

Liz Hocking Mary Bowen

English World

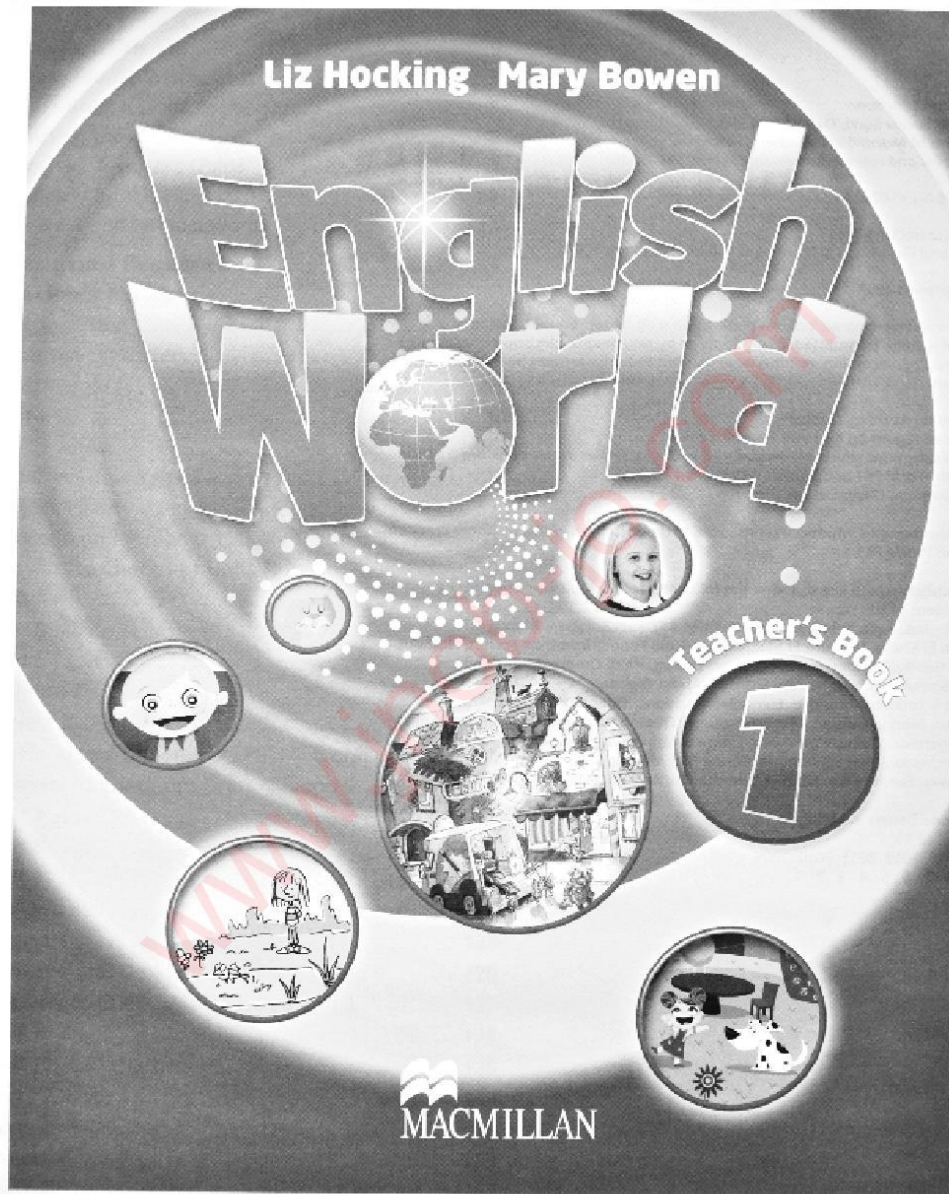


Teacher's Book

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MACMILLAN



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Introduction

English World is a 10-level course designed for children learning English as a first foreign language. Children begin at the first stages of language learning and progress year by year towards a high level of competency in written and spoken English.

In the lower levels, grammar and vocabulary are introduced at a steady pace and then practised and recycled systematically. This approach is designed to give all learners, whether they have daily exposure to English or not, a sound knowledge of structures and meaning, and the ability to use language actively from the start.

The methodology of the course encourages communication in the classroom, backed up by a wide variety of practice exercises to reinforce reading and writing skills. It aims to give learners confidence in speaking natural English fluently and in writing with accuracy and appropriately for the purpose. The course offers not only essential activities in the key language skills but also includes practice of study skills which assist children in developing their proficiency as individual learners.

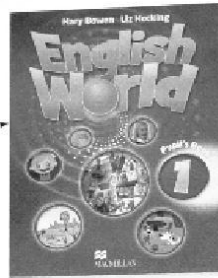
Teachers will find this course practical and useable because:

- the methodology is clear and easy to follow
- teaching materials are provided so that extensive preparation is not required
- step by step guidance is given for every lesson
- built-in flexibility makes the course appropriate for a variety of different teaching situations
- grammar is presented clearly and taught actively to build confidence and develop accuracy
- classroom activities, including songs, games and rhymes, are designed to engage children whilst developing their skills in reading, writing, listening and speaking.

English World components

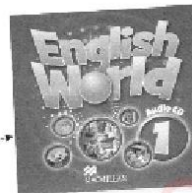
Pupil's Book

The Pupil's Book contains twelve units. One unit can be taught in about two weeks.



CD

All Pupil's Book dialogues, reading texts, listening activities, songs and rhymes are recorded and contained on the CD.

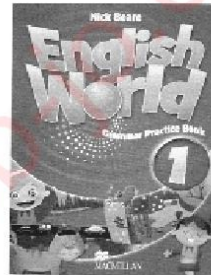
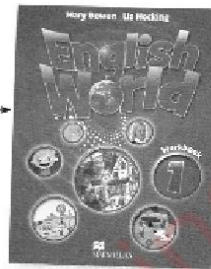


Dictionary

The illustrated Dictionary helps with vocabulary revision and practice.

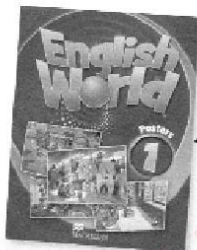
Workbook

Workbook exercises practise every language skill taught in the Pupil's Book.



Grammar Practice Book

Further grammar exercises reinforce classroom and Workbook learning.

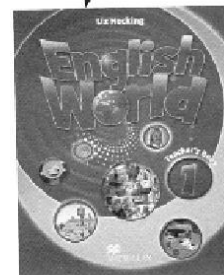
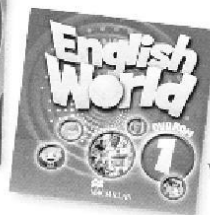


Posters

Twelve posters help develop fluency and vocabulary.

Flashcards

158 flashcards help teach vocabulary.



Teacher's Guide

The Teacher's Guide gives step by step notes for each lesson.



PDFs on the website

Downloadable pdfs provide additional resources.

DVD

The teacher's DVD contains resources for the teacher to use in class and in their preparation.

Learning the course

Pupil's Book

The Pupil's Book starts with a Welcome Unit, which revises the basic language that children need to have covered in order to begin the course.

It provides revision lessons to be done over a few weeks. The teaching notes may be adapted to suit individual classes and teaching situations. One page may form a single lesson. Alternatively, teachers may wish to cover two pages at a time. The Pupil's Book has twelve main units. A single unit requires eight teaching sessions and is designed to be covered over a two-week period. All units consistently cover the key skills of reading, writing, speaking and listening, underpinned by the firm foundation of the grammar syllabus. These elements are clearly presented in the book so that teachers have a clear objective for every lesson. A variety of well-illustrated stories, dialogues, information texts, songs and poems have been written to attract and motivate young learners.

CD

All dialogues, reading texts, listening comprehension activities, songs and rhymes are contained on the CD allowing children to listen again and practise independently at home.

Dictionary

For levels 1 and 2, key vocabulary is presented in an illustrated booklet. This is designed to help children focus on words learned in each unit and to help with revision and practice.

The Dictionary is supplied with the Pupil's Book and may be kept in the flap at the back.

Workbook

All work covered in the Pupil's Book is reinforced by exercises in the Workbook. These are designed to be introduced and explained by the teacher and then to be completed independently, either in the classroom or for homework. They allow children to work at their own pace, which gives teachers the opportunity to see what children can achieve when working alone.

Grammar Practice Book

Further exercises to consolidate classroom learning are contained in the Grammar Practice Book. These have been written for children to work on alone at their own pace and at their own level of ability.

Posters

Twelve posters, one for each unit, accompany the course. These play a central role in the teaching of new vocabulary and the presentation of dialogues to promote fluency.

Flashcards

The presentation of new vocabulary is supported by flashcards which can also be used for classroom games and activities to encourage learning.

DVD

The DVD that accompanies level 1 of *English World* contains resources for the teacher to use in class with the children using a whiteboard or projector and screen, and material for the teacher's own use in lesson preparation and training.

These include an animated version of the poster/ opening spread of each unit; presentation of Grammar points; a video bringing the Grammar in Conversation dialogues to life; demonstrations of the Phonics sounds; the Class composition activities, enabling the teacher to work with the children to complete the writing on the whiteboard; all sound files; printable resources; a test-builder; and video masterclasses, demonstrating ways of teaching different aspects of the course. Dictionary pages are also easily accessible, so the teacher can check on the meaning and hear the pronunciation of words from the course.

Teacher's Guide

Step by step teaching notes are provided for teachers. These are arranged around facsimile pages of the Pupil's Book and Workbook, so that teachers can see quickly and easily how the learners' material is intended to be used. The Teacher's Guide also contains Warm-ups for every lesson, answers to Pupil's Book activities and Workbook exercises and a list of classroom games.

Website

Additional resources for the *English World* course are available from our website at:
<http://www.macmillanenglish.com/younglearners/englishworld/englishworld.html>

Teaching the course

Methodology

Lesson 1 New words and speaking

This lesson aims to help children develop as fluent English speakers with natural intonation and good pronunciation:

- the teacher introduces new words using flashcards and the poster
- children listen to a dialogue and look at the poster, which illustrates the dialogue
- children repeat the dialogue
- children follow the dialogue in their books
- (optional) groups of children act the dialogue

In the dialogues children are introduced to funny and colourful characters, which they then meet again in future units.

The classroom session is supported by Workbook exercises on new words plus a full page of exercises designed to practise thinking skills and to help children acquire the learning skills they need to become good readers and writers.

Lesson 2 Grammar

This lesson is taught in two teaching sessions:

Session 1 Grammar: formal structures that children need for reading and writing English are presented with a clear model and are practised actively by the class.

Session 2 Grammar in conversation: other structures that are common in everyday speech are presented in the form of a dialogue that children can repeat and learn.

Both sessions are supported by written Workbook exercises.

Lesson 3 Reading

This lesson is taught in two teaching sessions:

Session 1 Reading: children practise and develop their reading skills through different kinds of fiction and non-fiction texts. These texts have been chosen as models of the kinds of writing that children need to learn to do themselves and the variety helps children to recognise the ways in which texts differ.

Session 2 Reading comprehension: children develop a further understanding of the text through different comprehension activities. Workbook exercises practice additional reading comprehension skills.

Lesson 4 Phonics and Listening

The different phonemes in English are presented throughout levels 1–4. Children hear each sound and practise it through class activities and rhymes. This helps them to develop good pronunciation.

A variety of listening comprehension activities help children to learn to listen for detail, for specific information and for gist.

Workbook exercises practise the spelling of words containing the target phoneme.

Lesson 5 Writing

Technical and composition skills are taught in two teaching sessions:

Session 1 Class composition: the teacher leads the session and helps children to suggest ideas for the required piece of writing. This is always the same type of text as the one studied in Lesson 3 and the variety helps children to learn to write for different purposes. The teacher guides the class in composing sentences and does the work of writing on the board.

Session 2 Composition practice: children first learn aspects of written English that they need for writing, such as punctuation, then, with teacher support, they compose a piece of independent writing following the model they produced in the first session.

Revision activities

After every Workbook unit there are two Check-up pages of grammar revision. The first page practises the structures; the second page gives learners the opportunity to do a longer piece of writing focussing on the target grammar structure.

After every three Pupil's Book units there is a Revision page for oral practice in the classroom and a Project page which allows children to make their own choices for illustration and writing about a given topic.

Games

Classroom and group games are a useful and motivating method of reinforcing learning. A list of simple games using resources supplied with the course can be found on pages 162–163 of this book.

Assessment

The Workbook Check-up pages and the Pupil's Book revision activities and projects should give teachers some measure of individual and class progress. In addition, the course includes resources to help learners and teachers record progress and are intended to encourage children in their learning.

Portfolio and Diploma pages

The Portfolio and Diploma pages at the back of the Workbook are each child's own record of progress and achievement. They are not designed as a formal test.

The Portfolio page is intended for assessment by the learner. Work covered every three units is presented on the page. The learner decides how much of the work he or she feels confident of and marks or colours parts of the page accordingly.

The teacher checks the page with the learner. When the teacher is satisfied that the assessment is accurate, the learner completes the token tasks on the Diploma page and receives stickers. This marks the satisfactory completion of three units.

These pages can be removed from the Workbook and included in a portfolio of work.

Creating a portfolio

During the year, teachers may help children to select their best work to put in their personal portfolio. This work can accompany the portfolio pages from the Workbook as part of the record of individual achievement. Much of the work will be in written form such as compositions, projects, grammar exercises, spellings or tests. Where appropriate, children make neat copies of their best work for inclusion in the portfolio.

Work in other forms may be included, e.g. recordings of individual or group reading, speaking, acting or singing. Photographs of performance work or of large posters/friezes may also be included as a record of activities.

All children should keep portfolios, whether or not their work is regularly of a high standard. The portfolio encourages children to take pride in their best work, and increases confidence in reaching for a higher standard. Over a period of a year, it shows how the learner has progressed in a variety of tasks and activities.

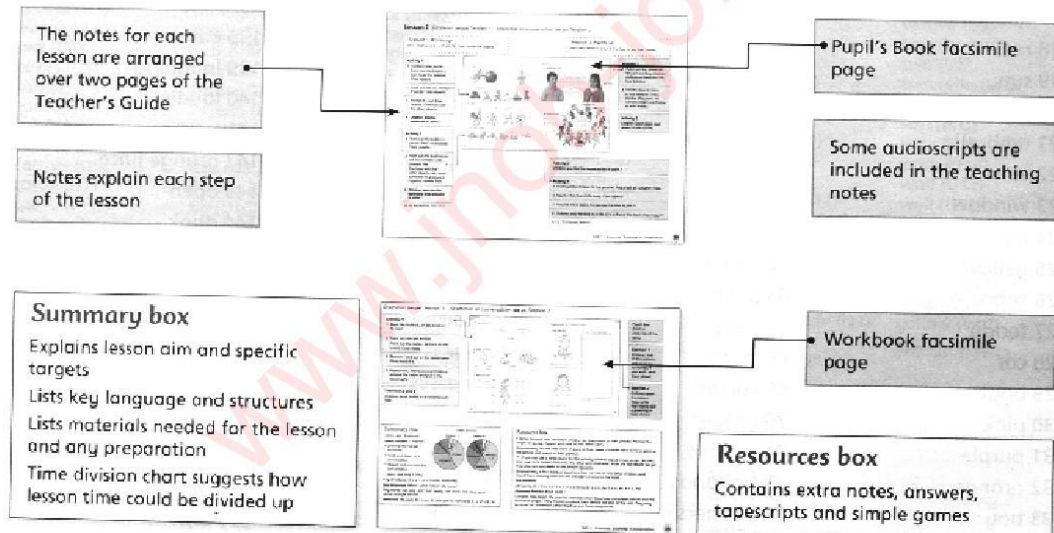
Formal tests

Teachers may wish to carry out some formal testing and therefore tests for use after every three units are supplied on the website and on the DVD. These tests include tasks that children are likely to meet in formal examinations.

Unit structure

Teaching sessions per unit	Pupil's Book	Workbook
1	Lesson 1 New words and speaking	Words, Learning to learn
2	Lesson 2 Grammar (1) Grammar structure	Grammar structure
3	(2) Grammar in conversation	Grammar in conversation
4	Lesson 3 Reading (1) Reading text	(Dictionary vocabulary)
5	(2) Reading comprehension	Reading comprehension
6	Lesson 4 Phonics and listening	Phonics
7	Lesson 5 Writing (1) Class composition	(Dictionary revision)
8	(2)	Grammar Practice Book)
		Writing skills
		Composition practice
		Check-up pages

Using the Teacher's Guide



Flashcard list

1 apple	41 rabbit	81 sky	121 star
2 bag	42 mum	82 cloud	122 count
3 cat	43 dad	83 garden	123 hot
4 dog	44 rubber	84 castle	124 cold
5 egg	45 ruler	85 kitchen	125 sunny
6 fish	46 crayon	86 living room	126 cloudy
7 girl	47 desk	87 bedroom	127 windy
8 hat	48 chair	88 bathroom	128 raining
9 insect	49 lorry	89 crown	129 snowing
10 jug	50 bike	90 stairs	130 pointing
11 kitten	51 grandma	91 sofa	131 standing
12 lemon	52 grandpa	92 TV	132 listening
13 man	53 ship	93 table	133 kite
14 nut	54 plane	94 chair	134 snowman
15 orange	55 bus	95 cushion	135 sunglasses
16 pen	56 motorbike	96 mother	136 play
17 queen	57 brown	97 father	137 hold
18 red	58 grey	98 brother	138 eat
19 sun	59 princess	99 sister	139 laughing
20 taxi	60 clown	100 family	140 loudly
21 umbrella	61 balloon	101 space rocket	141 party
22 van	62 snake	102 grandmother	142 orange juice
23 window	63 cake	103 grandfather	143 open
24 box	64 sweets	104 lamp	144 drink
25 yellow	65 ice cream	105 shelf	145 walk
26 zebra	66 lollipop	106 photo	146 green
27 teddy	67 peas	107 hair	147 blue
28 car	68 beans	108 eyes	148 black
29 boat	69 carrots	109 glasses	149 white
30 pink	70 grapes	110 look	150 Lily
31 purple	71 melons	111 come	151 Dan
32 orange	72 bananas	112 go	152 Mr Jolly
33 boy	73 peppers	113 jump	153 Princess Bella
34 computer	74 bird	114 fly	154 Biffo
35 train	75 flower	115 sit	155 Mrs Goody
36 game	76 frog	116 moon	156 Pirate Jack
37 doll	77 present	117 draw	157 King Tub
38 ball	78 card	118 sing	158 Miss Silver
39 pencil	79 tree	119 read	
40 book	80 pond	120 Earth	

Alphabetical word list

This list of words used in *English World 1* is for teacher reference. Children should use *Dictionary 1* for learning words as suggested in the unit lesson notes. Words in bold are Phonics words.

apple (WU)	cold (U11)	garden (U6)	loudly (U12)	queen (WU)	star (U10)
bag (WU)	come (U10)	girl (WU)	lunch (U7)	quickly (U12)	sun (WU)
ball (U1)	computer (U1)	glasses (U9)	man (WU)	quietly (U12)	sunglasses (U11)
balloon (U4)	count (U10)	go (U10)	mat (U1)	rabbit (U2)	sunny (U11)
bananas (U5)	crayon (U2)	grandfather (U8)	melons (U5)	read (U10)	sweets (U5)
bath (U9)	crown (U7)	Grandma (U3)	moon (U10)	raining (U11)	table (U7)
bathroom (U7)	cushion (U7)	grandmother (U8)	mother (U8)	red (WU)	tall (U9)
beans (U5)	Dad (U2)	Grandpa (U3)	motorbike (U3)	ring (U10)	taxi (WU)
beautiful (U10)	desk (1)	grapes (U5)	mouse (U6)	rubber (U2)	teddy (U1)
bed (U2)	dish (U6)	grey (U3)	mug (U)	ruler (U2)	ten (U2)
bedroom (U7)	dog (WU)	hair (U9)	Mum (U2)	sack (U12)	the (U8)
bell (U11)	doll (U1)	happy (U4)	munch (U7)	sad (U4)	there (U8)
big (U1)	draw (U10)	hat (WU)	new (U4)	see (U10)	they (U8)
bike (U3)	drink (U12)	hen (U2)	nine (U5)	seven (U5)	thick (U9)
bin (U3)	duck (U12)	hill (U11)	nineteen (U9)	seventeen (U9)	thin (U4)
bird (U6)	Earth (U10)	hold (1)	noisy (U6)	shelf (U8)	thirteen (U9)
blue (U1)	eat (U11)	hot (U11)	nut (WU)	shell (U6)	this (U8)
boat (U1)	egg (WU)	ice cream (U5)	old (U4)	ship (U3) (U6)	three (U5)
book (U2)	eight (U5)	in (U7)	on (U7)	shop (U6)	tin (U3)
box (WU)	eighteen (U9)	insect (WU)	one (U5)	short (U4)	train (U1)
boy (U1)	eleven (U9)	jug (WU)	open (U12)	silver (U9)	tree (U6)
brother (U8)	eyes (U9)	jump (U10)	orange (WU)	sing (U10) (U12)	TV (U7)
brown (U3)	family (1)	kick (U12)	orange juice (U12)	sister (U8)	twelve (U9)
bug (U5)	fan (U1)	king (U10)	party (U12)	sit (U10)	twenty (U9)
bus (U3)	fast (U3)	kitchen (U7)	path (U9)	six (U5)	two (U5)
cakes (U5)	fat (U4)	kite (U11)	peas (U5)	sixteen (U9)	umbrella (WU)
can (1)	father (U8)	kitten (WU)	pen (WU)	sky (U6)	under (U7)
car (U1)	fifteen (U9)	lamp (U8)	pencil (U2)	slow (U3)	van (WU)
cat (WU)	fig (U3)	laugh (U12)	peppers (U5)	slowly (U12)	very (U1)
card (U6)	fish (WU)	lemon (WU)	photo (U8)	small (U1)	walk (U12)
carrots (U5)	five (U5)	like (U9)	pin (U3)	snake (U4)	wall (U12)
castle (U7)	flower (U6)	listen (U11)	pink (U1)	snowing (U11)	well (U11)
cat (U1)	fly (U10)	little (1)	plane (U3)	snowman (U11)	white (U1)
chair (U7)	fog (U4)	live (U10)	play (U11)	sock (U12)	wig (U3)
children (U7)	four (U5)	living room (U7)	point (U11)	sofa (U7)	window (WU)
chip (U7)	fourteen (U9)	log (U4)	pond (U6)	space rocket (U8)	windy (U11)
chop (U7)	fox (U4)	lollipop (U5)	present (U6)	space suit (U9)	wing (U10)
cloud (U6)	frog (U6)	long (U4)	pretty (U3)	space woman (U9)	yellow (WU)
cloudy (U11)	funny (U4)	look (U10)	princess (U4)	stairs (U7)	zebra (WU)
clown (U4)	game (U1)	lorry (U3)	purple (U1)	stand (U11)	

Phonics word list

cvc words

Unit 1
short a
cat
fan
hat
man
mat
van

Unit 2
short e
bed
hen
pen
red
ten

Unit 3

short i
bin
fig
pin
tin
wig

Unit 4

short o
box
dog
fog
fox
log

Unit 5

short u
bug
bus
jug
mug
nut
sun

Unit 6

words with sh
dish
fish
shell
ship
shop

Unit 7

words with ch
chair
chip
chop
lunch
munch

Unit 8

voiced th
brother
father
mother
the
there
they
this

Unit 9

unvoiced th
bath
path
thick
thin
thirteen
three

Unit 10

words ending ng
king
ring
sing
wing

Unit 11

words ending ll
ball
bell
doll
hill
shell
wall
well

Unit 12

words ending ck
duck
kick
sack
sock
kick

Scope and Sequence

Unit	New words and speaking	Grammar	Grammar in conversation	Learning to learn (WB)
1	Hello, Mr Jolly! colours and toys	<i>It's a car. It's red. Is it a doll? Is it pink? Yes. No.</i>	<i>Hello. Hi. What's your name? My name's ...</i>	Matching pictures; matching lower case letters
2	Mr Jolly's shop school items	<i>Is it red? Is it a car? Yes, it is. No, it isn't. It isn't a car. It's a van.</i>	<i>What is it?</i>	Matching pictures; matching upper case letters
3	Good morning! transport	<i>It is an umbrella. It is a red bike. It isn't a blue car.</i>	<i>Good morning. How are you? I'm fine, thank you.</i>	Finding the same picture; finding the same letter
Revision				
4	Bella and Biffa adjectives	<i>He is sad. Is she Mum? Yes, she is. No, she isn't.</i>	<i>I'm happy. Am I Dan? No, you aren't. Yes, you are.</i>	Finding the different picture; finding the different letter
5	Mrs Goody and Pirate Jack one-ten food	regular plural nouns lollipops, cakes, sweets	<i>How many are there? There are ... There is ... Is there one ...?</i>	Finding the same picture; finding the same letter (direction)
6	Happy birthday! nature	<i>What are they? They're frogs. We're funny.</i>	<i>How old are you? I'm six. We're seven.</i>	Matching pictures; matching words
Revision				
7	Where is King Tub? rooms in a house	prepositions: in, on, under	<i>Where's my book? Where are my pens?</i>	Identifying the missing items from pictures and words
8	This is my family family	<i>I've got a brother. Have you got a sister? Yes, I have. No, I haven't.</i>	<i>Who is this? This is my brother.</i>	Identifying the missing items from pictures and sentences
9	Miss Silver 11-20 eleven - twenty	<i>He's got a plane. Has she got a car? Yes, she has. No, she hasn't.</i>	<i>I like grapes. How about you?</i>	Sorting items into categories
Revision				
10	The space rocket action verbs	<i>The rocket can fly. Can it jump? Yes, it can. No, it can't.</i>	<i>Stop! Look! Listen! Wait!</i>	Sorting items into categories
11	Up in space weather	<i>I'm flying. You're singing.</i>	<i>What's the weather like? It's cloudy. Is it cold?</i>	Sequencing pictures; sequencing sentences
12	Welcome home! action verbs	<i>He's eating. It's flying. We're reading. They're jumping.</i>	<i>Loudly, quietly, quickly, slowly</i>	Sequencing pictures; sequencing sentences
Revision				

Reading	Phonics	Listening	Writing skills (WB)	Class Composition
A toy shop descriptions of toys vocabulary: colours, toys	cvc words with short a	identifying objects	sentences: capital letter and full stop	naming and describing toys
At school descriptions of items vocabulary: school items	cvc words with short e	identifying objects	questions: capital letter, question mark	description with repeated question
Fast and slow information text vocabulary: transport	cvc words with short i	identifying; listening for gist / detail	colour adjective before noun	information text on transport
Jimbo; Ned; the snake poems vocabulary: adjectives	cvc words with short o	matching statements and pictures	capital letters for proper names	completing rhyming poems
Grandpa's shop a story vocabulary: food	cvc words with short u	action song	statements, questions	story with familiar setting
The garden descriptive text vocabulary: nature	words with sh	matching; listening for gist / detail	word order (adjective, noun)	descriptive text
A game a story vocabulary: furniture	words with ch	sequencing	pronouns	a story
My room descriptive text vocabulary: objects in a room	words with th (voiced)	identifying; listening for detail	conjunction and	descriptive text
The space woman; I like... poems vocabulary: adjectives, food	words with th (unvoiced)	identifying from dialogues	adjective recognition	rhyming list poems
The Earth and the sky information text vocabulary: nature	words ending ng	following instructions	verb recognition	information text
What are you doing? descriptive text vocabulary: actions, weather	words ending ll	identifying characters	question words	descriptive text with questions
A birthday party for Pete a story with a familiar setting vocabulary: actions, food	words ending ck	action song	word order (subject, verb, object)	a story with a familiar setting

Welcome Unit

Hello! (PB p4) Words beginning with a-f (PB p5)

Activity 1
Play CD1 track 1. Children listen and point to the characters as they speak.

Audioscript (CD1 track 1)

Girl: Hello! I'm Emma.
Boy: Hello! I'm Pete.
Bird: Tweet! Tweet!
Girl: Oh! Hello!
Cat: Meow! Meow!
Bird: Tweet! Tweet! (alarmed)
Girl: Oh! Goodbye!
Boy: Goodbye!

