

Unit 1: In the Fairytale Forest

Lesson 1: A school in the forest

Content

The children practise vocabulary for school and classroom objects as well as for colours. They also practise expressions for greeting and introducing themselves. Vocabulary is presented in context through a story and a song, and is further consolidated through games and activities.

Linguistic objectives

Children are expected:

- to learn vocabulary related to school and classroom objects: *school, teacher, book, forest, desk, board*; and revise colours learned in the Pre-Unit: *blue, red, green, pink*
- to recognise the written form of the words
- to produce and practise phrases for greeting and introducing themselves: *"Hello, I'm...", "How are you?", "I'm fine, thank you. And you?"*

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage dramatisation and groupwork
- to encourage singing and colouring

Suggested resources

- CD and CD player
- headbands (optional)
- crayons
- realia (optional)

Suggested procedure (up to 5 days)

Student's book

Step 1: Introduce the characters of the book (Lena, Tammy, Alex, Yuri) and ask the children to identify two of them (Alex and Tammy) in the first picture of the story. Ask the children to listen to the story on the CD. Then, read the story and act it out with the help of realia, flashcards (if available) and storycards. Ask the children to listen to the story again and point to the corresponding pictures. This step may be repeated as many times as deemed necessary. Emphasise in the classroom that reading is not necessary and that children can understand the story through the pictures.

Step 2: Check understanding of new vocabulary and comprehension of the story by asking relevant questions: e.g. *'Show me Alice / Miss Butterfly'*, point to a picture and ask, *'What's this?'* You can point to objects in the classroom and elicit the words from the children, or say a word and they point to the corresponding object.

Step 3: Invite the children to act out the story. Allocate roles (Tammy, Alex, Peter Pan, Alice and Miss Butterfly). All children should be given the opportunity to participate in the role-playing activity. You can split the class into three or more groups (according to the class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually. You can also use headbands with pictures of the story characters or with their names stuck on them and ask the children to wear them on their heads while doing the role playing activity. The children can act out the story without being required to use the exact phrases, or all phrases. Emphasis should be placed on the use of phrases such as *'How are you?', 'I'm fine, thank you', 'This is our school', etc.*

Step 4: First activity: Ask all the children to read the words together, and guide them to point at the correct words with the corresponding pictures. Only word recognition is required at this stage. Go around the classroom and offer to help, if needed.

Step 5: Second activity: Colours which were introduced in the Pre-Unit are practised through this song. Ask the children to listen to the song and use miming gestures and crayons or coloured pieces of paper to show the colours. Ask the children to put the four different crayons (green, blue, red, pink) on their desks so that they pick them up and show the correct colour while singing. Then encourage them to sing, colour the wings of Miss Butterfly and act out the song.

Lesson 1: A school in the forest

Extra activities:

a) They play a game with colours. Call out a colour and ask the children to show the correct crayon. In the beginning, this is done rather slowly but then you can say the colours increasingly faster.

b) Say 'Touch something (red)' and children touch something with the colour they hear.

Step 6: Third activity: The children listen to some recorded phrases while looking at the pictures. In the second listening, pause the CD and invite the children to point to the correct picture.

Step 7: Fourth activity: This is a role-playing activity. Encourage the children to act out short dialogues in pairs following the example. Act out the first one with the help of a child. Ask children to use gestures (e.g. to raise their hand to greet) while performing their roles.

Activity book

First activity: Ask the children to read the words together, and guide them to match the words with the corresponding pictures by drawing a line to join the word with the picture. Only word recognition is required at this stage. Go around the classroom and offer to help if needed.

Second activity: Invite the children to colour the picture of Miss Butterfly while listening to the song from the Student's Book Activity 2, page 26. They can use the colour code given.

Third activity: Ask the children to listen to the phrases from the story and write numbers under each picture accordingly. They can check their answers in groups or in pairs. You might say a number and have the children say the correct sentence or the other way round.

