

1 My body

Lesson 1

Lesson aims: to learn parts of the body. To learn a chant.

Target language: *body, feet, hands, head; my (body).*

Receptive language: *A (green) (head).*

Materials: CD 1, flashcards with parts of the body, colour pencils or marker pens.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Say a colour and ask pupils to point to an item of that colour. Revise all colours and pick up speed as you play to add excitement.

Presentation

- Stick flashcards that show relevant parts of the body on the board. Point to each item. T: *Eyes.* Pupils: *Eyes.* Encourage pupils to repeat the words after you.
- Have a volunteer pupil stand in front of the class, next to you. Point to your own parts of the body and have the pupil copy you. T: *My feet, my eyes, my head etc.* Then have the pupil say the target language as he or she points to them. Have the rest of the class copy the pupil.
- Repeat the activity with more pupils.

Pupil's Book, page 4

1 Listen and chant.

- Direct pupils to Pupil's Book, page 4. Ask pupils in L1 if they recognise the characters and what film they are from. (*Monsters Inc.* For a detailed description of the film, see page A30).
- Then describe each monster. T: *Look! This is Sulley. He's blue. This is Mike. He's green. They're monsters.* Emphasize the names and colours.
- Say a colour and have pupils find it on the monsters. Point to their parts of the body. T: *A (green) (head).* Pupils: *A (green) (head).* Then say a body part and have pupils point to it.
- Point to flashcards on the board and encourage pupils to describe the parts of the body they see on their own. Pupils: *My hands, my head etc.*
- Have pupils listen to track 1.10. Have pupils point to the parts of the body as they listen.

My hands, my hands. My head, my head.
My feet, my feet. My body, my body.

1.10

- Play the chant again. Encourage pupils to join in the chant and point to the appropriate parts of their own body.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 1.11).

2 Listen and stick.

- Point to the flashcards on the board and have pupils tell you what body part they represent.
- Direct pupils to the sticker page at the end of the book and have them look at the stickers for this activity. Encourage pupils to say the parts of the body they see.
- Play track 1.12 and have pupils point to the correct stickers.

Feet, body, head, hands.

1.12

- Replay the track, pausing for pupils to place stickers in the appropriate box.
- Check answers as a class by having a volunteer pupils call out the stickers in the order they are placed.
- Ask each pupil to say the parts of the body represented in the stickers.

3 Find and tick (✓).

- Ask pupils to look at their stickers from Activity 2.

- Have pupils say each part of body and then tick (✓) the corresponding body part they see in the main picture.

TPR

Explain to pupils, in L1, that you are going to play a game. You will point to and say a body part. If it's correct, pupils clap their hands. If it's wrong, pupils stamp their feet. Pick up speed as you play to add excitement.

Activity Book, page 4

1 Look and match. Then say.

- Direct pupils to Activity Book page 4 and look at activity 1. T: *This is Boo.*
- Say each body part and have pupils repeat after you. Then have pupils draw lines to match the parts of the body to Boo. Check if they have completed this part of the activity correctly. Have pupils say each body part to you or their partners. Pupils: *My (hands).*

2 Look and draw. Then say.

- Ask pupils to draw the body part that should be next in line. Have them use colour pencils or marker pens if they like. Have pupils say the parts of the body they have drawn to you or their partners.
- **Answers:** 1 – head, 2 – feet.

Ending the lesson

- Ask pupils to draw a picture of themselves or a monster and to colour it. Then have pupils present their drawing to the class describing it. Pupils: *My head. Yellow. My feet. Blue. etc.*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 63

1 Look and colour.

Have pupils look at the colour code and to tell you what colours they see. Explain they have to colour the pictures according to the colour code.

UNIT 1 My body

1 Listen and chant. CD 1.10 KARAOKE CD 1.11

2 Listen and stick. CD 1.12

3 Find and tick (✓).

feet body head hands

Lesson 1: body, feet, hands, head. My (body)

Lesson 2

Lesson aims: to learn body movements.

