

AUTUMN PICTURE



New language

Vocabulary:

- Colours: orange, brown, pink, red, blue, yellow, green.

Grammar / functions:

- Hello (Mary)! My name's...
- It's windy.
- What's this? It's a (leaf). It's an (acorn).
- What colour's this? It's (brown).

Materials / preparation:

- Student's Book
- Picture Dictionary
- Autumn poster
- Colour flashcards
- Colour wordcards

Starting the class:

- Welcome students. E.g., say *Hello!* (waving) *My name's ...* (Point to self and say your name.) Ask the class to wave, say *Hello!* in chorus and to say *My name's...* individually. As you go round the class, ask *What's your name?* (Students will practise saying this in Unit 1). You could teach students a simple 'hello' song and sing it at the start of each class.
- Pointing to the poster, say *It's autumn!* Translate if necessary. Get students to tell you any words they know in English. This is motivating for students with some knowledge. Don't write them down as this may demotivate students with no knowledge. Pointing to the poster and using gesture, say *It's windy!* The class repeats in chorus.
- Pointing, introduce the main characters. E.g., say *This is Mary!* Get the class to say *Hello Mary!*
- Use the poster to teach the colours, eliciting if you can. E.g., point to two or three blue items, say *blue* and have the class repeat *blue* after you in chorus.
- Play picture flashcard games to consolidate and introduce *What colour's this? It's (blue).* Remember to vary individual and choral repetition.
- Open or closed pairs ask each other *What colour's this? It's*

...

- Stick all the colour wordcards on the board next to the corresponding colour picture card. Have the class repeat each colour in turn.
- Then do Exercise 1 in the Activity Book. Alternatively, you could do this at the beginning of the next class for revision / consolidation.
- Pointing to different leaves in turn, say *leaf!* Have the class repeat in chorus. Then ask individual students *What's this? It's a leaf.* Don't teach plurals yet.

Mixed ability: Use the poster to teach a class with some knowledge of English more some autumn words. Remember not to overload them. You could teach them extra colours too, *purple, grey, white, black.*

Ending the class:

- Finish the lesson by using the Picture Dictionary. Students look and listen. They listen again and point to the words in the picture in their book.

AUTUMN UNIT 1

LESSON A

Vocabulary:

- Colours: purple, grey, white, black.
- The alphabet.

Grammar / functions:

- *Hi! What's your name? My name's (Mary). / I'm (Mary).*
- *What's your favourite colour? (My favourite colour's ...).*
- *How old are you? (I'm 8 / 9).*
- *How do you spell ...?*

Materials / preparation:

- Student's Book
- Colour flashcards
- Digital Resources
- Colour wordcards
- Autumn poster

Suggested procedure:

Starting the class:

- 'Hello' song. Pretend you can't remember different students' names. Ask *What's your name? (My name's ...)*
- Whole class game. Mix up and stick the colour wordcards and picture cards on the board. Invite different students to match the colours and pictures. Teach the new colours. Use the autumn poster to consolidate colours and to revise autumn words.

Exercise 1

- Use the pictures to elicit the characters' names. Say *He's ... (Charlie) She's ... (Lily/Mary)* Students say the name. Then get them to say *He's Charlie. She's Lily/Mary* after you in chorus.
- Teach *eight, nine* and *friend*.
- Play the recording. Students read and listen.

Option: Play the recording again, pausing for students to

repeat each line. Students practise in groups of four or in open pairs.

Exercise 2

Teach any other numbers students will need, e.g. ten. Demonstrate the activity with a confident student. Students practise the dialogue in open or closed pairs.

Exercise 3

Give time for students to draw. Then ask one or two confident students to introduce themselves to the class. Students continue in groups.

Exercise 4

Play the recording, pausing for students to repeat each letter in chorus.

Option: Students say the alphabet to each other.

Mixed ability: Pair strong students who already know the alphabet with weaker ones to help them. Get very strong / bilingual students to say the alphabet backwards!

Exercise 5

- The class repeats *How do you spell ...?* after you in chorus.
- Students ask and answer how to spell their names in open then closed pairs.

Mixed ability: If your students are complete beginners, you may prefer to work with the whole class.