Fourth activity: Guide the children to circle the sentences as in the example. They can then read the sentences together as a class, or in pairs, in order to check their answers. Here you might wish to introduce the word 'mushroom'.

Fifth activity: Encourage the children to join the dots and thus write the new words they have learned in this lesson. The pictures depicting the words can also be seen. Then ask the children to read the words out loud.

SCRIPTS & KEYS

Student's book**Lesson 1: A school in the forest. Listen and read.**

Alex: Hey, Tammy, look! A book with fairytales!

Tammy: Look, Alex! It's a magic book!

Peter Pan: Hello! Welcome to the fairytale forest!
I'm Peter Pan and this is Alice.

Alice: This is our school...
... a school in the forest.

Alice: Look, Peter! Our desk!

Peter Pan: And a board!

Alice: Wow! A board! Super!

Miss Butterfly: Hello, Peter! Hello, Alice!
I'm Miss Butterfly, your teacher.

Alice & Peter Pan: Hello, Miss Butterfly! How are you?

Miss Butterfly: I'm fine, thank you!

Activity 1 KEY: Match and say.

- A. ▷ 3 book [Example]
- B. ▷ 4 forest
- C. ▷ 2 teacher
- D. ▷ 1 school
- E. ▷ 6 board
- F. ▷ 5 desk

Activity 2 SCRIPT: Let's sing!

Hello, Miss Butterfly,
how are you?
I'm fine!
Your wings are blue and red
green and pink
and red again!

Activity 3 SCRIPT: Listen and point.

1. [Example] A green forest. (F)
2. A yellow tiger.
3. A red desk.
4. Pink wings.
5. A blue book.

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6. A green board.

Activity 3 KEY: Listen and point.

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

Activity book

Activity 1 KEY: Match the pictures with the words.

- A. teacher
- B. forest
- C. book
- D. school
- E. board [Example]
- F. desk

Activity 2 KEY: Colour Miss Butterfly.

Colour the picture according to the colour code given.

Activity 3 SCRIPT: Listen and number the pictures.

1. [Example] Hey, Tammy, look! A book with fairytales! (A)
2. Wow! A board! Super!
3. Hello, Peter! Hello, Alice! I'm Miss Butterfly, your teacher!
4. This is our school!
5. Look, Peter! Our desk!

Activity 3 KEY: Listen and number the pictures.

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

Activity 4 KEY: Circle the phrases.

▶ Hello, Peter! How are you? I'm fine, thank you.
Welcome to the fairytale forest. It's a magic book.

Activity 5 KEY: Join the dots.

1. desk
2. teacher
3. forest
4. board
5. book
6. school



Lesson 2: Magic schoolbag

Content

The lesson introduces (a) vocabulary related to classroom objects, (b) numbers 1-10, (c) asking questions with 'What's this?' and responding with 'It's a ...' 'A ...', (d) the plural -s. The vocabulary is introduced in context through a story and a song, and is further consolidated through a game and relevant activities.

Linguistic objectives

Children are expected:

- to learn new vocabulary related to classroom objects: *a schoolbag, a pencil case, a pencil, a ruler, a rubber, a notebook; and numbers 1-5*
- to recognise the written form of the words
- to identify the plural form (-s) of nouns
- to practise the question 'What's this?' and the answer 'it's a ...' / 'a ...'
- to produce the new vocabulary items and the numbers 1-5 orally and in writing

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote pairwork and dramatisation
- to encourage singing, playing and colouring

Suggested resources

- CD and CD player
- headbands (optional)
- crayons
- realia (classroom objects)

Suggested procedure (up to 5 days)

Student's book

Step 1: Elicit the names of Peter Pan and Alice (presented in the previous lesson) and introduce Snow White. The children listen to the story on the CD. Read the story and act it out with the help of realia, flashcards (if available) and storycards. Ask the children to then listen to the story again and point to the corresponding pictures. This step may be repeated as many times as deemed necessary. Emphasise in the classroom that reading is not necessary and that the children can understand the story through the pictures.