Activity 2

Different children introduce themselves.
e.g. *Hello! I'm Mona.* Class responds *Hello, Mona!*

Activity 3

1 Play CD1 track 2. Children listen.

2 Play CD1 track 3 (music only). Encourage the class to sing along with the children.

3 Divide the class in two. Children stand up and face the other group. Group A sings *Hello* with the track and group B sings *Goodbye*. Encourage group B to turn away and wave as they sing.

4 If you wish, play the track again and let groups swap lines.

Audioscript (CD1 track 2)

Teacher: Say hello!
Children: Hello!
Teacher: Say hello!
Children: Hello!
Teacher: Say goodbye!
Children: Goodbye!

Activity 4

Children draw lines matching the cat to its basket and the bird to its nest.

Activity 1

Play CD1 track 4. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: If you wish, use flashcards 1-6 and letters to revise the sounds and words before you play the track. Put flashcards on the board. Class looks and repeats with the track.

Audioscript (CD1 track 4)

(a) (æ) apple (l) (d) dog
(b) (ɒ) bag (e) (e) egg
(k) (k) cat (f) (f) fish



Activity 2

1 Play CD1 track 5. Children point to each picture as they hear the word. Check that children are pointing to the correct picture.

2 Repeat the activity if you wish.

Audioscript (CD1 track 5)

egg - egg -
dog - dog - (crunch)
bag - bag -
apple - apple - (miaow)
fish - fish -
cat - cat -

Activity 3

1 If children have not practised much writing, or have forgotten how to form letters, practise with the class first.
Class watches as you slowly draw a large letter *a* on the board.

2 Stand at the front of the class facing the board. Class faces the board. Tell them to follow your action. Slowly draw a large letter *a* in the air. Make sure the class is following your movement exactly. Do the same with *b*.

3 Children trace over the letters in their books. Point out the arrows which remind them of the direction and order of the strokes.

Welcome Unit Hello! Words beginning with a-f

Words beginning with g-l (PB p6) Words beginning with m-s (PB p7)

Activity 1

Play CD1 track 6. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: If you wish, use flashcards 7-12 and letters to revise the sounds and words before you play the track. Put flashcards on the board. Class looks and repeats with the track.

Audio-script (CD1 track 6)

g	girl	jug
h	hat	kitten
i	insect	lemon

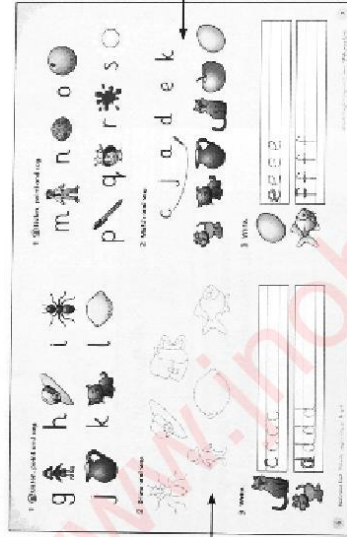
Activity 2

1 Children draw over the lines to make complete pictures.

2 Put flashcards on the board in the same order as the pictures in the book. Point to each flashcard. Children name the object and point in their books.

Activity 3

Practise letter shapes, see p16 Activity 3, before children trace over the letters in their books.



Activity 1

Play CD1 track 7. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: Use the alphabet exemplars (flashcards 13-19) before or after playing the CD/cassette, or both.

Audio-script (CD1 track 7)

m	man	p	pen
n	nut	q	queen
o	orange	r	red
s	sun		

Activity 2

1 Tell children to draw lines from each letter to the correct picture.

If you wish, do this activity on the board first with the whole class, using flashcards and letters. Children match letters and pictures. Class says the letter sound and the word.

2 Children draw lines in their books.

3 Put the letters on the board in the same order as in the book. Point to each letter. Children say the sound and name the exemplar.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Words with t-z (PB p8) Whole alphabet (PB p9)

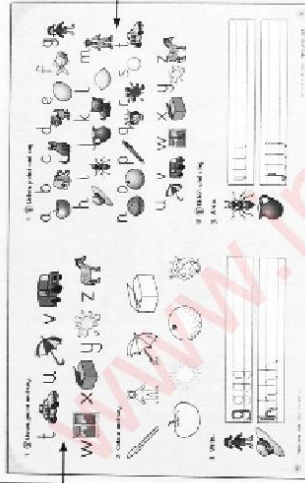
Activity 1

Play CD 1 track 8. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

Note: Use the alphabet exemplars (flashcards 20-26) before or after playing the CD/cassette, or both.

Audioscript (CD 1 track 8)

(t) taxi	(w) window
(u) umbrella	(k) box
(v) van	(y) yellow
	(z) zebra



Activity 2

1 Children colour the objects. They may use any colour they choose.

2 While they are working, put the flashcards on the board.

3 When the class has finished, point to each one in turn. Children name the object and point in their books. They are not expected to talk about the colours they have used.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Activity 1

1 Play CD 1 track 9. Children listen and point.

2 Play the track again. Children join in and point in their books. Alternatively, or as well, put flashcards 1-26 on the board and point to each one. Children look and join in the chant.

Audioscript (CD 1 track 9)

(a) apple, (b) bag, (c) cat, (d) dog, (e) egg, (f) fish, (g) girl (clap x 4)
(h) hat, (i) insect, (j) jug, (k) kitten, (l) lemon, (m) man (clap x 4)
(n) nut, (o) orange, (p) pen, (q) queen, (r) red, (s) sun, (t) taxi (clap x 4)
(u) umbrella, (v) van, (w) window, (x) box, (y) yellow, (z) zebra (clap x 4)

Optional game

Divide the class into two (or more) teams. Hold up a letter card and say the sound. The first team to give the appropriate word gets the matching picture flashcard. The team with the most flashcards at the end wins.

Activity 2

1 Play CD 1 track 10. Children listen and point in their books.

2 Play CD 1 track 11 (music only). Children join in.

3 If you wish children to learn this song they close their books. Play the track a third time and show or point to the pictures. They sing with the track.

4 Repeat the activity, but without the track. Help the class to sing alone.

Audioscript (CD 1 track 10)

(a) apple, (b) bag, (c) cat, (d) dog, (e) egg, (f) fish, (g) girl
(h) hat, (i) insect, (j) jug, (k) kitten, (l) lemon, (m) man
(n) nut, (o) orange, (p) pen, (q) queen, (r) red, (s) sun, (t) taxi
(u) umbrella, (v) van, (w) window, (x) box, (y) yellow, (z) zebra

Activity 3

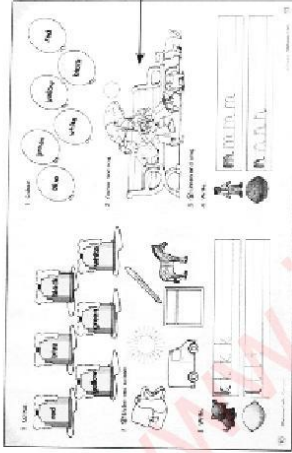
Practise the letter shapes with the class before they trace them in their books.

Colours (PB p10-11)

Make sure children have the right coloured pens or pencils to do Activities 1 and 2.

Activity 1

- 1 Use the colour flashcards (18, 25, 146-149) to teach/revise the colours.
- 2 Stick up the colour flashcards. Stick up word cards for the colours or write the colour words on the board. Children match.
- 3 Children colour in their books. Leave the matched cards on the board if your class needs support.



Activity 2

- 1 Children look at the pictures. Different children name them.
- 2 Play CD1 track 12. Children listen and point.
- 3 Play the track again. Pause after the first colouring instruction. Children colour.
- 4 Continue in the same way with the other colouring instructions.

Audioscript (CD1 track 12)

Point to the sun. Colour the sun yellow. Point to the window. Colour the window green. Point to the pen. Colour the pen red. Point to the bag. Colour the bag blue. Point to the zebra. Colour the zebra black and white.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Note: Bring in some sweets for the song on PB p11.

Activity 1

- 1 Use the colour flashcards (18, 25, 146-149) and colour words to revise colours.
- 2 Children read the words and colour the balloons.

Activity 2

- 1 Tell the class to colour the picture using only the six colours at the top of the page.
- 2 Speak to different children as they are colouring. Point to different objects, children name them. Ask *What colour is it?*
- 3 When children have finished colouring, ask questions, e.g. *What colour is the umbrella? What colour is the cat?* Children answer.

Activity 3

- 1 Explain sweet to the class or show one. Demonstrate *me and you*.
- 2 Play CD1 track 13. Children listen.
- 3 Put the red, green, yellow and blue flashcards on the board. Play the track again. Point to the colours as they are mentioned. Hold up a sweet as they are mentioned.
- 4 Play CD1 track 14 (music only). Children join in.

Audioscript (CD1 track 13)

Red and green, red and green,
A sweet for you, a sweet for me,
Yellow and blue, yellow and blue,
A sweet for me, a sweet for you.

Activity 4

Practise the letter shapes with the class before they trace them in their books.

Capital letters/letter names (PB p12) Initial letters of names (PB p13)

Activity 1

- 1 If children have forgotten the shapes of capital letters, show and name the capital letter cards before playing the track.

- 2 Play CD1 track 15. Children listen and point to the letters.

- 3 Play the track a second time if you wish.

Audioscript (CD1 track 15)

A B C D E [clap-clap, clap-clap]
F G H I J [clap-clap, clap-clap]
K L M [clap] N O P [clap-clap]
Q R S [clap] T U V [clap-clap]
W [clap, clap] X [clap] Y [clap] Z [clap-clap, clap]

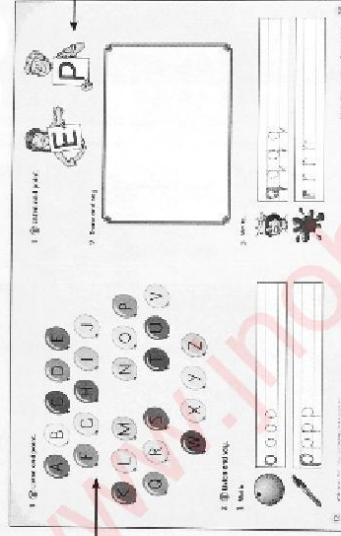
Activity 2

- 1 Play CD1 track 16. Children point in their books and join in.

- 2 Tell children to close their books. Play CD1 track 17 (music only) and show the capital letter cards or stick them on the board. Children join in with the track and clap.

Activity 3

- Practise the letter shapes with the class before they trace them in their books.



Activity 1

- 1 Give children a moment or two to look at the characters on the page.

- 2 Play CD1 track 18. Children listen and point to the characters as they speak and the letter when it is mentioned.

Audioscript (CD1 track 18)

Girl: Hi! I'm Emma. My letter is E. E for Emma.
Boy: Hi! I'm Pete. My letter is P. P for Pete.

Activity 2

- 1 Children write the initial letter of their name in the frame.

- 2 Children take turns to show their letter, say it, and their name, e.g. *S, Sara*.
More confident children may be able to say, e.g. *Hi! I'm Sara. S for Sara*.

Activity 3

- Practise the letter shapes with the class before they trace them in their books.

Numbers 1-5 (p8 pp14-15)

Make sure children have colours for this lesson.

Activity 1

- 1 Use the number cards to revise numbers. Show each card in turn and say the word. Class repeats.

- 2 Children look in their books. Play CD1 track 19. Children point to the numbers and repeat in the pause.

Audioscript (CD1 track 19)

[clap x 2] one; [clap x 2] two; [clap x 3] three; [clap x 4] four; [clap x 5] five

Activity 2

- 1 If you wish, use the colour flashcards to quickly revise the names of the colours.
- 2 Play CD1 track 20. Children listen. Play the track again or read the lines yourself. Pause after each sentence for children to colour the numbers.

Audioscript (CD1 track 20)

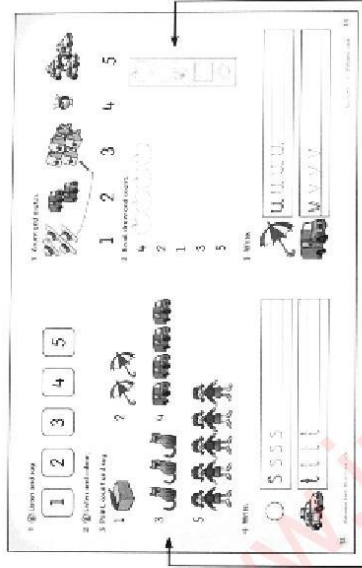
Number 4 is green. Number 1 is blue. Number 5 is yellow. Number 3 is black. Number 2 is red.

Activity 3

- 1 Hold up your book and count the number of objects in each line with the class.
- 2 Say, e.g. *Point to the cats. How many cats?* Encourage the class to count together *One, two three.* (If children have done a lot of oral work at KG they may answer *Three cats* or *One, two, three cats.*)
- 3 Ask about the number of other objects in any order.

Activity 4

Practise the letter shapes with the class before they trace them in their books.



Activity 1

- 1 Show the number cards 1-5 in order. Children name the numbers.
- 2 Show them in any order. Children name the numbers.
- 3 Children look in their books. Ask *How many hats?* Count with the class.
- 4 Do the same with the other objects.
- 5 Children draw lines from the objects to the numbers.

Activity 2

- 1 Read the numbers on the left with the class.
- 2 Prompt the class to name the objects on the right.
- 3 Explain the task. Children may choose whatever object they want to copy, and draw the appropriate number of items next to each number.
- 4 When children have finished drawing, the whole class counts the objects in each line.

Activity 3

Practise the letter shapes with the class before they trace them in their books.

Numbers 6–10 (PB pp15–17)

Make sure children have colours for this lesson.

Activity 1

- 1 Use the number cards to remind the class. Show each card in turn and say the word. Class repeats.
- 2 Children look in their books. Play CD1 track 21. Children point to the numbers and repeat in the pause.

Audioscript (CD1 track 21)

(claps x 6) six; (knocks x 7) seven; (dog barks x 8) eight; (telephone rings x 9) nine; (hoofers x 10) ten

Activity 2

- 1 If you wish, use the colour flashcards to quickly revise the names of the colours.
- 2 Play CD1 track 22. Children listen. Play the track again or read the lines yourself. Pause after each sentence for children to colour.

Audioscript (CD1 track 22)

Number 8 is red. Number 6 is green. Number 10 is blue. Number 7 is black. Number 9 is yellow.

Activity 3

- 1 Hold up your book and count the number of objects in each group with the class.
- 2 Say, e.g. *Point to the nuts. How many nuts?* Encourage the class to count together *One, two three, four, five, six, seven.* (If children have done a lot of oral work at KG they may answer *Seven nuts* or *One, two, three, four, five, six, seven nuts.*)
- 3 Ask about the number of other objects in any order.

Activity 4

Practise the letter shapes with the class before they trace them in their books.

Activity 1

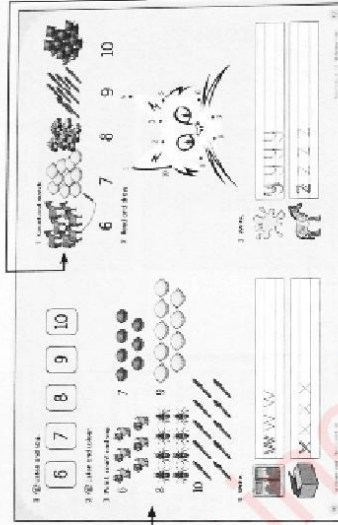
- 1 Show the number flashcards in order. Children name the numbers.
- 2 Show them in only order. Children name the numbers.
- 3 Children look in their books. Ask *How many zebras?* Count with the class.
- 4 Do the same with the other objects.
- 5 Children draw lines from the objects to the numbers.

Activity 2

Children draw lines to connect the numbers from 1–10 in order to complete the picture.

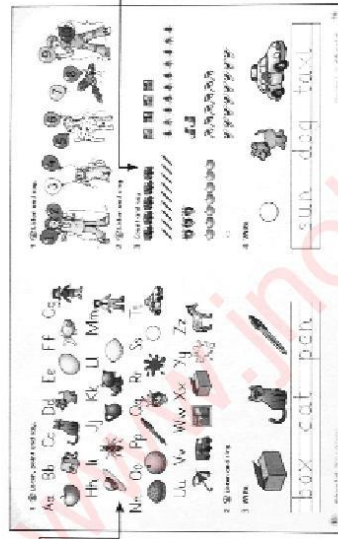
Activity 3

Practise the letter shapes with the class before they trace them in their books.



Whole alphabet (PB p18) Numbers 1-10 (PB p19)

Activity 1 1 Tell the class that they are going to hear the names of the letters, not the sounds.	Activity 2 1 Play CD1 track 23. Children point in their books and repeat in the pauses.	Audioscript (CD1 track 23) A apple ... B bag ... C cat ... D dog ... E egg ... F fish ... G girl ... H hat ... I insect ... J jug ... K kitten ... L lemon ... M man ... N nut ... O orange ... P pen ... Q queen ... R red ... S sun ... T taxi ... U umbrella ... V van ... W window ... X box ... Y yellow ... Z zebra	Activity 2 1 Play CD1 track 24. Children point in their books and listen.	Activity 2 2 Play CD1 track 25 (music only). The class joins in.	Activity 3 3 Write the capital letters on the board. Class says the name of each letter. Play the track again. Point to each letter. Children sing.	Audioscript (CD1 track 24) A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Activity 3 1 To remind class of correct letter formation before tracing, write the words very large on the board. 2 Children stand up. Trace over the letters on the board. Class copies. 3 Children trace over the letters of the three words in their books.
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Activity 1 1 Play CD1 track 26. Children listen and point in their books. 2 Play the track again. Children join in.	Audioscript (CD1 track 26) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 ...	Activity 2 1 Teach children the actions. They stand up with their hands behind their backs: 1, 2, 3, 4, 5 show fingers of right hand 6, 7, 8, 9, 10 show fingers of left hand 5, 10 On 5, put forward right hand, palm away from them. On 10, do the same with left hand 5, 10 Repeat, but putting hands higher Clap your hands clap hands above heads And start again! put hands behind backs 2 Play CD1 track 27. Lead the children in the actions. 3 Play CD1 track 28 (music only) and do the actions again. Children sing along. 4 Let children who want to sing and do the actions without the track come to the front and do so.	Audioscript (CD1 track 27) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 5, 10, 5, 10, Clap your hands And start again!	Activity 3 1 Ask How many vans? Children count One, two, three, four, five (vans). 2 Continue with the other objects in order. 3 Play a game. Ask about items in any order. Children count silently. The first child to say the right number wins a point.	Activity 4 Follow the procedure as on PB p18, Activity 3.
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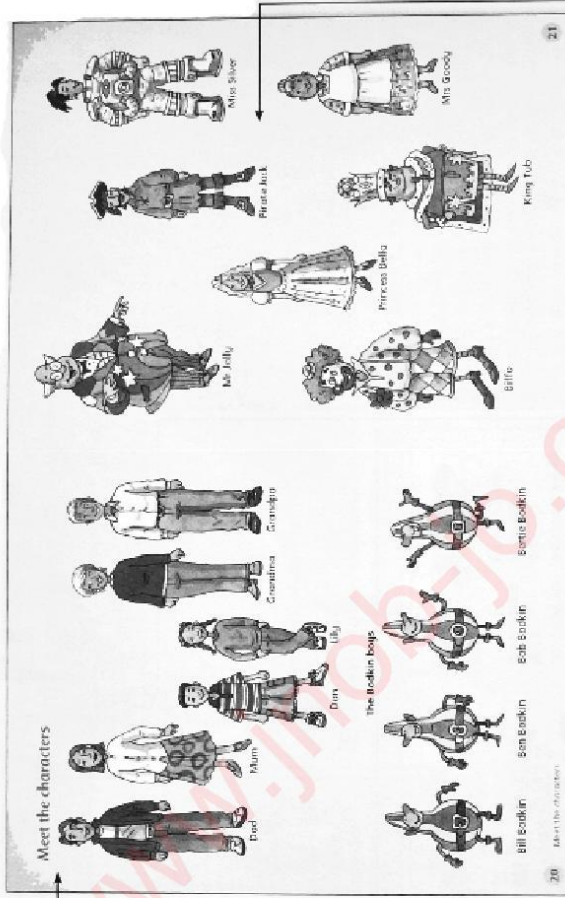
Meet the characters

The characters (PB pp20-21)

Give children a few moments to look at all the characters. Point out the family on PB p20.

Explain to the class that they are going to listen to stories about the children, Dan and Lily.

Point out the Bodkin boys – Bob, Bill, Ben and Bertie. Explain that these funny characters are going to help the class to learn English.

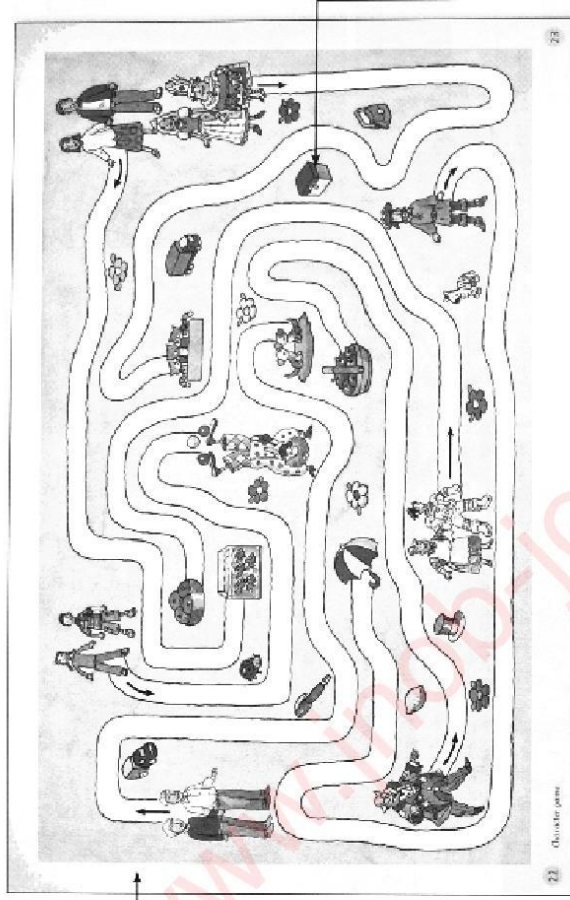


Point out the characters on p21. Explain that these people live in the same town as Dan and Lily. They will be in the stories, too.

Play a game (pg pp22-23)

Children draw along the path for each character or pair of characters. They find the objects at the end of the paths.

Ask about the characters. Children tell you what is at the end of the paths. Ask *How many?* if appropriate and if children do not say in their answers. Ask about colour, too, if you wish.
**Grandma and Grandpa? Two dogs.
Mum and Dad? Five fish. Princess Bella and King Tub? Three kittens. Mr Jolly? six apples. Pirate Jack? One umbrella.
Mrs Goody and Miss Silver? Four oranges.
Dan and Lily? Biffa the clown.**



Ask what other objects in the picture children can name, e.g. hat, pen, etc.

Ask what colour the different objects are.

Alternatively, show flashcards of the other objects.

Class names the object and points to the correct picture in their books.

1 Hello, Mr Jolly!

Lesson 1 New words and speaking (PB pp24-25)

Warm-up

Show flashcards 150-152. Name them. Class repeats.
Explain children are going to hear a story about these people.

Poster 1

- 1 Show poster 1. Read the title.
Class looks for a moment.
Ask volunteers to find the characters.
- 2 Show flashcards 27-32. Name the objects. Class repeats.
- 3 Ask different children to find and point to objects on the poster.

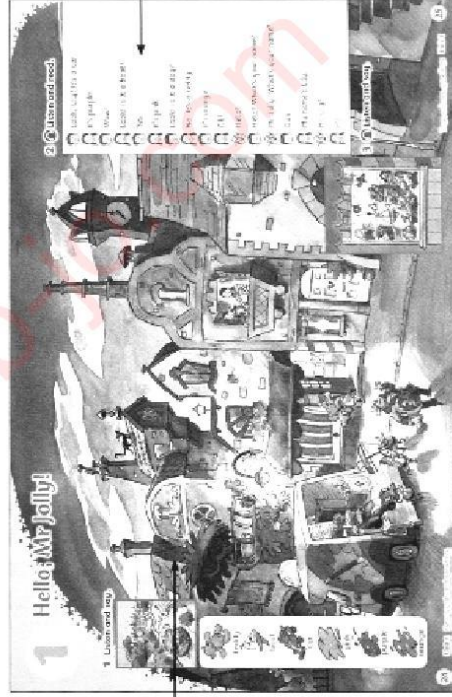


- 4 Ask questions: Look at the teddy. What colour is it? It's orange. Look at the car. What colour is it? It's purple. Look at the boat. What colour is it? It's pink.
- 5 Play CD1 track 29. Children listen and look at the poster. Point to the objects as they are mentioned. Point to each of the characters when they speak.
Check understanding of the small pictures: Mr Jolly driving his van towards the town; the new toy shop window.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards.
Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

- 1 Play CD1 track 29. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 30. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 30 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue.*

Words, Learning to learn (WB pp2-3)

Check that children understand the tasks before they begin.

Exercise 1

Children circle the word that matches the picture. Point out how the first one is done.

Exercise 2

children colour each object according to the colour word in the picture.

1 Words

1 Read and draw.



1 tiger



2 bear



3 sailboat



4 car



5 airplane



6 bus

2 Read and draw.



1 teddy bear



2 sailboat



3 airplane



4 bus

Learning to learn

1 Match.



1



2



3



4

Exercise 1

Children look at the picture on the left and scan the column on the right to find the matching picture. They draw lines between them.

Exercise 2

Children look at the first row of letters. They look for the matching letter in the second row and draw lines between them.

Unit 10
Page 100

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise scanning and thinking skills
- key structures *It's a ... It's (adjective),*

key structures It's a ... It's (adjective).

key language Wow! What's your name? My name's ...

Key words teddy, boat, car; pink, purple, orange

Materials PB pp24-25; poster 1; flashcards 27-32, 150-152; WB pp2-3;

D1 tracks 29, 30



Resource box

- If your class is able, you may have children who enjoy reading aloud. If you wish, choose three children to be Dan, Lily and Mr Jolly. They read these characters' lines while the rest of the class follows in their books. If this is not an appropriate activity for your class at this time, omit this step.

As children become more familiar with the dialogue practice in these lessons, they will become more confident and ready to read the dialogue themselves. However, it is not necessary for them to do this until you are sure that they are ready and willing to try it.

WB answers

2 Exercise 1; 2 boat 3 teddy 4 car

Exercise 1: 2e 3b 4f 5n 6d

Lesson 2 Grammar (p8 p26) Session 1 Grammar in conversation (p8 p27) Session 2

Session 1 Warm-up

Show flashcards 3, 4, 27-29. Class names the objects.

Activity 1

1 Children open their books.
Point out the Bodkin's ball. Read the bubbles.
Class repeats.

2 Point out the car. Prompt *It's a car*. Class repeats.

3 Prompt *It's red*. Class repeats. Continue with the other objects.

4 Children practise sentences in pairs.*

Activity 2

1 Point out the Bodkin's parcel. Read the bubbles. Class repeats.

2 Point out the boat parcel. Ask *Is it a boat?* Class answers *Yes*. Continue with the other objects. Ask some questions to produce a negative answer first.

3 Children practise the questions and answers in pairs.*

Go to Workbook Session 1

Session 2 Warm-up

Ask a few children around the class to say their names.

Grammar in conversation

1 Listen and read

Flashcard 27: Grammar in conversation. A boy and a girl are talking. The boy says 'What's your name?' and the girl says 'My name is Sara.' Below them are flashcards 28-31 showing various objects: a car, a ball, a parcel, and a boat. Each object has a speech bubble with a question or statement.

Activity 1

1 Point out the photos of the girl and boy. Ask two children to read the first two bubbles.

2 Tell the class to listen to the children in the photos. Play CD1 track 31. Children listen and follow in their books.

Activity 2

Play CD1 track 32. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs.*

Activity 4

- 1 Point out the children in the pictures. Play CD1 track 33. Children listen.
- 2 Say the first line of the song. Class repeats.
- 3 Play CD1 track 34 (music only). Encourage the class to join in.
- 4 Children sing the song in circles or in a line at the front of the class.*

Go to Workbook Session 2

Grammar (WB p4) Session 1 Grammar in conversation (WB p5) Session 2

Exercise 1

- 1 Read the bubbles, or ask children to read.
- 2 Point out the last Bodkin.
Read out the notice. Write it on the board. Class reads.
- 3 Remove *i* and put in the apostrophe.
Class reads *It's*.
- 4 Repeat this, letting several children remove the letter and put in the apostrophe.

