

Lesson 1: Penny the penguin

Content

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

Linguistic objectives

- to revise vocabulary from previous units.
- to learn certain language chunks:
This is enough. That's what's right.
- to identify the written form of the words (word recognition)
- to produce the oral form of the words

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to raise children's awareness of bullying and discourage them from labeling people
- to promote pairwork and dramatization

Suggested resources

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

Suggested procedure (up to 5 days)

Student's book

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

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

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

Step 4: Check understanding of new vocabulary by asking relevant questions related to the story, e.g. *Can Penny run? Can Penny fly? Can the dog run?* Expecting answers like: *Yes, she can. No, he can't.* etc.

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

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

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

Step 8: Second activity: The children look at the picture and count the animals. This revises numbers and vocabulary related to animals.

Step 9: Third activity: The children look at the series of pictures and spot the odd one out.

Step 10: Fourth activity: The children look at the icons and spot what is missing from each picture.

Step 11: Fifth 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.

Unit 8: The magic Ice Land

Lesson 1: Penny the penguin

SCRIPTS & KEYS

Activity book

First activity: Ask the children to look at the prompts and fill in the blanks appropriately.

Second activity: Ask the children to match the phrases and write them in the given spaces.

Third activity: Can you find all the words? The last letter of each word finds you a new word

Fourth activity: The children look at the icon and try to find words that begin with 'b', 'r' and 'p'.

Student's book

Lesson 1: Penny the penguin

Yuri: Where are they?

Lena: Wow! They're on the Magic Ice Land!

Seal: Look at Penny the Penguin. She's so funny!

You've got a long nose!

Octopus: ... and your legs are very short!

Dog: You can't run!

Turtle: You've got wings but you can't fly!

Penny: This is enough! I feel sad.

Bear: Don't feel sad!

Please be kind. That's what's right...

Let's all do something together!

Activity 1: SCRIPT: Listen and match.

1. [Example] You can't run. (C)
2. Don't feel sad.
3. She's so funny!
4. Please be kind.
5. This is enough! I feel sad.
6. You've got a long nose!

Activity 1: KEY: Listen and match.

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



Lesson 1: Penny the penguin

Activity 2: KEY: How many animals can you spot? Find and say.

- ▷ one lion [Example]
- ▷ two gorillas
- ▷ three tigers
- ▷ four elephants
- ▷ five zebras
- ▷ six monkeys.

Activity 3: KEY: One is different. Find it.

1. Rubber [Example]
2. Litter
3. Town
4. Lettuce
5. Tomatoes
6. Rainbow

Activity 4: KEY: What's missing.

- A. teeth [Example]
- B. nose
- C. ear
- D. wings
- E. hat

Activity 5: SCRIPT: Let's say it!

Penny the penguin is playing with a pencil.

Activity book

Activity 1: KEY: Find and write.

Penny is a penguin
 She's got a long nose and short legs
 She's got wings and she is kind
 But why is she sad?

Activity 2: KEY: Match and write.

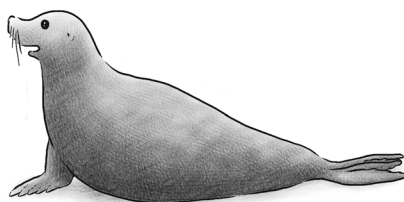
1. take a shower [Example]
2. clap your hands
3. play the drums
4. ride a bike
5. fruit salad
6. share food
7. bring a friend
8. cheese sandwich
9. turn off the tap
10. waste water

**Activity 3: KEY: Can you find all the words?
 Last letter of each word begins a new word.**

ant-teeth-head-dark-kite-egg-garden-nest-tasty-
 yellow-waves-seal-lick-kangaroo-octopus-ship-
 penguin

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

- b: ▷ bear, ball, book, box
 r: ▷ rabbit, rubber, ruler
 p: ▷ panda, penguin, paper



Unit 8: The magic Ice Land

Lesson 2: Fantastic Penny

Content

The children practice vocabulary items and lexical phrases from previous units. The vocabulary is introduced in context through a story and further consolidated through a story and further consolidated through various activities.

