



Unit 4



UNIT 4 FEELINGS

LESSON 1

Vocabulary, phrases and structures:

We're so happy/sad/angry/tired/scared; There's a monster; The TV's broken; Our cat's ill.

Linguistic skills:

Learning the meanings and pronunciation of new words;
Chanting rhythmically in chorus and in groups.

Cognitive, motor and social skills:

Learning the text of a chant with the aid of mime and pictures;
Recognizing the connection between written forms, mime and pictures;
Using written forms as visual support;
Keeping in time when chanting in chorus and in groups.

Materials:

Class Audio Cassette/CD 1 no. 17; Picture Cards 23–27; Word Cards 37–41; Class Audio Cassette/CD 1 nos. 18, 19; Pupil's Book, page 17, exercise 1; various instruments; Activity Book, page 14, activities 1 and 2.

Revision



- Revise the song *Max isn't scared of spiders* with the help of the playback version on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD 1 no. 17*).

Revision and expansion of vocabulary

scared, angry, sad, tired, happy



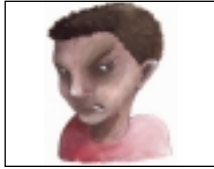
- Put the *Picture Cards* up on the board. Say the words in sequence, pointing to the corresponding pictures as you do so. Repeat this procedure several times.
- Call individual children out to the board. Say one word to each child. The child points to the corresponding picture.
- Say the words in random order and tell individual children to mime the corresponding feeling, e.g. *Angry. Do it!*
- Tell the children to close their eyes. Say the words in a way which reflects the feelings they express. Say: *happy* in a bouncy and happy voice, say: *sad* mournfully and so on. Ask individual children to repeat the words in exactly the same way.



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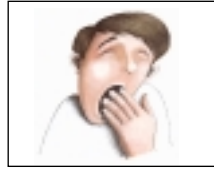
scared



angry



sad



tired



happy

Feelings Unit 4

1 Listen and fill in the numbers. Do the chant.

There's a monster

3

2

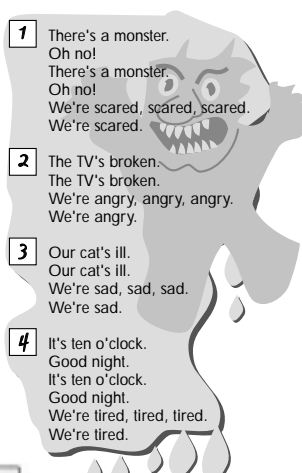
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1 There's a monster.
Oh no!
There's a monster.
Oh no!
We're scared, scared, scared.
We're scared.

2 The TV's broken.
The TV's broken.
We're angry, angry, angry.
We're angry.

3 Our cat's ill.
Our cat's ill.
We're sad, sad, sad.
We're sad.

4 It's ten o'clock.
Good night.
It's ten o'clock.
Good night.
We're tired, tired, tired.
We're tired.



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- Tell the children that you want them to mime the feelings in short scenes. Demonstrate this with an example. Pretend, for example, to be carrying something heavy. You drop it, and it breaks. Show that you are sad. The child that is able to name the feeling can do the next scene. Whisper one of the words to the child, who then has to mime the associated feeling.

Vocabulary exercises with the support of the written forms



scared, angry, sad, tired, happy



- Show the *Word Cards* one after another, saying the corresponding word in each case. Ask individual children to put the *Word Cards* up on the board next to the corresponding *Picture Cards*.
- Hand out the *Word* and *Picture Cards* to individual children. Say: *Let's find the matching pairs.* Say, for example: *happy* and tell the children with the corresponding *Word* and *Picture Cards* to come out to the front and stand next to each other.
- Say all of the words several times together with the children.



Class

Chant: There's a monster



- Hand out the four *Word* and *Picture Cards* required (*scared, angry, sad* and *tired*) to individual children.
- Play the chant once on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 18). Tell the children with the cards to hold up the corresponding *Word* and *Picture Cards* when they hear their feeling word.



Tapescript:

*Group of children 1: There's a monster.
Oh no!
There's a monster.
Oh no!
We're scared, scared, scared.
We're scared.*

*Group of children 2: The TV's broken.
The TV's broken.
We're angry, angry, angry.
We're angry.*

*Group of children 3: Our cat's ill.
Our cat's ill.
We're sad, sad, sad.
We're sad.*

*Group of children 4: It's ten o'clock.
Good night.
It's ten o'clock.
Good night.
We're tired, tired, tired.
We're tired.*



