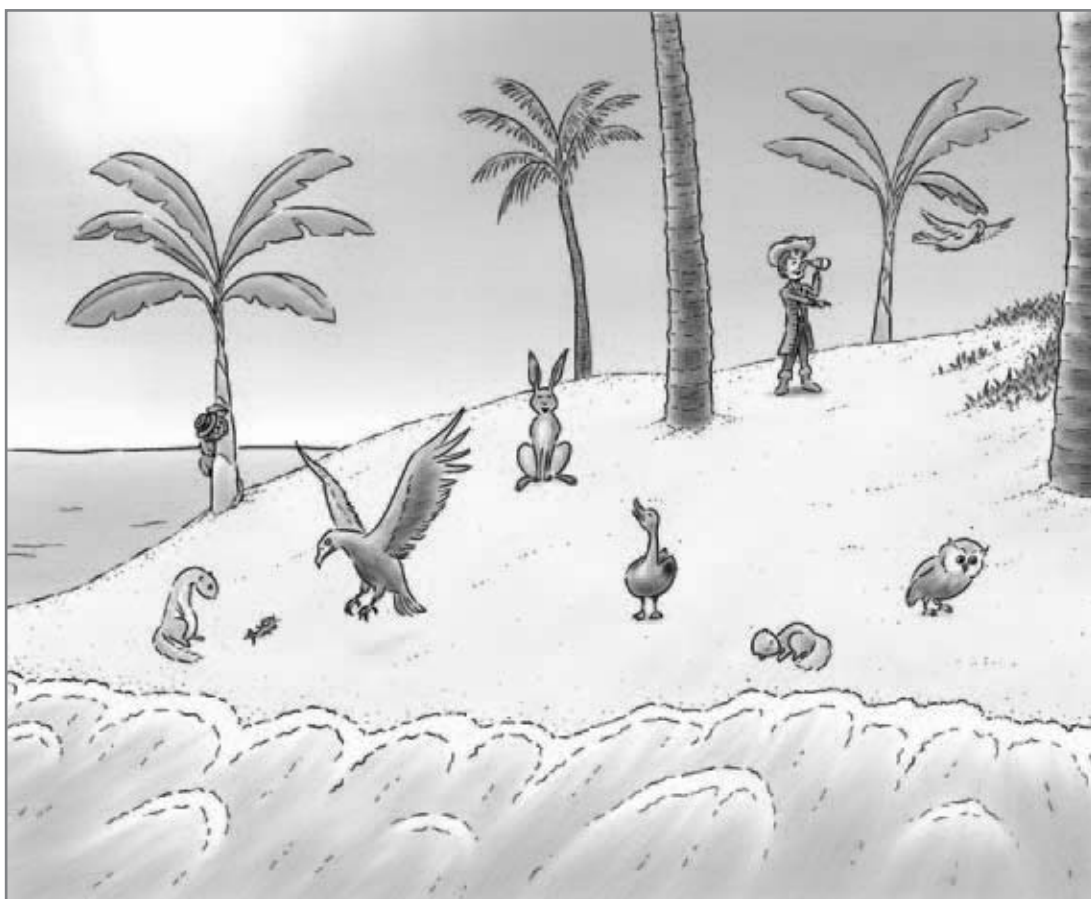
Don't worry.

I'm flying like a bird.

She's cooking a meal.

Activity 4 KEY: Colour the dots and find the magic word.

Love is the magic word.



Lesson 3: Magic Gameland!

Content

The children recycle and practise vocabulary items and lexical phrases they learnt throughout the book.

Linguistic objectives

Children are expected:

- to consolidate vocabulary from previous units
- consolidate language chunks from other units

Pedagogical aims

- to develop memory and observation skills
- to promote pairwork
- to create a relaxing, non-threatening classroom atmosphere through playing games

Suggested resources

- boardmarkers

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Ask the children what they remember, what they liked the most/least from the units of the book.

Step 2: In pairs or groups they can then answer the questions about the book.

This could also be turned into a quiz where the team with the most points wins.

Step 3: The children can look back in the book and find the answers to the questions, especially in the observation game.

Step 4: First activity: Ask the children to spot objects that start with the letters b, s, k.