Exercises 2 and 3

Children work alone or as a homework task.

Grammar

1 Look!

2 Write and colour.

3 Write and draw.

4 Match the picture to the name.

Grammar in conversation

- 1 Look and read.
- 2 Read and write.

1. Hello! My name is Ali.

2. Hello! My name is Ali.

3. Hello! My name is Ali.

4. Hello! My name is Ali.

Check that children understand the tasks.

Exercise 1
Children look at the pictures and read the sentences. If you wish, read them aloud.

Exercise 2
Children draw themselves. They write their name and a greeting of their choice.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target structure
- read and listen to a conversation
- repeat and practise the conversation
- learn and sing a song

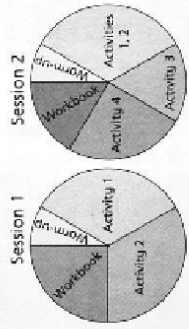
Key structures *It's a ... It's (colour adjective).*

Key language *What's your name? My name's ...*

Key words *cat, dog, doll, ball, teddy, car, boat, red, blue, pink, white, orange, purple*

Materials PB pp26-27; CD1 tracks 31-34; WB pp4-5; flashcards 3, 4, 27-29

Time division



Resource box

- Bring forward two confident children for they stand in their places. Prompt the target language. Repeat with one or two other pairs.
- Alternatively, let the class work in pairs at their desks. Children take turns to point to the picture and speak to their partner.
- If you can use a large space for this activity. Children stand in two circles. As they sing, one circle moves clockwise, the other anti-clockwise. After the last *Round we go*, they stop and say *Hello* to the person opposite.
- Alternatively, a few children stand in a line. Let one or two other children walk round them tapping them on the shoulders in time to the music.

WB answers

Exercise 2: 2 It is, 3 It is, 4 It is

Exercise 3: 2 Is it, No 3 Is it, No 4 Is it, Yes

Grammar Practice Book Unit 1

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class composition.

Lesson 3 Reading (p8 p28) Session 1 Reading comprehension (p8 p29) Session 2

Session 1 Warm-up

Sing *Round we go* from p8 p27, CD1 track 33.

Activity 1

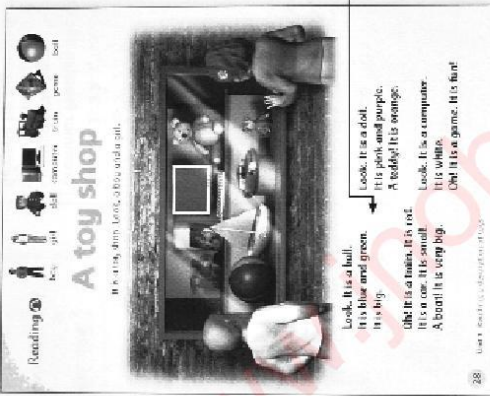
1 Quickly revise *teddy*, *boat* and *car* using flashcards 27-29.

Revise *big* and *small*.

Teach the new words using flashcards 33-38.

2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.

3 Point out the title. Play CD1 track 35. Children listen and follow.



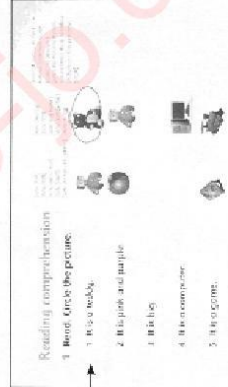
Session 2 Warm-up

Revise all the words for toys using flashcards 27-29, 34-38.

Activity 1

1 Play CD1 track 35 or read *A toy shop* again to the class. Children follow.

2 Ask a volunteer to read the first sentence. Help as necessary. Class repeats. Point out that the *teddy* is circled.



4 Read the lines about the ball. Say *Look at the ball. Is it blue and red? No. It is blue and green. Is it big? Yes.*
Read the other lines and ask questions. *

5 Read the whole text. Children join in and read with you.
Repeat if the class is not confident.

6 Ask the class to read on their own; or, ask groups of children to read lines, or, ask individuals to read lines.

Optional homework tasks
Learn vocabulary words on p1 of Dictionary 1.
Continue Grammar Practice Book Unit 1.

3 Read the second sentence with an individual and then the whole class.
Say *It is pink and purple. Is it the ball? No. Is it the doll? Yes.* Children circle the doll.

4 Continue with the other sentences.
When the activity has been completed, children may do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p6) Session 2

These pages may be set as homework.
Check that children understand the tasks before they begin.
Remind them they will need colours for the first exercise.

Exercise 1
Children read and colour.

Reading comprehension

1 Read and colour.

2 Read. Write the letters.

1. A red ball. 2. A pink game. 3. An orange car. 4. A yellow boat. 5. A green train. 6. A purple computer. 7. A brown game. 8. A grey ball. 9. A white doll. 10. A small car.

- Exercise 2**
- If you wish, go through all or part of this exercise orally.
Ask what is in each picture.
Ask or help a volunteer to read the first sentence.
Class repeats.
 - Say *Find the doll. What is the letter? C.* Children write C in the first box.
 - Continue with the other sentences or let children continue on their own.

Summary box

Lesson aim Reading and comprehension

Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- read with good pronunciation
- understand the text

Key structures *It is a ... It is [adjective].*

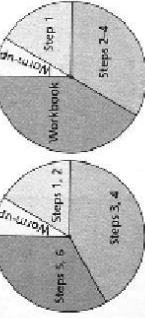
Key words *boy, girl, computer, game, doll, train, ball, big, small, very*

Materials PB pp28-29; CD1 tracks 33, 35; WB p6; flashcards 27-29, 33-38

Time division

Session 1

Session 2



Resource box

- Use these questions or any of your own:
Is the doll pink and white? No. It's orange.
What colour is the train? It is red.
Is the car big? No. It's small.
Is the boat very small? No, it isn't.
What colour is the computer? It's white.
Is the game fun? Yes, it is.

WB answers

p6 Exercise 2: 2 E 3 A 4 B 5 D

Warm-up

Show flashcard 152.
Class names Mr Jolly. Point to parts of the picture. Ask *What colour is it?*

Mr Jolly's box

Children find Mr Jolly. Tell them to point to the box and listen.
Play CD1 track 36. Children listen the first time. Then they repeat in the pauses.

Write *o* and *hat* on the board. Point to each one. Class says the sound and the word. Repeat until they say them accurately and confidently.

Phonics  Let's go! 

1 Look and say.

2 Listen, read and say.

3 Listen and say.

4 Listen and say.

5 Listen and say.

6 Listen and say.

7 Listen and say.

8 Listen and say.

9 Listen and say.

10 Listen and say.

11 Listen and say.

12 Listen and say.

13 Listen and say.

14 Listen and say.

15 Listen and say.

16 Listen and say.

17 Listen and say.

Activity 1

1 Three children hold cards for *h*, *a* and *r*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.

2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.

3 Children point in their books, say each phoneme and the word.

4 Repeat with cat and mat.

Activity 2

1 Ask who or what are in the pictures. Play CD1 track 37. Class listens.

2 Read each line, class repeats. Class says whole rhyme.

Activity 2

1 Children name the objects in the picture.

Play CD1 track 39. Children listen. See Resource box for audioscript.

2 Play the track again. Children answer in the pauses. Be ready to play the track again if they are not sure or disagree about the answer.

Listening
2 Listen and tick.

1 

2 

3 

2 Listen and say yes or no.



30 Unit 1 Learning about ourselves

Activity 1

1 Children name each object in the three lines and say the colour of each one.

2 Play CD1 track 38. Children listen and look.

3 Play it again. Children tick the object.

Note: If children find this hard, do one line at a time.

Activity 1 audioscript (CD1 track 38)

VOICE NUMBER 1.	VOICE NUMBER 2.	VOICE NUMBER 3.
Boy: Is it pink?	Girl: Is it a doll?	Boy: Is it a computer?
Girl: Yes.	Boy: No.	Girl: No.
Boy: Is it small?	Girl: Is it a boat?	Boy: Is it a cat?
Girl: Yes.	Boy: Yes.	Girl: Yes!
Boy: Is it a puppy?	Girl: Is it a teddy?	Boy: Yes!
Girl: Yes!	Boy: Yes!	Girl: Yes!

Phonics (WB p7)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children use different phonemes to make words with the ending *at* and *an*.

Exercises 3 and 6

Children write the words.

Phonics

1. Say the sounds.

2. Write the words. Say the words.

c h m

at an

3. Make the words. Read the words.

4. Say the sounds.

f m v

5. Write the words. Say the words.

at an

6. Write the words. Read the words.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word. Different children read the word they have written for each picture.

Summary box

Lesson aim Phonics and listening

Lesson targets Children:

- sound out, read and write cvc words with short *a*
- listen to the dialogue to identify objects
- listen to sounds to identify objects

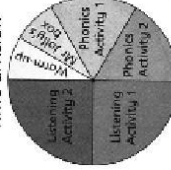
Key language Words and structures from Unit 1

Key words *hat, cat, mat, fan, man, van*

Materials PB pp29–30, CD1 tracks 36–39; WB p7, flashcard 152; phoneme cards for PB p29, Activity 1

Preparation Make phoneme cards for *hat, cat* and *mat*, with each letter on a separate card, as shown in the PB.

Time division



Resource box

Activity 2 audioscript (CD1 track 39)

Girl: Listen! Is it a car? (pause)
Boy: Listen! Is it a car? (pause) Is it a train? (pause)
Girl: Listen! Is it a cat? (pause)
Boy: Listen! Is it a cat? (pause) Is it a doll? (pause)

Lesson 5 Class composition (PB p31) Session 1

Session 1 Warm-up

Show flashcards for toys. Ask *What is it?*
What colour is it?

Dan's box

- 1 Ask a child to read Dan's bubble.
- 2 Ask another child to read the sentence. Write it on the board. Class reads.
- 3 Volunteers circle the capital letter and full stop.

Activity 1

- 1 Ask what is in the first picture *a doll*. Write the complete sentence on the board *It is a doll*. Class reads. Ask what colour it is. *It's pink*. Write the second sentence on the board *It is pink*. Class reads.
- 2 Remind the class that in speaking we usually say *It's* ... In writing we use the full form *It is* ...

Writing Task

1 Look and write.

It is a teddy.
a capital letter a full stop

It is a doll.
a capital letter a full stop

It is a car.
a capital letter a full stop

Writing a sentence on a topic Unit 1

- 3 Ask what is in the second picture *a computer*. Write the complete sentence on the board *It is a computer*. Class reads. Ask what colour it is. *It's yellow*. Write the second sentence on the board *It is yellow*. Class reads.

- 4 Do the same for the third picture.

- 5 Ask different children to read the sentences on the board. Class reads all the sentences.

- 6 Children complete the sentences in their books and write the last three. Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary
Children revise all words on p1.
Grammar Practice Book
Children complete Unit 1.

Writing skills (WB p8) Composition practice (WB p9) Session 2

Session 2 Warm-up

Revise colours using flashcards.

Dan's box

Write up the sentence. Remind the class of the capital letter and the full stop.

Exercise 1

Explain the task. While children work, write the sentences on the board. To check work, ask volunteers to circle on the board. Other children look and check.

Exercise 2

Do as Exercise 1. Children circle the full stops.

Exercise 3

Children write. Check as for Exercises 1 and 2.

Summary box

Lesson aim Writing

Lesson targets Children:

- write about objects, name and describe them by colour
- identify capital letters and full stops
- practise correct use of capital letters and full stops

Text type Description

Key structures *It is a ... It is (colour adjective).*

Key words Vocabulary from Unit 1

Materials PB p31; WB pp8-9; flashcards 18, 25, 27-32, 34-38, 146-149

Writing skills

1. Copy the capital letters and full stops.
2. Write the capital letters and full stops.
3. Write the capital letters and full stops.
4. Write the capital letters and full stops.
5. Write the capital letters and full stops.

Composition practice

1. Read.
2. Colour and write.
3. Write.

Exercise 1

Ask different children to read the words in the box. Class reads.

Exercise 2

1 Make sure children realise that they must choose their own colour, or two colours, for each object. When they have coloured, they complete the first two sentences about the teddy and write about the train.

2 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences to the class.

Homework tasks

Portfolio (see Resource box)

Check-up 1 WB pp10-11 (Answers on p59)

Resource box

Class composition: target writing

(It is a) tall. (It is) pink. (It is a) computer. It is yellow. It is a car. It is green and red.

Composition practice: target writing

(It is a) teddy. It is (colour or colours of child's choice).

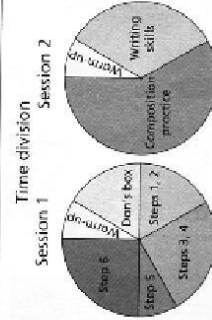
It is a train. It is (colour or colours of child's choice).

Portfolio

Children may make neat copies of the WB writing about the teddy or the train, or both, for inclusion in their portfolio of work. If they wish, they may copy and colour the pictures to go with their writing.

Exercise 4

This can be a homework task.

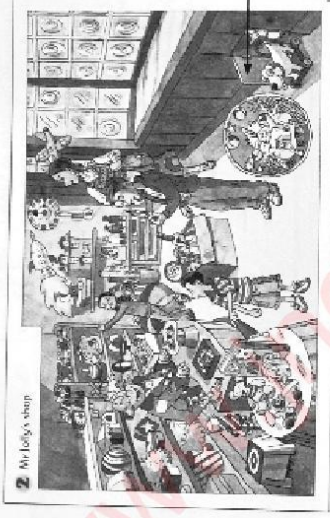


2 Mr Jolly's shop

Lesson 1 New words and speaking (PB pp32-33)

Poster 2

- 1 Show poster 2. Read the title. Class looks for a few moments.
- 2 Show flashcards 2, 11, 39-43. Name the objects. Class repeats.
- 3 Ask different children to find and point to the objects on the poster.



- 4 Ask questions about objects the children know, e.g. teddy, doll, car, boat, train, ball.
What colour is the teddy?
Is it big/small?, etc.
- 5 Play CD1 track 40. Children listen and look at the poster. Point to the objects as they are mentioned.* Point to the characters when they speak.
Check understanding of the small picture: the rabbit is jumping out of the hat.

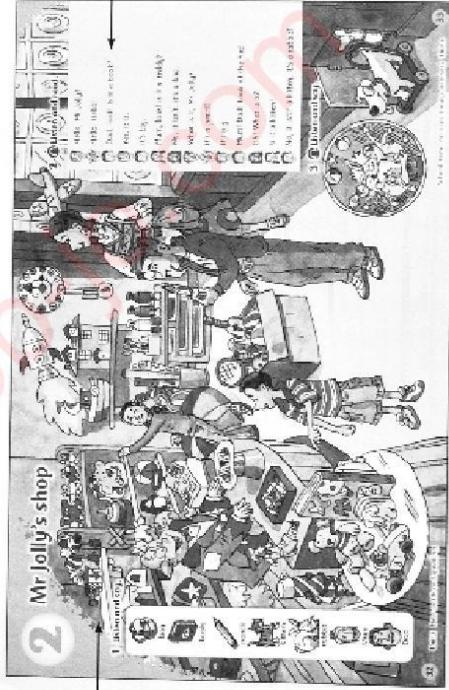
Warm-up

Show flashcards 150-152. Class names the characters.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

Play CD1 track 40. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 41. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 41 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue. **

Words, Learning to learn (WB pp12-13)

Check that children understand the tasks before they begin.

Exercise 1

Children read the words and draw lines to the correct pictures.

Exercise 2

Children look at the pictures and find the words in the snake.

Exercise 3

Children write the letters in the balloons at the start of the correct word.

2 Words

1 Read and match. Match the words to the pictures.

2 Find the words. Find the words in the snake.

3 Write. Write the letters in the balloons at the start of the correct word.

Learning to learn

1 Match. Match the words to the pictures.

2 Match. Match the words to the pictures.

3 Write. Write the letters in the balloons at the start of the correct word.

Exercise 1

Children draw lines to match the pictures.

Exercise 2

Children draw lines to match the letters.

Summary box

Lesson aim: Speaking

Lesson targets: Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise scanning and thinking skills

Key structures: *Is it a ...? Yes, it is./No, it isn't.*

Key language: *What is it?*

Key words: *bag, book, kitten, rabbit, Mum, Dad*

Materials: PB pp32-33; poster 2; flashcards 2, 11, 39-43, 150-152; WB pp12-13; CD1 tracks 40, 41

Resource box

• Point to the rabbit in the last picture after the sound effects and when everyone is amazed by it.

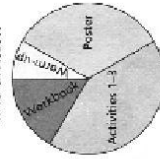
• See Resource box p27.

WB answers

p12 Exercise 3: 1 bag 2 pencil 3 book 4 hat 5 rabbit 6 kitten

p13 Exercise 1: 1 d 2 f 3 e 4 a 5 b 6 c

Time division

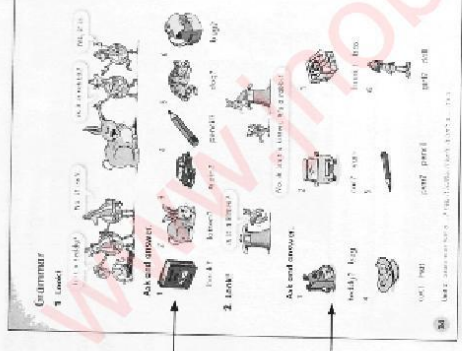


Session 1 Warm-up

Use flashcards 2, 11, 39–43 to revise the new objects and people.

Activity 1

- 1** Point out the Bookings and the objects. Explain they are playing a guessing game. Read or ask volunteers to read the bubbles. Class repeats.
- 2** Ask about picture 1. *Is it a book? Yes, it is.* Continue in the same way for other pictures. Prompt *Yes, it is* or *No, it isn't*.
- Children practise**
sentences in pairs. See Resource box p29.

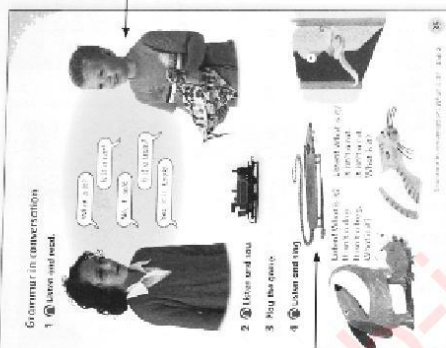


Session 2 Warm-up

Use flashcards 27–29, 34–38 to revise words for touts.

Program in conversation

- Warren and Reed.**



Activitu 1

- 1 Point out the two children. Explain or let the class tell you, that they are playing a game like the Bookings on p34.
- 2 Tell the class to listen to the children in the photos. Play CD1 track 42. Children listen and follow in their books.

Activity 2

- Play CD1 track 43. Children listen and repeat in the houses.

Activity 3

- Children play the game in pairs.*

Activity 4

- 1 Ask children to name the animals they know. Explain that the animal above the song text is a rat (not a mouse). Write *rat* on the board. Class repeats.
- 2 Play CD1 track 44. Children listen. Ask what they think is behind the door. Listen to their ideas.
- 3 Play CD1 track 45 (music only). Encourage the class to join in.⁴⁴

Activity 2

- 1 Point out the Bookings and the hats. Read the bubbles. Class repeats.
- 2 Ask about picture 1: *Is it a teddy?* Prompt *No. It isn't a teddy. It's a bag.* Continue with the other pictures. If children answer *No*, it isn't help them to say *No, it isn't a teddy then it's a bag.*

- 3 Children practise in pairs. See Resource box p29.

Go to Workbook Session 1

Go to Workbook Session 2

Grammar (WB p14) Session 1 Grammar in conversation (WB p15) Session 2

Check that children understand the tasks. If you wish, do Exercise 2 with the class.

Exercise 1

Children look and read. They colour the right answer.

Exercise 2

Read what the Bodkin says and the written and spoken forms. Write them on the board. If you wish, practise with letter cards and an apostrophe card.

Exercise 3

Children write answers using full forms.

Grammar

1. Colour the right answer.

2. Look!

3. Write.

4. Read and write.

5. Read and write.

6. Read and write.

7. Read and write.

8. Read and write.

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98. Read and write.

99. Read and write.

100. Read and write.

If children are completing this page for homework, check that they understand the task.

Exercise 1

Children colour according to the key at the top of the page.

They read the questions and complete the answers.

To check, ask different children to read out their questions and answers.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to and repeat the conversation
- read and practise the conversation
- learn and sing a song

Key structures *Is it a ...? Yes, it is. No, it isn't. It isn't a ... It's a ...*

Key language *What is it?*

Key words *car, train, rabbit, book, kitten, cat, pencil, bag, van, girl*

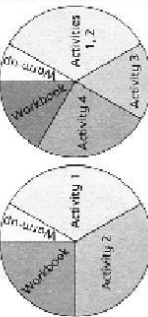
Materials PB pp34-35; CD1 tracks 42-45; WB pp14-15; flashcards 2, 11, 27-29, 34-43; several toys and a bag to put them in

Preparation Make letter cards for *i, t, s, n, a, t* and an apostrophe card for

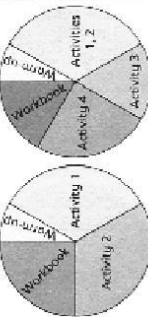
WB p14, Exercise 2.

Time division

Session 1



Session 2



Resource box

- If you do not have toys, use flashcards. Two children come forward. Child 1 holds the flashcard in the bag and asks the question. Child 2 guesses. Child 1 shows part of the picture on the flashcard and asks again. Child 1 shows more of the picture until child 2 guesses correctly. Repeat with other pairs and flashcards.

- Teach the song if you wish. Write the words on the board. Class reads. Rub off *dog* and *cat*. Class reads and fills in the missing words. Repeat with *frog* and *cat*. Rub off *isn't* in all lines in both verses. Class says the verses again. Repeat with *What*. Continue to rub off more words each time until there is none left and children have learned the verses by heart.

WB answers

p14 Exercise 1: 1 Yes, it is. 2 No, it isn't. 3 Yes, it is. 4 Yes, it is.

p15 cat, dog.

Grammar Practice Book Unit 2

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

Lesson 3 Reading (PB p36) Session 1

Session 1 Warm-up

Class sings *What is it?* from PB p35, CD1 track 44.

Activity 1

- 1 Quickly revise **bag**, **pen**, **pencil** and **book** using flashcards 2, 16, 39, 40.
Teach the new words using flashcards 44-48.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD1 track 46. Children listen and follow.

Session 2 Warm-up

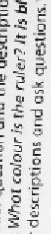
Revise all the words for school items using flashcards.

Activity 1

- 1 Play CD1 track 46 or read *At school* again to the class.
- 2 Read or ask a child to read the first question. Class repeats. Point out that *yes* is circled. Check that the class agrees with the answer.

Reading comprehension (PB p37) Session 2

Reading



At school

What is it?



It is a ruler. It is blue.

What is it?



It is a pen. It is blue.

What is it?



It is a pencil. It is green.

What is it?



It is a book. It is yellow.

Optional homework tasks

Learn vocabulary words on p2 of Dictionary 1.
Continue Grammar Practice Book Unit 2.

4 Read the first question and the description to the class. Ask *What colour is the ruler?* It is **blue**. Read the other descriptions and ask questions. *

5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

6 Ask the class to read on their own; or, ask groups of children to read lines, or, ask individuals to read lines.

Reading Comprehension

- 1 Read:** Circle *yes* or *no*.
- 2 Write:** Circle *yes* or *no*.
- 3 Write:** Circle *yes* or *no*.
- 4 Write:** Circle *yes* or *no*.
- 5 Write:** Circle *yes* or *no*.

3	4
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- 3** Read or ask a child to read the second question. Class repeats. Ask what the answer is. Check that the class agrees. Children circle in their books. Continue with the other questions in the same way.
- 4** When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p16) Session 2

Check that children understand the task before they begin.
Remind them they will need colours for this exercise.

Exercise 1

Children read the first two sentences under the picture.
They tick the sentence that correctly describes the object.
They colour the object according to the third sentence.

Reading comprehension

1 Read and tick the correct answer. Draw the colour.

1. It is a ruler. It is green. It is a pen. It is a pencil. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon.

2. It is a ruler. It is green. It is a pen. It is a pencil. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon.

3. It is a ruler. It is green. It is a pen. It is a pencil. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon.

4. It is a ruler. It is green. It is a pen. It is a pencil. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon.

5. It is a ruler. It is green. It is a pen. It is a pencil. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon.

6. It is a ruler. It is green. It is a pen. It is a pencil. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon.

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10. It is a ruler. It is green. It is a pen. It is a pencil. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon. It is a bag. It is a desk. It is a chair. It is a rubber. It is a crayon.

Check answers now or in another lesson by asking different children to read out the sentences they have ticked.

Summary box

Lesson aim Reading

Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- read with good pronunciation
- understand the text
- answer simple comprehension questions

Key structures *It is a ... Is it a ...? It is [colour].*

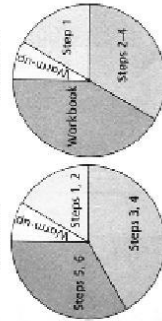
Key words *rubber, ruler, pen, crayon, bag, desk, chair*

Materials PB pp36-37; CD1 tracks 44, 46; Flashcards 2, 16, 39, 40, 44, 48; WB p16

Time division

Session 1

Session 2



Resource box

- Use these example questions or any of your own:
(pen) *Is it a pencil?* No, it is a pen. *Is it green?* Yes, it is.
(rubber) *Is it a rubber?* Yes, it is. *Is it big?* No, it isn't. *It is small.*
(crayon) *Is it a crayon?* Yes, it is. *Is it blue?* No, it isn't. *It is red.*
(desk, chair, bag) *What colour is the desk / chair / bag?* It is yellow / blue / pink. *Is the bag small?* No, it isn't. *It is very big.*

WB answers

Exercise 1: 1 It is a ruler. 2 It is a desk. 3 It is a pencil. 4 It is a pen. 5 It is a rubber. 6 It is a chair.

Lesson 4 Phonics (PB p37) Listening (PB p38)

Warm-up

Put the class into two or more teams. Show flashcards. Teams win points by naming objects.

Mr Jolly's box

- 1 Children find Mr Jolly. Tell them to point to the box and listen. Play CD1 track 47. Children listen the first time. Then they repeat in the pauses.
- 2 Write e and pen on the board. Point to each one. Class says the sound and the word. Repeat until they say them accurately and confidently.

Phonics 47

Look and say.

e pen

1 Look and say. e pen

2 Listen, read and say. The page is full of e's. The box is a pen box.

Activity 1

- 1 Three children hold cards for p, e and n. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.

Activity 2

- 1 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.

Activity 3

- 1 Children point in their books, say each phoneme and the whole word.
- 2 Repeat with hen and ten.

Activity 2

- 1 Ask who or what are in the picture. Play CD1 track 48. Class listens and follows.

Activity 3

- 1 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 3

- 1 Children look at the pictures. Read the speech bubbles to the class. Choose a suitable flashcard. Make the sound and mime if appropriate. Ask the class *What is it?* Continue until the correct answer is given.
- 2 Do this once or twice more, then choose another flashcard and invite a child to mime and ask *What is it?* The class tries to guess the answer.

Listening 48

Listen and write the numbers.

1 Listen and write the numbers.

2 Listen and check.

3 Play the game.

What is it?

10 20 30 40 50 60 70 80 90 100

100 200 300 400 500 600 700 800 900 1000

Activity 1

- 1 Ask children to name the objects and say the colour of each one. Play CD1 track 49. Children listen and look. See Resource box for audioscript.

- 2 Play it again. Children number the pictures in order.

Note: Play the track a third time if necessary.

Activity 2

Play CD1 track 50. Children check their answers. See Resource box for audioscript.

Phonics (WB p17)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children use different phonemes to make words with the ending *en* and *ed*.

Exercises 3 and 6

Children write the words.

Phonics

1. Say the sounds.

2. Write the words. Say the words.

3. Write the words. Read the words.

4. Say the sounds.

5. Write the words. Say the words.

6. Write the words. Read the words.



Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.

Different children read the word they have written for each picture.