Target language: *clap your hands, move your body, touch your head, stamp your feet.*

Revision: *body, feet, hands, head.*

Materials: CD 1, self-made flashcards with parts of the body.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place flashcards from previous lesson on the board and quickly revise them.
- Ask pupils in L1 what they can do with their feet, hands and so forth. With the pupils mime as many actions as you can.

Presentation

- Have pupils form a line. Stand in front of them and mime *clap your hands* as you say the action.
- Walk around the class with pupils following you and repeating what you say, as you continue the activity with all the target language. Then have different pupils take your place and have the class follow their actions.

Pupil's Book, page 5

4 Listen and say. Then listen and circle.

- Direct pupils to Pupil's Book, page 5, activity 4. In L1, ask them to describe what they see.
- Say each action in the order that they appear and have pupils repeat after you. Explain to pupils that they will listen to the CD and circle the action they hear.
- Play track 1.13 and have pupils complete the activity.

Part 1

Move your body.
Clap your hands.
Touch your head.
Stamp your feet.

Part 2

Move your body.
Touch your head.
Stamp your feet.
Clap your hands.

1.13

- Repeat the track for pupils to check answers.
- Check answers as a class.
- Have pupils form a circle. Play track 1.13 again and have them say and mime each action.

5 Match. Then say.

- Direct pupils to activity 5. Explain that you will say an action and they will have to point to it. Mime each action as you say it to ensure pupils point to the correct action.
- Have pupils look at the picture again and ask them to match the similar pairs. Then have pupils compare their answers with their partners.
- Check answers as a class, asking a pupil to say the answers.
- Place pupils in pairs and have them point to an action in the activity. Their partner has to say what it is. Ensure that pairs swap roles.

TPR

Divide the class into four small groups and give each group a colour, e.g. red (*Red group*). In L1, explain to pupils that you are going to mime an action to each group and they have to tell you what it is. Then, you are going to say an action and they have to mime it. T: (*Red group, (clap your hands)*). On the board make a score board. Every time a group is correct, add a point to it.

Activity Book, page 5

3 Look and match. Then say.

- Have pupils look at the activity and explain that the shadows show an action which they have to match to the colour picture by drawing a line.
- Ask pupils to complete the activity and check answers.
- **Answers:** 1 – *touch your head*, 2 – *clap your hands*, 3 – *stamp your feet*, 4 – *move your body*.

4 Find and colour. Then say.

- Have pupils tell you what colours they see. With their fingers, ask them to trace the dots to their frames and to tell you what action is being shown.
- In L1, explain to pupils that they have to colour the pictures they have traced with their fingers.
- Ask pupils say the actions the dots formed to their partners. Pupils: (*Red*) – (*Touch your head*).
- **Answers:** red – *touch your head*, blue – *clap your hands*, green – *stamp your feet*, yellow – *move your body*.

Ending the lesson

- Bring four pupils to the front of the class and give them each one a self made flashcard with the body movements. Tell them not to show it to the rest of the class.
- Divide the class into four groups. The pupils with the self made flashcards have to go to each group and mime the action for the group to guess. If the group makes a mistake, the flashcard holders move to the next group. The group that finishes first, wins.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity, Activity Book, page 63

2 Trace and say.

Explain to pupils they have find what body part is missing and then to trace it. Have the pupil tell you or a partner what part of the body it is.

4 Listen and say. Then listen and circle.

CD 1.13

5 Match. Then say.

Lesson 2: clap your hands, move your body, stamp your feet, touch your head. Body.

5

Activity Book, page 6

5 Listen and colour.

- Tell pupils they are going to hear a number and what colour it is.
- Play track 1.18 and have pupils listen. Ask them what colours were mentioned and if they remember what colour each number is. Explain to pupils that they have to colour the numbers in.
- Play the track again, pausing for pupils to complete the activity.

- 1 Blue.
- 2 Red.
- 3 Pink.
- 4 Green.
- 5 Yellow.