Ending the class

Divide the class into two teams. Ask each team in turn *What colour's this? / How do you spell (Charlie)?*

AUTUMN UNIT 1

LESSON B

Vocabulary:

- Family: *mum, dad, brother, sister, grandma, grandpa.*

Grammar / functions:

- *Who's he/she?*
- *What's his/her name?*

Materials/preparation:

- Student's Book
- Activity Book
- Family flashcards
- Digital Resources
- Ask students to bring in family photos next lesson

Suggested procedure:

Starting the class

- 'Hello' song. Establish classroom routine. (See Introduction) E.g., Ask the class *What day is it today? It's ...*
- Say / invite a student to say the day. Translate as necessary. The class repeats it after you in chorus. Spell it for a student to write on the board.
- Using picture and word weather cards, teach today's weather. Stick the cards on the board / poster.
- Revise the alphabet. Divide the class into three or four. One group says A in chorus. Invite another group to say

the next letter (B), etc.

Mixed ability: Pairs or groups ask and answer *How do you spell ...?* (Their names / colours / objects in the autumn picture.)

Exercise 1

- Pointing to the family picture, say *This is Lily's family!* Remember, you should concentrate on helping students understand rather than produce language at this stage.
- Invite students to tell the class any family words they know, if any, and to translate them so everyone understands.
- Play the recording, pausing for students to point at the corresponding picture after each family word and repeat. Then they write.
- Check answers.

Option: Play a flashcard game to consolidate. (See Introduction)

Language note: Some students may know different family words, e.g. more formal equivalents. *Mum = mother, dad = father, grandma = grandmother, grandpa = grandfather.*

Exercise 2

- Use the picture to teach *photo*. Elicit what Lily and Charlie are talking about (Lily's family).
- Ask students to tell you any English names they know.
- Draw their attention to the names in Exercise 2. Students tell you if they can think of a similar name in Portuguese.
- Pointing to Lily to help students understand her, read out the questions. The class guesses the answers.
- Play the recording. Students listen and circle.
- Check answers.

Mixed ability: Make this exercise easier for students with no knowledge. The first time you play the recording have them shout 'STOP!' or clap every time they hear a family word. Play the recording again. Students listen and circle. Play it again for them to check.

Learner training: Explain to students that it's normal not to understand some words. They shouldn't worry as they know enough English now to be able to do the exercise.

Exercise 3

- Use the pictures to generate interest. Pointing to Charlie, ask the class *Who's he? (He's Charlie)*. Have them repeat the question and answer in chorus.
- Pointing to the different family members in turn, elicit the family words. E.g. Pointing at his mum then Charlie, say *She's his... (mum)*.
- Use the picture to teach *cat*, and gesture / translation to teach *pretty* and *fun*.
- Students read and complete.
- Check answers.

Mixed ability: Do the exercise with the whole class. Invite confident students to write the words on the board.

Exercise 4

- Point out *who's = who is*. Students ask and answer in open pairs. Continue in closed pairs.

Ending the class

Students do Exercise 1, page 1 in the Activity Book.

Answers:

Exercise 1

(left to right) grandpa; grandma; dad; sister; mum; brother

Exercise 2

1 grandpa; 2 grandma; 3 dad

Exercise 3

family; Mum; sister; Dad

▣ Audioscript

Unit 1B Exercise 1

mum; dad; brother; sister; grandma; grandpa

Unit 1B Exercise 2

Charlie: Hello Lily.

Lily: Hi Charlie.

Charlie: What's this?

Lily: It's a photo of my family.

Charlie: Who's he?

Lily: He's my grandpa.

Charlie: What's his name?

Lily: His name's Bill. Look. This is my grandma, Grace.

Charlie: Pardon?

Lily: This is Grandma Grace.

Charlie: Is he your dad?

Lily: Yes, that's right. He's fun! His name's Alex.

Charlie: How do you spell Alex?

Lily: A-L-E-X.

Charlie: Bye Lily.

Lily: Goodbye Charlie.

she? Introduce *Who are they? They're...* Have the class repeat the new question and answer in chorus after you.

- Play the recording. Pause the recording after each word for students to point at the corresponding picture. Help them by using gesture / translation if necessary.

Option: Have students tell the class about a family member. E.g. *My mum's kind. My dad's clever.*

Exercise 2

- Pairs do the ordering exercise.
- Check answers.

Option: Invite pairs to write the words on the board for a change of focus / to help deal with different knowledge levels / students with learning difficulties. Pair stronger and weaker students.

Exercise 3

- Ask the class about the picture. E.g. *Who's she? What's his name? What's this? What colour's this? How do you spell ...?*
- Play the song. Students listen and point at the family members as they hear them.