Step 2: Check the understanding of new vocabulary and comprehension of the story by asking relevant questions: e.g. 'Show me Snow White', 'Show me your rubber'. Alternatively, ask some children 'What's in your schoolbag?' and they take out one or two objects they know and show them to class. Encourage them to use 'and' for two objects.

Step 3: Invite children to act out the story. Allocate roles (Peter Pan, Alice and Snow White). As many children as possible should be given the opportunity to participate in the role-playing activity. You can split the class into three or more groups (according to the class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually. You can use headbands with pictures or the names of the story characters stuck on them and ask the children to wear them on their heads while doing the role-play. The children may act out the story using a few or as many of the phrases as they can recall.

Step 4: First activity: Ask the children to identify the pictures (e.g. elicit the word 'schoolbag'). The children then listen to the words and point to the correct item. You can go around the room and check answers.

Extra activity: Start drawing an object on the board, and ask the children to try and guess what it is. Draw two lines and ask them to guess. Say 'What's this?' and try to get children to answer using 'it's a ...' or 'a ...'. The child who guesses correctly is the next one to draw an item on the board. This can also be done in pairs with the children drawing their pictures in their notebooks.

Step 5: Second activity: Ask the children to first listen to the recording all the way through. As they listen a second time, you may pause after each phrase and invite the children to guess who says it.

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Lesson 2: Magic schoolbag

Step 6: Third activity: Numbers 1-5 are introduced through the song but not explicitly taught. The children listen to the song, while you use miming gestures and crayons. Then encourage them to sing and act out the song. Give them time to sing the song again.

Extra activity: Put the children into pairs and ask them to 'write' numbers on their partner's back with their finger. Partners try to guess and say the number.

Step 7: Fourth activity: Ask the children to find the school things that are hidden in the picture. The children will produce wrong answers such as two rubber. The teacher repeats the children's phrase correctly: two rubbers, thus, helping the children to notice the -s plural. Ask the class what the 's' at the end of words stands for (hoping to raise children's awareness of the plural form and its function). Explicit teaching is discouraged at this stage. Go around the class and encourage the children to participate.

Extra activity: The children practise forming the plural. They play 'tennis' with the teacher using nouns such as a 'ball'. You say it in the singular form and children say the same noun correctly in the plural. They should add a number from one to five before the noun. For example, the teacher says: "a/one board" and the students answer: "Three boards", as the teacher shows the number three on a flashcard or with fingers.

Step 8: Fifth activity: Guide the children to play the game in pairs. The game may also be played as a memory game with books closed. As the children sit in pairs, one child looks at the items in the book for 1 minute. They then close the book, and tell their partner what they remember.

Step 9: Sixth activity: Ask the children to repeat the tongue twister after you. At first you say it slowly but then you ask them to go faster. In the end, invite those who believe they can say it really fast to stand up and do so.

Activity book

First activity: Ask the children to listen to the words a couple of times and then invite them to match the words with the items in the schoolbag.

Second activity: Ask the children to colour the paths in the maze according to the colour code given. For example, use the colour blue to colour the path between Snow White and the rubber.

Third activity: Ask the children to colour the items using the colour code given.

Fourth activity: Invite the children to read the phrases in the captions first and then match them to the correct picture.

Fifth activity: Ask the children to look at the picture carefully and then find the correct number of each of the items found in the classroom. They then have to write the correct word on the correct line.



Lesson 2: Magic schoolbag

SCRIPTS & KEYS

Student's book

Lesson 2: Magic schoolbag. Listen and read.

Peter Pan: Hello, Snow White.

Snow White: Hello, Alice. Hi, Peter.

Peter Pan: What's this?

Snow White: It's a magic schoolbag.

Peter Pan: A schoolbag? Great!

Alice: And what's in your schoolbag?

Snow White: A pencil and a pencil case... a ruler, a rubber... and a notebook.