Summary box

Lesson aim: Phonics and Listening

Lesson targets: Children:

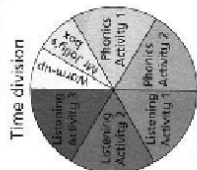
- sound out, read and write cv words with short e
- listen and understand descriptions of objects
- play a sound and mine game

Key language: Vocabulary and structures from Unit 2

Key words: *pen, hen, ten, red, bed*

Materials: PB p37-38; CD1 tracks 47-50; WB p17; flashcards of your choice; phoneme cards for PB p37; Activity 1

Preparation: Make phoneme cards for *pen, hen* and *ten*, with each letter on a separate card, as shown in the PB.



Resource box

Activity 1 audioscript (CD1 track 49)

Voice Number 1: It's big. It's black. What is it? Write number 1 in the box.
Voice Number 2: It's small. It's red. What is it? Write number 2 in the box.
Voice Number 3: It's small. It's white. What is it? Write number 3 in the box.
Voice Number 4: It's big. It's orange. What is it? Write number 4 in the box.

Activity 2 audioscript (CD1 track 50)

Voice Number 1: It's big. It's black. What is it? [cor horn] It's the van.
Voice Number 2: It's small. It's red. What is it? [someone eating an apple] It's the apple.
Voice Number 3: It's small. It's white. What is it? [kitten meowing] It's the kitten.
Voice Number 4: It's big. It's orange. What is it? [growl of toy bear] It's the teddy!

Lesson 5 Class composition (PB p39) Session 1

Session 1 Warm-up

Use flashcards 2, 16, 39, 40, 44-48 to revise all the words for school items.

Dan's box

- 1 Ask a child to read Dan's bubble. Ask another child to read the question.
- 2 Write them on the board. Class reads.
- 3 Volunteers circle the capital letter and question mark.

Activity 1

- 1 Tell children to look at the first picture. Ask *What is it? It is a crayon.* Ask *What colour is it? It is red.*
- 2 Ask individuals to read the question above the picture and the two sentences below. Write them on the board. Class reads.
- 3 Ask the same questions about the second picture. Write *What on the board.* A child completes the question. Write the complete question on the board. Class reads.

Writing

Look

What is it?
a capital letter a question mark

1 Look and write.

What is it?
a crayon. It is red.

What
a ruler.

What is it?
a question mark

39

Writing a description and asking questions. Unit 2

- 4 Write the beginnings of the two sentences on the board. Children tell you the complete sentences. Write them on the board. Class reads.
- 5 Ask the same questions about the third picture. A child tells you what question to write. Write it on the board. Class reads.
- Ask what sentences to write. Write them on the board. Class reads.
- 6 Ask different children to read the sentences on the board. Class reads all the sentences.
- 7 Children write the questions and complete the sentences in their books. Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary

Children revise all words on p2.

Grammar Practice Book

Children complete Unit 2.

Writing skills (WB p18) Composition practice (WB p19) Session 2

Session 2 Warm-up

Write up small letters. Children volunteer to write the capitals.

Don's box

Write the question on the board. Remind the class of the capital letter and question mark.

Exercise 1

1 Write up the first question. Let a child circle the capital letter. Check with the class.

2 Children continue on their own. To check answers, write the questions on the board. Volunteers circle the letters. Check with the class.

Exercise 2

Do as Exercise 1. Children circle the question marks.

Writing skills

Look at the pictures and write the words.

1. Look at the pictures and write the words.

2. Circle the capital letters.

3. Circle the question marks.

4. Write the capital letters and the question marks.

5. Write the words.

6. Write the words.

7. Write the words.

8. Write the words.

9. Write the words.

10. Write the words.

Composition practice

1. Read the instructions.

2. Write the sentences.

3. Write the sentences.

4. Write the sentences.

5. Write the sentences.

6. Write the sentences.

7. Write the sentences.

8. Write the sentences.

9. Write the sentences.

10. Write the sentences.

Exercises 3 and 4

Class writes. Check answers in the usual way.

Summary box

Lesson aim Writing

Lesson targets Children:

- write about classroom objects
- identify capital letters and question marks
- practise correct use of capital letters and question marks

Text type Description with repeated language

Key structures What is it? It is a ... It is ...

Key words Vocabulary from Unit 2

Materials PB p29; WB pp18-19; flashcards 2, 15, 39, 40, 44-48

Resource box

Class composition: target writing

(What) is it? (It is a) pen. (It is) green. What is it? It is a ruler. It is blue.

Composition practice: target writing

What (is it)? (It is a) desk. (It is) blue. What is it? It is a chair. It is purple.

Portfolio

Children may make neat copies of the WB writing about the desk or the chair, or both, for inclusion in their portfolio of work. If they wish, they may copy and colour the pictures to go with their writing.

Homework tasks

Portfolio (See Resource box)

Check-up 2 WB pp20-21 (Answers on p59)

Exercise 1

Children read and follow the instructions.

Exercise 2

1 Children complete the question and then the sentences for the first picture according to the object and the colour.

2 Children write the question and the sentences for the second picture.

3 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences to the class.

3 Good morning!

Lesson 1 New words and speaking (PB pp40-41)

Warm-up

Show any flashcards of your choice. Children name them.

Poster 3

- 1 Show poster 3. Read the title. Class looks for a few moments.
- 2 Show flashcards 20, 21, 49-52. Name the objects. Class repeats the words.
- 3 Ask different children to find and point to the objects on the poster.



- 4 Ask questions:
*Is the lorry big? What colour is it?
What colour is the taxi? Is the bike small?*
- 5 Play CD1 track 51. Children listen and look at the poster. Point to the objects as they are mentioned. Point to the characters when they speak.

Check understanding of the small picture: Mr Jolly has taken the flowers out of his hat. He is giving them to Grandma.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

Play CD1 track 51. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 52. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 52 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue.*

Words, Learning to learn (WB pp22-23)

Check that children understand the tasks before they begin.

Exercise 1

Children read the words and colour the objects accordingly.

Exercise 2

Children look at the letters and choose the correct one to complete the words.

Exercise 3

Children add the correct ending to complete each word.

Words

1 Read and colour.

2 Add the letters.

3 Match the words.

4 Find the same letter.

5 Find the same letter.

6 Find the same letter.

7 Find the same letter.

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100 Find the same letter.

Summary box

Lesson aim: Speaking

Lesson targets: Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise scanning and thinking skills

Key structures: *It is a/an ... It isn't a (colour + noun). It isn't (colour).*

Key language: *Good morning/afternoon. How are you? I'm fine, thank you.*

Key words: *taxi, lorry, bike, umbrella, Grandma, Grandpa*

Materials: PB pp40-41; poster 3; flashcards 20, 21, 49-52 and any others of your choice; WB pp22-23; CD1 tracks 51, 52

Resource box

- Some children may be willing to play the characters and read their lines if they have not already done so. If possible, choose five children to be Lily, Dan, Grandma, Grandpa and Mr Jelly. Help them with the lines as necessary.

WB answers

p22 Exercise 2: 2 taxi 3 van 4 lorry 5 car

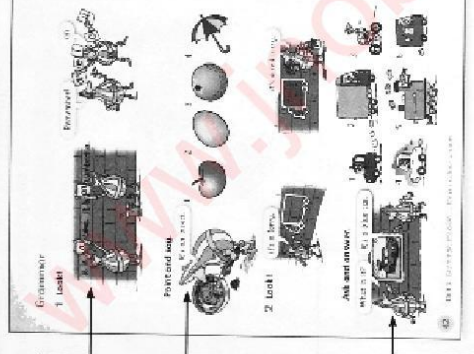
Exercise 3: Grandma, Grandpa

Session 1 Warm-up

Show flashcards 1, 5, 9, 15, 21, 50. Children name the objects.

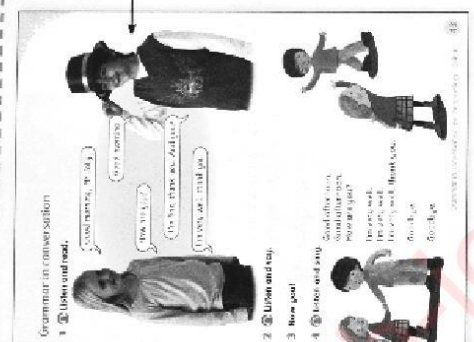
Activity 1

- 1 Read each sentence. Write it in. Stick up word cards. Class reads the sentences. Point out the vowels. Put up sentences with an + objects with an initial vowel. If you wish, show flashcards.
- 2 Class says the sentences. Children point in their books and say them again.
- 3 Children practise sentences in pairs.



Session 2 Warm-up

Ask a few children around the class *Hello*, what's your name?
Elicit (*Hello*.) *My name's ...*



Activity 1

- 1 Point out the two children in the photos. Ask the class who they think the boy is *Mr Jolly*.
- 2 Tell the class to listen to the children in the photos. Play CD track 53. Children listen and follow in their books.

Activity 2

Play CD1 track 54. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs.

Activity 2

- 1 Read or ask children to read, the sentences in the bubbles. Write them on the board. Class reads.
- 2 Point out the car and ask the question. Ask for the answer. Class repeats.
- 3 Do the same with pictures 1–6. Children practise in pairs.

Activity 4

- 1 Point out the children in the pictures. Play CD1 track 55. Children listen.
- 2 Say each line of the song. Class repeats.
- 3 Play CD1 track 56 (music only). Encourage the class to join in.
- 4 Children sing the song in circles or in a line at the front of the class.

Go to Workbook Session 2 ➔

Grammar (WB p24) Session 1 Grammar in conversation (WB p25) Session 2

Check that children understand the tasks before they begin.

Exercise 1
Children write *a* or *an* if you wish, remind them of the five vowels before they start.

Exercise 2
Children write the words in the correct order.

Exercise 3
Children read the sentences they have written and colour the pictures.

Grammar

1. Write *a* or *an* if you wish, remind them of the five vowels before they start.

2. Write the words in the correct order.

3. Read and colour.

Grammar in conversation

1. Read and choose A or B.

2. Complete the conversation.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

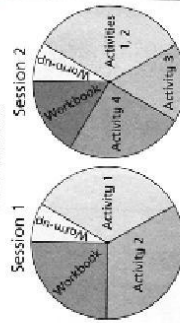
Key structures *It is a/an ... It isn't a (colour + noun). It isn't (colour).*

Key language *Good morning/afternoon. How are you? I'm fine, thank you.*

Key words Vocabulary from Lesson 1

Materials PB pp42-43; CD1 tracks 53-56; WB pp24-25; flashcards 1, 5, 9, 15, 21, 50; word cards

Time division



Resource box

- If you can, use a large space for this activity. Arrange the children in two circles as for the *Round we go* song in Unit 1. Children in the inner circle sing the first verse. Children in the outer circle sing the reply. As they sing *Goodbye* they move in opposite directions around their circle until the song starts again. Then they sing to a new person opposite. Alternatively, children sing in pairs. Child 1 sings the first verse and child 2 sings the reply. Children change partners then sing again.

WB answers

p24 Exercise 1: 1 an 2 a 3 an 4 an 5 a 6 a 7 an 8 a 9 an
Exercise 2: 1 It is a black taxi. 2 It is an orange cat. 3 It is a purple bag.

p25 Exercise 1: 2 B 3 B 4 A

Exercise 2: Good. How. fine. you. very. thank

Grammar Practice Book Unit 3

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

Lesson 3 Reading (PB p44) Session 1

Session 1 Warm-up

Revise the words from Lesson 1 using flashcards 20, 21, 49-52.

Activity 1

- 1 Teach the new words using flashcards 53-58.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects and the colours.
- 3 Point out the title. Play CD1 track 57. Children listen and follow.

Reading 1

Fast and slow

Which is fast?
A is fast.
B is very slow.

Which is slow?
A is slow.
B is very fast.

Which is fast?
A is fast.
B is very slow.

Which is slow?
A is slow.
B is very fast.

Which is fast?
A is fast.
B is very slow.

Which is slow?
A is slow.
B is very fast.

Which is fast?
A is fast.
B is very slow.

Which is slow?
A is slow.
B is very fast.

Session 2 Warm-up

Play Flashcard and word card match with flashcards 53-58. See p162.

Activity 1

- 1 Play CD1 track 57 or read *Fast and slow* again to the class.
- 2 Ask one or two children to read the first two sentences. Children look at the pictures. They decide which one the sentences describe and circle it.

Reading comprehension

Circle the pictures.

1. A is fast. B is slow.
2. B is fast. A is slow.
3. B is fast. A is slow.
4. B is fast. A is slow.
5. A is very fast.

- 4 Read the lines about the plane. Ask questions. *
Read the other lines and ask questions. **

- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.

- 6 Ask the class to read on their own or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p3 of Dictionary 1.
Continue Grammar Practice Book Unit 3.

- 3 To check answers ask a child *Is it picture A? Is it picture B? Is it picture C?* Other children listen and check their work. Continue in the same way with the other sentences and pictures.

- 4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p26) Session 2

Check that children understand the tasks before they begin.
Remind them that they will need colours for Exercise 2.

Exercise 1

Children read the two sentences. They draw lines from each of the sentences to the objects that match them.
Point out the example.

Reading comprehension

3 Draw lines to match.

1  1 This plane is small.

2  2 The ship is big.

3  3 This car is yellow.

4  4 This car is grey.

5  5 This car is green.

6  6 This car is red.

7  7 This car is blue.

8  8 This car is white.

9  9 This car is black.

10  10 This car is brown.

11  11 This car is grey.

12  12 This car is green.

13  13 This car is red.

14  14 This car is blue.

15  15 This car is white.

16 16 This car is black.

17 17 This car is brown.

18 18 This car is grey.

19 19 This car is green.

20 20 This car is red.

21 21 This car is blue.

22 22 This car is white.

23 23 This car is black.

24 24 This car is brown.

25 25 This car is grey.

26 26 This car is green.

27 27 This car is red.

28 28 This car is blue.

29 29 This car is white.

30 30 This car is black.

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33 33 This car is green.

34 34 This car is red.

35 35 This car is blue.

36 36 This car is white.

37 37 This car is black.

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39 39 This car is grey.

40 40 This car is green.

41 41 This car is red.

42 42 This car is blue.

43 43 This car is white.

44 44 This car is black.

45 45 This car is brown.

46 46 This car is grey.

47 47 This car is green.

48 48 This car is red.

49 49 This car is blue.

50 50 This car is white.

51 51 This car is black.

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124 124 This car is green.

125 125 This car is red.

126 126 This car is blue.

127 127 This car is white.

128 128 This car is black.

129 129 This car is brown.

130 130 This car is grey.

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132 132 This car is red.

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258 258 This car is red.

259 259 This car is blue.

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Lesson 4 Phonics (PB p45) Listening (PB p46)

Warm-up

Sing the Good afternoon song from PB p43, CD1 track 55.

Mr Jolly's box

- Children find Mr Jolly. Tell them to point to the box and listen to CD track 58. Children listen the first time. Then they repeat in the pauses.
- Write *i* and *im* on the board. Point to each one. Class says the sound and the word. Repeat until they say them accurately and confidently.

Phonics ④

Look and write.



i b n

1 Look and say.

 b a y l o k s

 p u n

 t r a c k

 i n t e r n e t

 t r o u b l e s a c k

 a t t r a c t i o n

 c a t c h e r

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Listening

1. Look at the pictures and write the names of the people in the pictures.



1. _____



2. _____



3. _____



4. _____

2. Listen and write the names of the people in the pictures.



1. _____



2. _____



3. _____



4. _____

Unit 10: My family (continued)

Activity 1

- 1 Three children hold the cards for *b*, *i* and *n*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- 2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.
- 3 Children point in their books, say each phoneme and the whole word.
- 4 Repeat with *tin* and *pin*.

Activity 2

59. Class listens and follows.

Activity 3

- Play CD1 track 60 again. Children listen for the words.
Pause the track after each one if necessary.

Activity 1

- 1 Give children a few moments to look at the pictures. Tell them to find, e.g. the motorbike. Ask *Is it fast?* Elicit an answer.
- 2 Tell them to find other objects. Ask questions.

Activity 2

- 1** Play CD1 track 60. Children listen and look.
- 2** Play it again. Children write the letters. Pause the track after each one if necessary. Check answers together. See Resource box for audiobook.

Phonics (WB p27)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children use different phonemes to make words with the ending *in* and *ig*.

Exercises 3 and 6

Children write the words.

Phonics

1. Say the sounds.
b p t
2. Write the words. Say the words.
b p t
3. Write the words. Read the words.
b p t
4. Say the sounds.
f w
5. Write the words. Say the words.
f w
6. Write the words. Read the words.
f w

Phonics (WB p27)

Summary box

Lesson aim: Phonics and Listening

Children:

- sound out, read and write *ac* words with short *i*
- listen and match sounds to a picture
- listen and match sounds to the correct picture

Key language: Vocabulary and structures from Unit 3

Key words: *bin, pin, tin, fig, wig*

Materials: PB pp45-46; CD1 tracks 55, 58-60; WB p27; phoneme cards for PB p45, Activity 1

Preparation: Make phoneme cards for *bin, pin* and *tin*, with each letter on a separate card, as shown in the PB.

Resource box

Activity 2 audiocscript (CD1 track 60)

Voice:	Number 1:	Number 3:
Elderly man:	Good afternoon, Alex.	old-fashioned pencil
Boy:	Oh! Good afternoon, Mr Smith.	Listen, Grandpa. What is it?
Elderly man:	How are you?	It's a plane
Boy:	I'm fine, thank you. And you?	A plane?
Elderly man:	I'm very well, thank you	Yes, Look!
Voice:	Number 2:	Number 4:
Girl 1:	Hello, Amy.	loud musical horn
Girl 2:	Hello.	What is it, Ben? Is it a car?
Girl 1:	Oh! What is it?	loud musical horn
Girl 2:	Look!	No, it isn't. It's a motorbike.
Girl 1:	Oh! It's a white cat. Hello (miaow)	Look!
		loud musical horn + motorbike roars off
		Wow! It's fast!

Class composition (pg p47) Session 1

Session 1 Warm-up

Revise all the different words for transport using flash-cards.

Dan's box

- 1 Ask a child to read Dan's bubble. Ask another child to read the sentence. Write on it on the board. Class reads.
- 2 Underline *grey*. Show some classroom items. Say, e.g. *it is a red book. It is a blue pencil.*

Activity 1

- 1 Ask different children to read out the words in the boxes.
- 2 Tell children to look at the first picture. Ask *What is it?* If necessary, ask *What colour is it?* to prompt the first target sentence. Write it on the board.
- 3 Ask *Is it small? Is it fast?* Prompt the other target sentences. Write them on the board.
Class reads all the sentences.

Writing Look

It is a grey plane.

big small fast slow

train bus car boat ship

It is a blue train.
It is big. It is slow.

It is a fast car.
It is small.

It is a fast boat.
It is small.

It is a fast ship.
It is small.

47

4 Repeat steps 1, 2 and 3 with the other two pictures.

5 Ask different children to read the sentences on the board. Class reads all the sentences.

6 Children complete the sentences in their books and write the last three.
Go around helping and monitoring as they work.
When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary
Children revise all words on p3.
Grammar Practice Book
Children complete Unit 3.

Writing skills (WB p28) Composition practice (WB p29) Session 2

Session 2 Warm-up

Ask children to name all the colours they know.

Dan's box

Write the sentence on the board. Remind the class of the colour word before the object.

Exercise 1

1 Explain the task. Point out how the first colour word is circled. Children read the other sentences and circle in their books. They should be able to do this on their own. Check answers together.

Exercise 2

Children read the word in each object. They colour the objects and complete the sentences. Check sentences together.

Writing skills

1. Circle the colour word in each sentence.

2. Write the colour word in the box.

3. Write the colour word in the box.

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Composition practice

1. Choose a colour.

2. Write the colour word in the box.

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Exercise 1

Children read and follow the colouring instructions.

Exercise 2

1 Children complete the sentences about the taxi. Remind them to include the colour in the first sentence.

Exercise 3

2 Children write sentences about the lorry.

3 Go around helping and monitoring as they work. Ask several children to read out their finished sentences.

Homework tasks

Portfolio (see Resource box)
Check-up 3 WB pp30-31
(Answers on p59)

Summary box

Lesson aim Writing

Lesson targets Children:

- write about different transport
- identify colour words in sentences
- practise writing descriptive sentences

Text type Description

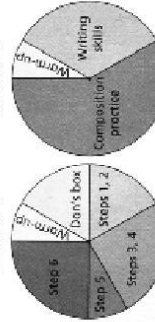
Key structures *It is a [colour + noun]. It is [adjective].*

Key words Vocabulary from Unit 3

Materials PB p47; WB pp28-29; flashcards 20, 22, 40, 50, 53-56

Time division

Session 1



Resource box

Class composition: target writing

(It is a) yellow train. (It is) big. (It is) fast.

It is a green car. It is small. It is slow.

Composition practice: target writing

(It is a) yellow taxi. (It is) small. (It is) slow.

It is a red lorry. It is big. It is fast.

Portfolio

Children may make neat copies of the WB writing about the taxi or the lorry, or both, for inclusion in their portfolio of work. If they wish, they may copy and colour the pictures to go with their writing.

Revision 1 (p8 p48)

Activity 1

- 1 Revise all the colours using the colour flashcards in any order.
Children open their books. Give them a little time to look at the whole page.
- 2 Read or ask a child to read the first Bodkin's bubble. Show the red flashcard. Class repeats *It's red* and point in their books.
- 3 Show the other flashcards in the order on the page. Children say *It's yellow*, etc. and point in their books.
- 4 Show flashcards to different children around the class. Children answer.

Activity 2

- 1 Tell children to look at the picture for a few moments.
Read or help a child to read the second Bodkin's bubble. Class repeats.
- 2 Ask different children to find and name something in the picture.
Tell the class to find and point to the object. Ask *What colour is it?* Elicit an answer. Prompt the two sentences *It's a [name of object]. It's [colour].*

Revision 1

1 Say

It's red. It's a plane. It's white.

2 Look and say.

3 What is it? Is it big? Is it small?

4 Read

The plane is white. It is fast. The ball is purple. It is not big. It is small.
The kitten is small. It is grey. The boat is red. It is not fast. It is slow.

Teacher's 1-10 p8 p48

Activity 3

- 1 Ask a child to name the first object *It's a ball*. Ask about colour if it is not mentioned and elicit *It's purple. It's a purple ball*.
- 2 Children find the object in the big picture. Say *Look at the purple ball. Is it big?* Elicit *No. It is small*.
- 3 Continue in the same way with the other objects.

Activity 4

- 1 Ask a volunteer to read the first sentence. Ask other individuals to read it. Class reads together.
- 2 Continue with the other sentences. If you have some confident readers, let them take turns to read a line to the class. Class reads the whole text together.

Extra activities

Class game

Children look at the main picture. Make a statement, e.g. *It's orange. It's big*. Class guesses *It's a teddy*.

Pair work

Children look at the main picture. They take turns to point and name an object, e.g. *It's a boat*. The other child says the colour *It's red*.

Project 1 Toys (PB p49)

This project gives children the opportunity to choose or draw their own pictures of toys and to write independently about them.

Activity 1

Organise this work to suit the circumstances in your classroom.

- If children are not able to use scissors in school, you may wish to:
- cut out pictures of toys for children to choose from
 - ask children to bring pictures of toys from home
 - give children a single sheet of paper on which they draw and then will write about their toys.

Alternatively, if children are able to use the classroom items shown in the PB, they can draw and/or cut and stick pictures of toys onto a sheet of paper. Children may work on A4 paper or a larger size if you wish.

Project 1 Toys

1 Draw cut and stick



2 Write



3 Talk about the toys



Project 1 Toys 49

Activity 2

All children should be able to complete this project working at their own level. Children write about their toys. Encourage complete sentences as far as possible. Slower learners may produce fewer pictures and sentences than more able children. Some children may write the names of objects only.

Activity 3

When children have completed their projects, now or in another lesson, let them show their work to the class. Encourage able children to point and talk about the toys. Other children may prefer to read their sentences to the class then show their pictures. Display all the work if possible and encourage children to look at each other's writing and pictures.

Summary box

Lesson aim: Revision

Lesson targets: Children:

- name colours and describe objects in a picture
- make statements about objects
- read a text describing objects
- draw pictures or find pictures of toys and write a sentence about each one

Resource box

Portfolio

If you wish, this project may be included in children's portfolio of written work.

Before starting Unit 4 you may wish children to complete Test 1 (on the website). Answers are also on the website.

Portfolio and Diploma 1: Units 1, 2 and 3 (WB pp129-130)

1 When children have completed all the work in Units 1, 2 and 3 they turn to WB p129.	1 When children are confident with all the elements on p129, they complete the Diploma page.
2 This page allows them to make their own assessment of what they have learned in Units 1, 2 and 3.	2 This contains a representative task from each field of work.
3 Children colour in the objects when they are confident that they know the words for each object.	3 Children receive a sticker for each task completed and one more when they have finished the page.
4 They colour each shape when they are confident of the names of colours.	4 These pages may be taken out of the WB and kept in children's individual portfolios of work along with examples of their best work from Units 1, 2 and 3.
5 They tick each word they have learned in Phonics which they can read and spell confidently.	
6 Check through the completed Portfolio page with each child. Some children may take longer to feel confident with the work.	
7 Tell children who are not entirely confident (even if they have coloured and ticked everything on the page) to spend extra time learning words for Units 1, 2 and 3. They may use pages 1—4 of the Dictionary to help them learn and revise.	
It is not necessary for everyone to complete this whole page before moving on to Unit 4.	

Portfolio 1: Units 1, 2 and 3

Write the words.

circle pencil paper lady book bag

1

2 Colour

3 Write

4

5

6

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Diploma 1: Units 1, 2 and 3

Write the words.

circle pencil paper lady book bag

1

2 Colour

3 Write

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Answers to Check-ups Units 1, 2 and 3 (WB pp10-11, 20-21, 30-31)

Check-up 1 (WB pp10-11)

Exercise 1: 2 It is a boat. It is red. 3 It is a ball. It is pink.

Exercise 2: 2 Is it, No. 3 Is it, No. 4 Is it, Yes. 5 Is it, Yes.

Exercise 4: Hello! (or Hi!), Is [name of child]. It is a [object]. It is [colour].

Check-up 2 (WB pp20-21)

Exercise 1: 2 No, it isn't. 3 Yes, it is. 4 Yes, it is. 5 No, it isn't. 6 Yes, it is.

Exercise 2: 2 No. It is not a rubber. It is a ruler. 3 No. It is not a desk. It is a chair.

Exercise 4: 1 No. It is not a van. It is a car. 5 No. It is not a box. It is a book.

Exercise 4: 1 Is it, Is it, It is not a dog. It is a cat. It is black and white.

Check-up 3 (WB pp30-31)

Exercise 1: 1 a 2 an 3 a 4 a 5 an 6 an 7 an 8 a 9 an

Exercise 2: 2 It is a slow car. 3 It is a big lorry. 4 It is a small bike.

Exercise 4: Is it, not, It is, black, An, Hello, Good, How, well

Check-up 1

1 Write the colour.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

2 Write the name.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

3 Draw, colour and write. (Colour)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

Check-up 2

1 Circle the right answer.

1. Is it a pen? Yes, it is. / No, it isn't. 2. Is it a chair? Yes, it is. / No, it isn't. 3. Is it a box? Yes, it is. / No, it isn't. 4. Is it a car? Yes, it is. / No, it isn't. 5. Is it a van? Yes, it is. / No, it isn't. 6. Is it a ball? Yes, it is. / No, it isn't. 7. Is it a boat? Yes, it is. / No, it isn't. 8. Is it a ruler? Yes, it is. / No, it isn't. 9. Is it a desk? Yes, it is. / No, it isn't. 10. Is it a cat? Yes, it is. / No, it isn't. 11. Is it a dog? Yes, it is. / No, it isn't. 12. Is it a book? Yes, it is. / No, it isn't. 13. Is it a box? Yes, it is. / No, it isn't. 14. Is it a chair? Yes, it is. / No, it isn't. 15. Is it a car? Yes, it is. / No, it isn't. 16. Is it a van? Yes, it is. / No, it isn't. 17. Is it a ball? Yes, it is. / No, it isn't. 18. Is it a boat? Yes, it is. / No, it isn't. 19. Is it a ruler? Yes, it is. / No, it isn't. 20. Is it a desk? Yes, it is. / No, it isn't.