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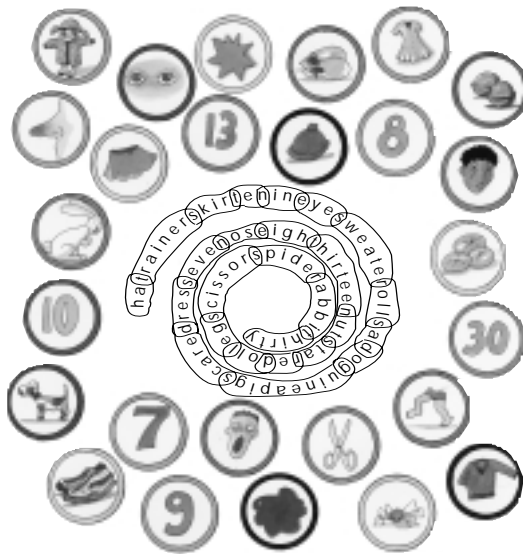
Feelings

● Match the words with the faces.

happy
scared
angry
sad
tired



● Circle the words in the right colour.





- Tell the children to open their *Pupil's Books* at page 17 and look at the pictures.
- Play the chant on the *Class Audio Cassette/CD* again and tell them to point to the pictures corresponding to the text as they listen.
- Explain the task. The children have to put the pictures into the correct order by writing the numbers 1 to 4 in the pictures as they listen.
- Play the chant a third time on the *Class Audio Cassette/CD*. The children number the pictures in the correct order.
- Check the results. Ask: *What number is 'Our cat's ill'?* and so on.
- Work through the chant verse by verse by getting the children to repeat it after you. Practise the more difficult sentences several times. You can use appropriate gestures to help them understand.
- Play the chant once again. Read out the text in the book together with the children as they listen to the recording.
- Practise the chant with the children with the aid of the text in the *Pupil's Book*.
- Play the playback version (*Class Audio Cassette/CD* 1 no. 19). The children first speak the missing sections of text and then the entire text.
- Divide the class into four groups and do the chant again. Group A chants the first verse, group B the second, group C the third and group D the fourth. When they have done the chant once, change the order of the groups. Use various instruments to support the rhythm.



Activity Book, page 14

Activity 1



- Use the *Word Cards* of the feeling words and play the following game with the children: Hold a card with its back facing the children. Say: *Guess the word*. The children ask you questions, e. g. *Is it angry?* etc. When they have guessed the word, fix the card on the board.
- Tell the pupils to open their *Activity Books* at page 14 and read out the words in activity 1.
- They then write them underneath the corresponding pictures.

Materials:
Word Cards of feeling words.

Activity 2

- Ask the children to look at the pictures in activity 2 for about ten seconds. Tell them to close their books and call out the words. Write the words on the board. If they cannot name all the 26 words, tell them to open their books again and find out which words are missing on the board. Add these words.
- Play a game. Ask the pupils to close their eyes. Tell them to call out the words they remember. Erase or cross out the words on the board. While you are doing this, count from 26 down: 25, 24, 23 If they cannot name all the words, allow them to open their eyes for a split second. Carry on like this until they have named all the words.
- Tell them to open their books and circle the words in the word snake in the appropriate colours.



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LESSON 2

Vocabulary, phrases and structures:

Ice cream with cheese, please; There's a fox with yellow socks; Emily, kiss the apple tree; There's a pink hippo in our garden; Tell me about Lisa/...; What about Tom/...? I think he/she's angry/...

Receptive only: *crazy sentences*

Linguistic skills:

Practising the meanings and pronunciation of new words and phrases;

Understanding simple sentences from the cassette/CD which are spoken so as to reflect a variety of feelings;

Using given language to communicate with one another in a game.

Cognitive, motor and social skills:

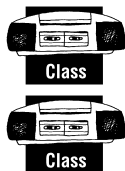
Practising speaking sentences together with a partner in ways that reflect a variety of feelings;

Playing a guessing game with a partner.

Materials:

Class Audio Cassette/CD 1 no. 19; PLAYWAY 2, Class Audio Cassette/CD 2 nos. 2, 3; Picture Cards 23–27; Pupil's Book, page 18, exercises 2, 3 and 4; Class Audio Cassette/CD 1 no. 20; Word Cards 37–41; Activity Book, page 15, activity 3, Appendix, page 41, page 16, activities 4 and 5; Activity Book Audio Cassette/CD nos. 7, 8.

Revision



- Do the chant *There's a monster* again to the playback version (*Class Audio Cassette/CD 1 no. 19*).
- (Optional) Sing the song *Twenty pink elephants* from *PLAYWAY 2* (*Class Audio Cassette/CD 2 nos. 2, 3*) with the children. Play the song once, then sing it to the playback version.