1.18

6 Count and match. Then say.

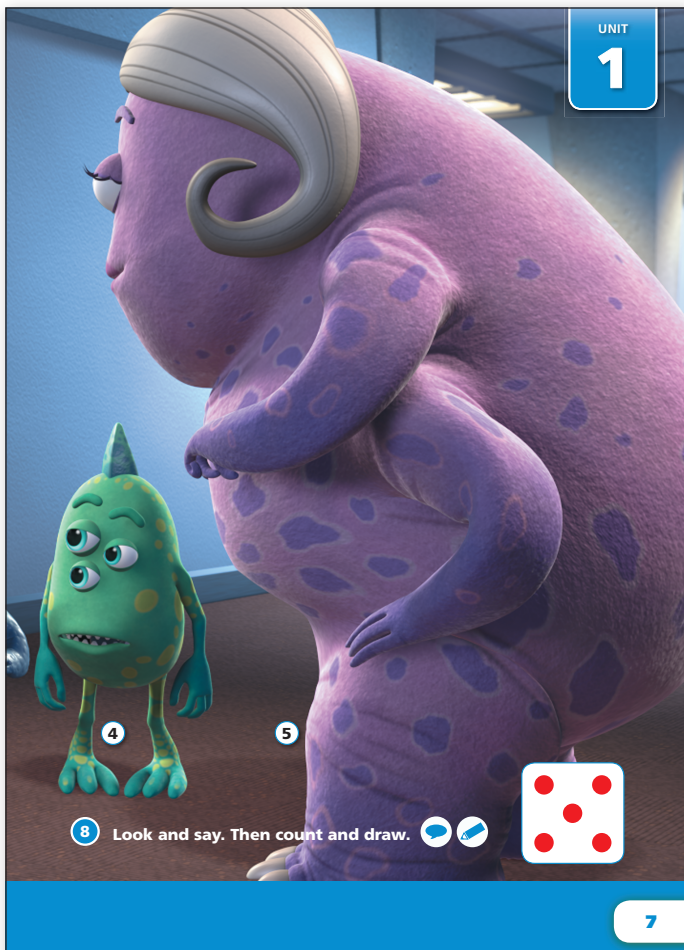
- Have pupils look at each frame and ask how many characters they see. In L1, ask pupils if they know who the little girl is (Boo). Have them complete the activity and compare their answers with their partners.
- Ask pupils which numbers are not used. (*Four, five*).
- **Answers:** *two, three, one.*

Ending the lesson

- Stand in front of the class. Say a number and show it with your fingers and a body action and mime it. T: *Four* (show four fingers). T: *Clap my hands*. (Mime clapping your hands).
- Bring volunteer pupils to the front of the class to do the same.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

Have pupils draw five dice, one for each number, to colour each one with a colour of their choice and then say what number and colour each die is to the class or partner. Place drawings on classroom display.



Lesson 4

Lesson aims: to revise topic vocabulary and structures, to listen to a story.

Target language: *My (feet)!*

Revision: parts of the body; colours; numbers.

Receptive language: *Today, it's story time. What colour is it? What number is missing?*

Materials: CD 1, story cards.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Ask pupils what colours they remember.

Presentation

- Collect some items from each pupil. Then hand it back. T: *Here you are. Your (bag, rubber, book).*

Pupil's Book, page 8

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- T: Today, it's story time! Ask pupils to open their Pupil's Books to page 8.
- Hold up your book and point to the characters from the story. T: *This is Mickey, This is Goofy.*
- Have pupils tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Mickey Mouse is painting a house and Goofy wants to help. He knocks over Mickey's ladder and they end up with paint all over their heads).
- Ask volunteers to count the cans of paint in the pictures and to tell you what colours they are.

9 Listen and answer.

- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *What colour is number 3?* (Yellow).
- Play track 1.19. Use the story cards or your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with original Disney characters (track 1.19) and with special EFL voice-overs (path 1.20).