Linguistic objectives

Children are expected:

- to revise vocabulary from previous units.
- to learn certain language chunks: *Let's see what you can do. It's freezing and I'm cold. Imagine...*
- to identify the written form of the words (word recognition)
- to produce the oral form of the words

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to raise children's awareness of bullying and encourage them to support their friends
- to encourage children to be kind and not fight
- to promote pairwork and dramatisation

Suggested resources

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

Suggested procedure (up to 5 days)

Student's book

Step 1: Ask the children to listen to the recording once. The children listen to the story while looking at the pictures. While listening, they should point to the corresponding pictures.

Step 2: You may wish to act out the story with the use of pictures and/or the storycards found online.

Step 3: Check understanding of new vocabulary by asking relevant questions related to the story, e.g. *Are they cold? Is the dog swimming? Are they happy?*

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

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

Step 7: First activity: Ask the children to read the expressions, and match them to the icons.

Step 8: Second activity: Ask the children to try and guess which of the characters is hiding behind the tree.

Step 9: Third activity: Ask the children to try and remember which story they had seen these items in.

Step 10: Fourth activity: Ask the children to play "Penny the penguin says...". This activity is similar to "Simon Says...", except that it's played by the main character of this unit. One child acts as the penguin and says "*claps your hands*". The other children do the action. The children take turns being the penguin.

Activity book

First activity: The children put the pictures in the correct order.

Second activity: The children search for the word, circle it, and then write it in the appropriate space.

Third activity: The children colour the kind gestures any colour they like.

Fourth activity: The children colour the activities they like any colour they wish.

Lesson 2: Fantastic Penny

SCRIPTS & KEYS

Student's book

Lesson 2: Fantastic Penny

Bear: Come here, everybody! Let's see what you can do.

Octopus: Let's swim together!

Dog: Sorry, I can't. It's freezing and I'm cold.

Penny: I'm not cold.

Dog: Look at me! I can dance.

Seal: But I can't.

Penny: Sure, you can! Imagine you're listening to music.

Bear: I can slide!

Turtle: I know that but I'm scared. I can't!

Penny: Sure you can!

Turtle: SUPER!

All: Penny, you're fantastic!

Activity 1: KEY: Who says this? Read and say.

1. the bear [Example]
2. the dog
3. the turtle
4. the dog
5. the octopus
6. Penny

Activity 2: KEY: Who's this?

- A. Bear
- B. Panda
- C. Peter Pan
- D. Wind
- E. Baby mouse
- F. Goldilocks

Activity 3: KEY: Let's play a memory game.

- a. The story of Pinocchio
- b. The wind and the sun
- c. A party in the forest
- d. Beauty and the beast
- e. Planet Earth

Activity 4: KEY: Let's play "Penny the penguin says..."

Clap your hands, run, swim, dance, jump, listen to music

Activity book

Activity 1: KEY: Put the pictures in the correct order.

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

Activity 2: KEY: Find and write.

- ▷ jar [Example]
- ▷ peppers
- ▷ hands
- ▷ crisps
- ▷ pears
- ▷ sweets
- ▷ wolf
- ▷ igloo
- ▷ umbrella
- ▷ tomatoes
- ▷ coat
- ▷ grapes

Activity 3: KEY: Colour what is kind.

- ▷ B, C, D, E

Activity 4: What do you like?

- ▷ Students' own answers

Unit 8: The magic Ice Land

Lesson 3: Magic Gameland

Content

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

Linguistic objectives

Children are expected:

- to consolidate vocabulary from previous units
- to consolidate phrases from other units

Pedagogical aims

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

Suggested resources

- boardmarkers

Suggested procedure (up to 5 days)

Student's book

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

Step 2: The rules of the game on p.102: If children provide the correct answer to the question, they move on to the next question following the green number. If their answer is incorrect they have to go back to the previous question following the red number. The first team that reaches question 25 and answers it correctly is the winner.

Step 3: First activity: Ask the children to look at the given sentences and decide whether they are true or false.

Step 4: Second activity: Ask the children to look at the choice of words, and decide which one matches the picture.

Step 5: Third activity: Ask the children to place their finger in the middle, at 'start' and then listen to the CD and move their finger in the direction of what they hear. There are four routes. At the end of each route they have to say which hero they found.

Step 6: Fourth activity: Ask the children to find the 10 differences between the pictures.