Step 5: Second activity: Ask the children whether they notice the similarities and differences between a pair of objects.

Step 6: Third activity: The children spot the differences and recycle vocabulary.

Step 7: Fourth activity: The children again practise and recycle previously learnt vocabulary by spotting objects in the picture.

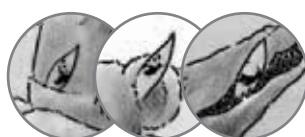
Activity Book.

First activity: Ask the children to match the sentences.

Second activity: Ask the children to recall the sentences and write them.

Third activity: Encourage the children to remember basic lines from each unit and follow the order of the maze in the book.

Fourth activity: The children write the correct answers and find the magic phrase.



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SCRIPTS & KEYS

Pupil's Book.

A. Memory game KEY: Can you remember...

Can you remember...

- ...the names of Kelly's friends? ▶ Billy and Fiona
- ...what's the puzzle of the bamboo leaves? ▶ a panda
- ...what Mr Cricket is eating in the cold? ▶ a pear
- ...what's the right kind of food for Easel, the weasel? ▶ vegetables and fruit
- ...who's a good friend in the animal school? ▶ Earl, the squirrel
- ...what the emperor is wearing at the festival? ▶ nothing
- ...3 things Arthur likes doing? ▶ any 3: running, jumping, flying kites, colouring and drawing, playing hide and seek, playing games with his family.
- ...how many guards take Daedalus and Icarus to prison? ▶ two
- ...which animal is thirsty on Planet Earth? ▶ a deer
- ...what's the magic word in the magic garden? ▶ love

B. Observation game KEY: Can you spot...

Can you spot...

- ...Mr Albert in all pictures in Unit 1, Lesson 2? ▶ we can't see him in the 3rd picture
- ...who's wearing the pirate's hat in the last picture of unit 1? ▶ Mr Albert
- ...how many crickets are playing next to Mr Cricket in Unit 3, lesson 1? ▶ five
- ...how many bananas are there in Mr Ant's kitchen? ▶ four
- ...what time swimming starts? ▶ nine o'clock
- ...how many treehouses are near Arthur's house? ▶ four
- ...in how many pictures are there birds at the window of the prison? ▶ three
- ... the colours of all people on Planet Recyclon? ▶ blue, green, purple, brown, yellow, red
- ...what's not green in Mark's house? ▶ TV is on, water's running, radio is playing, mobile is ringing, all lights are on although it's daytime, Mark is cooking
- ...Mr Albert on the magic island? ▶ yes, 1st picture

Activity 1 KEY: I spy with my little eye something that starts with...

- B** ▶ box, bike, bag, book
- S** ▶ socks, shoes, salami, squirrel
- K** ▶ kangaroo, koala, kite, key

Activity 2 KEY: Same and different. Look and say.

- A. plum-apple:** They are fruit but the apple is red and the plum is purple. [Example]
- B. lollipop – chocolate:** They are sweets but the lollipop is pink and blue, and the chocolate is brown.
- C. koala – panda:** They are animals (that live in Australia) but the koala is grey and the panda is black and white.
- D. duck – owl:** They are animals but the duck can swim and the owl can fly.
- E. bedroom – kitchen:** They are rooms but the bedroom is blue and the kitchen is yellow.

Note: Children can be very creative and imaginative and may provide you with alternative answers. You can accept them provided they make some sense.

Activity 3 KEY: Can you spot the 10 differences? Find and say.

1. In picture 1 there are two birds flying, but in picture 2 there is only one.
2. In picture 1 there is a cricket on the ladder, but in picture 2 there isn't.
3. In picture 1 I can see Garth, but in picture 2 I can see Kendra.
4. In picture 1 there is a mouse behind the wise elf, but in picture 2 there isn't.
5. In picture 1 there are 6 flowers behind the weasel, but in picture 2 there are 7.
6. In picture 1 the wise elf is wearing blue clothes, but in picture 2 he is wearing green clothes.
7. In picture 1 there is brown food in the bowl, but in picture 2 there is red food.
8. In picture 1 there isn't a small shovel near mother elf, but in picture two there is.
9. In picture 1 mother elf has planted 4 flowers, but in picture two she has planted 3.
10. In picture 1 there isn't a duck under the birds, but in picture 2 there is.