- 1.19/1.20**
- Goofy: Hi, Mickey!
Mickey: Oh! Hello, Goofy!
 - Goofy: One... , two... , four... , five. One... ? Two... ? Four... ? Five... ?
 - Mickey: Goofy, look! Yellow!
Goofy: Yellow? Oh yes! One, two, three, four, five!
 - Mickey: Goofy, green, please!
Goofy: Green? OK!
 - Mickey and Goofy: Ooooh noooo!
 - Mickey: My feet! My hands! Yellow!!!
Goofy: My head! My body! Green!!!

- T: *What colour is number 3?* Encourage pupils to answer correctly (Yellow).
- Ensure pupils have understood the story by asking them to briefly summarise it.
- Replay track 1.19, stopping at each frame to ask the following questions. Picture 1: (point to Mickey's can) *What colour is it?* (Yellow). Picture 2: *What colour is number (1/2/4/5)?* (Red / Pink / Green / Blue). *What number is missing?* (Three). Picture 3: *What colour is number 3?* (Yellow). Picture 4: (Point to Goofy's can) *What colour is it?* (Green). Picture 5: (Look at Mickey's hands and feet) *What colour are his feet / hands?* (Yellow). (point to Goofy's head and body) *What colour is his head / body?* (Green).
- Replay the track stopping at each sentence. Encourage pupils what they hear and then choose individual pupils to repeat the sentences together and then point to individual pupils and ask them to repeat.

10 Now act the story out.

- Place pupils in pairs and assign the role of Goofy or Mickey. Encourage them to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

Activity Book, page 7

7 Find and circle. Then colour and say.

- Tell pupils they have to help Mickey and Goofy find their way in the maze and circle the correct paint cans. Then they colour the brushes the correct colours and say: (*Goofy*) – (*green*).
- Have pupils complete the activity.
- **Answers:** Goofy – *green*, Mickey – *pink*.

8 Look and colour. Then say.

- Tell pupils that they have to colour the picture in using the colour code. Ask what colour each number is and have them complete the activity.

Ending the lesson

- Have pupils look at the story in their books. Say a sentence from the story and have pupils point to the frame it came from in their books.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity



Have pupils make their own colour code and draw five cans of paint, a ladder and a house and number them from 1–5. Have them colour their drawing according to their code.

CD 1.19
CD 1.20

9 Listen and answer.





10 Now act the story out.

Lesson 4 Story: Body. Colours. Numbers.

Lesson 5

Lesson aims: to revise the language from lessons 1–4.

Revision: colours; numbers 1–5; parts of the body.

Receptive language: *Cut out. How many?*

Materials: CD 1, self-made flashcards with colours and numbers, flashcards with parts of the body, colour pencils and markers.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in pairs or small groups. Shuffle the colour flashcards and number flashcards. Hand one to each group. Have the group tell you which card they have.
- Then ask groups to exchange cards and repeat the activity.
- Have pupils go to Pupil's Book, page 3, activity 4. T: *How many ducks?* Pupils: *Five* T: *What colour are they?* Pupils: *Pink, yellow etc.* Repeat activity for pages 6–7.

Presentation

- Ask pupils to look at page 9, activity 11. T: *Is this a duck?* Pupils: *No! A monster.*
- On the board draw a body in the shape of a monster. T: *Head. What colour?* Pupils: *Red!* T: *How many feet?* Pupils: *One.* Continue in this way for all the parts of the body.
- Ask pupils to close their books. In L1, ask them if they remember what the monster looks like. Pupils: *Green, three hands etc.*

Pupil's Book, page 9

11 Listen and draw. Then say.

- Direct pupils Pupil's Book, page 9, activity 11. T: *What's this?* Pupils: *A monster.* Have pupils describe the colours and how many hands and feet they see.
- In L1, explain to pupils that they will listen to the CD which will describe the monster but they will have to add more to it the missing elements.
- Play track 1.21 once, while pupils point to the parts mentioned.

One body.
Two heads.
Four feet.
Five hands.

1.21

- Repeat the track, this time with pauses to allow pupils to complete the activity.
- Have pupils check the answers with their partners. Then check answers as a class by having a volunteer pupil come to the front of the class with their book and showing their monster.