Activity book

First activity: Ask the children to first answer the questions, and then colour the things they find in the questions.

Second activity: Ask the children to play with the letters and find two words for each number.

Third activity: Ask the children to colour the picture using the colour code given. The letters are reversed and children should imagine that they look at them through a mirror.

Fourth activity: Ask the children to use the code to find the magic phrase.

Fifth activity: One child is asked to start reciting the alphabet silently. Another child says 'stop' and the child reciting announces the letter s/he reached. All children are asked to find one word for each category given (i.e. *animals, house, food*, etc) starting with the particular letter.

Lesson 3: Magic Gameland

SCRIPTS & KEYS

Student's book

KEY: Let's play a game!

1. What is Snow White's pencilcase?
▷ A flower
2. How many butterflies can you see in the magic forest?
▷ Three (top right picture in the background)
3. Which numbers can you see at hopscotch on p.45?
▷ 1, 2, 3, 4, 5, 6, 7, 8, 9
4. How many cards has the Knight got in his hand on p.81?
▷ Three
5. Who's hungry in Unit 2?
▷ Bella the cat
6. How many red flowers can you see on p.85?
▷ Two (top right picture in the foreground)
7. How many times can you see Lena and Yuri on p.31?
▷ Three (each)
8. Is there a magic mirror in Unit 3?
▷ Yes (top right picture on the wall)
9. Can you see the wind on p.69?
▷ Yes (fifth picture)
10. What colour is Pinocchio's hat?
▷ Yellow
11. How many times can you see the tree on p.58?
▷ Eight (in pictures 2, 3, 5, 6, 8, 9, 10 and 12)
12. Which mouse has a flower on the head?
▷ Mummy mouse
13. Are there any kids playing tennis in the book?
▷ Yes (two of the little people at the foot of the page)
14. What can you see on the desk in Beauty's bedroom?
▷ A computer
15. What colour is the invitation to the party?
▷ Blue
16. How many pieces of the puzzle can you see on p.56?
▷ Six
17. How many are the Aesop's stories?
▷ Two (units 2 and 4)
18. How many houses can you see in Pinocchio's town?
▷ Ten
19. What colour is the sofa in the Beast's castle?
▷ Red
20. Can you see any vegetables on p.78?
▷ Yes (in picture 6)
21. Which animals are holding posters?
▷ The koala and the gorilla
22. What is the phrase in the magic mirror?
▷ The beast is kind and the castle is your home now!
23. How many times can you see baby mouse on p.69?
▷ Three (in pictures 1, 3 and 7)
24. What colour is the scarf in the Beast's bedroom?
▷ Red (p.78, first picture)
25. Who's crying in Unit 7?
▷ The brown/baby bear

Activity 1: KEY: True or False?

1. True [Example]
2. True
3. False
4. False
5. True

Activity 2: KEY: Choose and say.