Alice: And what's this? A rubber, too?

Snow White: No, it's chocolate. Yummy!

Activity 1 SCRIPT: Listen, point and say.

1. [Example] a schoolbag (A)
2. a pencilcase
3. a notebook
4. a rubber
5. a book
6. a desk
7. a pencil

Activity 1 KEY: Listen, point and say.

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

Activity 2 SCRIPT: Who says this? Listen and say.

1. [Example] What's this? (Peter)
2. A pencil and a pencil case...
3. And what's in your schoolbag?
4. Hello, Alice.
5. And what's this? A rubber, too?

Activity 2 KEY: Who says this? Listen and say.

1. Peter [Example]
2. Snow White
3. Alice
4. Snow White
5. Peter

Activity 3 SCRIPT: Let's sing!

One, two, I love blue.
one, two, three, red for me!
Four and five, green and pink are mine!

Activity 4 KEY: What can you see in the picture? Count and say.

▷ Three rubbers, five pencils, one pencil case, four books, two notebooks

Activity 5 KEY: Let's play a game!

Three ▷ pencil cases! [Example]

Five ▷ pencils

Two ▷ books

Four ▷ rulers

One ▷ rubber

Activity 6 SCRIPT: Let's say it!

Three green and red rubbers!

Unit 1: In the Fairytale Forest

Lesson 2: Magic schoolbag

Activity book

Activity 1 SCRIPT: Listen and match.

1. [Example] a schoolbag. (f)
2. a ruler
3. a rubber
4. a pencil
5. a pencil case
6. a notebook

Activity 1 KEY: Listen and match.

1. ▷ f [Example]
2. ▷ b
3. ▷ c
4. ▷ d
5. ▷ e
6. ▷ a

Activity 2 KEY: Find and colour.

Colour the four paths according to the colour code given.

rubber ▷ blue path

pencil case ▷ red path

ruler ▷ green path

notebook ▷ pink path

Activity 3 KEY: Read and colour.

Ask the children to colour the items using the colour code given.

Activity 4 KEY: Match the pictures with the phrases.

1. ▷ b [Example]
2. ▷ f
3. ▷ a
4. ▷ c
5. ▷ e
6. ▷ d

Activity 5 KEY: Find the school things and write the words.

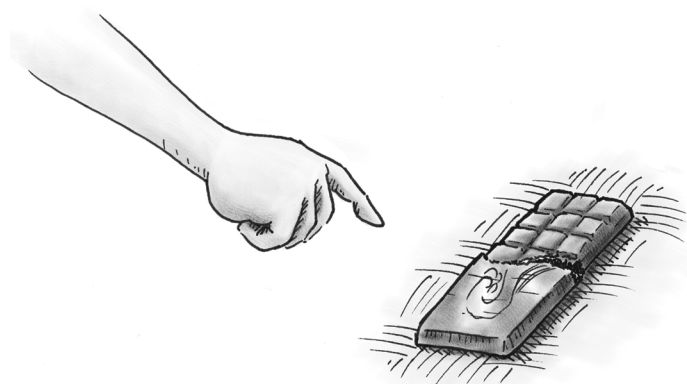
▷ two notebooks [Example],

▷ three rubbers

▷ four rulers

▷ five pencils

▷ six school bags



Lesson 3: School is fun

Content

The children revise phrases and vocabulary from previous lessons, as well as practise asking someone's name and introducing others. The vocabulary is introduced in context through a story and is further consolidated through games, a song and activities.