2 Write.

1. Is it a pen? Yes, it is. / No, it isn't. 2. Is it a chair? Yes, it is. / No, it isn't. 3. Is it a box? Yes, it is. / No, it isn't. 4. Is it a car? Yes, it is. / No, it isn't. 5. Is it a van? Yes, it is. / No, it isn't. 6. Is it a ball? Yes, it is. / No, it isn't. 7. Is it a boat? Yes, it is. / No, it isn't. 8. Is it a ruler? Yes, it is. / No, it isn't. 9. Is it a desk? Yes, it is. / No, it isn't. 10. Is it a cat? Yes, it is. / No, it isn't. 11. Is it a dog? Yes, it is. / No, it isn't. 12. Is it a book? Yes, it is. / No, it isn't. 13. Is it a box? Yes, it is. / No, it isn't. 14. Is it a chair? Yes, it is. / No, it isn't. 15. Is it a car? Yes, it is. / No, it isn't. 16. Is it a van? Yes, it is. / No, it isn't. 17. Is it a ball? Yes, it is. / No, it isn't. 18. Is it a boat? Yes, it is. / No, it isn't. 19. Is it a ruler? Yes, it is. / No, it isn't. 20. Is it a desk? Yes, it is. / No, it isn't.

3 Look and read.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

4 Look and write.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

Check-up 3

1 Write the name.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

2 Write the name.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

3 Look at the picture.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

4 Complete the sentences with the words in the box.

1. Is it a pen? Yes, it is. / No, it isn't. 2. Is it a chair? Yes, it is. / No, it isn't. 3. Is it a box? Yes, it is. / No, it isn't. 4. Is it a car? Yes, it is. / No, it isn't. 5. Is it a van? Yes, it is. / No, it isn't. 6. Is it a ball? Yes, it is. / No, it isn't. 7. Is it a boat? Yes, it is. / No, it isn't. 8. Is it a ruler? Yes, it is. / No, it isn't. 9. Is it a desk? Yes, it is. / No, it isn't. 10. Is it a cat? Yes, it is. / No, it isn't. 11. Is it a dog? Yes, it is. / No, it isn't. 12. Is it a book? Yes, it is. / No, it isn't. 13. Is it a box? Yes, it is. / No, it isn't. 14. Is it a chair? Yes, it is. / No, it isn't. 15. Is it a car? Yes, it is. / No, it isn't. 16. Is it a van? Yes, it is. / No, it isn't. 17. Is it a ball? Yes, it is. / No, it isn't. 18. Is it a boat? Yes, it is. / No, it isn't. 19. Is it a ruler? Yes, it is. / No, it isn't. 20. Is it a desk? Yes, it is. / No, it isn't.

Words, Learning to learn (WB p32-33)

Check that children understand the tasks before they begin.

Exercise 1

Children read and tick the sentence that matches the picture.

Exercise 2

Children look at the numbered pictures and write them next to the numbers in the grid.

Words

1 Read and mix!

She is writing.
 1

He is talking.
 2

She is reading.
 3

She is writing.
 4

He is reading.
 5

2 Read and mix!

She is writing.
 1

He is reading.
 2

She is writing.
 3

He is reading.
 4

She is writing.
 5

Learning to learn

1 Find the different picture. Circle it.

1

2

3

4

5

6

2 Find the different picture. Circle it.

1

2

3

4

5

6

Exercise 1

Children scan the line and pick out the picture that is different. They circle it.

Exercise 2

Children scan the line and pick out the letter that is different. They circle it.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise scanning and thinking skills

Key structures I am ... He / She is ... Is he/she ...? Yes, he/she is. / No, he/she isn't.
Key language I'm (adjective).

Key words *pretty, happy, sad; princess, clown, balloon*

Materials P8 pp50-51; poster 4; flashcards 59-61; W8 pp32-33; CD1 tracks 61, 62

Resource box

- Some children may be willing to play the characters and read their lines if they have not already done so. If possible, choose five children to be Lily, Don, Mr Jolly, Bella and Biffa. Help them with the lines as necessary. If more children want to try, let a second group read the dialogue.

MB answers

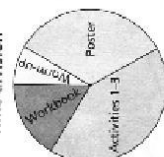
32 Exercise 1: 1 She is a princess. 2 He is a clown. 3 It is a balloon.

4 He is happy. 5 She is sad. 6 It is pretty.

Exercise 2: 1 balloon 2 bus 3 plane 4 down 5 princess

Exercise 1: 2 2nd pencil 3 4th cat 4 2nd lorry 5 1st car 6 3rd doll

Exercise 2: 2 y 3 h 4 j 5 q



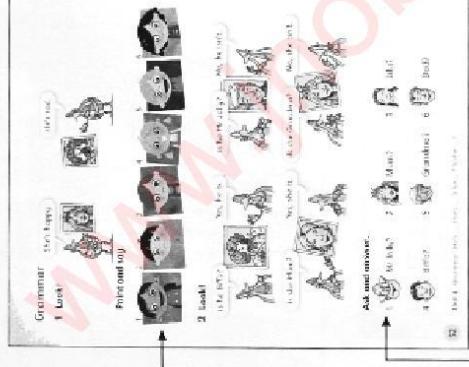
Lesson 2 Grammar (p8 p52) Session 1 Grammar in conversation (p8 p53) Session 2

Session 1 Warm-up

Draw a happy face and a sad face on the board. Children say the words. Write *happy* and *sad*.

Activity 1

- Children name the characters in the photos. Read or ask different children to read the bubbles. Class repeats.
- Point out the boy. Ask *Happy? Sad?* Elicit *happy*. Prompt *He's happy*. Class repeats. Continue with the other faces.
- Children practise sentences in pairs.



Session 2 Warm-up

Show flashcards 150-154. Children name the characters.

- #### Activity 1
- Point out the girl. Ask *Is she happy?* Elicit the answer. Do the same with the boy. Point out the other pictures. Ask *Is she fast? Is he slow?*
 - Play CD1 track 63. Children listen and follow in their books. Play the track again. Class joins in. Teach the words if you wish.
 - Class says the rhyme with or without the track.

Activity 2

- Children name the characters in the photos. Children look at Biffo. Ask the question. Ask a child to answer, or read the answer. Do the same with the other photos.

- Use flashcards 150-154 to ask about each character. Class replies.

- Bring a pair forward. Child 1 holds flashcard 152. Help the child to ask *Is he Mr Jolly?* Child 2 answers. Continue with the other flashcards. Finally, the class works in pairs. **

Go to Workbook Session 1

Activity 2

- Point out the girl and the name on her head. Explain the game. The girl asks questions to find out which character she is. Play CD1 track 64. Children listen and follow.

Activity 3

- Play CD1 track 65. Children listen and repeat in the pauses.

Activity 4

- Children use name cards and play the game in pairs or small groups. Alternatively, give one child a flashcard to hold so the class can see, but the child cannot. The child asks *Am I ...?* The class answers.

Go to Workbook Session 2

Unit 4 Grammar, Grammar in conversation

Grammar (WB p34) Session 1 Grammar in conversation (WB p35) Session 2

Check that children understand the tasks before they begin.

Exercises 1 and 3
You may wish to practise the short and long forms in class using word cards and an apostrophe card as described on p29, Exercise 1.

Exercise 2
Children complete the first pair of sentences. They write the next two pairs.

Exercise 4
Children write sentences.

Grammar

1. Look! Write the words.

2. Write the words.

3. Look! Write the words.

4. Write the words.

5. Write the words.

6. Write the words.

7. Write the words.

8. Write the words.

9. Write the words.

10. Write the words.

11. Write the words.

12. Write the words.

13. Write the words.

14. Write the words.

15. Write the words.

16. Write the words.

17. Write the words.

18. Write the words.

19. Write the words.

20. Write the words.

21. Write the words.

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24. Write the words.

25. Write the words.

26. Write the words.

27. Write the words.

28. Write the words.

29. Write the words.

30. Write the words.

31. Write the words.

32. Write the words.

33. Write the words.

34. Write the words.

35. Write the words.

Grammar in conversation

1. Write the words.

2. Look at the pictures and choose the best word from the box to complete each bubble.

3. Look at the pictures and choose the best word from the box to complete each bubble.

4. Look at the pictures and choose the best word from the box to complete each bubble.

5. Look at the pictures and choose the best word from the box to complete each bubble.

6. Look at the pictures and choose the best word from the box to complete each bubble.

7. Look at the pictures and choose the best word from the box to complete each bubble.

8. Look at the pictures and choose the best word from the box to complete each bubble.

9. Look at the pictures and choose the best word from the box to complete each bubble.

10. Look at the pictures and choose the best word from the box to complete each bubble.

11. Look at the pictures and choose the best word from the box to complete each bubble.

12. Look at the pictures and choose the best word from the box to complete each bubble.

13. Look at the pictures and choose the best word from the box to complete each bubble.

14. Look at the pictures and choose the best word from the box to complete each bubble.

15. Look at the pictures and choose the best word from the box to complete each bubble.

16. Look at the pictures and choose the best word from the box to complete each bubble.

17. Look at the pictures and choose the best word from the box to complete each bubble.

18. Look at the pictures and choose the best word from the box to complete each bubble.

19. Look at the pictures and choose the best word from the box to complete each bubble.

20. Look at the pictures and choose the best word from the box to complete each bubble.

21. Look at the pictures and choose the best word from the box to complete each bubble.

22. Look at the pictures and choose the best word from the box to complete each bubble.

23. Look at the pictures and choose the best word from the box to complete each bubble.

24. Look at the pictures and choose the best word from the box to complete each bubble.

25. Look at the pictures and choose the best word from the box to complete each bubble.

26. Look at the pictures and choose the best word from the box to complete each bubble.

27. Look at the pictures and choose the best word from the box to complete each bubble.

28. Look at the pictures and choose the best word from the box to complete each bubble.

29. Look at the pictures and choose the best word from the box to complete each bubble.

30. Look at the pictures and choose the best word from the box to complete each bubble.

31. Look at the pictures and choose the best word from the box to complete each bubble.

32. Look at the pictures and choose the best word from the box to complete each bubble.

33. Look at the pictures and choose the best word from the box to complete each bubble.

34. Look at the pictures and choose the best word from the box to complete each bubble.

35. Look at the pictures and choose the best word from the box to complete each bubble.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- learn and sing a song
- listen to a guessing game and repeat the dialogue
- play the game

Key structures He's/She's ... Is he/she ...?

Key language I'm ... Am I ...? No, you aren't. Yes, you are.

Key words Vocabulary from Lesson 1

Materials PB pp52-53; CD1 tracks 63-65; WB pp34-35; flashcards 150-154

Preparation To practise the long/short forms on WB p34 Exercises 1 and 3, make word and letter cards and an apostrophe. See p29, Exercise 1.

Make name cards of characters from the lesson for PB p53, Activity 2.

Resource box

- Children may ask the questions about the character they are holding, so will not ask a question to produce a negative answer. This is acceptable as the important activity is forming the question correctly.
- Children work in pairs at their desks. They take turns to point to each character, ask the question and answer. Go around listening to them as they work.

WB answers

p34 Exercise 2: 1 happy, sad 2 He is big. She is small. 3 He is slow. She is fast. Exercise 4: 2 He is not Dan. 3 He is not Biffo. 4 She is not Mum.

p35 Exercise 1: 1 big 2 fast 3 slow 4 small

Exercise 3: Hello, I am [name of child]. I am [adjective to match child's picture].

Grammar Practice Book Unit 4

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

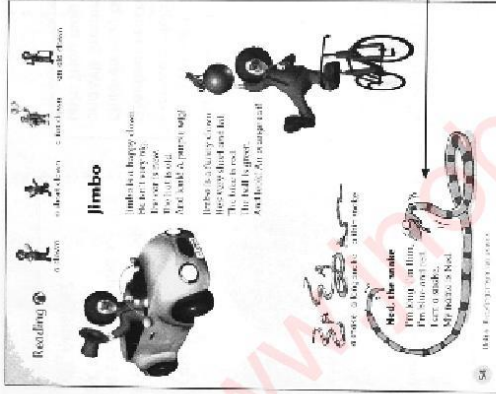
Lesson 3 Reading (PB p54) Session 1 Reading comprehension (PB p55) Session 2

Session 1 Warm-up

Say the rhyme from PB p53, CD1 track 63.

Activity 1

- 1 Quickly revise clown using flashcard 60. Remind the class *Biffa is a clown*. Teach short, fat and old using objects, e.g. an old book.
- 2 Children open their books. Give them time to look at the whole page. Point out the clowns. Read the phrases. Class repeats.
- 3 Read the title of the first poem. Play CD1 track 66. Children listen and follow.



Session 2 Warm-up

Revise all the adjectives using objects, e.g. a thin book.

Activity 1

- 1 Play CD1 tracks 66 and 67 or read the two poems again to the class.
- 2 Read or ask a child to read the first question. Class repeats.
- 3 Elicit the answer. Class repeats. Children find and circle the answer.



- 4 Read the first line. Ask *Is Jimbo a clown? Is he sad?* Read the other lines and ask questions.*
 - 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.
 - 6 Ask the class to read on their own, or, ask groups of children to read lines, or, ask individuals to read lines.
 - 7 Show flashcard 62. Say *Ned is a snake*. Teach *long* and *thin* using objects, e.g. a pen. Repeat steps 3-6 with the second poem and CD 1 track 67. See Resource box for questions.*
- Optional homework tasks**
Learn vocabulary words on p5 of Dictionary 1. Continue Grammar Practice Book Unit 4.

- 4 Continue in the same way with the other questions. When the answer is negative, prompt the class to give the correct affirmative answer, e.g. *Is he thin?* **No he isn't. He is fat.**
- 5 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p36) Session 2

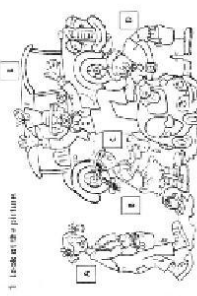
Check that children understand the tasks before they begin.

Exercise 1
Children look carefully at the picture.

Exercise 2
Children read the pairs of sentences and find the person they describe. They write the letter in the box beside the sentences.

Reading comprehension

1. Look at the picture.



2. Read. Write the letters.

| | | | |
|--------------------|--------------------------|--------------------|--------------------------|
| 1. She is a clown. | ☐ | 4. He is a clown. | ☐ |
| 2. He is a boy. | ☐ | 5. She is a boy. | ☐ |
| 3. He is a clown. | ☐ | 6. She is a boy. | ☐ |
| 4. He is a clown. | ☐ | 7. She is a boy. | ☐ |
| 5. She is a boy. | ☐ | 8. He is a clown. | ☐ |
| 6. She is a boy. | ☐ | 9. He is a clown. | ☐ |
| 7. She is a boy. | ☐ | 10. He is a clown. | ☐ |

3. Read. Colour the picture.
The clown is wearing a red nose and a blue hat. The boy is wearing a blue shirt and a red hat. The clown is wearing a red and white striped shirt. The boy is wearing a blue shirt and a red hat.

4. Read. Write the letters in the box beside the sentences.

Exercise 3
Children colour the cars and clowns according to the sentences.

Summary box

Lesson aim Reading

Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structures He's ... He isn't ... I'm ...

Key words clown, snake, short, fat, old, long, thin, new, funny

Materials PB pp54-55; CD1 tracks 63, 66, 67; flashcard 60; WB p36; objects to revise adjectives, e.g. a thin book

Time division

Session 1

Step 1

Steps 1, 2

Steps 3, 4

Steps 5, 6

Workbook

Step 1

Steps 2-5

Resource box

• Use these questions or any of your own; numbers refer to lines of the poems:

(Jimbo verse 1) 2 is Jimbo very big? 3 is the car old? 4 is the hat new? 5 What colour is the wig?

(Jimbo verse 2) 1 is Jimbo funny? 2 is he big and fat? 3 What colour is the bike? 4 What colour is the hat? 5 What colour is the car?

** (Ned) 1 is Ned short? 2 What colours is Ned? 3 What is Ned?

WB answers

Exercise 2: 1B 2F 3D 4A 5E 6C

Lesson 4 Phonics (PB p55) Listening (PB p56)

Warm-up

Play Muddled letters. See Resource box.

Mr Jolly's box

- 1 Children find Mr Jolly. Tell them to point to the box and listen.
Play CD1 track 68. Children listen the first time. Then they repeat in the pauses.
- 2 Write o and dog on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

Phonics 68

1 Look and say.
o dog

2 Listen, read and say.
It's a dog? Is it a dog? No, it's not. It's a dog in the box. It's a dog and a dog in the box.

- Activity 1**
 - 1 Give children a few moments to look at the pictures. Tell them to find, e.g. the princess.
 - 2 Ask *Is she pretty?* Elicit an answer. Tell them to find the other people and ask questions.

- Activity 2**
 - 1 Play CD1 track 70. Children listen and look.
 - 2 Play it again. Children write the letters. Pause the track after each one if necessary. Check answers together.
See Resource box for audioscript.

Listening

1 Look.

2 Listen and write the letters.

3 Now guess.

4 Listen again.

5 Listen 2.

6 Listen 3.

- Activity 1**
 - 1 Three children hold the cards for d, o and g. Stand them in a line facing the class, with space between each one. Point and say each sound. Class says the sounds with you.
 - 2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.
 - 3 Children point in their books, say each phoneme and the whole word.
 - 4 Do the same with *rag* and *lag*.
- Activity 2**
 - 1 Ask who or what are in the pictures. Ask what colour is the dog/lag? Play CD1 track 69. Class listens and follows.
 - 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.
- Activity 3**
 - 1 Read or ask different children to read the bubbles. Class repeats.
 - 2 Say two sentences about another picture. Class guesses the answer.
 - 3 Continue with the other pictures or let a child say two sentences about each picture for the class to guess.
When all the people have been described, children practise in pairs.

Phonics (WB p37)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children use different phonemes to make words with the ending *og* and *ox*.

Exercises 3 and 6

Children write the words.

Phonics

1. Say the sounds.

2. Write the words. Say the words.

3. Write the words. Hear the words.

4. Say the sounds.

5. Write the words. Say the words.

6. Write the words. Hear the words.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.
Different children read the word they have written for each picture.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write cvc words with short o
- listen to a description of people
- play a guessing game describing the people

Key words *dog, fog, fox, box*

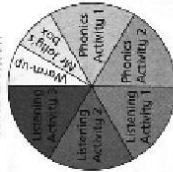
Key language Vocabulary and structures from Unit 4

Materials PB pp55-56; CD1 tracks 68-70; WB p37; phoneme cards for PB p35, Activity 1

Preparation Make phoneme cards for *dog, fog* and *fox*, with each letter on a separate card, as shown in the PB.

(Optional) Make letter cards for the *Muddled letters* game. See Resource box.

Time division



Resource box

Phonics practice game: Muddled letters

Put up a flashcard for one of the cvc words that children have learned to spell, e.g. cat. Put up letter cards in muddled order, e.g. a t c. Children arrange them in order to make the word. Class reads. Do the same with other flashcards and letter cards, e.g. hat, van, pen, red, man.

Activity 2 audioscript (CD1 track 70)

Voice Number 1. She's a girl. She's small. (pause)

Voice Number 2. He's a boy. He's funny. (pause)

Voice Number 3. She's a girl. She's pretty. She's a princess. (pause)

Voice Number 4. He's a man. He's very, very big. (pause)

Voice Number 5. She's a girl. She's happy. (pause)

Voice Number 6. He's a clown. He's sad. (sobs)

Lesson 5 Class composition (PB p37) Session 1

Session 1 Warm-up

Sing the *What is it?* song from PB p35, CD1 track 44.

Dan's box

- 1 Ask a child to read Dan's bubble.
- 2 Ask another child to read the sentence. Write on it on the board. Class reads.
- 3 Volunteers underline the name and circle the capital letter.

Activity 1

- 1 Ask what is in the picture a **fish**. Ask what colour it is **blue and yellow**. A child reads the words in the first box. Elicit **It is thin**. Read the first line of the poem.
- 2 A child reads the words in the second box. Ask **Is the fish green? Is it red? Is it yellow?** Elicit **It is yellow and blue**. Read the second line.
- 3 Do the same with the third box and the third line. Write / and L on the board. A child circles the capital. Read the fourth line.

Activity 2

Play CD1 track 71. Children listen and follow. Play it again. Children repeat in the pauses.

Writing

Look.

My name is Ned.

1 Read.

I'm long and thin.
I'm yellow and blue.
I am a fish.
My name is Ned.

2 Listen and say.

3 Read and write.

I'm orange and white. yellow grey
I'm short I'm thin for old
I am a cat lake kitten
My name is cat.

4 Listen and say.

Write the name, colour and length of the cat in the poem. Black 3

37

Activity 3

- 1 Ask what is in the second picture a **kitten**. Ask questions. Elicit short answers.

What colour is it? **It's orange and white.** Is it thin? **No, it isn't.**

- 2 Write **I'm orange and on the board**. A child reads the words in the first box. Class repeats.

Read the words on the board. Ask what the missing word is **white**. Complete the line. Class reads.

- 3 Do the same with the next two boxes and lines.

Write P and p on the board. A child circles the capital letter. Write the last line. Class reads.

- 4 Children complete the lines in their books.*

Activity 4

Play CD1 track 72. Children listen and follow. Play it again. Children repeat in the pauses. Children may learn the poems.*

Homework tasks

Dictionary
Children revise all words on p5.
Grammar Practice Book
Children complete Unit 4.

Writing skills (WB p38) Composition practice (WB p39) Session 2

Session 2 Warm-up

Write up a few children's names.
Volunteers circle the capital letters.

Dan's box

Write the sentence on the board.
Remind the class of the capital letter for a name.

Exercise 1

Explain the task. While children work, write the sentences on the board. To check work, ask volunteers to underline and circle on the board. Other children check.

Exercise 2

While children work, write up the names without the capitals. Volunteers write them correctly.

Exercise 3

Children draw and write. Check individually.

Writing skills

Exercise 1

Write the sentence on the board. Remind the class of the capital letter for a name.

Exercise 2

While children work, write up the names without the capitals. Volunteers write them correctly.

Exercise 3

Children draw and write. Check individually.

Composition practice

Exercise 1

Let children read, complete and colour working alone if possible.

Exercise 2

If necessary, ask different children to read the words in the boxes then the poem.

Exercise 3

Children colour the pictures according to the descriptions in the poems.

Exercise 4

Play CD1 track 73. Children listen and follow.

Summary box

Lesson aim Writing

Lesson targets Children:

- practise capital letters for names
- complete short poems

Text type Rhyming poems

Key structures I am ... I'm ...

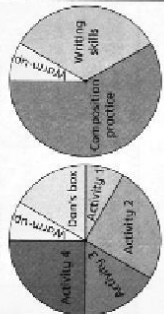
(Note: In poems, either the long form or short form is used to keep the correct rhythm.)

Key words Vocabulary from Unit 4

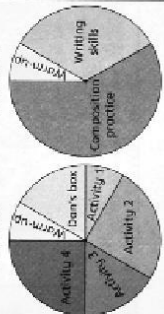
Materials PB p57; WB pp38-39; CD1 tracks 44, 71-73

Time division

Session 1



Session 2



Resource box

- If your class is confident, erase the last word of the first three lines and the capital letter from Pat. Children find the correct word and letter in the boxes in their books. Leave the complete lines on the board for support.
- If you wish, ask children to learn the completed poems in the PB or WB. Alternatively, teach the poems using the method described on p39 of this book.

Class composition: target writing

(I'm orange and) white. (I'm short. I'm fat. (My name is) Pat.

Composition practice: target writing

(I am) new. (I am) pretty. (I'm pink and blue. My name is) Kitty.
(I'm brown and grey. I'm very) funny. (I am a) rabbit. (My name is) Bunny.
Portfolio Children choose one poem from the PB or WB and copy it out neatly. They may illustrate it if they wish.

5 Mrs Goody and Pirate Jack

Lesson 1 New words and speaking (PB pp58-59)

Warm-up

Put up flashcards 150-154. Write the names. Children match.

Poster 5

- 1 Show poster 5. Read the title. Class looks for a few moments.
- 2 Show flashcards 63-66, 155, 156. Name the new characters. Class repeats. Name the objects. Class repeats.
- 3 Ask different children to find and point to the characters and objects on the poster.

5 Mrs Goody and Pirate Jack



- 4 Show number one with the word card. Class says the number. Put the word card on the board. Do the same with the other numbers. Class reads the numbers. Play a number game.*

- 5 Play CD1 track 74. Children listen and look at the poster. Point to the objects as they are mentioned. Point to each of the characters when they speak. Check understanding of the small picture: Mr Jolly is thinking what he can do for Pirate Jack; a parrot is flying out of Mr Jolly's hat.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards 63-66. Class names the objects.
- 3 Name the objects. Children point to the objects in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.

5 Mrs Goody and Pirate Jack



Activity 2

- 1 Play CD1 track 74. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 75. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 75 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue.**

Check that children understand the tasks before they begin.

Exercise 1

Children match number words with numbers on objects.

Exercise 2

Children read the short poem and colour.

If you wish, ask different children to read lines of the poem. Class reads the poem together.

Unit 1

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Summary box

Lesson 11 Speaking

Lesson targets Children;

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise orientation skills

Key structure Regular plural nouns with *s*

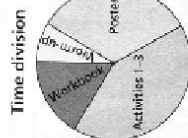
Key language How many ...s are there? There are *number* ...s

Key words Number words one-ten; ice cream; balloons; cakes; sweets

Materials p8 pp58-59; poster 5; flashcards 63-66, 150-156; WB pp42-43;

D1 tracks 74, 75

reparation Download or make number and word cards for posters



Resource box

Number games

for groups or pairs (each group/pair has small number cards 1–10)

- Say a number. Each group or pair shows the correct figure

- Show a number word card. Each group or pair shows the correct figure.

for the whole class

- Put the number cards on the left of the board and the number words on the right. Children take turns to choose a figure from the left and find the correct word on the right.
- Put the number cards on the board. Show a word card. Children volunteer to find the correct figure.
- Put all the number word cards on the board in scrambled order. Children volunteer to find one, two, etc. and order them correctly.

* See Resource box p27.

VB answers

43 Exercise 1: 2³rd umbrella 3⁴th pencil 4²nd teddy 5¹st lollipop 6⁴th fish

Session 1 Warm-up

Class says the counting rhyme from PB p19, CD1 track 26:

Session 2 Warm-up

Show flashcard 64 or classroom items. Children name the plural items.

Activity 1

1 Point out the Bodkins. Read or ask different children to read the bubbles.

Use flashcard 64 or classroom items to practise other plural items.

2 Ask a child to count the cakes aloud. Others point in their books. Class counts aloud. Children write the number.

Continue with the other objects in the same way.

3 Children practise plurals in pairs.

Grammar in conversation

1 Look!

Look! There are many bubbles.

How many bubbles are there?

There are four bubbles.

How many cakes are there?

There are three cakes.

How many sweets are there?

There are five sweets.

How many children are there?

There are six children.

How many books are there?

There are seven books.

How many pencils are there?

There are eight pencils.

How many pens are there?

There are nine pens.

How many chairs are there?

There are ten chairs.

How many tables are there?

There are eleven tables.

How many doors are there?

There are twelve doors.

How many windows are there?

There are thirteen windows.

How many lights are there?

There are fourteen lights.

How many flowers are there?

There are fifteen flowers.

How many leaves are there?

There are sixteen leaves.

How many fruits are there?

There are seventeen fruits.

How many vegetables are there?

There are eighteen vegetables.

How many animals are there?

There are nineteen animals.

How many plants are there?

There are twenty plants.

How many people are there?

There are twenty-one people.

How many things are there?

There are twenty-two things.

How many objects are there?

There are twenty-three objects.

How many items are there?

There are twenty-four items.

How many parts are there?

There are twenty-five parts.

How many pieces are there?

There are twenty-six pieces.

How many bits are there?

There are twenty-seven bits.

How many bits of are there?

There are twenty-eight bits of.

How many bits of are there?

There are twenty-nine bits of.

How many bits of are there?

There are thirty bits of.

Activity 2

1 Read out the bubbles. Class repeats.

2 Tell the class to look carefully at the pictures. Ask *How many ice creams are there?* Elicit the answer. Class repeats. Continue with the other items.

3 Children practise in pairs.

4 Alternatively, let children volunteer to ask the class *How many ...?* Other children take turns to answer. Class repeats.

Grammar (WB p44) Session 1 Grammar in conversation (WB p45) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children write *one + [noun]* and *[number] + [noun] + s*. Point out how the first two are done.

Exercise 2

Make sure children understand that the question is always *How many ... are there?* The answer changes to *There is ...* if there is only one of the item. Children complete the sentences.