1. fat [Example]
2. short
3. old
4. nose
5. litter

Unit 8: The magic Ice Land

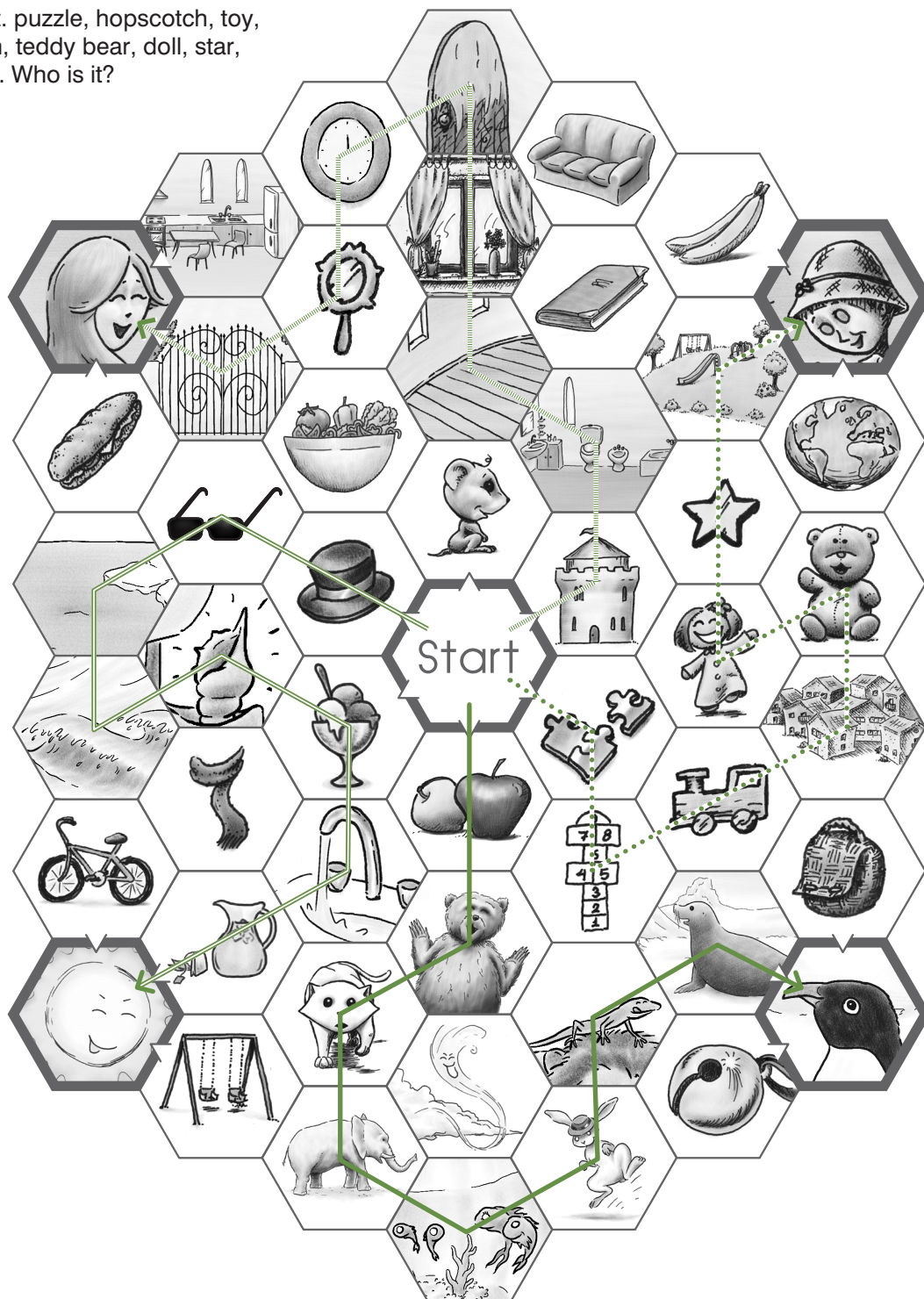
Lesson 3: Magic Gameland

Activity 3: SCRIPT: Listen and go to....

1. Start. apple, bear, cat, elephant, fish, hare, lizard, seal. Who is it?
2. Start. hat, sunglasses, sea, waves, shell, ice cream, water, iced tea. Who is it?
3. Start. castle, bathroom, floor, window, door, clock, mirror, gate. Who is it?
4. Start. puzzle, hopscotch, toy, town, teddy bear, doll, star, park. Who is it?

Activity 3: KEY: Listen and go to....

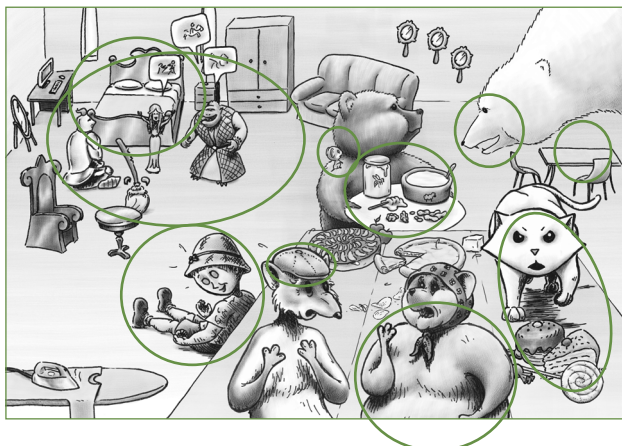
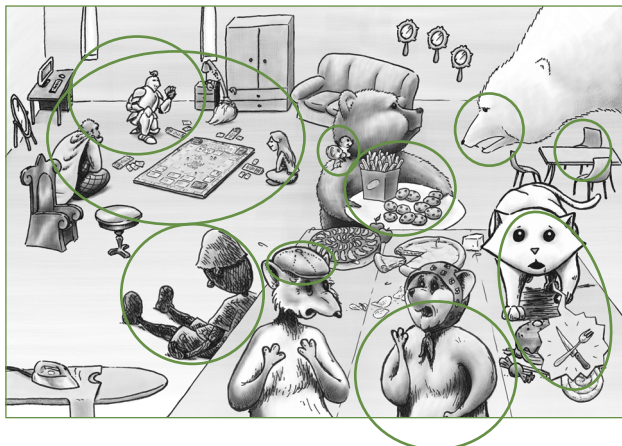
1. → Penny
2. → Sun
3. → Beauty
4. → Pinocchio