Linguistic objectives

Children are expected:

- to produce and practise expressions such as: 'What's your name?', 'I'm...', 'This is...'
- to revise key phrases from previous lessons and produce the written form of previously learned vocabulary
- to identify some action verbs through a song: *dance, jump, clap your hands, play the drum*

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote group/pairwork
- to encourage singing, playing and acting out the action verbs

Suggested resources

- CD and CD player
- crayons

Suggested procedure (up to 5 days)

Step 1: Elicit the names of Peter Pan, Alice, Snow White who were presented in the previous lessons and introduce Goldilocks. The children listen to the story on the CD player. Read the story and act it out with the help of the storycards. The children then listen to the story again and point to the corresponding pictures. Use miming gestures while listening to the song to make the new vocabulary clear. This step may be repeated as many times as deemed necessary. Emphasise that reading is not necessary and that the children can understand the story through pictures.

Extra activity: The children may play a miming game with the verbs in the song.

Step 2: First activity: Guide the children to find the school objects in the fairytale forest. The children can repeat the phrase: "I spy with my little eye something that begins with....". They can also combine the colours and objects, like: "I spy a blue book", or practise plurals, "I spy 3 books".

Step 3: Second activity: Guide the children to complete the activity. Ask them to find the heroes who are hidden behind the trees. They should point to Alice's apron and say: "This is Alice!" or at Snow White's hand holding the school bag and say: "This is Snow white" etc.

Step 4: Third activity: The children revise previously learned vocabulary. They listen to the recording and point to the correct picture. Then ask them to mime the action they just heard and point to it in the book. You may pause the recording after each of the sounds.

Step 5: Fourth activity: This activity revises the phrases which children have been exposed to in the unit. Ask the children to listen to the recordings and to choose one of the two pictures available to them.

Step 6: Fifth activity: Encourage the children to act out short dialogues in threes as shown in the example. Ask a child to help you show them how it is done. Encourage the children to use gestures (e.g. raise their hand to greet) while doing the role-playing activity.

Step 7: Sixth activity: The children revise vocabulary learned in the Pre-Unit and Unit 1. They look at yet another picture of the fairytale forest with animals from the Pre-Unit holding or playing with school objects. Ask the children to point to and identify the objects they have found e.g.: "A rabbit with a ruler" etc.

Unit 1: In the Fairytale Forest

Lesson 3: School is fun

SCRIPTS & KEYS

Activity book

First activity: Ask the children to listen to the recordings and try to match them to the correct picture.

Second activity: Ask the children to colour the numbers according to the colour code given.

Third activity: The children revise the newly learned vocabulary from the unit. Ask the children to fill in the missing letters. Every gap corresponds to a missing letter.

Fourth activity: Guide the children to break the code and write the hidden phrase. As a follow up activity, the children may prepare similar activities for their classmates.

Fifth activity: Ask the children to match the leaves in order to find the words. Every leaf has its identical twin. When they have matched them, they may complete the task by writing the words in the space provided.



Student's book

Lesson 3: School is fun. Listen and read.

Goldilocks: Hello, everybody!

Snow White: Hi there!

Peter Pan: Hello, what's your name?

Goldilocks: I'm Goldilocks. What's your name?

Peter Pan: I'm Peter. This is Alice and this is Snow White.

Alice: Come on. Let's go to school.

Goldilocks: Oh, no! School is boring!

Peter Pan & Alice: No! School is fun!

School is fun! School is fun!
Let's sing, let's dance and jump!
School is fun! School is fun!
Clap your hands and play the drum!
School is fun! School is fun!
School is such great fun!

Activity 1 KEY: I spy with my little eye...

The key is quite flexible here. They can use colours as well as numbers, or simply practise the plural form. For example, they can say "I spy with my little eye, a blue book", or, "I spy with my little eye 3 books".

Activity 2 KEY: Who's this?

- A. Peter Pan
- B. Alice
- C. Snow White
- D. Goldilocks

Activity 3 SCRIPT: Listen, point and mime.

1. [Example] Play the drums. (A)
2. Let's jump
3. Let's dance
4. Let's sing
5. Clap your hands

Lesson 3: School is fun

Activity 3 KEY: Listen, point and mime.

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

Activity 4 SCRIPT: Listen and choose.