Vocabulary revision

eleven, twelve, thirteen

- Revise the numbers 11, 12 and 13. Write the figures 11, 12 and 13 and the corresponding words *eleven*, *twelve* and *thirteen* on the board in jumbled order. Practise the numbers with the children by getting them to repeat them after you several times. Ask individual children to point to the numbers as you say them. The child touches the figure with one hand and the corresponding word with the other.



Unit 4

Unit 4

2 Listen and draw the faces.

1 Thirteen monkeys are dancing rock 'n' roll. 😊

2 Thirteen monkeys are dancing rock 'n' roll. 😞

3 Thirteen monkeys are dancing rock 'n' roll. 😡

4 Thirteen monkeys are dancing rock 'n' roll. 😏

5 Thirteen monkeys are dancing rock 'n' roll. 😞



3 Crazy sentences. Work with a partner.

Ice cream with cheese, please.

There's a fox with yellow socks.

Emily, kiss the apple tree.

There's a pink hippo in our garden.

Emily, kiss the apple tree.





- Put the *Picture Cards* for the *feeling* words up on the board.
- Write *11 pink elephants are standing on their heads* on the board and say the sentence, first sadly, then cheerfully, angrily, in a scared voice and tiredly. One of the children points to the *Picture Cards* corresponding to the different feelings in turn.
Say: *Listen carefully. 11 pink elephants are standing on their heads. (Say the sentence sadly.) What feeling was it? Point to the picture that goes with the feeling.*
- Continue using the same procedure with the sentence *12 blue crocodiles are standing on their tails*.



Listening exercise

- Tell the children to look at exercise 2 on page 18 of their *Pupil's Books*.
- Explain the listening task. Tell the children that they are going to hear the sentence *Thirteen monkeys are dancing rock 'n' roll* five times, each time reflecting a different feeling. Their task is to draw the face corresponding to each feeling in the circles provided in their books (see the example in the *Pupil's Book*).
- Play the listening exercise (*Class Audio Cassette/CD* 1 no. 20) several times on the *Class Audio Cassette/CD*. The children draw the faces corresponding to the sentences they hear in their books.



Tapescript:

Number one (happily): *Thirteen monkeys are dancing rock 'n' roll.*

Number two (angrily): *Thirteen monkeys are dancing rock 'n' roll.*

Number three (scared): *Thirteen monkeys are dancing rock 'n' roll.*

Number four (tired): *Thirteen monkeys are dancing rock 'n' roll.*

Number five (sadly): *Thirteen monkeys are dancing rock 'n' roll.*

- Check the results of the task as follows:
You: *Number one. What feeling was it?*
Children: *Happy.*
You: *Well done.*
etc.
Draw the corresponding faces on the board as you do this. If anything is unclear, play the listening exercise again.

Note:

For the children, the use of the past tense in the question *What feeling was it?* is receptive only. They can understand the meaning of the question from the context.



Crazy sentences

- Hand out the *Word* and *Picture Cards* for *feelings* to individual children.
- Say the *crazy sentences* in exercise 3 one after another, first sadly, then tiredly, angrily, happily and then in a scared voice. Tell the children who have the *Word* and *Picture Cards* to stand up if they think the way you say the sentence corresponds to the feeling on their cards.
- Demonstrate the task set in exercise 3 with the whole class.
Write the four sentences in the exercise on the board. Then put up the *Picture Cards* for *happy*, *sad*, *scared*, *tired* and *angry* above them.
Point to the first sentence: *Ice cream with cheese, please*, and at the same time, point to one of the faces, e. g. the *Picture Card* for *angry*.
The children say the sentence as if they were angry.
Demonstrate a few more examples.
- Tell the children to do the exercise in the *Pupil's Book* in pairs.





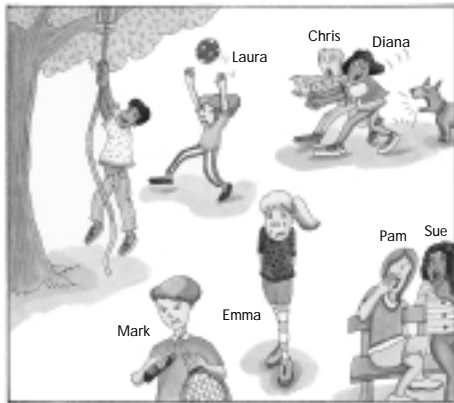
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3 Guess the answers. Put the puzzle together and check

p. 41



No, she isn't. Yes, they are. No, he isn't. Yes, he is. Yes, she is. No, they aren't.

- Are Pam and Sue happy? No, they aren't.
- Is Peter tired? No, he isn't.
- Is Emma sad? Yes, she is.
- Is Mark angry? Yes, he is.
- Are Chris and Diana scared? Yes, they are.
- Is Laura angry? No, she isn't.