Activity 4 KEY: I spy with my little eye...

▷ A basketball, a leaf, an egg, an apple, an owl, money, an octopus, a mouse, gold, an umbrella, a maze, a telephone, a shell, feathers, a window.

Activity book.

Activity 1 KEY: Can you remember? Match the questions with the answers.

1. Where's the magic stone in Kelly's garden? It's in the grass [Example]
2. What's the colour of the bathroom in Puff's house? It's green.
3. Who's got the pencil and rubber in the animal school? Harry, the hare.
4. What does Arthur like most? Spending time with his family.
5. Who's getting close to the sun? Icarus.

Activity 2 KEY: Can you remember? Read and write.

Everybody can do something but together we can do everything! [Example]

Easel, the weasel, is running. His tummy is empty but the cellar is full.

Winter is cold, Spring is warm. Summer is hot, Autumn is not.

It's cool to be different, everybody is unique.

Too long, too short, too dark, too bright, nothing looks right

People are laughing and I can do nothing. Love for things is wrong.

Icarus, be careful. You are getting close to the sun.

Keep the planet clean! Don't forget it's green!

Work together and change things forever.

It's not cool, it's not right. Calling names is impolite.

Activity 3 KEY: Follow the maze and say the magic phrases.

The task is for children to recall the order of the stories and say the magic phrase in each one before they move on. The end of the maze is the picture of the emperor and unit 10. Children may recall different phrases than the ones below but as long as they belong to the story and the order is correct, accept them as right answers.

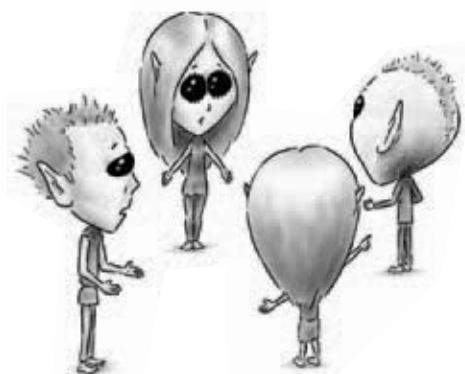
Suggested answers:

Friends don't fight ▷ It's a panda (or a puzzle)
 ▷ Why don't you save for a rainy day ▷ Eating right can make you happy ▷ Everybody can do something but together we can do everything
 ▷ Love for things is wrong ▷ What I like most is playing games with my family ▷ I'm flying like a bird ▷ Help the planet ▷ Love is the magic word.

Activity 4 KEY: Write the correct answers and find the magic phrase.

1. A map and a pirate's hat
2. Smarty
3. adventure
4. green
5. hare
6. living room
7. nine
8. Mark, Mr Cricket and Captain Cook
9. wax and feathers
10. cherries

Magic phrase: have a great summer!



Unit 10: The magic island

Art time!

Think of your best friend and draw the feeling of friendship.

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

Ask the children to think of all the nice things they do with their friends – play hide and seek, fly a kite, do sports, listen to music etc. How does this make them feel? I feel happy, excited, loved etc. What makes a good friend? They help, they don't call names, they respect you... Record the ideas on the board.

Ask them to think of how they could show their feelings of friendship in their drawings.

Explain that feelings in art can be expressed through colour or shapes. Ask them what colour or shape they think friendship is and why.

Ask children how we know what someone is feeling - from their faces (smiling, laughing) from their body movements (moving, dancing, singing).

Project

The best things in life are not things.
Create a poster to show what's good in your life.

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

Ask the children to work in pairs and think of all the activities and people that make life good. Have the children share their ideas with the class and record their ideas on the board.

Examples – being healthy, my family, my friends, the weather, animals, trees and flowers, the garden, learning new things, sports, games, listening to music, drawing, singing, dancing, playing etc.

Having shared a wide variety of ideas and revised the vocabulary from the previous units, the children can make a drawing of all that they love in life which is not an item. Provide the children with A4 drawing paper. Write the title of the theme on the board so the children can write it in large letters on their page. Under the title the children can draw and label all the people and activities they discussed during the lesson. Some may also wish to cut out pictures from magazines and make a collage.

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.