12 Cut out (page 73). Then listen and play.

- Direct pupils to page 73 and have them cut out the cards. T: *Cut out.*
- Have pupils listen to the recording.

A: Clap your hands. Five.
B: [5 claps]

1.22

- In L1, explain to pupils that they are going to play a game where pupils put four cards with actions face up and chosen numbers for the actions (there is one extra number). Pupil B mustn't look at Pupil A's cards. Pupil A describes the cards: *Clap your hands.* Pupil B listens and matches his/her cards accordingly. Then he/she performs the actions. Pupil A looks at the cards and checks if they actions correspond to the cards. Then pupils swap.
- Check that pupils are playing correctly.

TPR

Place pupils in small groups. Play track 1.15 from Lesson 3. Have pupils mime the song as they sing it. Then have each group make up their own song consisting of actions to present to the class.

Activity Book, page 8

9 Find and circle. Then say.

- Ask pupils to describe what action or body part they see in each line. In L1, explain to pupils that they have to circle the identical pictures.
- Have pupils check their answers with their partners. Then ask each pupil to tell you what they see.
- **Answers:** 1 – *head*, 2 – *clap hands*, 3 – *move your body*.

10 Find, count and circle. Then say.

- Show two fingers and intentionally say another number. Have pupils correct you. Continue with a few more numbers.
- Then look at activity 10 and ask pupils to tell you what actions they see portrayed and how many children are doing them.
- Have pupils complete the activity and check answers as a class.
- **Answers:** 1 – *stamp your feet*, 2 – *move your body*, 3 – *clap your hands*, 4 – *touch your head*.
- Say the answers to the class and have pupils mime them the same number of times as you say them.

Ending the lesson

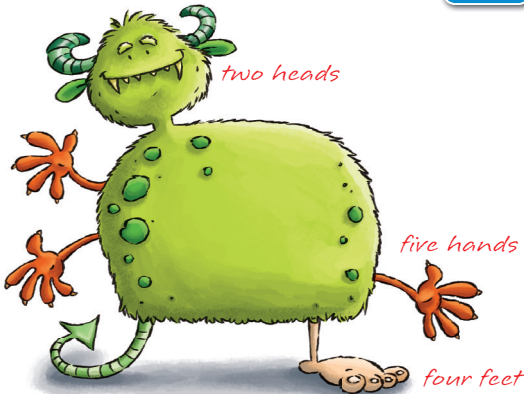
- Shuffle flashcards from all lessons taught. Show them to the pupils one by one and intentionally say the wrong colour, number or action. Have pupils correct you.
- Then place pupils in small groups and have them choose a leader. Give the leader a few flashcards to show his group. They have to mime and say the action.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra Activity


Have pupils draw a monster doing a certain action. Encourage him/her to colour it and to give it a name. Place work on classroom display.

UNIT
1

11 Listen and draw. Then say.



12 Cut out (page 73). Then listen and play.



Lesson 5 Skills: Body. Imperatives. Numbers.

9

Lesson 6

Lesson aims: Social science – to distinguish between right and left, to learn how to cross the street.

Target language: *left, right.*

Receptive language: *boy, girl; foot, go, stop.*

Revision: parts of the body; colours red and green; numbers 1–5; *My hand.*

Materials: CD 1, a sheet of paper for each pupil, colour pencils or marker pens, scissors.

Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Give each pupil a sheet of paper. Have them draw two big circles and colour one red and the other green.
- Ask them to cut around each box. Have pupils show you the red or green boxes on command.

Presentation

- Stand with your back to the class. Raise your left hand. T: *This is my left hand.* Emphasise *left*. Repeat for right hand.
- Have the boys sit on the left and the girls on the right. Standing with your back to the class, point to each side, saying their gender and position. T: *You are boys* (emphasis on *boys*), *left*.
- Then have pupils sit wherever they like. Explain that when you say *boys, left* all the boys on the left have to stand up. Continue with both genders and sides.