Grammar

1 Write.

one cat two cats three cats four cats five cats six cats seven cats eight cats nine cats ten cats

2 Write. Think of a number.

1 How many cats are there? 2 How many dogs are there? 3 How many birds are there? 4 How many fish are there? 5 How many apples are there? 6 How many oranges are there? 7 How many bananas are there? 8 How many pears are there? 9 How many grapes are there? 10 How many strawberries are there?

Grammar in conversation

1 Look and answer the questions.

2 Read and write the words in the box and look at the dialogue. They choose the best word to fill each gap. To check answers, ask children to read their lines.*

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

Key structure regular plural nouns with s

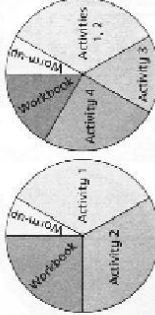
Key language *How many ... are there? There are [number] ...s. Are there ...? There is one ... is there one ...?*

Key words regular plural nouns, colours

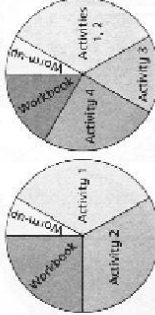
Materials PB pp60-61; CD1 tracks 26, 76-78; WB pp44-45; flashcard 64; plural classroom items of your choice

Time division

Session 1



Session 2



Resource box

* If you wish, ask several children to read their lines. Some children may be able to learn the lines quickly and say them without reading them from the book.

WB answers

p44 Exercise 1: 2 one pen, four pens, 3 one hat, five hats, 4 one ball, six balls

5 one dog, three dogs, 6 one book, seven books

Exercise 2: 1 There are 3 There are 4 There are

p45 Exercise 1: 1 There are three books. 2 There is one apple. 3 There are five pens. 4 There is one doll.

Exercise 2: cakes, four, two, Yew, you

Grammar Practice Book Unit 5

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

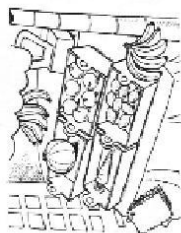
Reading comprehension (WB p46) Session 2

Check that children understand the tasks before they begin. Remind them they will need colours for the first exercise.

Exercise 1

Children read the sentences about the fruit and vegetables in the shop. They colour accordingly.

Reading comprehension



1. Read. Colour the picture.
Look at the stall in the shop.
There are some lemons on the stall.
There are some carrots on the stall.
There are some beans on the stall.
There are some yellow lemons.
There are some orange carrots.
There are some green beans.

2. Answer the questions.
1. What colour is the lemon?
2. What colour is the carrot?
3. What colour is the bean?
4. What colour is the pepper?
5. What colour is the banana?

Exercise 2

Children answer the questions about the fruit and vegetables in the shop. They count the items and refer to their own colouring to find the answers.

Summary box

Lesson aim: Reading

Lesson targets: Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

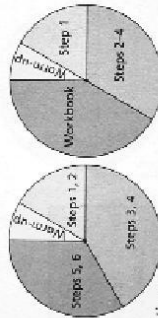
Key language: How many ... are there?

Key words: bananas, beans, carrots, grapes, lemons, peppers, melons

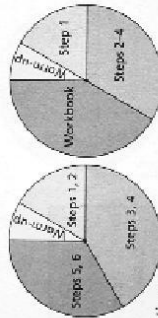
Materials: PB pp62-63; CD1 track 79; flashcards 1, 12, 67-73; WB p46

Time division

Session 1



Session 2



Resource box

• Use these questions or any of your own:

Picture 2: What colour are the grapes? the lemons? the beans? the peas? the peppers?

Picture 3: Is the melon small? No, it's big. Is it round? Yes, it is.

Picture 4: What colour is the banana? It's yellow.

Picture 5: What colour is the carrot? It's orange. Is it long? Yes, it is.

Picture 6: Is it a carrot? No, it is a cat (fizz).

• If your class is not confident, do this for two or three pictures only.

WB answers

(possible additional words are in brackets)

Exercise 2: 1 The melon is green. 2 There are eight (yellow) lemons.

3 Yes. (There is one carrot.) 4 The carrot is orange. 5 There are six (red) apples.

Lesson 4 Phonics (PB p63) Listening (PB p64)

Warm-up

Sing the Lollipop song from PG p61, CD1 track 78.

Mr Jolly's box

- 1 Children find Mr Jolly. Tell them to point to the box and listen. Play CD1 track 80. Children listen the first time. Then they repeat in the pauses.
- 2 Write u and jug on the board. Point to each one. Class says the sound and the word. Repeat until they say them accurately and confidently.

Activity 1

- 1 Give children a few moments to look at the page and the pictures.
Say Look at picture 1. How many boys are there? Four. Look at picture 4. Are there four boys? No. Is there one boy? Yes.
Tell the class they are going to hear a song about the boys.
- 2 Play CD1 track 82. Children listen and follow.
Play the track a second time. Encourage children to clap with the track.

[illegible]



Listening

1 Listen and choose.

There are five bags on the wall.
 Family Ark, Pans and Fruit
 Goodies, Money
 Eggs, Toys

There are three bags on the wall.
 Ark, Toys and Fruit
 Eggs, Money
 Toys

There are two bags on the wall.
 Eggs, Toys

There are two bags on the wall.
 Goodies, Pans
 Eggs, Toys

There is one bag on the wall.
 Goodies, Pans

There are five bags on the wall.
 Family Ark, Pans and Fruit
 Goodies, Pans
 Eggs, Toys

2 Listen and do.

3 Listen, sing and do.

4 Listen, sing and do.








Activity 1

- 1 Three children hold the cards for *j*, *u* and *g*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- 2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- 3 Children point in their books. They say each phoneme and the whole word.
- 4 Do the same with *mug* and *bug*.

Activity 2

- 1 Ask who or what are in the pictures. Play CD1 track 81. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 2

- 1 Bring four children forward. They hold the name cards for the class to see.
Play CD1 track 82 (music only). On *Goodbye, Sandy!* the child holding the card *Sandy* walks away.
- 2 Do the same with the other children and verses.

Activity 3

- Repeat Activity 2 with different children at the front.
Class sings with the track.*

Phonics (WB p47)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercise 2

Children use different phonemes to make and write words with the ending *ug*.

Exercise 5

Children write the letters.

Exercises 3 and 6

Children write the words.

Phonics

1. Say the sounds.

2. Write the words. Say the words.

3. Write the words. Read the words.

4. Say the sounds.

5. Write the letters. Say the words.

6. Write the words. Read the words.

47

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word. Different children read the word they have written for each picture.

Summary box

Lesson aim: Phonics and Listening

Lesson targets: Children:

- sound out, read and write cvc words with *ug*
- listen to, learn and act a song

Key language: Vocabulary and structures from Unit 5

Key words: *jug, mug, bug, bus, sun, nut*

Materials: PB pp63-64; CD1 tracks 78, 80-83; WB p47;

phoneme cards for PB p63, Activity 1

Preparation: Make phoneme cards for *jug, mug* and *bug*, with each letter on a separate card, as shown in the PB.

Make name cards for the song (Activity 2).

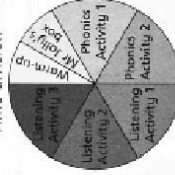
Resource box

- When children have got used to this song, encourage them to wave to each character on the word *Goodbye!* Children holding the name cards wave back on *Bye, bye!* as they leave.

Teach the words of the song in any way you choose or ask children to learn them for homework.

This song would be a good one for the whole class to perform to parents or to another class.

Time division



Session 1 Warm-up

Use classroom items to practise adjectives.
Ask *Is it big? thin? round?*, etc.

Dan's box

- 1 Ask a child to read the question. Ask another child to read the statement.
- 2 Write them on the board. Class reads. Explain that a question has a question mark, it asks something. A statement has a full stop. It tells you something.
- 3 Ask volunteers to circle the question mark and full stop.

Activity 1

- 1 Ask a volunteer to read the sentences in Dan's box.
- 2 Ask a child to be Danny. Child reads the first three bubbles. Ask *Is it a ... ? Elicit tomato.*
Class replies *Yes, it is.* Class repeats.
- 3 Write the gapped sentences in the next three bubbles on the board in bubbles. Point out the question mark at the end of the first line. Point out the question from Dan's box on the board.
Prompt the words to complete the first question. Write them. Class reads the question.

Writing

Look.



What is it?
It is a banana.
a banana

1 Read and write.



What is it?
It is a tiger.
it is red

Yes, it is.



What is it?
It is a tiger.
it is red

Yes, it is.



What is it?
It is a tiger.
it is red

Yes, it is.

My friend, the author of *1984*, agrees, and I have said so in *1984* 2.

55

- 4 Ask the class what to write for the next sentence. Remind them of the words in Don's box at the top of the page. If they cannot make suggestions, ask what is in the picture *a pesa*. Ask *Is it hot?* *No. Is it round?* *Yes*. Prompt the complete sentence.
- 5 Do the same with the third sentence. If necessary, ask *Is it big?*
- 6 Ask how to complete Danny's question. If necessary, point out the answer.
- 7 Draw the last three bubbles on the board. Point out the question mark. Prompt the complete question. Follow steps 4-6 and ask about colour to complete the remaining sentences. Class reads all the bubbles.
- 8 Children complete the sentences in their books and write the sentences for the last three bubbles. Go around helping and monitoring as they work. Ask a few children to read some of their sentences to the class.*

Homework tasks

Dictionary
Children revise all words on p6.
Grammar Practice Book
Children complete Unit 5.

Writing skills (WB p48) Composition practice (WB p49) Session 2

Session 2 Warm-up

Play *Win a word* with flashcards. See p163.

Dan's box

Write the sentences on the board. Remind the class that a question asks something.

Exercise 1

- 1 Explain the task. Ask a child to read the first two sentences. Write them up. Ask volunteers to underline the question and circle the statement. Remind the class of the question mark at the end of a question.

- 2 Children underline and circle the other sentences. Check work on the board.

Writing skills

1 Write the sentences on the board. Remind the class that a question asks something.

Composition practice

1 Write the sentences on the board. Remind the class that a question asks something.

2 They write the questions and sentences in the other speech bubbles. Remind them to look at the objects and use the words in the box.

3 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read the bubbles to the class.

Homework tasks

Portfolio (see Resource box)
Check-up 5 WB pp50-51
(Answers on p93)

Summary box

Lesson aim Writing

Lesson targets Children:

- write speech bubbles
- compose questions and statements
- practise distinguishing questions and statements

Text type A strip story

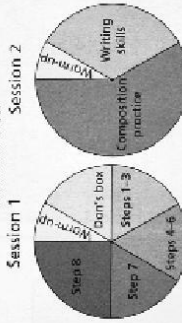
Key structures *What is it? Is it a ...?*

Key words Vocabulary from Unit 5

Materials PB p65; WB pp48-49; flashcards of your choice

Preparation (Optional) Bring in real fruits and vegetables to act out the guessing game in Class composition and Composition practice.

Time division



Resource box

- If you wish, let confident children play the parts of Danny and Grandpa. They read and act the dialogue in front of the class. To make this a real game, bring in items of fruit and describe them for the class to guess. Able children may be able to describe items.

Class composition: target writing

(Is it a) tomato? (What) is it? (It is) round. (It is) small. (Is it a) pea? What is it? It is long. It is thin. It is green. Is it a bean? Yes, it is.

Composition practice: target writing

(What) is it? (It is) small. (It is) purple. (Is it a) grape? (Yes, it is.) (What) is it? It is long. It is thin. It is yellow. Is it a banana? (Yes,) it is.

Portfolio

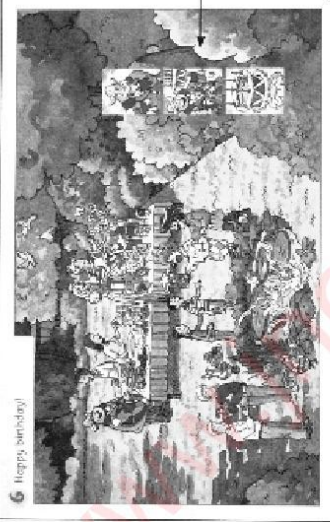
If possible, record children reading and acting the strip story in Class composition and Composition practice.

6 Happy birthday!

Lesson 1 New words and speaking (PB pp66-67)

Poster 6

- 1 Show poster 6. Read the title. Class looks for a few moments.
- 2 Show flashcards 6, 74-79. Name the objects. Class repeats.
- 3 Ask different children to find and point to objects on the poster. They may also find all the characters.



Warm-up

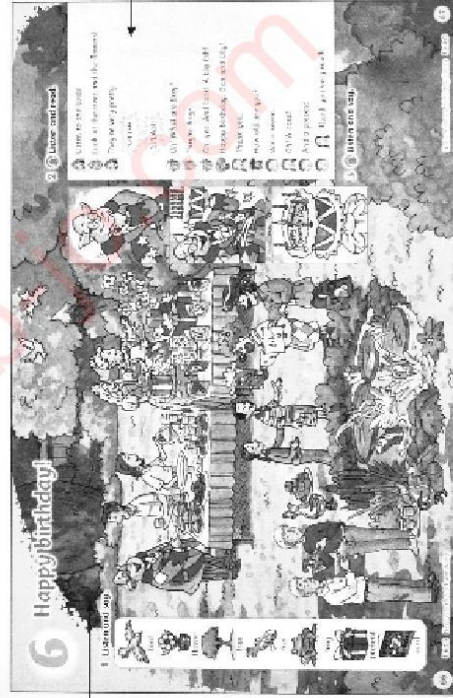
Sing the Good afternoon song from PB p43, CD1 track 55.

- 4 Ask questions:
Is there one fish? What colour is the fish? How many frogs are there? How many small cakes are there?, etc.
- 5 Play CD2 track 1. Children listen and look at the poster. Point to the objects as they are mentioned. Point to each of the characters when they speak. Check understanding of the small pictures: Mr Jolly is thinking what he can give Dan and Lily; Mr Jolly has taken a birthday cake out of his hat; the cake says 'Happy Birthday Dan and Lily'.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

- Play CD2 track 1. Children listen and follow the dialogue. *

Activity 3

- 1 Play CD2 track 2. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 2 again. Class listens and follows. **
- 3 Individuals read or act the dialogue. ***

Words, Learning to learn (WB pp52-53)

Check that children understand the tasks before they begin.

Exercise 1

Children read the sentences and find the correct picture above.

Exercise 2

Children write the missing letter(s) in each word. If you wish, remind them that all the words are in Exercise 1 above.

Words

1 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

2 Add the letters.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

3 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

4 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

5 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

6 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

7 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

8 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

9 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

10 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

11 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

12 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

13 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

14 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

15 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

16 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

17 Read and write the letter.

A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z 

18 Read and write the letter.

A  B  C  D  E

Lesson 2 Grammar (p8 p68) Session 1 Grammar in conversation (p8 p68) Session 2

Session 1 Warm-up

Show two or more school items, e.g. books, pens, pencils, etc. Class names them.

Activity 1

1 Read or ask children to read the bubbles.

2 Ask children to read the words in the box. Ask the class Number 1. What are they? They're flowers. Repeat with the other objects.

3 Children practise sentences in pairs.

Activity 2

Read or ask a volunteer to read the bubble. Class repeats.

Grammar in conversation

1 Listen and read

Activity 1

1 Tell children to look at the photos. Ask How many boys are there? How many girls are there? Ask a child to read the first bubble.

2 Tell the class to listen to the children in the photos. Play CD2 track 3. Children listen and follow in their books.

Activity 2

Play CD2 track 4. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in threes.*

Activity 3

1 Ask different children to read the words in the box. Children look at the pictures and decide which words from the box describe the pairs of clowns.

2 Draw speech bubbles on the board. Write We're in each. Ask the class to say the word for each bubble.

3 Children write the words. They practise in pairs.

Go to Workbook Session 1

Activity 4

1 Children look at the picture. Ask Are they girls? No, they aren't. Are they boys? No, they aren't. What are they? They are clowns.

2 Play CD2 track 5. Children listen and follow.

3 Play CD2 track 6 (music only). Encourage children to join in.

4 Teach the song in the usual way if you wish.

Go to Workbook Session 2

Children write the correct adjectives. They write complete statements using the full form of the verb.

Grammar

Remember!



They're watching an animation.

1 Look!

2 Write.

3  They are going.

4  They are going.

5  They are going.

6  They are going.

7  They are going.

8  They are going.

9  They are going.

10  They are going.

Grammar in conversation

1 Look and write.

2 Write.

3  They are watching.

4  They are watching.

5  They are watching.

6  They are watching.

7  They are watching.

8  They are watching.

9  They are watching.

10  They are watching.

Unit 10: Grammar (Review) 55

100%

Children draw and write about themselves and a friend.

postrophe card to practise making contractions (WB Exercises 1 and 3).



children may begin the practice exercises when they have completed the P8 and W8 Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

Reading comprehension (WB p56) Session 2

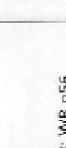
Check that children understand the tasks before they begin.

Exercise 1

Children look at the pictures for a few moments. They read the descriptions below. They write the letter in the box next to the text that describes each picture.

Reading comprehension

1 Look at the pictures. Read and write the letter.

a  b  c  d  e  f  g  h  i  j  k  l  m  n  o  p  q r s t u v w x y z aa ab ac ad ae af ag ah ai aj ak al am an ao ap aq ar as at au av aw ax ay az ba bb bc bd be bf bg bh bi bj bk bl bm bn bo bp bq br bs bt bu bv bw bx by bz ca cb cc cd ce cf cg ch ci cj ck cl cm cn co cp cq cr cs ct cu cv cw cx cy cz da db dc dd de df dg dh di dj dk dl dm dn do dp dq dr ds dt du dv dw dx dy dz ea eb ec ed ee ef eg eh ei ej ek el em en eo ep eq er es et eu ev ew ex ey ez fa fb fc fd fe ff fg fh fi fj fk fl fm fn fo fp fq fr fs ft fu fv fw fx fy fz ga gb gc gd ge gf gg gh gi gj gk gl gm gn go gp gq gr gs gt gu gv gw gx gy gz ha hb hc hd he hf hg hh hi hj hk hl hm hn ho hp hq hr hs ht hu hv hw hx hy hz ia ib ic id ie if ig ih ii ij ik il im in io ip iq ir is it iu iv iw ix iy iz ja jb jc jd je jf jg jh ji jj jk jl jm jn jo jp jq jr js jt ju jv jw jx jy jz ka kb kc kd ke kf kg kh ki kj kk kl km kn ko kp kq kr ks kt ku kv kw kx ky kz

Lesson 4 Phonics (PB p71) Listening (PB p72)

Warm-up

Sing the *Clowns* song from PB p69. CD2 track 5.

Mr Jolly's box

- Children find Mr Jolly. Tell them to point to the box and listen.
Play CD2 track 8. Children listen the first time. Then they repeat in the pauses.
- Write *sh* and *shop* on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

Phonics 71

Look and listen

sh shop

1 Look and say

sh p shop

2 Listen, read and say.

A shopping bag.
B a shopping bag.
C two shopping bags.

Look and listen

sh shop

1 Look and say

sh p shop

2 Listen, read and say.

A shopping bag.
B a shopping bag.
C two shopping bags.

Listening 72

1 Look

A B C

2 Listen and write the letters.

1 2 3 4 5

3 Listen again. Label for these words.

1 shop 2 party 3 party 4 party 5 party

4 Talk about the pictures.

Look and listen

sh shop

1 Look and say

sh p shop

2 Listen, read and say.

A shopping bag.
B a shopping bag.
C two shopping bags.

Activity 1

Children look at the pictures. Talk about each picture before children listen, e.g. *Find the clowns. Are they funny? Find the garden. Is it pretty? Look at the party. Is it fun?*, etc.

Activity 2

- Play CD2 track 10. Children listen and look at the pictures in their books. They try to find the one that matches what they hear. See Resource box for audioscript.
- Children listen to CD2 track 10 again and write the letters. Pause after each dialogue for children to write if necessary. Check answers together.

Activity 1

- Three children hold cards for *sh*, *a* and *p*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- Children point in their books, say each phoneme and the whole word.
- Repeat with *ship* and *fish*.

Activity 2

- Ask who or what are in the picture. Play CD2 track 9. Class listens and follows.
- Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 3

- Ask different children to read the words. Class repeats.
- Play CD2 track 10. Children raise their hands when they hear the words.

Activity 4

Children make statements about the pictures using words in Activity 3, e.g. *The garden is pretty/quiet*, etc.

Phonics (WB p57)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children write *sh* at the beginning and end of words to complete them. They write the words.

Exercises 3 and 6

Children complete the sentences with words from Exercises 2 and 5.

Phonics

1 Say the sounds.

2 Write *sh* with the words.

3 Complete the sentences.

4 Say the sounds.

5 Write *sh* with the words.

6 Complete the sentences.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.
For Exercises 3 and 6, ask different children to read their complete sentences.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

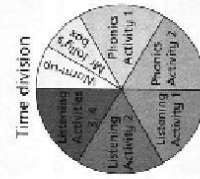
- sound out, read and write words beginning and ending with *sh*
- listen and match dialogues to pictures
- listen for individual words

Key language Vocabulary and structures from Unit 6

Key words *shop, ship, shell, fish, dish*

Materials PB pp71-72; CD2 tracks 5, 8-10; WB p57; phoneme cards for PB p71, Activity 1

Preparation Make phoneme cards for *ship, shop and fish* with each letter on a separate card, as shown in the PB.



Time division

Resource box

Activity 2 audioscript (CD2 track 10)

| | | | |
|--------|--|--------|---|
| Voice: | Number 1. | Voice: | Number 4. |
| Boy: | Look at the cars and the vans and lorries. | Boy: | Look! |
| Girl: | They're very noisy. | Girl: | What is it? |
| Voice: | Number 2. | Boy: | Shell! It's a mouse. |
| Man: | It's a lovely garden. | Girl: | Oh, yes. It's very quiet. |
| Woman: | Listen to the birds! | Voice: | Number 5. |
| Man: | And look at the flowers! | Man: | How old is Annie? |
| Woman: | They're very pretty. | Woman: | She's eight. |
| Voice: | Number 3. | Man: | It's a good party. |
| Girl: | laughing! Look at the clown! | Woman: | Yes, the boys and girls are very happy. |
| Boy: | laughing! They're very funny. | | |

Lesson 5 Class composition (P8 p73) Session 1

Session 1 Warm-up

Write *f, sh, fr, g, c, r* and *h, rd* on the board. Children write the vowels. Class reads the complete words.

Dan's box

1 Write the sentences on the board. Read them aloud. Point to the first sentence. Ask is it correct? Children should know it is not. Ask about the second sentence. Children should know it is correct.

2 Cross through the first sentence as in the box.

Activity 1

1 Tell children to look at the picture for a few moments. Ask questions, e.g. What colour are the flowers/frogs? What colour is the fish/cat? How many frogs are there? Are they quiet? Is the cat quiet?

2 Write the first sentence on the board. Class reads. Begin the second sentence. Read the sentence beginning to the class. Point out the words in the box. If necessary, read them with the class.

3 Ask what word to write to finish the second sentence. Elicit *purple*. Write it on the board. Class reads.

4 Continue in the same way with the other sentences.

Writing

Look

There are flowers four —
There are four flowers

1 Talk about the picture. Finish the sentences.



purple

red

cat

fish

frog

quiet

noise

The flowers are pretty. They are

There are two

The

is

is orange. It is very

They are

and black.

It is very

is

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Activity 2

1 Tell children to look at the next picture. Read the words in the box with the class.

Write up the first two sentences. Ask for a word to complete the second one *yellow*. Class reads.

2 Ask questions to help children compose the target sentences: *How many birds are there? What colour are they? Are they slow?* Write the sentences on the board. Class reads all the sentences.

3 Children complete the sentences in their books and write complete sentences about the birds. Go around helping and monitoring as they work.

4 When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary

Children revise all words on p7.

Grammar Practice Book

Children complete Unit 6.

Revision 2 (PB p74)

Activity 1

- 1 Children look at the main picture for a few moments. Point out the first small picture. Ask *What are they?* **They are lollipops.** Children read the bubbles.
- 2 Point out the second picture. Ask *What are they?* **They are cakes.** Children look at the main picture and find the cakes. Ask *How many are there?* **There are eight.** Ask the class if the answer is correct. Count and check with the class.
- 3 Continue in the same way asking about the other small pictures.
- 4 If you wish, ask about other countable items in the picture, e.g. oranges (7), apples (10), melons (4), trees (2), lollipops (6), birds (7), etc.

Activity 2

- 1 Children name the objects and people in the picture.
Point out the adjectives. Children read them out. Other children read out the bubbles.
- 2 Point out the balloons. Say *Talk about the balloons.* Prompt, e.g. **The balloons are red, orange and yellow. They are big. They are round.**
- 3 Children name people and other objects in the picture and say one or two sentences about them.

Revision 2

- 1 Look and say.
How many are there? There are 12 balloons.



- 2 Talk about the picture.
The apples are round. They're red. The clown is funny. He's not sad.

- 3 Read.
The garden is big. The flowers are pretty. The pond is small. There are three green frogs. There is a cat. There are seven birds. They are fat. Grandma is happy. Grandma is happy. Grandma is happy. How many are there? How many are there?

74

Activity 3

- 1 Ask a child to read the first sentence. If you wish to give individual practice ask other children to read it. Class reads together.
Continue with the other sentences.
- 2 Ask for the answers to the two questions. If you have confident readers, let them take turns to read three or four sentences to the class. Class reads the whole text together.

Extra activities

Class game

Children look at the picture. Describe an object, objects or a person, e.g. **They are green. They are not big. They are small.** Children guess **frogs**.

Pair work

Children take turns to make a statement about an object, objects or a person, e.g. **Grandma is happy.** Their partner must add a second statement, e.g. **Grandma is happy. She is big.** Go around listening to pairs as they talk.

Project 2 A garden (PB 975)

This project can be done with children working in groups or individually.

Activity 1

Organise this work to suit the circumstances in your classroom.

Group work

If children are not able to use scissors in school, you may wish to give out small pieces of paper for them to draw on and then stick onto a larger poster.

Alternatively, if children are able to use the classroom items, you may wish them to draw, cut out and stick pictures onto a large sheet of paper. If you wish, prepare posters for each group with a blue/green background.

Individual work

Children make an A4 poster or a larger size if you wish. They draw and colour a garden/sky and all the items.

Alternatively, they draw pictures on paper, cut them out and stick them onto their poster.

Project 2 A garden

1. Choose and draw.



2. Write.



3. Talk about the picture.
They're trees. They're big.
They're birds. They're brown and black.



Activity 2

All children should be able to write at least one sentence about what is in their garden. Encourage them to write two or more.

If children are working in a group, they may have drawn the same objects. Encourage them to make them different, e.g. in size or colour, so that they write different sentences.

Activity 3

When children have completed their posters, now or in another lesson, let them show their work to the class.

Encourage children to point and talk about their garden. They may use short forms to do this. Other children may prefer to read their long form sentences to the class.

Display all the work if possible and encourage children to look at each other's posters.

Summary box

Lesson aim Revision

Lesson targets Children:

- count objects in a picture
- make descriptive statements about objects and people
- read a text describing objects and people
- make a poster of a garden and write sentences

Resource box

Portfolio

If you wish, this project may be included in children's portfolio of written work. If children have worked in a group and produced a large poster, take photos of the posters to add into individual portfolios.

Before starting

Unit 7 you may wish children to complete Test 2 (on the website). Answers are also on the website.

Portfolio and Diploma 2: Units 4, 5 and 6 (WB pp131–132)

1 When children have completed all the work in Units 4, 5 and 6 they turn to WB p131.

2 This page allows them to make their own assessment of what they have learned in Units 4, 5 and 6.

3 Children colour in the clowns and objects when they are confident that they know the words.

4 They colour in the numbers when they are confident that they know them.

5 They tick each word they have learned in Phonics which they can read and spell confidently.

6 Check through the completed Portfolio page with each child. Some children may take longer to feel confident with the work covered.

7 Tell children who are not entirely confident (even if they have coloured and ticked everything on the page) to spend extra time learning words for Units 4, 5 and 6. They may use pages 5-8 of the Dictionary to help them learn and revise.

It is not necessary for everyone to complete this whole page before moving on to Unit 7.