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4 Play the game with a partner.

Tell me about Lisa. No, sorry. She's happy.

What about Tom? That's right.

I think she's angry.

I think he's sad.

Sarah	Lisa	Tom	Jeff
Nick	Mike	Pete	Kevin
Tim	Pam	Ann	Mary

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Unit 4

4 Listen and tick.

- | | | |
|-----------------------|---|--|
| 1. Peter and Mark are | <input type="checkbox"/> tired. | <input type="checkbox"/> sad. |
| | <input checked="" type="checkbox"/> scared. | <input type="checkbox"/> angry. |
| | <input type="checkbox"/> angry. | <input checked="" type="checkbox"/> happy. |
| 3. Emma is | <input type="checkbox"/> happy. | <input type="checkbox"/> tired. |
| | <input type="checkbox"/> scared. | <input checked="" type="checkbox"/> angry. |
| | <input checked="" type="checkbox"/> tired. | <input type="checkbox"/> sad. |
| 5. Ben is | <input type="checkbox"/> angry. | <input checked="" type="checkbox"/> angry. |
| | <input type="checkbox"/> scared. | <input type="checkbox"/> happy. |
| | <input checked="" type="checkbox"/> sad. | <input type="checkbox"/> sad. |
| 2. Jeff is | | |
| 4. Sarah is | | |
| 6. Ann and Kathy are | | |

5 Max's sunglasses. Fill in numbers. Then listen and check.

1 Linda, get me the sunglasses. OK, Max.

2 Here you are, Max. Thank you, Linda.

3 Stupid cloud.

4 Stupid sunglasses.

5 I hate the wind.

6 Aaaa! I love the sun. Where are my sunglasses?

7 Here they are. Stupid me.

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Guessing game

- Tell the children to look at exercise 4 in their *Pupil's Books*.
- Say: *Tell me about Lisa/Jeff/ What about Tom/Mary/ ...?*
Whisper the answers: *I think she's/he's happy/angry/ ...*
- Allow individual children to do the asking.
- Explain the guessing game in exercise 4, which is a game for two.
A looks closely at all the pictures, then closes his or her eyes.
B says, for example: *Tell me about Lisa*, or asks: *What about Lisa?*
A keeps his or her eyes closed and answers, for example: *I think she's angry/happy*.
B then responds with: *No, sorry./That's right*.
If A guesses correctly, it is B's turn to guess.
- Demonstrate the guessing game with one of the children.
- Practise the language a few times with the children by getting them to repeat the words and phrases after you. Use the written text in the book to provide visual support.
- Tell the children to play the game in pairs.



Activity Book, pages 15 and 16

Activity 3

- The children look at the picture puzzle on page 15.
- Play a guessing game. Read out the first question. Tell them to tick the question with a pencil if they think the correct answer is *Yes* or put an X if they think the answer is *No*. Continue with the other questions in the same way.
- The children then take the missing puzzle pieces out of the appendix, put the puzzle together and check how many answers they have guessed correctly.
- Draw a boy's face on the board. Write *he* underneath the picture. Draw a girl's face and write *she* underneath it. Then draw several faces and write *they* underneath it. Point out to the children that they can use your notes on the board in order to find the correct full answers to the questions. Give them an example.
- Ask the children to answer the questions in writing by copying the correct answers from above. Tell them that they should tick the answers they have copied.

Activity 4

- Tell the children that they are going to listen to six situations. They should find out how the people in the different situations feel and tick the answers in activity 4 in the *Activity Book*.
- Play the *Activity Book Audio Cassette/CD* (*Activity Book Audio Cassette/CD* no. 7). Ask, for example: *What about Peter and Mark?*
The children answer: *They are scared* etc.



Tapescript:

Situation one. Peter and Mark.
Peter (scared): Mark, look at the dog.
Mark (scared): Yes, let's run.

Situation two. Jeff.
Jeff (happy): Thanks, Grandad. It's great!
Grandad: Glad you like it, Jeff.



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Situation three. Emma.
 Mum: *It's ten o'clock.*
 Emma (tired): *Alright.*

Situation four. Sarah.
 Sarah (angry): *You're stupid, Jim.*

Situation five. Ben.
 Dad: *Where is your new sweater?*
 Ben (sad): *I don't know. I can't find it.*

Situation six. Ann and Kathy.
 Kathy (angry): *It's my book.*
 Ann (angry): *No, it's mine. Give it to me.*

Activity 5



- Read out the language in the speech bubbles to the children. Get individual children to repeat the sentences.
- Ask the children to put the pictures in the correct order. Get them to listen to the *Activity Book Audio Cassette/CD* (*Activity Book Audio Cassette/CD* no. 8) to check.