Pupil's Book, page

13 Listen and circle with red or green. Then match.

- Hold the red flashcard in your left hand. T: *This is my left hand. Red.* Repeat with green and your right hand.
- Have pupils take out the flash cards they made earlier and repeat the activity. Have each pupil show you their left and right hand. Pupils: *My left hand. Red. My right hand. Green.*
- Direct pupils to activity 13. Explain that pupils are going to listen to a CD and they have to circle the left hand red and the right one green. Direct their attention to which side the girl is facing and show the pupils the left and right sides.
- Play track 1.23 and have pupils point to the correct picture. Repeat and have pupils complete the activity independently.

My left hand.
My right hand.

1.23

- After the pupils circle the hands, have them draw lines to match the left hands on both pictures and then right hands on both pictures. Check answers by having a volunteer pupil come to the front of the class and show his or her answers.

14 Look and say. Then colour.

- Stick the green and red flashcards on the board and draw around them to make a set of traffic lights. Mime stop and go as you point to the corresponding colour. Have pupils repeat the words after you.
- Then mime crossing the road. T: *Right, left, right. No cars. Stop or go?* In L1, explain to pupils *stop* is the correct answer because the car will be coming from the left. T: *Left, right, left. No cars. Stop or go?* Pupils: *Go.* Again explain why this is correct.
- Have pupils look at activity 14. Together, say which way the boy is looking and then have the pupils colour the circles red (1) or green (2).
Note: the answers for this exercise will be true for countries with right-hand traffic.
- Check answers as a class.

15 Make a poster.

- On the board write the words STOP and GO. Next to them place the red and green flashcards and draw stick men walking and or standing. Explain that this shows how to cross the street safely.

- Give each pupil a sheet of paper. Tell them to draw a picture which shows how to cross the street safely. Explain that they can copy the words *stop* and *go* if they like, draw people or red and green boxes.
- Place work on classroom display.

TPR

Ask pupils to stand on one side of the classroom as if they are on one side of the street and want to cross it. Show a red flashcard and ask pupil if they should move. Then show a green flash card. T: *Left – right – left.* Have pupil look to their left-right-left. Then everybody crosses the street. Repeat for enjoyment.

Activity Book, page 9

11 Look and say. Then trace.

- Have pupils show you their left and right side. Then ask them to look at activity 11 and tell you which side is missing.
- Ask pupils to name the missing sides and then draw them. Have them tell their partners which sides they drew.
- **Answers:** 1 – *right*, 2 – *left*.

12 Draw. Then say.

- Ask pupils to trace one of their hands in the box. Then have them tell their partner which hand it is. Pupils: *My left/right hand.*

Ending the lesson

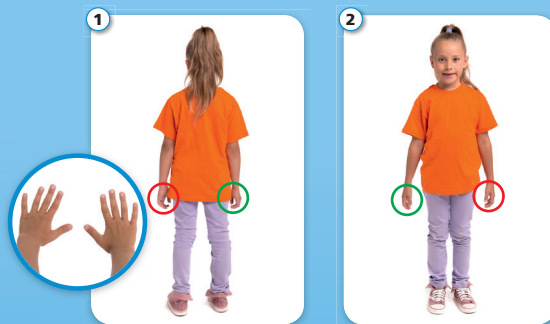
- Point to your left and right feet and hands. T: *My left foot. My right foot. etc.* Have pupils repeat after you. Play "*Simon Says*" (see also Resource Bank, p24) using *left/right hand/foot*.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra activity

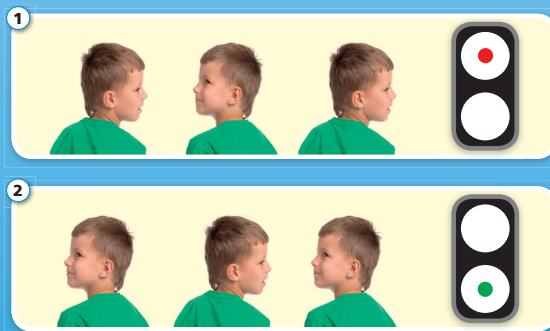
Give pupils a sheet of paper and have them fold it in half. Ask them to draw their right hand on the right and to colour it green, and their left hand on the left and to colour it red.