1. [Example] I'm Goldilocks. (b)
2. No! School is fun!
3. A schoolbag? Great!
4. No, it's chocolate. Yummy!
5. Come on. Let's go to school!

Activity 4 KEY: Listen and choose.

1. ▶ b [Example]
2. ▶ a
3. ▶ b
4. ▶ b
5. ▶ a

Activity 6 KEY: Can you remember the words?

- ▶ a rabbit with a ruler
- ▶ a bear with a schoolbag
- ▶ a dog with a rubber
- ▶ a cat with a book
- ▶ a fox with a notebook
- ▶ a pencil case with 3 pencils
- ▶ 5 desks
- ▶ a board

Activity book

Activity 1 SCRIPT: Listen and number the pictures.

1. [Example] This is our school. (C)
2. A schoolbag? Great!
3. Hello, Peter! Hello, Alice! I'm Miss Butterfly, your teacher!
4. Oh no! School is boring!
5. Hello, everybody!

Activity 1 KEY: Listen and number the pictures.

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

Activity 2 KEY: Can you find the magic phrase?

- ▶ School is fun

Activity 3 KEY: Write the missing letters.

1. desk [Example]
2. schoolbag
3. rubber
4. board
5. pencil case
6. notebook
7. ruler

Activity 4 KEY: Can you find the magic phrase?

- ▶ Hello everybody!

Activity 5 KEY: Match the leaves and write.

- ▶ ruler [Example]
- ▶ desk
- ▶ schoolbag
- ▶ dance
- ▶ forest
- ▶ notebook
- ▶ pencil

Unit 1: In the Fairytale Forest

Lesson 3: School is fun

Art time!

Talking forest

Linguistic objective

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

Pedagogical aims

- to develop creativity and imagination through art and drama
- to develop visual literacy
- to encourage a love of nature

Suggested resources

- pencils
- rubbers
- coloured pencils.

Suggested procedure (up to 2 days)

Step 1: Introduce the talking forest theme to the pupils. Explain that this is a fairytale forest where the trees and animals talk and the grass whispers in English. The image in the book is a starting point and the pupils need to complete the drawing.

Step 2: Instruct the pupils to draw themselves and a friend in the forest scene. They can draw some animals too, e.g. a black bear, a red fox, a brown rabbit, an orange butterfly, a green frog etc.

Step 3: Say hello and introduce yourself and your friend to the trees, the grass and the animals. Write the greetings and introductions in the speech bubbles. You will need to draw more speech bubbles

Suggested language for the speech bubbles:

Hi there!
Hello. What's your name?
I'm... and this is...
How are you?
I'm fine, thank you. And you?
I'm fine too, thank you.

Extra online activities can be found on the PEAP website.

Project

Leaf mobile

Linguistic objective

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

Pedagogical aims

- to learn how to construct a basic hanging mobile that turns freely in the air.
- to develop aesthetic appreciation
- to develop, describe and express feelings about own and others' work.
- to further develop fine motor skills
- to encourage creativity through art
- to encourage a love of nature

Suggested resources

- scissors
- coloured pencils
- stapler
- ribbon
- twig or coat hanger
- additional paper

Suggested procedure (1 day)

Step 1: Ask the children to colour the leaves and design the blank butterfly, front and back.

Step 2: Ask the children to cut out the shapes.

Step 3: Help the children staple the leaves and butterfly to a single length of ribbon.

Step 4: Tie the ribbon to a twig and suspend from a hook.

Extra activity: Upon seeing how the mobile is constructed, pupils could be encouraged to design their own shape to add onto their mobile. They could add an insect, flower, mushroom or another natural object studied in unit 1. The pupils can talk about their own or others' mobiles.

Unit Evaluation

Ask the children to colour the stars. Explain that the more they liked the unit components (story, songs and rhymes, games and puzzles), the more stars they need to colour. In the second part, ask the children to write their favourite words and phrases from Unit 1. Go around the class and offer help. Discuss the children's choices and answers in the self-assessment section.