Tapescript:

Max: *Linda, get me the sunglasses, please.*
 Linda: *OK, Max.*
 Here you are, Max.

Max: *Thank you, Linda.*
 Stupid cloud.
 Stupid sunglasses.
 I hate the wind.
 Aaah! I love the sun.
 Where are my sunglasses?

Linda: *Here they are.*
 Max: *Stupid me.*

Step to creativity (optional)

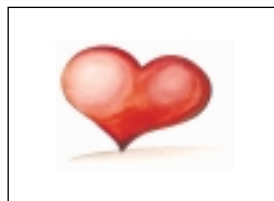
- Get the children to act the story *Max's sunglasses* out in class. Encourage them to try and change the story creatively, e. g. by finding a different ending.



Unit 4



queen



heart



airport



chocolates





LESSON 3

Vocabulary, phrases and structures:

Mainly receptive: *Mirror, mirror, who's the best singer?; That's Snow White, my Queen; You stupid mirror!; Kill Snow White and bring me her heart; Where are we going?; To the airport; A sheep's heart, please; I'm (not) alone in the city; I have no friends; I'm cold; You're the best singer in the world; Soon Snow White is a big star; Millions see her on TV; The next day, the queen flies to New York; I'm so happy to see you again; Hello, Stepmother; Here are your favourite chocolates; Don't eat the chocolate; I've got freinds; We laugh and shout, we run around and hop; We sing and dance, we never, never stop.*

Linguistic skills:

Learning the meanings and pronunciation of new words;
Understanding a story from the video, from cassette/CD and when the teacher reads it out;
Associating pieces of dialogue from the story with the corresponding written forms.

Cognitive, motor and social skills:

Following the narrative structure of a story;
Taking pictures from the appendix and inserting them correctly into a picture story.

Materials:

Pupil's Book, page 18, exercise 4; *Picture Cards* 17, 28–31; *Word Cards* 31, 42–45; *Stories Video* or *Class Audio Cassette/CD* 1 no. 21; *Pupil's Book*, pages 19–21, exercise 5; stick-in pictures, Appendix page 65; (optional) a completed version of the picture story for independent checking.

Revision



- Tell the children to work in pairs and play the guessing game in exercise 4 on page 18 of their *Pupil's Books* again.

Introduction of important vocabulary

queen, heart, airport, chocolates



- Introduce the words *queen, heart, airport* and *chocolates* using the *Picture Cards*. Put the corresponding *Picture Cards* and the *Picture Card* for *mirror* up on the board.



- Hold up the *Word Cards* one after another and say the words. Then hand out the *Word Cards* to individual children. Say the words in sequence. The children with the corresponding *Word Cards* come out to the board and put up their cards next to or beneath the corresponding *Picture Cards*.
- Practise all the words by getting the children to repeat them after you several times.



Unit 4



Cartoon story: Snow White

Background information



If you teach in a country where children are not familiar with the fairy tales by the Grimm brothers, it might be useful to tell the children the original version of *Snow White* in their mother tongue. Here is a short version of the story:

Once upon a time a queen pricked her finger while knitting and a drop of blood fell into the snow. Upon seeing that she wished for a child who should be as white as snow (skin), black as ebony (hair) and red as blood (lips).

The queen gave birth to a child but died soon afterwards. The king got married again. Snow White's stepmother was a most beautiful and vain woman. Every day she said to her mirror, 'Who is the most beautiful woman in the world?' And the mirror assured her that it was her.

But one day when Snow White had grown into a beautiful young woman the mirror told the stepmother that Snow White was more beautiful than her. The queen sent Snow White away with a hunter instructing him to kill her and bring her Snow White's heart and liver.

Deep in the woods the hunter, however, set Snow White free, killed a deer and brought back the heart and liver which the queen ate.

Snow White found a house deep in the woods in which seven dwarfs lived. They were happy to have her and cared for her and she did the housework.

When the queen consulted her mirror again she found out that Snow White was living beyond the mountains with the seven dwarfs. She disguised herself as a woman selling things in markets and went to Snow White's place. She offered her some garment which Snow White put on. The queen tied the strings of the garment in such a way that Snow White fainted. The dwarfs, however, could save her. The second time the stepmother in disguise put a poisoned comb in Snow White's hair, but she was saved again. The third time she offered Snow White an apple. The stepmother ate half of it, but the second half was poisoned. This time the dwarfs could not save Snow White. They put her into a glass coffin. One day a prince saw her in the coffin, fell in love with the 'dead' girl and told the dwarfs to take her away. But one of the dwarfs stumbled and the apple which had got stuck in Snow White's throat fell out. She regained consciousness. The prince wanted to marry her.