Lesson 3: Magic Gameland

Activity 4: Find the 10 differences.

1. Pinocchio is a **toy** / **boy**
2. They **play a board game** / **tell stories**
3. Baby bear has got **unhealthy** / **healthy** food
4. Bella is **hungry** / **angry**
5. There **isn't** / **is** a bed
6. Grandpa mouse has got a **grey** / **green** hat
7. Grandma mouse is **thin** / **fat**
8. There **are two mice** / **is one mouse** on baby bear.
9. The white bear is **sad** / **happy**
10. There are **three** / **two** orange chairs



Activity book

Activity 1: KEY: Colour and find.

1. Yes, I can [Example]
2. No, I can't
3. No, I can't
4. Yes, I can
5. Yes, I can

Activity 2: KEY: Let's play with the letters!

1. stop / spot
2. hares / share
3. wings / swing
4. eat / tea
5. vase / save

Activity 3: KEY: Colour the magic picture.

Colour the magic picture according the colour code given.

Activity 4: Can you find the magic phrase?

▶ We can do something together!

Activity 5: KEY: Let's play!

Students' own answers

Sample:

Letter b ▶ bear, bathroom, banana, blue, baby etc

Unit 8: The magic Ice Land

Lesson 3: Magic Gameland

Art time!

Act of Kindness Quilt

Linguistic objective

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

Pedagogical aims

- to develop creativity through art
- to develop visual literacy
- to foster empathy and understanding for other people, animals and the environment
- to enhance bonds and mutual understanding within the class

Suggested resources

- pencils
- rubbers
- scissors
- markers
- crayons or paint

Suggested procedure (1 day)

Step 1: Explain what a quilt is and show a picture of a quilt. A quilt is a padded blanket. The top part of the quilt is usually decorative and made by stitching together smaller squares of fabric.
<http://en.wikipedia.org/wiki/Quilt>

Step 2: Tell the children that they will make a paper quilt for the classroom wall. Each pupil will contribute one square to the overall design. Each square will contain a picture of an act of kindness.

Step 3: Ask the children to think about an act of kindness that they can do for another person, an animal or for the environment. Have the pupils share their ideas with the class.

Step 4: In the template provided, instruct the pupils to draw the act of kindness that they would most like to perform.

Step 5: Ask the children to colour the whole square in strong colours so the quilt will look vibrant. Finally, cut around the square.

Step 6: Ask each child to present his or her square to the class before pinning it to the wall to form the class quilt.

Project

Anti-bullying Poster

Linguistic objective

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

Pedagogical aims

- to develop creativity through art
- to develop visual literacy
- to enhance bonds and mutual understanding within the class

Suggested resources

- pencils
- rubbers
- markers
- crayons or coloured pencils

Suggested procedure (1 day)

Step 1: Ask the children if the animals are kind to Penny in lesson 1. What are they doing that is unkind? Encourage some ideas on how we can be kind to each other and what we should not do or say.

Step 2: Look at the title for the poster, Think Before You Speak, what do the pupils think it means?

Step 3: Ask the pupils to think of ways to illustrate the slogan for the poster. What image do they think would make the message clear.

Step 4: Instruct the pupils to design their poster. Tell them to make the image large and easy to see, and to make it bright and bold so it is attention grabbing.

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 8. Go around the class and offer help. Discuss the children's choices and answers in the self-assessment section.