Option: Make an appropriate gesture for the adjectives you hear as you go. Encourage students to imitate you.

Exercise 4

- Play the song again and encourage students to sing!

Exercise 5

- Have students underline the family adjectives.
- Play the karaoke version of the song. Students sing together and use adjectives that apply to their families.

Ending the class

Play the song again. You could get students on tables / in certain rows to sing verse 1, 2 etc. You could play the karaoke version and have the class sing some lines very quietly and some very loudly and some not at all!

Answers:

Exercise 2

1 noisy; 2 clever; 3 kind; 4 cool; 5 tall; 6 short; 7 fun

▣ Audioscript

Unit 1C Exercise 1

clever; fun; kind; cool; short; tall; noisy

AUTUMN UNIT 1

LESSON C

Vocabulary:

- Adjectives for describing a family: *clever, tall, kind, short, fun, cool, noisy.*

Materials/preparation:

- Student's Book
- Digital Resources
- Students' family photos

Suggested procedure:

Starting the class:

- Classroom routine. Revise the previous lesson. Ask different students about other students *Who's he/she? He/she's ...* Students continue in closed pairs.
- Students ask each other about their family photos in groups.

Exercise 1

- Open pairs ask and answer about the pictures *Who's he/*

AUTUMN UNIT 2

LESSON A

Vocabulary:

- Autumn clothes: *jacket, trainers, cap, shoes, dress, jeans*

Grammar / functions:

- *What are you wearing? I'm wearing a / an ...*

Materials/preparation:

- Student's Book
- Family and clothes flashcards

- Audio equipment
- Digital Resources

Suggested procedure:

Starting the class

- Classroom routine.
- Revise adjectives for describing family members. E.g., (showing an appropriate picture flashcard) elicit family words (mum, dad etc) and stick them on the board. Miming to help elicit, say *Her dad's ... (fun)* Continue for the other family members. Ask *How do you spell ...?* Invite different students to write the words on the board. You could divide the class into two and make this a team game.

Exercise 1

- Using Portuguese, ask students if they like going to fairs and what they can see / do. Translate *fair*. They repeat it in chorus after you. Use the picture and word flashcards to teach *jacket, trainers, cap, shoes, dress, jeans*. (See Introduction) Using your classroom, *teach table, chair, window, schoolbag*.
- **Important:** Remember to focus on key language. Don't try to teach students prepositions yet. You don't need to as the meaning is clear from the pictures. This will prepare them for formally focusing on them in Lesson C.

Mixed ability: Teach a class with no previous knowledge the meaning of *table, chair, window, schoolbag*. Challenge a strong class/students by getting them to say and teaching them to write the words, too.

- Students name objects they can see. Get them to point and say colours too.
- Encourage students to say complete sentences. E.g., *It's blue. / It's a blue bag.*
- (P) Explain the dialogue is mixed up. Students listen and order by writing numbers 1 – 4. Play it as many times as necessary. Encourage students to look at the pictures to help them understand.
- Check answers.

Exercise 2

- Play the recording again once or twice, pausing for the class to repeat each sentence in chorus. Encourage them to make appropriate gestures as they speak, e.g. get them to point when they say *Look!*
- Groups of three practise and act in open or closed pairs.

Exercise 3

- Use the Picture Dictionary to consolidate vocabulary taught and to teach a strong class extra clothes words.

Exercise 4

- Give students time to write, individually or in pairs.
- Check answers. You could get individuals to spell each word for another student to write on the board.

Exercise 5

- Play the recording. Pause after each number for students to draw and colour.
- Move round the class and monitor.
- Check answers. E.g., Ask *What's number 1?* (It's a blue

dress.)

Mixed ability: Accept one word answers from less confident students. (dress) Encourage students with more knowledge to say complete sentences.

- Draw students' attention to *an*. E.g. Draw an orange cap on the board. Say *It's an orange cap*. (P) Explain we use *an* before words beginning a, e, i, o, u. Students don't have enough vocabulary for you to develop this at this stage.

Exercise 6

- Tell the class what you're wearing today. Say *I'm wearing...* (clothes words). Point out we don't use *a* before a plural noun, and that they finish *s*. Write an example on the board connected to you. E.g., *I'm wearing (brown) shoes*.
- The class repeats *I'm wearing...* after you two or three times.
- Invite two or three confident students to tell the class. Continue in open pairs or small groups.