When the stepmother asked her mirror again, it said that the most beautiful woman was the young queen. Since the stepmother was invited to the wedding she went there. She was given shoes made of iron and had to dance over pieces of red-hot coal until she was dead.

- Show the children the video sequence *Snow White* once. Tell them in their own language that they are going to see a 'modern' version of the *Snow White* story.

Videoscript:

<i>Ted:</i>	<i>Here you are, Snow White.</i>
<i>Snow White:</i>	<i>Thank you, Ted.</i>
<i>Queen:</i>	<i>Mirror, mirror, who's the best singer?</i>
<i>Mirror:</i>	<i>That's Snow White, my Queen.</i>
<i>Queen:</i>	<i>You stupid mirror!</i>
<i>Storyteller:</i>	<i>The queen is very angry.</i>
<i>Queen:</i>	<i>Ted, Ted, come here!</i>
<i>Butler:</i>	<i>Yes, my Queen.</i>
<i>Queen:</i>	<i>Ted, kill Snow White and bring me her heart.</i>

If video is unavailable:

Ask the children to take out the pictures from the appendix in the *Pupil's Book* on p. 65. Ask them to place the pictures next to the *Pupil's Book*. Read out the sentences in the speech bubbles to them. Get them to look at pages 19–21 where the pictures need to go. Play the story from the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 21). Ask them to place the appropriate pictures on the empty spaces in the *Pupil's Book*. Check if all the pictures are in the correct place. Then ask the children to use some glue and stick them in.



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Snow White: Where are we going, Ted?
Butler: To the airport, Snow White. You must go away.
Storyteller: Ted is sad.
Ted: Bye-bye, Snow White.
A sheep's heart, please.
Butcher: Here you are. Two pounds, please.
Ted: Here's Snow White's heart.
Queen: Thank you, Ted.
Storyteller: The queen is very happy.
Snow White is in New York. She's sad.

Snow White (singing): I'm alone, I'm alone in the city.
I have no friends.
I'm very sad.
I have no friends.
I'm very sad.

First young man: I love your song.

Snow White: Thank you.
(singing): I'm not alone, not alone in the city.
I'm so happy, so happy
I've got friends.

Second young man: Snow White, you're the best singer in the world.

Storyteller: Soon Snow White is a big star.
Millions see her on TV.
The queen sees her too.

Queen: It's Snow White! She's in New York!
Storyteller: The queen is very, very angry.
The next day, the queen flies to New York.

Ted: I'm scared. The queen is in New York.
You must help Snow White.

Second young man: OK.
Queen: Hello, Snow White. I'm so happy to see you again.

Snow White: Hello, Stepmother.
Queen: Here are your favourite chocolates, Snow White.

Snow White: Thank you, Stepmother.
Queen: Have one.

Snow White: Thank you.
Storyteller: The queen is scared.
Queen: Stupid dog! Go away!
The young men: Stop, Snow White!
Don't eat the chocolate.

Policeman: Come with us.

Snow White (singing): I'm not alone, not alone in the city.
I'm so happy, so happy
I've got friends.

Audience: Bravo! Great! Super!



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Watch the video. Then stick in the pictures.

p. 65

Snow White

Here you are, Snow White.

Thank you, Ted.

Mirror, mirror, who's the best singer?

That's Snow White, my Queen.

The queen is very angry.

You stupid mirror!

Ted, Ted, come here!

Yes, my Queen.

Ted, kill Snow White and bring me her heart.

Where are we going, Ted?

To the airport, Snow White. You must go away.

Ted is sad.

Bye-bye, Snow White.

A sheep's heart, please.

Here you are, Two pounds, please.



Unit 4

Here's Snow White's heart.

Thank you, Ted.

The queen is very happy.

Snow White is in New York. She is sad.

I'm alone, I'm alone in the city...

I love your song.

Thank you.

I'm not alone, not alone in the city. I'm so happy, so happy. I've got friends.

Soon Snow White is a big star. Millions see her on TV. The queen sees her too.

It's Snow White! She's in New York!

The queen is very, very angry.

Snow White, you're the best singer in the world.

I'm scared. The queen is in New York. You must help Snow White.

The next day, the queen flies to New York.

OK.

Hello, Snow White. I'm so happy to see you again.

Here are your favourite chocolates, Snow White.

Thank you, Stepmother.

Hello, Stepmother.

Unit 4



Have one.

Thank you.

Stupid dog! Go away!

The queen is scared.

Stop, Snow White! Don't eat the chocolate.

Come with us.

I'm not alone, not alone in the city...

Super!

Bravo!

Great!