Answers to Check-ups Units 4, 5 and 6 (WB pp40-41, 50-51, 60-61)

Check-up 4 (WB pp40-41)

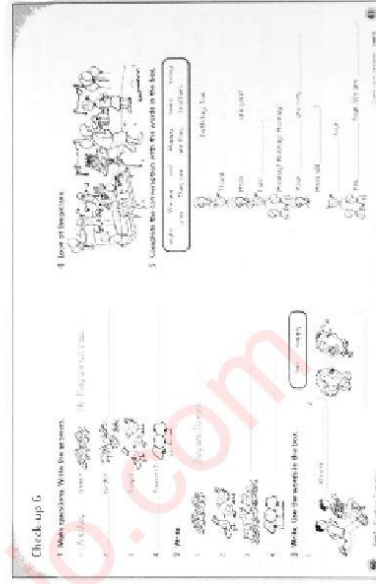
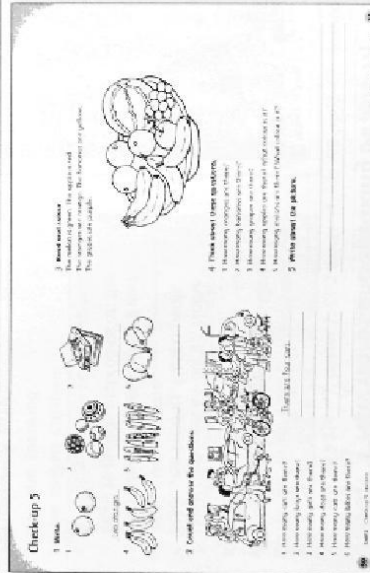
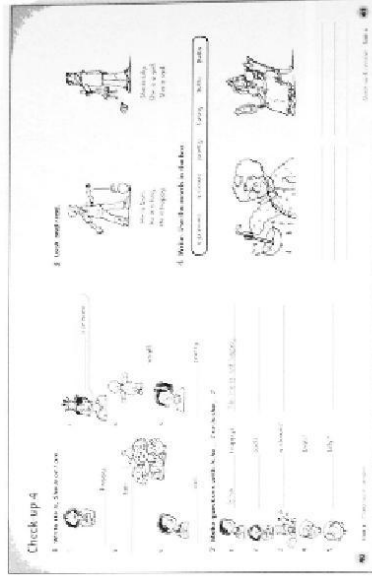
- Exercise 1:** 1 She is 2 I am 4 He is 5 He is 6 She is
Exercise 2: 2 Is she, No. She is not sad. 3 Is he, No. He is not a clown. 4 Is he, No. He is not Dan.
5 Is she, No. She is not Lily.
Exercise 4: He is Biffo. He is a clown. He is funny. She is Bella. She is a princess. She is pretty.

Check-up 5 (WB pp50-51)

- Exercise 1:** 2 five balls 3 three books 4 six bananas 5 seven pens 6 four balloons
Exercise 2: 2 There are five boys. 3 There are three girls. 4 There is one dog. 5 There are two cats. 6 There is one bike.
Exercise 5: There are three oranges. There are four bananas. There are ten grapes. There is one (red) apple. (It is red.) There is one (green) melon. (It is green.)

Check-up 6 (WB pp60-61)

- Exercise 1:** 2 Are they, No. They are not birds. 2 Are they, No. They are not frogs. 3 Are they, No. They are not flowers.
Exercise 2: 2 They are birds. 3 They are frogs. 4 They are trees.
Exercise 3: 1 Fast 2 happy
Exercise 5: Happy, you, old, eight, brothers, noisy, are they. They are, We are, twins



7 Where is King Tub?

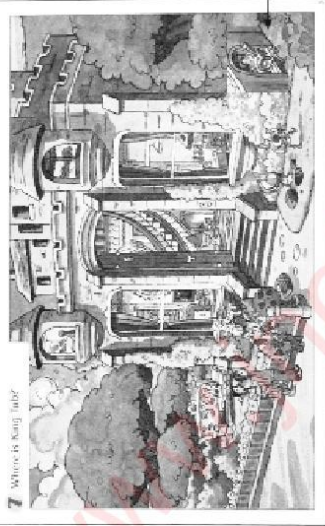
Lesson 1 New words and speaking (pp 76-77)

Warm-up

Show and name flashcard 157. Explain he is Princess Bella's father. They are in today's story.

Poster 7

- 1 Show poster 7. Read the title. Class looks for a few moments.
- 2 Show flashcards 84-90, 93. Name objects and rooms. Class repeats.
- 3 Ask different children to find and point to objects and rooms on the poster.

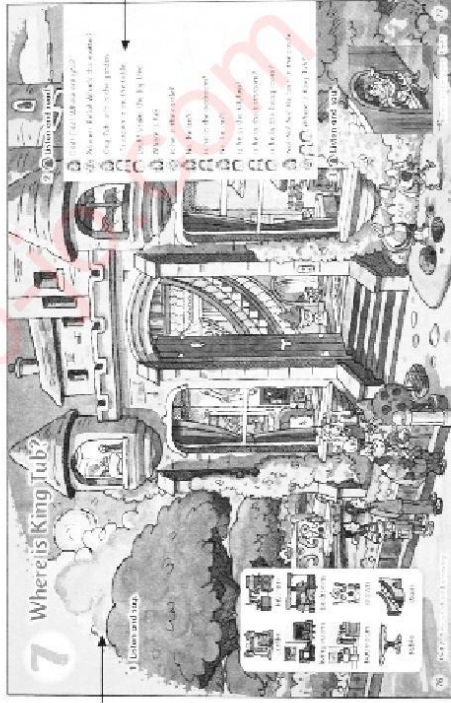


- 4 Ask questions:
What colour is the crown? What colour is the table?, etc.
- 5 Play CD2 track 11. Children listen and look at the poster. Point to the objects and rooms as they are mentioned. Point to each of the characters when they speak.
Point out the small picture: Who is under the stairs? It's King Tub.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects and rooms.
- 3 Name the items. Children point to the picture in the box. Show flashcards. Children check they are pointing to the correct picture.
- 4 Name the objects and rooms in a different order. Children find them in the big picture in their books.



Activity 2

- 1 Play CD2 track 11. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 12. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 12 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp62-63)

Check that children understand the tasks before they begin.

Exercise 1

Children write the letters round the picture next to the words below.

Exercise 2

1 Children find and circle the words in the snake.

2 They write them in the spaces below. They find and point to the objects in the picture.

7 Words

1 Look, read and write the letters.

2 Find the words.

Write the words.

1. cat 2. dog 3. fish 4. bird 5. flower 6. tree 7. pond 8. garden 9. sky 10. sun 11. plane 12. bus 13. cake 14. desk 15. lorry 16. stairs 17. down 18. castle

Point to the things in the picture.

Exercise 1

Children look at the objects on the left and choose the correct missing object from the objects on the right. This practises thinking skills.

Exercise 2

Children choose the correct missing letter to complete each word. This practises observation skills.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue

• practise scanning and thinking skills

Key structure prepositions *in, on, under*

Key language *Where is ...? Where are ...?*

Key words *castle, kitchen, living room, bedroom, bathroom, crown, table, stairs*

Materials PB pp76-77; poster 7; CD2 tracks 11, 12; WB pp62-63, flashcards 84-90, 93, 157

Resource box

• Children take the parts of Princess Bella, Mr Jolly, Dan and Lily. If you wish, do half of the dialogue at a time, then change children. Alternatively, if your class is already used to this activity, let two groups of children take a turn each, going straight through the dialogue. Other children listen and follow.

WB answers

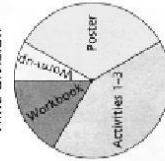
p62 Exercise 1: 2 F 3 C 4 E 5 B 6 D 7 A 8 H

Exercise 2: 2 garden 3 pond 4 fish 5 sky 6 cloud 7 flower 8 mouse 9 sun

p63 Exercise 1: 1 b 2 d 3 f 4 e 5 a 6 c

Exercise 2: 1 plane 2 bus 3 cake 4 desk 5 lorry 6 stairs 7 down 8 castle

Time division



Lesson 2 Grammar (p8 p78) Session 1 Grammar in conversation (p8 p79) Session 2

Session 1 Warm-up

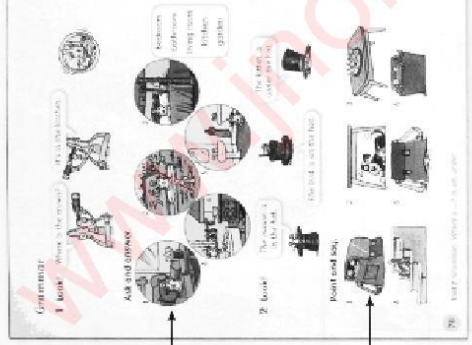
Use flashcards 85-88 to revise rooms.

Activity 1

1 Ask two children to read the Bodkins' bubbles. Class repeats. Ask the question. Class answers.

2 Children look at the first picture. Ask *Where is the crown?* Elicit *It's in the living room.* Class repeats. Continue with the other pictures.

3 (Optional) Give practice as a class game.*



Activity 2

1 Ask or help three children to read the three bubbles.

2 Say *Look at the kitten.* Help a child to form the correct statement. Class repeats.

Do the same with the other pictures.

3 Children practise making statements about the pictures in pairs.

Go to Workbook Session 1

Session 2 Warm-up

Use suitable items to practise *in*, *on* and *under*, e.g. a book under a chair, etc.



Grammar in conversation

1 Listen and read.

2 Listen and read.

3 Listen and read.

4 Listen and read.

5 Listen and read.

Activity 1

Explain that the children are playing a guessing game. Tell the class they are going to learn the game too. Play CD2 track 13. Children listen and follow in their books.

Activity 2

Play CD2 track 14. Children listen and repeat in the pauses.

Activity 3

Children play the game in pairs. ** List on the board ideas for school items they can hide. List places, e.g. in/under, desk/bag, etc. Children take turns to hide and ask about items.

Activity 4

Give children time to look at the pictures. Play CD2 track 15. Children listen and point to the appropriate picture.

Activity 5

Children listen again and join in.

Go to Workbook Session 2

Lesson 3 Reading (PB p80) Session 1

Session 1 Warm-up
Say the chart from PB p79, CD2 track 15.

Activity 1

- 1 Teach the new words using flashcards 91, 92, 94, 95. Point to a group of children in class for *children*.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD2 track 16. Children listen and follow.

Reading

A game
It's Anna's birthday. She is seven.
Where are the children?
They are in the room.
Where is Billy?
He is under the sofa.
Where are the toys?
They are on the sofa.
Look! They are on the sofa.
Look again! They are under the sofa.
Where is Billy?
He is under the sofa.
Where are the toys?
They are on the sofa.
Look! They are on the sofa.
Look again! They are under the sofa.

80

- 4 Read the first three lines. Ask *How old is Anna? She is seven.*
Continue, reading two or three lines at a time and asking questions.*
 - 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.
 - 6 Ask the class to read on their own; or, ask groups of children to read lines, or, ask individuals to read lines.
- Optional homework tasks**
Learn vocabulary words on p9 of Dictionary 1.
Continue Grammar Practice Book Unit 7.

Session 2 Warm-up

Revise all the words for furniture using flashcards 91–95.

Activity 1

- 1 Play CD2 track 16 or read *A game* again to the class.
- 2 Tell children to look at the picture on p81. Ask *Where is Anna?* Elicit *She is under the table.*
Point out the first sentence and the words in bold. Read *in* and *under*. Say *Anna is under the table*. Point out how *under* is circled.

Reading comprehension

1 Look again. Read out loud the words.
1 Anna is under the table.
2 Billy is on the sofa.
3 The toys are on the sofa.
4 Anna and Billy are in the room.
5 Anna is in the room.
6 The sofa is under the car.
7 The car is under the TV.

- 3 Repeat steps 1 and 2 with the next sentence and tell children to circle the words. Tell them to look at the picture on p80. While children are circling, write *Billy is in under the sofa* on the board. When the class has circled, a volunteer circles on the board. Other children check their own work.
- 4 Continue with the other sentences.
- 5 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

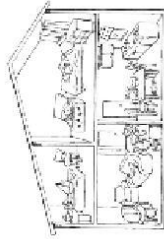
Reading comprehension (WB p66) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children read the pairs of sentences and write yes if they are correct and no if they are not.

Reading comprehension



1. Read, write yes or no.

1. The living room is in the middle of the house.
2. The kitchen is in the middle of the house.
3. The bedroom is in the middle of the house.
4. The bathroom is in the middle of the house.
5. The hallway is in the middle of the house.

2. Complete the sentences.

1. The living room is in the middle of the house.
2. The kitchen is in the middle of the house.
3. The bedroom is in the middle of the house.
4. The bathroom is in the middle of the house.
5. The hallway is in the middle of the house.

Exercise 2

Children look at the picture and find the objects. They write the room and complete the second sentence with the correct preposition.

Summary box

Lesson aim Reading

Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation

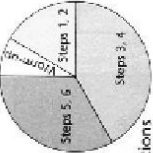
Key structures Where is ...? He / She / It is ... They are in / on / under ...

Key words sofa, chair, cushion, TV, children

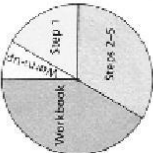
Materials PB pp80-81; CD2 tracks 15, 16; flashcards 91-95; WB p66

Time division

Session 1



Session 2



Resource box

- Use these questions or any of your own:
Is Anna on the table? No, she is under the table.

What colour is the sofa? It is red.

Are Joe and Fred under the sofa? No, they are under the cushions.

What is under the TV? A doll. What colour is the mat? Purple.

Where is Jenny? She is in the box.

Ask additional questions about colour and number of objects if you wish.

WB answers

Exercise 1: 1 no, 2 yes, 3 yes, 4 no, 5 yes

Exercise 2: 1 kitchen, on, 2 living room, under, 3 bathroom, in

Lesson 4 Phonics (PB p81)

Warm-up

Play *Start the word*. See Resource box.

Mr Jollu's box

- 1 Children find Mr Jolly. Tell them to point to the box and listen.
Play CD2 track 17. Children listen the first time. Then they repeat in the pauses.
- 2 Write *ch* and *chip* on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

[illegible]

Activity 1

- 1 Ask three volunteers to hold the cards for *ch*, *i* and *p*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- 2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- 3 Children point in their books, say each phoneme and the whole word.
- 4 Do the same with *chop*, *lunch* and *munch*.

Activity 2

- 1 Use the pictures to explain *chop* to cut quickly with a big knife; *munch* to eat. Play CD2 track 18. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 2

- 1 Play CD2 track 19 again. Children listen and number the pictures in order.
- 2 Play the track a third time if necessary.

Activity 3

Children work in pairs. Child 1 asks **Where are my glasses?** Child 2 points to the rooms and asks **Are they in the ...?** Child 1 answers. When Child 2 has asked about each room, he/she asks **Are they under your hat?** Child 1 answers.

Unit 1

Listening



1 Listen and find the pictures.

Draw a ring round



























Unit 2

Listening



2 Listen and write the numbers 1-6.

Draw a ring round

































Activity 1

- 1 Give children a few moments to look at the page and the pictures.  Ask *Who is in the story? Two clowns. Are they funny clowns? Yes, they are. Ask What is in the pictures? Elicit, e.g. the clowns, a kitchen, a hat, a bath, etc.* Tell the class they are going to hear the story.
- 2 Play CD2 track 19. Children listen and point to the different places and objects as they are mentioned.
See Resource box for audiotext.

Phonics (WB p67)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Children circle the *ch* phoneme. Check that children can say the *ch* sound in these exercises accurately.

Exercises 2 and 5

Children write *ch* to begin and end words. They write the words.

Exercises 3 and 6

Children write the complete sentences and colour the objects in Exercise 3.

Phonics

1. Circle *ch*. Say the sound.
chip, chair, chop, munch, lunch, ch

2. Write *ch*. Write the words. Read the words.
chip, chair, chop, munch, lunch, ch

3. Complete the sentences. Colour.

1. There is a *ch* under the glass.
2. There is a *ch* under the glass.
3. Circle *ch*. Say the sound.
4. Circle *ch*. Say the sound.
5. Write *ch*. Write the words. Read the words.
6. Complete the sentences.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole words.

For Exercises 3 and 6, ask different children to read the sentences they have written.

Summary box

Lesson aim: Phonics and Listening

Lesson targets: Children:

- sound out, read and write words beginning and ending with *ch*
- listen to a dialogue
- listen for detail

Key language: Vocabulary and structures from Unit 7

Key words: chip, chop, chair, lunch, munch

Materials: PB p81-82; CD2 tracks 17-19; WB p67; phoneme cards for PB p81, Activity 1

Preparation: Make phoneme cards for *chip*, *chop*, *chair*, *lunch* and *munch*, with each letter on a separate card, as shown in the PB.
(Optional) Make phoneme cards for the Phonics practice game. See Resource box.

Resource box

Activity 1 audioscript (CD2 track 19)

Clown 1: Where are my glasses? (pause)
Voice: Number 1
Clown 2: Are they in the kitchen?
Clown 1: In the kitchen? No, they aren't. (pause)
Voice: Number 2
Clown 2: Are they in the sitting room?
Clown 1: On the chair? No, they aren't. (pause)
Voice: Number 3
Clown 2: Are they in the bathroom?
Clown 1: In the bathroom? No, they aren't. (pause)
Voice: Number 4
Clown 2: Are they in the bedroom? Are they under the bed?
Clown 1: Under the bed? No, they aren't. (pause)
Voice: Number 5
Clown 1: Where are my glasses?
Clown 2: Are they under your hat? (pause)
Voice: Number 6
Clown 1: Yes, they are.
Both clowns: Ha, ha, ha, ha, ha! (pause)

Phonics practice game: Start the word

Write the word ending at on the right of the board. Stick up phoneme cards for *c*, *h* and *m* in any order on the left. Children take turns to choose a card, place it in front of the word ending to make a whole word. Class reads. Do the same with the word ending *an* and phoneme cards for *r*, *m* and *v*.

Lesson 5 Class composition (p8 p83) Session 1

Session 1 Warm-up

Play *Win a word* with flashcards for toys and transport. See p163.

Dan's box

- 1 Ask children to read the question and answer. Write them on the board. Class reads.
- 2 Ask a volunteer to underline *Anna* in the question.
- 3 Underline *She* in the answer. Ask *Who is 'She'?* Elicit *Anna*.

Activity 1

Give children a few moments to look at the picture. Ask what is in the picture, e.g. *a plane, a car, a chair*, etc. Ask where the children are using *Where is ...?* and *Where are ...?*

Writing

Look and say.

Where is Anna?
She is under the table.



2 Write.

Where is Jerry?
She is in the plane.

Billy?

Joe and Fred?

toads?

pencils

83

Activity 2

- 1 Ask volunteers to read the first question and answer. Write them on the board. Class reads.
- 2 Write _____ *Billy?* on the board. Ask *What is the question?* Elicit *Where is Billy?* Complete the question. Class reads. Ask what the answer is. Elicit *Billy is on the chair*. Write it on the board. Class reads.
- 3 Do the same with the other questions and answers.
- 4 Ask different children to read the sentences on the board. Class reads all the sentences.
- 5 Children write the sentences in their books.² Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary
Children revise all words on p9.
Grammar Practice Book
Children complete Unit 7.

Writing skills (wb p68) Composition practice (wb p69) Session 2

Session 2 Warm-up

Play Flashcard and word card match with items of furniture. See p162.

Dan's box

Write the sentences on the board. Remind the class of the pronoun *it* for single objects, *he/she* for people; *they* for any plural groups.

Exercise 1

Make sure children realise they choose a word from the box. Children write the words. Check answers by asking different children to read out the name(s) and the pronoun.

Exercise 2

Children match phrases and pictures. To check answers, volunteers read a phrase and say the letter.

Writing skills

Where are they? Write the name of the object and the pronoun it.

1. Choose an object. Write the name of the object and the pronoun it.

2. Read out the name of the object and the pronoun it.

3. Check answers by asking different children to read out the name(s) and the pronoun.

Composition practice

Where are they? Write the name of the object and the pronoun it.

1. Choose an object. Write the name of the object and the pronoun it.

2. Read out the name of the object and the pronoun it.

3. Check answers by asking different children to read out the name(s) and the pronoun.

Make sure children understand the task before they begin.

Exercise 1

1 Remind them of the words in the box on p68. Remind them of the phrases in Exercise 2. Encourage children to write as many sentences as they can. **

2 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences to the class.

Homework tasks

Portfolio (see Resource box)
Check-up 7 WB pp70-71
(Answers on page 127)

Resource box

* If possible, rub out some or all of the sentences on the board. If necessary, leave the complete sentences on the board or rub out only a few key words.
** If necessary, set weaker children fewer target sentences.

Class composition: target writing

Where is (Billy)? He is on the chair. Where are Joe and Fred? They are in the car. Where is the teddy? It is in the box. Where are the pencils? They are on the table.

Composition practice: target writing

(Where are Jenny and Fred? They are) on the sofa. (Where) is (Anna)? She is on the chair. (Where) are Billy and Joe? They are under the table. Where is the kitten? It is in the box. Where are the balls? They are in the bag.

WB answers

p68 Exercise 1: 1 she 2 they 3 they 4 it 5 they 6 he 7 it
Exercise 2: 1 C 2 A 3 B

Portfolio

Children make neat copies of their sentences. They may illustrate them if they like.

Summary box

Lesson aim Writing

Lesson targets Children:

- practise correct use of pronouns and prepositions
- write about where people and objects are

Text type Text with repeated question

Key structures *Where is ...? Where are ...? prepositions in, on, under*

Key words Vocabulary from Unit 7

Materials PB p68; WB pp68-69; flashcards 20, 22, 27, 34-38, 49, 50, 53-56, 91-95

Time division

Session 1

Activity 1

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

Step 8

Step 9

Step 10

Step 11

Step 12

Step 13

Step 14

Step 15

Step 16

Step 17

Step 18

Step 19

Step 20

Step 21

Step 22

Step 23

Session 2

Activity 1

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

Step 8

Step 9

Step 10

Step 11

Step 12

Step 13

Step 14

Step 15

Step 16

Step 17

Step 18

Step 19

Step 20

Step 21

Step 22

Step 23

8 This is my family

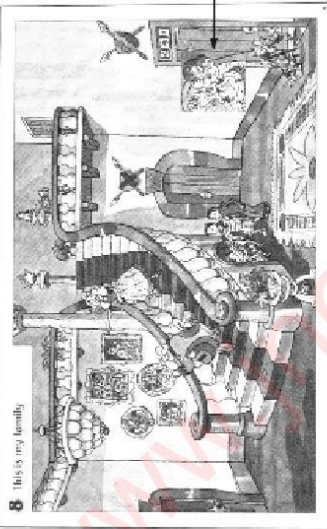
Lesson 1 New words and speaking (PB pp84-85)

Warm-up

Play a numbers game with 1-10. See pp162-163.

Poster 8

- 1 Show poster 8. Read the title. Class looks for a few moments.
- 2 Show flashcards 96-101. Name the family members and space rocket. Class repeats.
- 3 Ask different children to find and point to the people and the space rocket on the poster.



4 Ask questions:

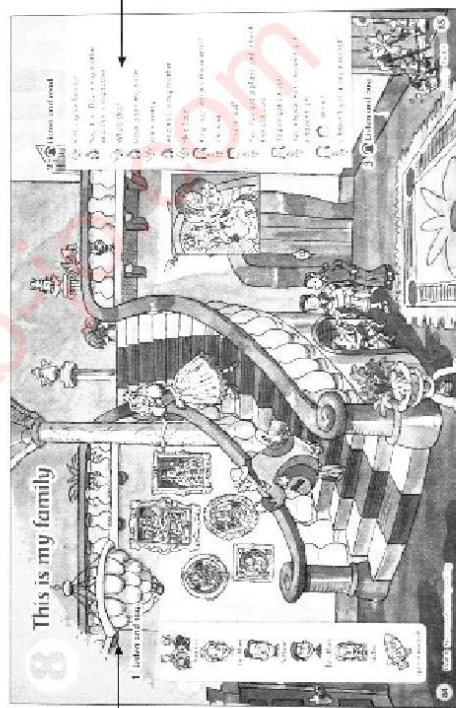
Where is Mr. Jolly? He is on the stairs.
Where is King Tub? He is under the stairs. Is he happy? No, he isn't. How many big pictures are there? There are five.

- 5 Play CD2 track 20. Children listen and look at the poster. Point to the people and the space rocket as they are mentioned. Point to each of the characters when they speak.
- Check understanding of the small picture: King Tub is thinking about a space rocket.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the family members.
- 3 Name the family members. Children point in the box. Show flashcards. Children check they are pointing to the correct person.
- 4 Name the family members in a different order. Children find them in the big picture in their books.



Activity 2

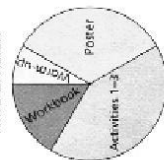
Play CD2 track 20. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 21. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 21 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Children choose the correct letter from the balloons to complete each word.

pp72-73



Exercise 2: 1 down 2 fast 3 not 4 is 5 six 6 are

Lesson 2 Grammar (PB p86) Session 1 Grammar in conversation (PB p87) Session 2

Session 1 Warm-up

Write up some capital letters. Children volunteer to write the small letters.

Activity 1

1 Read out the bubbles. Class follows and repeats. Bring two confident children forward to hold flashcards 29 and 101. Encourage them to say the sentences in the bubbles.

Activity 2

2 Point out picture 1. Say /I've got a ... Eliot plane. Say the sentence. Class repeats. Continue with the other pictures. Prompt the whole sentence if possible.

Activity 3

Children practise sentences in pairs.*

Activity 2

1 Read the bubbles to the class. Class follows and repeats. Tell children to look at picture 1. Ask an individual the question. Explain that this is a real question and the child should give a true answer.

2 Ask about the other objects in the same way.

Activity 3

Children practise in pairs.**

Go to Workbook Session 1 →

Session 2 Warm-up

Revise the words for family members using flashcards 96-99.

Grammar in conversation

1 Listen and read.
 (Mother) Is my father in my father's office?
 (Father) Yes, he is.
 (Mother) Is my mother in my mother's office?
 (Father) No, she isn't. She's at home.

2 Listen and read.
 (Mother) How good!
 (Father) Listen and point.
 (Mother) Show your father!

3 Show your father!

4 Listen and point.

5 Show your father!

Activity 1

1 Point out the photo. Ask: Is this a big family? No, it is small.

2 Tell the class to listen to the children in the photos. Play CD2 track 22. Children listen and follow in their books.

Activity 2

Play CD2 track 23. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs.

Activity 4

Play CD2 track 24. Children listen and point to the people.

Audioscript (CD2 track 24)

Voice: mother ... father ... sister ... brother (pause)
 father ... mother ... brother ... sister (pause)
 sister ... brother ... mother ... father (pause)
 father ... sister ... mother ... brother (pause)

Activity 5

Play the track again. Children point in their books and join in.

Go to Workbook Session 2 →

Grammar (WB p74) Session 1 Grammar in conversation (WB p75) Session 2

Check children understand the tasks before they begin.

Exercise 1

- 1 If you wish, demonstrate the contractions using word cards, letter cards and the apostrophe. Children practise making the full form from the contractions and making contractions from the full form. Alternatively, do this on the board.

2 Children write complete sentences for each picture.

Exercise 2

Children write negative sentences and questions.

Grammar

1 Look

Write

2 Look

Write

3 Look

Write

4 Look

Write

5 Look

Write

6 Look

Write

7 Look

Write

8 Look

Write

9 Look

Write

10 Look

Write

11 Look

Write

12 Look

Write

13 Look

Write

14 Look

Write

15 Look

Write

16 Look

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17 Look

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18 Look

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94 Look

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Write

96 Look

Write

97 Look

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98 Look

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99 Look

Write

100 Look

Write

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

Key structures I've got a ... Have you got a ...? Yes, I have. / No, I haven't.

Key language Who's this? This is my brother.

Key words mother, father, brother, sister, family

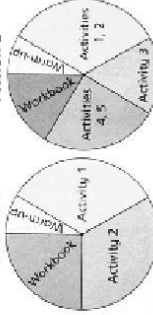
Materials PB pp86-87; track 0; WB pp74-75; flashcards 29, 96-99, 101,

(optional 4, 6, 37, 41, 54, 74)

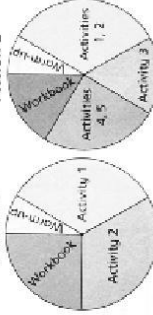
Preparation Download or make word, letter and apostrophe cards to use with WB p74, Exercise 1.