Ending the class

- Ask students to repeat *He's / She's wearing...* in chorus after you. Volunteers tell each other what different students are wearing.

Answers:

Exercise 1

(Top to bottom) 2, 1, 4, 3

Exercise 4

(Left to right) jeans, jacket, shoes, cap, trainers, dress

Exercise 5

Please see the audioscript below.

▣ Audioscript

Exercise 1

on the student's page.

Exercise 5

- 1 - Draw a green and white cap.
- 2 - Draw a blue dress.
- 3 - Draw purple jeans.
- 4 - Draw red shoes.
- 5 - Draw a brown jacket.
- 6 - Draw yellow and black trainers.

AUTUMN UNIT 2

LESSON B

Vocabulary:

- *love, like, hate*

Grammar / functions:

- *I live / like / hate my blue trainers. What about you?*

Materials/preparation:

- Student's Book

- Autumn poster / picture
- Audio equipment
- Digital Resources

Suggested procedure:

Starting the class

- Classroom routine. Revise clothes words and *What are you wearing? I'm wearing ...* E.g., invite two students to stand back-to-back. They take it in turns to say what their partner is wearing. Tell them not to look! Continue. You could also divide the class into two teams and play Noughts and Crosses. Students have to spell clothes words to win their square. (See Introduction)

Exercise 1

- Pointing to Mary and her grandma in turn, ask the class *Who's she? What's she wearing?* Volunteers tell you. Encourage them to say the colours, too. The class names the other clothes they can see and say the names of any other objects they know.
- Pointing to first to Mary's cap, then to her jeans and lastly to her trainers, using appropriate gesture intonation, say *I love her cap! I like her jeans. I hate her trainers!* As you say *love, like, hate*, draw an appropriate smiley on the board. Then repeat the words once or twice, pointing to the corresponding smiley.
- Play the recording. Students listen and circle.

Mixed ability: The first time you play, you could simply get students to put their hand up / stand up / shout 'Stop!' every time they hear a clothes word. Then play the recording again and do the exercise.

- Check the answer.

Exercise 2

- Students choose three friends and write. Move round and monitor.

Mixed ability: Get students to do this in pairs. Pair stronger with weaker students.

Option: Students read out their sentences. The class guesses who the students they wrote about are.

Exercise 3

- Give students time to look at the pictures. Play the recording. Students listen. Pause for them to repeat each word in chorus. Teach them appropriate gestures / facial expressions for each word. Play the recording again for them to practise gestures etc.

Exercise 4

- Give students time to write the clothes they love / like / hate in the table.
- Ask two or three confident students What are you favourite clothes? They tell the class.
- Groups of four continue, using the example to help.

Option: students tell the class about group members.

Mixed ability: Challenge a stronger group. Provide them with a model, and then get them to repeat and use, e.g., *He loves / likes / hates his blue jeans.*

Accept unconnected words from weaker students, e.g. *João. Like – blue jeans. Love – red jacket. Hate – white trainers.*

Exercise 5

- Ask a confident pair to play the game to exemplify it. Pairs continue. Alternatively, other pairs take it in turns to play in front of the class.

Ending the class

- Divide the class into two teams. Asking each team in turn, play a *Yes/No* game about what people are wearing in the autumn poster. E.g., *Say Lily's wearing green jeans.* (No). *Lily's dad's wearing a blue cap.* (Yes) Students don't yet know possessive 's, but you can use it at comprehension level. If in doubt ask a stronger student to translate / do so yourself.

Answers:

Exercise 1

Mary's favourite clothes are her yellow cap, her pink trainers and her green jeans.

▣ Audioscript

Exercise 1

Mary: *Hi Grandma!*

Grandma: *Good morning Mary. [Pause] Mary ... what are you wearing?! ...*

Mary: *I'm wearing my favourite clothes! Do you like my yellow cap?*

Grandma: *Yes, I like your yellow cap. [Pause] Mary, your trainers are pink!*

Mary: *Oh Grandma! They're my favourite trainers! I'm wearing my favourite green jeans, too.*

Grandma: *Mary, where's your blue dress?*

Mary: *It's on the bed. I don't like my blue dress. Grandma, what are your favourite clothes?*

Grandma: *My brown skirt, my lovely brown jacket and my brown boots.*

Mary: *Brown...*

AUTUMN UNIT 2

LESSON C

Vocabulary:

- *cat, bird, tree, car, feet, box (recognition)*

Grammar / functions:

- *Prepositions of place – under, on, in, near; Where's (his hat)?*

Materials/preparation:

- Student's Book
- flashcard of Greenie, prepositions flashcards,
- Activity Book, props for Exercise 2 (some items mentioned in the dialogue – hat, T-shirt etc),
- enough scissors for pairs,
- Audio equipment
- Digital Resources

Suggested procedure:

Starting the class

- Classroom routine. Stick Greenie's picture on the board. Ask the class *What are his favourite clothes?* The class guesses. Students do Exercise X, Page X of the Activity Book.

Option: The prepositions *under, on, in, near* are taught through the context and picture in Exercise 2. However, with a less confident class, go to the Picture Dictionary and teach them first or use the flashcards to do so.

Exercise 1

- (P) Ask students where the characters are going. (The autumn fair)
- Use the picture in Exercise 2 to revise vocabulary, generate interest and to teach / check *cat, bird, tree, box, feet* and *car* (for recognition). Encourage students to tell you what they think of the picture and of the characters' clothes. (*I love/like/hate...*) Say *Look at Lily's bag!* Elicit *open* / explain in Portuguese.
- Play the recording. Pause after every clothes word. Students point at the item. Continue the recording, pausing at the next clothes word for students to point, etc.
- Play the recording again. Pause after every *Where...?* question. Play the answer and pause again for students to repeat the answer in chorus.

Exercise 2

- Play the recording again. The class repeats each line. Teach them gestures as you go.
- Divide the class into four and allocate a role to each group. (Mary, Lily, Charlie, Grandpa) Play the recording again. They repeat their lines and act! If you have any props, use them for students to point to. This helps make the activity more meaningful.

Exercise 3

- Students read the questions, look at the picture and circle the answers.

Mixed ability: Do this with the whole class. Read each question, using gesture and the picture to support meaning. Elicit the correct option from the class. You could get them to repeat the correct sentence after **you**.

Exercise 4

- Students ask and answer in open pairs using the example to help.

Exercise 5 - My Fun Corner

Give students plenty of time to cut out the clothes and colour.

Fast finishers: They ask and answer *Where...?* about the pictures on pages 12 and 14.

Exercise 6

- You may first need to check students can remember / know basic classroom words (*chair, table/desk, bag, book, pencil case*).
- Pretend to close your eyes while the whole class puts the clothes he / she made in My Fun Corner in different places on and around their desks.

- Demonstrate this activity with a cooperative student. Using the example to help, he/she asks *Where's my (jacket)?* Pointing to a jacket you can see, say *It's over there*, and say where (*on your desk etc*). If you guessed wrongly, using the example, the student says 'no'. Guess again.

Mixed ability: Continue like this with different helpers in an open class. Alternatively, students continue in pairs / groups of four.

Ending the lesson

Say true/false sentences about where known objects are in the classroom. Volunteers say *Yes / No*. You could divide the class into two. Ask each group in turn and play a team game.

Answers:

Exercise 1

Lily's cap's in the tree. Her jacket's on the black dog. Her red T-shirt's under the car. Grandpa's hat's near the bird. Lily's pink trainers are on her feet.

Exercise 3

1 near the bird; 2 in the box; 3 on her feet; 4 in the tree; 5 under the car

▣ Audioscript

Exercise 1

- Grandpa:** *We're at the fair!*
Charlie: *Look. There's Mary!*
Mary: *Hello!*
Lily/Charlie: *Hi Mary.*
Mary: *Good morning Mr Smith.*
Grandpa: *Hello Mary. How are you?*
Mary: *Fine thanks.*
Lily: *[Pause] Oh no! Look at my bag.*
Grandpa: *Oh Lily ...*
Lily: *Where's my cap?*
Charlie: *Oh no! It's in the tree. It's windy!*
Lily: *And where's my jacket?*
Mary: *It's on the black dog!*
Lily: *Can you see my red T-shirt? Where's my red T-shirt?*
Grandpa: *It's over there. It's under the car...*
Lily: *Thanks Grandpa.*
Grandpa: *Oh no. My hat! Where's my hat?*
Charlie: *It's over there, near the bird ...*
Lily: *And where are my pink trainers?*
Mary/Charlie/Grandpa: *They're on your feet Lily!*