- Write *Snow White* on the board and ask the children to tell you words and sentences from the story that they can remember.
- Write the words and sentences that the children tell you on the board, or put up the corresponding *Word Cards*. You could possibly use simple drawings or symbols as an aid to understanding.
- You could also add words that the children do not give you, e. g. *friends, city ...*
- Practise all the words and sentences by saying them several times together with the children.
- Then show the video or play the *Class Audio Cassette/CD* video a second time.



Stick-in pictures

- Tell the children to open their *Pupil's Books* at pages 19, 20 and 21 (exercise 5). Between the pictures there are a number of blank frames, each marked with a question mark.
- Show the children where to find the missing pictures in the appendix of their *Pupil's Books*.
Tell them to take out the pictures and lay them out on their desks.
- Play the audio version of the story on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 21).
- Tell the children to put the pictures into the correct order as they listen.
- Go round the classroom checking their work.
- The children stick the pictures in their books.



Note:

If you are using the *Class Audio Cassette/CD* instead of the video your children have already stuck the pictures in. Miss out this step.

Alternatives:

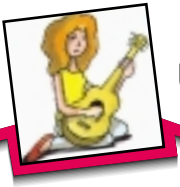
- Independent checking:
1. Put up a completed version of the picture story.
 2. Play the audio version of the story. The children check their own work independently.

Reconstructing the story



- Play the audio version of the story on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 21) again. Tell the children to read the corresponding sections of text in their books as they listen.
- Read out the text belonging to the pictures in any order you choose. The children point to the corresponding pictures in their books.
Examples:
Mirror, mirror, who's the best singer? (Picture 1)
Ted, come here! (Picture 3)
Here's Snow White's heart. – Thank you, Ted. (Picture 8)
- Tell the children to leave their books open. Then read out the entire story and get them to supply individual words and phrases, for example:
You: *Mirror, mirror, who's the best ...*
Children: *... singer?*
- Tell the children to draw a picture of their favourite scene from the story as homework and bring it with them to the next English class.





Unit 4



LESSON 4

Vocabulary, phrases and structures:

As in Lesson 3, but using sections of the text actively when rehearsing and performing a role-play.

Linguistic skills:

Discovering and correcting mistakes in the content of a story;
Reconstructing and acting out individual scenes from the story.

Cognitive, motor and social skills:

Comparing a version of the story containing errors of content with the original version;
Thinking themselves into various roles and acting them out.

Materials:

Stories Video or *Class Audio Cassette/CD* 1 no. 21; *Pupil's Book*, pages 19–21, exercise 5; *Activity Book*, page 17, activity 6, Appendix, page 43; *Activity Book Audio Cassette/CD* no. 9.

Revision



or



Class

- Ask the children to give you some words from the story of *Snow White*, and write them on the board.
- Show the *Snow White* video sequence again, or play the audio version from the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 21).

Find the mistake



- Tell the children to keep their books closed. Then read out the story of *Snow White*. The children have to supply individual words and phrases. If necessary, allow them to look these up in their books.
- Read out the story again, this time making mistakes in the content. Tell the children to listen closely. When they notice a mistake, they must quickly knock on their desks and correct it.

Example:

You: *Mirror, mirror, who's the best dancer?*

Children: *Who's the best singer?*

You: *That's Snow White, my King.*

Children: *That's Snow White, my Queen.*

Further suggestions for suitable mistakes:

Ted, kill Snow White and bring me her head.


Where are we going, Ted? – To the station, Snow White.

It's Snow White. She's in London.


Here are your favourite flowers.



Unit 4

Unit 4 

● Cut out the answers and stick them in.
Then listen and check.

 Who is the best singer? Snow White.

Where are we going? To the airport.

Can you play tennis? Yes, I can.

Have you got a pet, Sue? Yes, I have.

A sheep's heart, please. Here you are.
Two pounds, please.

Here are your favourite chocolates. Thank you.

How old is your cat? Five.

What colour is your budgie? Green and yellow.

What's your name? Lucy.

17

←.....



Role-play (for work with good classes)

- Ask the children to present the pictures of their favourite scenes which they have drawn for homework.
Scene 1: The queen questions the mirror. Then she angrily calls *Ted* and orders him to kill *Snow White*.
Scene 2: *Ted* takes *Snow White* to the airport. Then he goes to the butcher's and buys a sheep's heart, which he presents to the queen. And so on.
- Work through the corresponding dialogues together with the children.
- Divide the children up into groups and get each group to rehearse a scene of their choice. You could possibly also give them the opportunity to listen to the audio version a further time on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 21).
- Ask the children to perform their role-plays.