13 Listen and circle with ● or ●. Then match.

CD 1.23



14 Look and say. Then colour.



15 Make a poster.

Lesson 7

Lesson aims: to revise material from lessons 1–7. Self-assessment.

Target language: colours; imperatives; numbers; parts of the body.

Receptive language: *Who am I?*

Materials: CD 1. Self-made flashcards with colours and numbers, flashcards with parts of the body, a sheet of paper for each pupil, colour pencil or marker pens. Optional: Worksheet 6 for each pupil.

Starting the lesson

- Starting the lesson: Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Ask pupils to tell you what they remember from the unit and what their favourite chant or song was.
- Play their favourite track and have pupils sing or chant it. Encourage pupils to mime the song or chant if possible.

Revision

- Place pupils in small groups. Stick flashcards from all the lessons taught on the board. Have one group come to the front of the classroom. T: *Three!* Have the pupils point to the corresponding flashcards.

Pupil's Book, page 11

16 Listen and tick (✓).

- Direct pupils to Pupil's Book, page 11, activity 16. T: *Look monsters! Oh, look children monsters* Then ask each pupil to describe a monster of their choice.
- Explain to pupils that they will listen to the CD which will describe some of the monsters.
- Play track 1.24 and have pupils point to the monsters described.

Who am I? Four feet, three hands, one head.
Who am I? Three hands, one body, three heads.
Who am I? Two heads, five feet, four hands.

1.24

- Explain that pupils have to tick the appropriate boxes.
- Replay the track again, pausing to allow pupils to complete the activity.
- Check answers as a class by having pupils look at each others' answers.
- Place pupils in pairs. One pupil describes a monster and the other points to it. Make sure pupils swap roles.

UNIT
1

16 Listen and tick (✓). CD 1.24

17 Draw and say.

Lesson 7 Review: Body. Colours. Imperatives. Numbers.

17 Draw and say.

- Explain to pupils that they can draw a picture of monster or themselves in a monster costume. Encourage them to use different colours and as many hands, feet or heads as they like.
- Play the song or chant from this unit as background music while the children are working.
- Have pupils present their work to the class.

TPR

Place pupils in small groups. Point to a group and say a colour, body part, body movement, number, left or right and have them mime it or show you a classroom item with that colour or show you the number with their fingers.

Activity Book, page 10

13 Listen and tick (✓) or cross (x).

- Direct pupils to the first picture in activity 13. Intentionally ask wrong questions about each picture.
- Have pupils look at the first picture. T: *Clap your hands?* Encourage pupils to correct you. Continue with all the items. Then have pupils look at the third picture. T: *Stamp your feet?* Pupils: *Yes*.
- Explain to pupils that they will hear a description for each picture and they have to put a tick (✓) or a cross (x).

- 1 Touch your head.
- 2 Three feet.
- 3 Stamp your feet.
- 4 One body.

1.25

- Answers: 1 – yes, 2 – no, 3 – no, 4 – yes.

14 Say and stick.

- Pupils assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.
- Play unit songs or chants as pupils work.

Ending the lesson

- Place pupils in pairs. Ask them to choose their favourite activity from the unit and act it out in front of the class. Have the class guess which activity it is.
- Congratulate the pupils for having completed Unit 1.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

Extra Activity

Give each pupil a sheet of paper. Ask them to draw different things from the unit that they particularly enjoyed. Encourage them to use colours, numbers, to draw monsters and body movements. Have them present their work to pupils who have also finished early. Then place their work on classroom display.

Progress assessment

- Photocopiable materials, Worksheet 6, page 84. The guidelines for using the worksheet can be found on page 76.
- New English Adventure Starter A*, Test Book, Test 1.