Activity Book, page 17

Activity 6

- Read out the sentence *Here are your favourite chocolates*. Tell the children that they should give you as many reactions to this sentence as possible.
Elicit from them various answers, e. g. *Thank you. Oh, wonderful. Yummy.* etc.
- Continue like this with the other sentences in activity 6.
- Tell the children to take out the answers from page 43 in the appendix. Read out one answer. The children hold up the corresponding card. Carry on like this with the other answers.
- They then read the sentences in activity 6 and put the answers on the appropriate boxes.
- Play the *Activity Book Audio Cassette/CD* (*Activity Book Audio Cassette/CD* no. 9) so that the children can check their results before they stick the cards in.



Tapescript:

Speaker 1: Who's the best singer?
Speaker 2: Snow White.
Speaker 3: Where are we going?
Speaker 4: To the airport
Speaker 1: Can you play tennis?
Speaker 2: Yes, I can.
Speaker 3: Have you got a pet, Sue?
Speaker 4: Yes, I have.
Speaker 1: A sheep's heart, please.
Speaker 2: Here you are. Two pounds, please.
Speaker 3: Here are your favourite chocolates.
Speaker 4: Thank you.
Speaker 1: How old is your cat?
Speaker 2: Five.
Speaker 3: What colour is your budgie?
Speaker 4: Green and yellow.
Speaker 1: What's your name?
Speaker 2: Lucy.

- Finally, ask the children to read out the sentences and answers in pairs.

Pronunciation tips:

If you use *butler* /'bʌtlə/ and *butcher* /'bʊtʃə/, make sure that the words are pronounced correctly.

Tip:

In large classes, two or three groups can rehearse the same scene simultaneously. The children memorize their lines with the aid of the written version in their books by saying the text several times under their breath. Give them sufficient time to memorize their lines and tell them to ask immediately if they are not sure of the pronunciation. While the children are rehearsing, go from group to group, giving assistance with pronunciation problems.



Unit 4



Step to creativity (optional)

- Ask the children to sit in a circle. Tell them that you are going to say a sentence (a question or a statement). As soon as they have heard your sentence, they should react to it. Say a few questions first, e. g. *How old are you? What colour is your new T-shirt? Do you like pears?* The children answer accordingly. Then also say statements, e. g. *I'm cold.* If necessary, prompt an answer, e. g. *Here's a sweater.*
- Later a child can take over your role.



Unit 4

Friends

Lyrics: Gerngross, Puchta
Music: Lorenz Maierhofer
© Cambridge University Press and Edition Helbling

(A) ^D Solo

I'm not a - lone, not a - lone in the cit - y.

^G ^D ^{1. A7} ^D ^{2. A7} ^{Fine D} Chorus

I'm so hap - py, so hap - py I've got friends. hap - py I've got friends. We

(B)

laugh and shout, we run a - round and hop. (hop) We

sing and dance, (clap) we nev - er, nev - er stop. (clap) D.C.

Friends

Listen. Sing the song.

I'm not alone, not alone
in the city.
I'm so happy, so happy
I've got friends.

We laugh and shout,
we run around and hop.
We sing and dance,
we never, never stop.

I'm not alone, not alone
in the city.
I'm so happy, so happy
I've got friends.

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LESSON 5

Vocabulary, phrases and structures:

I'm not alone in the city; I've got friends; We laugh and shout, we run around and hop; We sing and dance, we never, never stop.

Linguistic skills:

Singing a song (*Friends*).

Cognitive, motor and social skills:

Chanting and singing in time and in tune.

Materials:

Stories Video or *Class Audio Cassette/CD* 1 no. 21; *Class Audio Cassette/CD* 1 nos. 22, 23; *Pupil's Book*, page 21, exercise 6.



Revision

or



- Show the children the *Snow White* video sequence again or play the cassette/CD.



Song: Friends



- Play the song on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 22), and tell the children to follow the text in exercise 6 on page 21 of their *Pupil's Books* as they listen.

- Work through the text line by line together with the children. Recite the individual verses a few times and get the children to recite them after you, using the text in their books as support.

- Play the song again. The children form a circle and you all do the following actions together:

Part A: First two bars: everybody points their fingers ||: left, right, left, right :||

Bars 3 and 4: on the word *happy*, everybody claps their hands twice. On the word *friends*, they all point to the others in the circle.

Part B: Bar 1: everybody takes two small steps to the centre of the circle.

Bar 2: everybody takes three steps backwards, and on the word *hop*, does a little hop.

Bar 3: everybody takes two small steps to the centre of the circle again, and claps their hands three times.

Bar 4: everybody takes three steps backwards again and claps once to finish.

- Play the song on the CD and tell the children to sing along, accompanying the words with the corresponding actions.



- Then sing the song together with the children to the playback version on the *Class Audio Cassette/CD* (*Class Audio Cassette/CD* 1 no. 23).