Time division

Session 1



Session 2



Resource box

- Children take turns to point and say the sentences. To make this a class game, stick up flashcards 4, 6, 37, 41, 54, 74. Children take turns to choose a card and say I've got a ... Class checks the sentence was correct. If necessary, help children to correct themselves.
- To give extra practice or to make this a class game, give volunteers an object or a flashcard. Ask questions to produce affirmative and negative answers. When confident, bring pairs forward. One child selects an item. The other child asks Have you got a ...?

WB answers

- p74 Exercise 1: 2 I have got a bird. 3 I have got a rabbit. 4 I have got a fish.
Exercise 2: 2 I have not got a pencil. Have you got a pencil? 3 I have not got a book. Have you got a book? 4 I have not got a rubber. Have you got a rubber?

p75 Exercise 1: 3 Who 4 What 5 What 6 Who

Grammar Practice Book Unit 8

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

Lesson 3 Reading (pg p88) Session 1

Session 1 Warm-up

Play *Win a word* with word cards for toys and furniture. See p153.

Activity 1

- 1 Teach the new words using flashcards 102-106. Point to the bed in the big picture and say *bed*.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD2 track 25. Children listen and follow.

Reading

My room

1. I have got a cat. It is black and green.
2. I have got a dog. It is white and black.
3. I have got a lamp. It is green.
4. I have got a desk. It is brown.
5. I have got a bed. It is blue.
6. I have got a chair. It is yellow.
7. I have got a table. It is white.
8. I have got a box. It is red.
9. I have got a bag. It is black.
10. I have got a hat. It is white.

11. I have got a book. It is green.
12. I have got a pen. It is blue.
13. I have got a pencil. It is yellow.
14. I have got a ruler. It is white.
15. I have got a compass. It is black.

- 4 Read the first three lines. Point out Lily. Ask *Who is this? This is Lily.*
Read the next paragraph and ask questions *
 - 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.
 - 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.
- Optional homework tasks**
Learn vocabulary words on p10 of Dictionary 1.
Continue Grammar Practice Book Unit 8.

Session 2 Warm-up

Revise the new words using flashcards 104-106 and any items of furniture the children find difficult.

Activity 1

- 1 Play CD2 track 25 or read *My room* again to the class.

Reading comprehension

1. Read the sentences. Tick or the correct sentences.

2. Cross out the wrong sentences.

3. I have got a cat. It is black and green.
4. I have got a dog. It is white and black.
5. I have got a lamp. It is green.
6. I have got a desk. It is brown.
7. I have got a bed. It is blue.
8. I have got a chair. It is yellow.
9. I have got a table. It is white.
10. I have got a box. It is red.
11. I have got a bag. It is black.
12. I have got a hat. It is white.

- 2 Explain the activity to the class. Ask a child to read the first sentence. Ask *Is it correct?* Children look back at the text to find the answer.
Help the class to find the sentence in the text. When you are sure all children have found it, they may tick the box.
- 3 Continue with the other sentences. Children look at the text or the picture to find the answers.
- 4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p76) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children read the speech bubbles. They look at the pictures and find the one that matches what each character says. They write the number.

Reading comprehension

1. Read and write the numbers.

My name is Meg. I like to read and I like to play. I like to go to the park. I like to go to the cinema. I like to go to the shop. I like to go to the bank. I like to go to the post office. I like to go to the library. I like to go to the museum. I like to go to the zoo. I like to go to the park. I like to go to the cinema. I like to go to the shop. I like to go to the bank. I like to go to the post office. I like to go to the library. I like to go to the museum. I like to go to the zoo.

2. Read and write the names.

My name is Anna. I like to read and I like to play. I like to go to the park. I like to go to the cinema. I like to go to the shop. I like to go to the bank. I like to go to the post office. I like to go to the library. I like to go to the museum. I like to go to the zoo.

3. Read and write the names.

My name is Harry. I like to read and I like to play. I like to go to the park. I like to go to the cinema. I like to go to the shop. I like to go to the bank. I like to go to the post office. I like to go to the library. I like to go to the museum. I like to go to the zoo.

Exercise 2

Children read the bubbles and match the characters to the pictures below. They write the name of the character under each picture.

Summary box

Lesson aim Reading

Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structures I have got ...

Key words grandmother, grandfather, lamp, shelf, photo, bed

Materials PB pp88-89; CD2 track 25; flashcards 102-106 and other furniture flashcards of your choice; WB p76

Resource box

- Use these questions or any of your own:

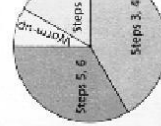
What colour is the bed? How many dolls are there in the box? Is there one teddy? What colour is the lamp? the small table? How many computer games are there on the table? What colour is the chair? How many photos are there?

WB answers

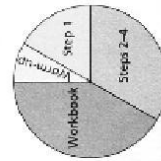
Exercise 1: Meg 2, Anna 1, Harry 3
Exercise 2: 1 Meg 2 Anna 3 Harry

Time division

Session 1



Session 2



Lesson 4 Phonics (p8 p89) Listening (p8 p90)

Warm-up

Play the Letter changing game. See p152.

Mr Jolly's box

- Children find Mr Jolly. They point to the box and listen. Play CD2 track 26. Children listen the first time. Then they repeat in the pauses.
- Write *th* and *father* on the board. Point to each one. Class says the sound and the word.
- Repeat until they say them accurately and confidently.

Phonics Look and say.

1 Look and say.

2 Listen and say.

3 Listen and say.

4 Listen and say.

5 Listen and say.

6 Listen and say.

7 Listen and say.

8 Listen and say.

9 Listen and say.

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99 Listen and say.

100 Listen and say.

Activity 1

Children look at the pictures. Ask who is in each one. e.g. *mother, father, grandmother, two boys* (or *two brothers*), etc.

Activity 2

Play CD2 track 28. Children listen and draw lines from the children on the left to their family groups. Play the track twice if necessary.

Audioscript (CD2 track 28)

Lisa: Hello! I'm Lisa. This is my family. This is my mother and this is my father. I've got two sisters and two brothers. Oh! And I've got three cats. They're very pretty. Immacos!

Ben: Hi! My name's Ben and this is my family. My mother, my father, my grandmother and my grandfather. I've got two brothers and one sister. I've got a dog, too. (woof! woof!)

Ann: Hello! I'm Ann and this is my family. This is my mum and dad. And this is my grandpa and my grandma. I haven't got a brother and I haven't got a sister. But I've got a cat, a dog and a bird. They're very noisy. Listen! (meow, woof, tweet!)

Listening

1 Look

2 Listen and draw lines

3 Listen and listen for the words.

4 Listen and say.

5 Listen and say.

6 Listen and say.

7 Listen and say.

8 Listen and say.

9 Listen and say.

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99 Listen and say.

100 Listen and say.

Activity 1

1 Put flashcards 95-98 on the board. Point to the father flashcard and hold up the word card. Say *th* and point out the two letters on the card. Class repeats.

2 Say the whole word. Class repeats.

3 Repeat with *mother* and *brother*.

Activity 2

1 Ask who is in the picture. Elicit, e.g. *a family, father, mother and brother*. Play CD2 track 27. Class listens and follows.

2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 3

Play CD2 track 28 again. Children look at each word and raise their hands when they hear it spoken.

Activity 4

1 Play CD2 track 29. Children listen.

2 Play CD2 track 30 (music only). Encourage children to join in.



Phonics (WB p77)

Make sure that children understand the tasks before they begin.

Exercises 1

Children read. They circle the *th* phoneme in the words then write them.

Exercise 2

Children write the words under the correct pictures.

Exercise 3

Children write the *th* phoneme at the beginning of frequently used words. They use them to complete sentences.

Exercise 4

Children read the sentences they have completed

Phonics

1 Read the words. Circle *th*. Write the words.

father mother brother sister

2 Match the words with the pictures.

3 Write *th*. Write the words. Read the words.

4 Read the sentences.

Use the words. Complete the sentences.

1 I'm a ...
2 I'm a ...
3 I'm a ...
4 I'm a ...

5 I'm a ...
6 I'm a ...
7 I'm a ...
8 I'm a ...

9 I'm a ...
10 I'm a ...
11 I'm a ...
12 I'm a ...

13 I'm a ...
14 I'm a ...
15 I'm a ...
16 I'm a ...

17

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write words with the voiced phoneme *th*
- listen for gist and for specific words
- listen to and learn a song

Key language Vocabulary and structures from Unit 8

Key words father, mother, brother, the, this, they, there

Materials PB pp89-90; CD2 tracks 26-30; WB p77; flashcards 96-98; word cards for PB p89, Activity 1

Preparation Download or make word cards for father, mother, brother.

Resource box

- Encourage children to join in with the animal sounds on the second play. On the third play, encourage them to say all the words in the lines with the animal sounds. Read the first lines of each verse *I've got a ...* with the class. Encourage them to sing these lines on the fourth play. Read through the second lines of each verse. On the final play, encourage children to sing the whole song.

WB answers

Exercise 3: the, this, they, there 1 This, brother 2 There, the 3 There, They

Lesson 5 Class composition (pp 97) Session 1

Session 1 Warm-up

Revise all the words for furniture using flashcards.

Don's box

- 1 Ask a child to read the first two sentences. Write them on the board. Class reads.
- 2 Ask a child to read the third sentence. Write it on the board.
- 3 Underline *and* in the third sentence. Explain to the class that it joins two short sentences and makes them into one long sentence.
- 4 Explain that they are going to write some short sentences and one long sentence in this writing activity.

Activity 1

- 1 Children look at the picture. Ask them to name the things in the picture.
- 2 Write words on one side of the board. Ask What colour *is* the ...? How *many* ... are there?
- 3 Note colours and numbers of things. e.g. bed - red, yellow; three cars, etc.

Writing

Look

I have got three dolls. I have got one teddy.
I have got three dolls and I have got one teddy.

- 1 Look and say.



- 2 Write.

This is my room. It is nice...

Write your sentences on the line.

97

Activity 2

- 1 A child reads the first two sentences.
- 2 Begin the next line I have got ... Remind the class of the boy in the picture. Explain that the activity is to write his words.
- 3 Ask children what to write next. Point out the notes on the board. Help the class to make up sentences about the different objects.
- 4 Write each sentence on the board. They need not be in the same order as the target writing.
Class reads each sentence when it is written. Aim to use the conjunction *and* at least once.
- 5 When the description is finished. Ask different children to read the sentences on the board.
Class reads all the sentences.
- 6 Children write in their books.*
Go around helping and monitoring as they work.
When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary
Children revise all words on p10.
Grammar Practice Book
Children complete Unit 8.

9 Miss Silver

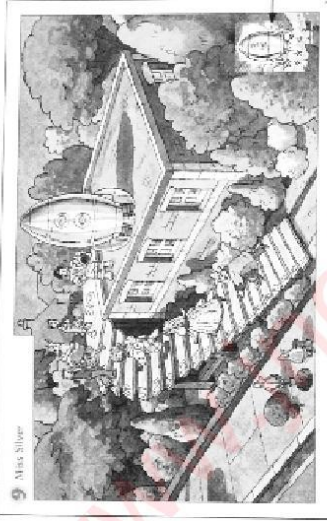
Lesson 1 New words and speaking (pp 92-93)

Warm-up

Revise numbers 1-10.

Poster 9

- 1 Show poster 9. Read the title. Class looks for a few moments.
- 2 Show number cards. Say the numbers. Class repeats. Show and name flashcard 158 space woman. Class repeats. Say her name is Miss Silver.
- 3 Ask different children to find and point to numbers on the poster.



- 4 Ask questions:
*Who is on the stairs?
Who is on number 14? 18? 19? 20?
What colour is the space rocket?*
- 5 Play CD2 track 31. Children listen and look at the poster. Point to the numbers as they are mentioned. Point to each of the characters when they speak.
Check understanding of the small picture: The space rocket is taking off.

PB Dialogue

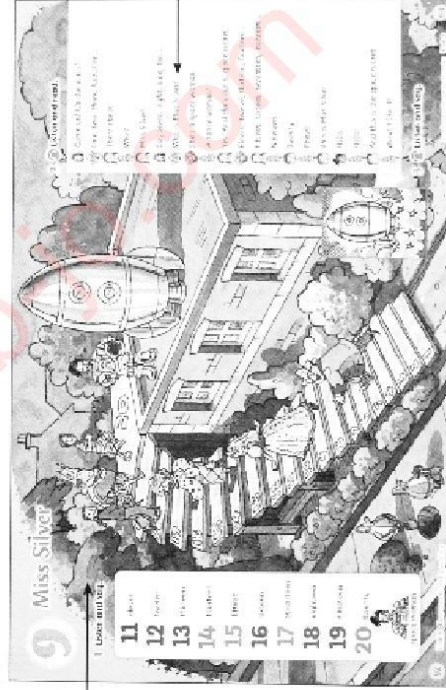
Activity 1

- 1 Children look at the big picture in their books for a few moments.

- 2 Show number cards. Class says the number.

- 3 Say the numbers. Children point to them in the box. Show number cards. Children check they are pointing to the correct number.

- 4 Name the numbers in a different order and space woman. Children find them in the big picture in their books.



Activity 2

- 1 Play CD2 track 31. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 32. Children follow and repeat in the pauses.
- 2 Play CD2 track 32 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp82-83)

Check that children understand the tasks before they begin.

Exercise 1

Children write the numbers in figures next to the number words.

Exercise 2

Children count and write the number of objects in words.

Words

1 Read and write the numbers.

1 fourteen 14
2 twelve 12
3 fifteen 15
4 fifteen 15
5 fifteen 15
6 fifteen 15
7 fifteen 15
8 fifteen 15
9 fifteen 15
10 fifteen 15

2 Count and write.

Words: ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

On the table: _____
On the wall: _____
On the floor: _____

Learning to learn

1 Draw lines in the dish in the box.

2 Write the words.

On the table: _____
On the wall: _____
On the floor: _____

Exercise 1

Children draw lines from the objects to one or other of the two containers. This is a simple task in categorising.

Exercise 2

Children write the words for the items in two lists, according to the category they decided in Exercise 1.

Summary box

Lesson aim: Speaking

Lesson targets: Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise scanning and thinking skills

Key structure: *She's got ...*

Key language: *I like ...*

Key words: numbers 11-20; number words eleven to twenty, space rocket

Materials: PB pp92-93; CD2 tracks 31, 32; poster 9; flashcard 158; WB pp82-83; number cards

Resource box

- This dialogue practice should by now be a familiar activity. Encourage children who have not acted a role to do so (King Tub has a very simple role in this dialogue). If possible, let two groups of seven children read and act the parts. Other children follow in their books.

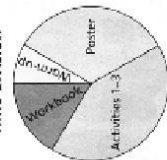
WB answers

p82 Exercise 1: 2 12 3 18 4 15 5 11 6 20 7 17 8 13 9 16 10 19

Exercise 2: 2 eleven insects 3 twenty lemons 4 fifteen books 5 twelve hats

p83 Exercise 2: On the dish: melon, grapes, oranges, apples, bananas; In the box: car, train, boat, ball, doll

Time division



Session 1 Warm-up

Revise toys and space rocket using flashcards 27-29, 34-38, 101.

Activity 1

- 1 Volunteers read out the bubbles. Class repeats. Give two children flashcards 28 and 101 to hold. Class says the sentences.

- 2 Tell children to look at the boy. Ask *What has he got?* Elicit *He has got a plane.* Continue with the other pictures in the same way.

3 Children practise in pairs.*

Activity 2

- 1 Ask two or more children to read the bubbles to the class.
- 2 Tell the children to look at the boy. Ask *Has he got a bike?* Elicit *Yes, he has.* Ask about the other children and objects.

Children practise in pairs. **

Go to Workbook Session 1

Session 2 Warm-up

Use flashcards 67–73 to revise words for food.

Activity 1

Class names the plural items in the pictures. Make sure they sound the plural s.

Activity 2

Explain that the children in the photos are playing a singing game. Play CD2 track 33. Children listen and follow in their books.

Activity 3

Play CD2 track 34. Children listen and repeat in the pauses.

Activity 4

- 1 Children practise the conversation in groups of six. They may say things they like themselves.
- 2 To make this a class activity, put up flashcards of plural items, or word cards for plural nouns, on the board. Let a volunteer take one and say, e.g. *I like carrots. How about you?* The first child points to another, who then chooses a card and says *I like ... etc.*

Go to Workbook Session 2 ➔

Grammar (WB p84) Session 1

Check that children understand the tasks before they begin and that they must write sentences in the full form.
If you wish, practise contractions and full forms with the class using word and letter cards and the apostrophe card.

Exercise 1

Children write a sentence about what each child has got.

Exercise 2

Children complete the question and write what each child has not got.

Grammar

1. Look! Write.

1. He's got a dog. 2. She's got a cat. 3. It's got a tail. 4. He's got a head. 5. She's got a body. 6. It's got a tail. 7. He's got a head. 8. She's got a body. 9. It's got a tail. 10. He's got a head. 11. She's got a body. 12. It's got a tail.

2. Look! Read and write.

1. He's got a dog. 2. She's got a cat. 3. It's got a tail. 4. He's got a head. 5. She's got a body. 6. It's got a tail. 7. He's got a head. 8. She's got a body. 9. It's got a tail. 10. He's got a head. 11. She's got a body. 12. It's got a tail.

Grammar in conversation (WB p85) Session 2

Grammar in conversation

1. Finish the sentences.

1. He's got a dog. 2. She's got a cat. 3. It's got a tail. 4. He's got a head. 5. She's got a body. 6. It's got a tail. 7. He's got a head. 8. She's got a body. 9. It's got a tail. 10. He's got a head. 11. She's got a body. 12. It's got a tail.

2. Look, read and write.

1. He's got a dog. 2. She's got a cat. 3. It's got a tail. 4. He's got a head. 5. She's got a body. 6. It's got a tail. 7. He's got a head. 8. She's got a body. 9. It's got a tail. 10. He's got a head. 11. She's got a body. 12. It's got a tail.

If children are completing this page for homework, check that they understand the tasks.

Exercise 1

Point out that the first letter in each sentence is given. Children complete the sentences.

Exercise 2

Children look at the picture and write the sentence. They draw and write about themselves.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a chant
- read and repeat the chant
- practise the chant

Key structures: He's got ... She's got ...
Has he got ...? Has she got ...? Yes, he/she has. No, he/she hasn't.

Key language: I like (plural noun).

Materials: PB pp94-95; CD2 tracks 33, 34; flash cards 27-29, 34-38, 67-73, 101 (optional flashcard 50); WB pp84-85

Preparation: Download word, letter and apostrophe cards as required.

Resource box

Alternatively, give practise in asking questions with the whole class. Bring forward a boy and give him flashcard 50 to hold. Bring forward a volunteer to point to the boy and ask the class: Has he got a bike? Class answers. Prompt half the class to ask the question again, the other half answers. Continue with the other objects. The two halves of the class take turns to repeat the question and answer.

If you wish, groups practise their lines. They take turns to say them to the class. Encourage groups to say different things and to keep the rhythm. Groups could perform to another class or to parents.

WB answers

p84 Exercise 1: 2 He has got a bike. 3 She has got a bike. 4 She has got a balloon. 4 He has got a car.

Exercise 2: 2 Has she got, No. She has not got a bird. 3 Has he got, No. He has not got a fish.

p85 Exercise 1: 2 bananas 3 oranges 4 apples
Exercise 2: I like cakes and sweets.

Grammar Practice Book Unit 9

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class Composition.

Warm-up

Play *Finish* the word with *sh*, *ch* and endings *ip*, *op* and *air*. See p162.

Mr Jolly's box

- 1 Children point to the box and listen. Play CD2 track 36. Children listen the first time. Then they repeat in the pauses.
- 2 Write *th* and *thin* on the board. Point to them. Class says the sound and the word. Repeat until they say them accurately and confidently.

Activity 1

- 1 Three children hold the cards for th , i and n . Stand them in a line, with space between them. Point to each card and say the sound. Class says with you.

[illegible]

- 2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- 3 Children point in their books, say each phoneme and the whole word.
- 4 Do the same with *thick**, *bath* and *path*.

Activity 2

- 1 Ask what is in the pictures. Play CD2 track 37. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Listening

1. Look.

2. Listen and write the names.

3. Listen and check.

4. How many

Unit 10

- Activity 2 audioscript (CD2 track 38)

- | | | |
|--|--|---|
| Voice Number 1
Boy: Is this a girl or a boy?
Girl: A boy.
Boy: OK... a boy.
Girl: Yes.
Boy: Has he got a bike?
Girl: No, he hasn't.
Boy: Has he got a car?
Girl: Yes, he has.
Boy: What's his picture... | Voice Number 2
Girl: Is this a boy or a girl?
Boy: A girl.
Girl: OK... a girl...
Boy: Mmm...
Girl: Has she got an ice cream?
Boy: No, she hasn't.
Girl: Has she got a computer?
Boy: Yes, she has.
Girl: What's her picture... | Voice Number 3
Boy: Is this a boy or a girl?
Girl: A boy.
Boy: A boy... A boy...
Girl: Has he got a ball?
Girl: No, he hasn't.
Boy: Has he got a rabbit?
Girl: Yes, he has.
Boy: What's his picture... |
|--|--|---|

Activity 3

- lay CD2 track 39. Children check their answers.

ctivity 4

- children play the game in pairs. ^{AA}

Summary box

Lesson aim: Phonics and Listening

Lesson targets: Children:

- sound out, read and write words beginning or ending with the unvoiced *th* phoneme
- listen for gist and detail in a guessing game
- play the guessing game

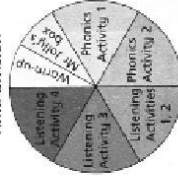
Key language: Vocabulary and structures from Unit 9

Key words: *thin, thick, bath, path, three, thirteen*

Materials: PB pp97-98; CD2 tracks 36-39; WB p87; phoneme cards for PB p97, Activity 1

Preparation: Make phoneme cards for *thin, thick, bath and path*, with each phoneme on a separate card, as shown in the PB.

Time division



Phonics (WB p87)

Make sure that children understand the tasks before they begin.

Exercise 1

Children write the *th* phoneme to make words. They write the complete words.

Exercise 2

Children write words under the pictures.

Exercise 3

Children circle the phoneme *th* and write the words.

Exercise 4

Children use words they have practised to complete sentences.

Phonics

1 Write the words.

2 Read the words. Match the words to the pictures.

3 Read the words. Circle the *th* in the words.

4 Look at the pictures. Complete the sentences.

5 Look at the pictures. Complete the sentences.

6 Look at the pictures. Complete the sentences.

7 Look at the pictures. Complete the sentences.

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69 Look at the pictures. Complete the sentences.

70 Look at the pictures. Complete the sentences.

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95 Look at the pictures. Complete the sentences.

96 Look at the pictures. Complete the sentences.

97 Look at the pictures. Complete the sentences.

98 Look at the pictures. Complete the sentences.

99 Look at the pictures. Complete the sentences.

100 Look at the pictures. Complete the sentences.

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 1 and 3, ask different children to say the whole word they have written.
For Exercise 4, ask different children to read the completed sentences.

Resource box

Note: The *ck* phoneme is presented and practised in Unit 12. Model the pronunciation only. Do not go into detail about this sound.

Alternative: To make this a class activity let a volunteer stand in front of the class. He/She tells you which picture he/she has chosen. Other children ask questions to find out which one it is.

PB answers

p98 Activity 2: 1 Picture 1 2 Picture D 3 Picture C

WB answers

Exercise 4: 1 Three, bath 2 Thirteen, path 3 thin 4 thick

Lesson 5 Class composition (p8 p99) Session 1

Session 1 Warm-up

Say the rhyme from PB p97, CD2 track 37.

Dan's box

1 Ask a child to read the phrases. Write them on the board. Class reads.

2 Circle *happy*. Read and point to the words *a ... girl*. Say *a happy girl*. Explain 'happy' tells us about the girl.

Activity 1

1 Ask different children to read out the words. Write them on the board. Class reads.

Ask a child to read the title of the first poem. Write it on the board.

2 Ask *What is in the garden?* When children name objects, ask about colour.

For the animals, as well as colour, ask *Is it noisy? quiet? big? small?*

3 Write *a ... flower* on the board. Tell children to look at the flower in the picture then at the list of words on the board. Tell them to match a word with the flower. Elicit ideas. Agree with the class which is the best one. Complete the first line. Class reads.

Writing Look a happy girl
a yellow banana

1 Read the words. Choose and write.

In the garden

solid bubble yellow small red blue quiet big

a flower a pear a table a chair a bird a frog a mouse a dog

I like ...

beats trains cars plants

2 Listen and say.

Writing composition collection © Department of Education, Kingdom of Saudi Arabia

4 Continue in the same way with the other lines and words.

Note: It will help the class if you rub off words in the list when they have been used.

5 Ask a child to read the second title. Write it on the board. Ask a child to read the words.

Write up the first line beginning *I like* ... Children name the objects that are shown for the first line.

Complete the line. Class reads. Complete the other lines in the same way.

6 Play CD2 track 40. Children look at the board and follow. Class reads the two poems aloud.

See Resource box for audioscript.

7 Children complete the poems in their books. Erase words from the board if you wish.

Go around helping and monitoring as they work. When they have finished, children read out the poems.

Activity 2

Children listen and repeat in the pauses.

Homework tasks

Dictionary

Children revise all words on p11.

Grammar Practice Book

Children complete Unit 9.

Writing skills (WB p88) Composition practice (WB p89) Session 2

Session 2 Warm-up

Write / like ... on the board.
Children suggest things they like.
Make a list.

Dan's box

Write the phrases on the board.
Explain 'happy' tells us about the girl; 'yellow' tells us about the banana.

Exercise 1

1 Read sentence 1. Ask *What word tells us about the car?*
Elicit *noisy*. Point out that *noisy* is circled.

2 Write sentence 2 on the board.
Class reads. Ask *What word tells us about the motorbike?*
Elicit *fast*. Circle it. Children circle in their books.

3 Do the other sentences in the same way.*

Exercise 2

Children choose words to complete the sentences.

Summary box

Lesson aim Writing

Lesson targets Children:

- complete poems
- learn word order: adjective, noun
- practise identifying adjectives

Text type Poems

Key structure / like ...

Key words Vocabulary from Unit 9

Materials PB p89; CD2 tracks 37, 40, 41; WB pp88-89

Writing skills

1. Read the words. Circle the adjectives.

happy girl, yellow banana, fast motorbike, noisy car, old bike, long train, little girl, big bus, tall man, small mouse, quiet frog, blue table, red chair.

2. Write the words in the boxes.

3. Write the words in the boxes.

Composition practice

1. Read the words. Circle the adjectives.

happy girl, yellow banana, fast motorbike, noisy car, old bike, long train, little girl, big bus, tall man, small mouse, quiet frog, blue table, red chair.

2. Write the words in the boxes.

3. Write the words in the boxes.

Exercise 1

1 Write the title on the board. Class reads. Explain street.

2 Children look at the pictures and complete the lines. Do the work orally first if you wish.

3 Go around helping and monitoring as they work.

Exercise 2

Children look at the poems and write.

Exercise 3

Play CD2 track 41. Children listen and follow.

Homework tasks

Portfolio (see Resource box)

Check-up 9 WB pp90-91 (Answers on p127)

Resource box

- Explain that when talking about the hair on a person's head, *hair* does not have an article and is not in the plural form.

Class composition: target writing

Activity 1 audioscript (CD2 track 40)

In the garden

a purple flower a blue table a noisy bird a small mouse

a yellow pear a red chair a quiet frog a big dog

Composition practice: target writing

Exercise 1 audioscript (CD2 track 41)

In the street

a happy boy a slow bus a fast plane an old bike

a tall man a noisy van a long train a big plane

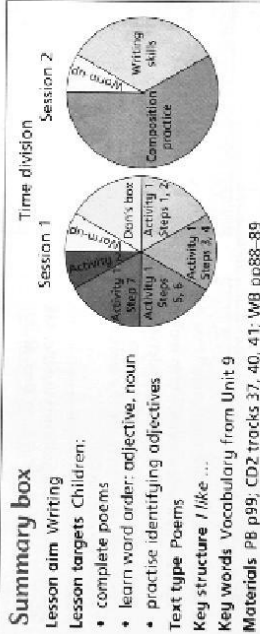
WB answers

p88 Exercise 1: 2 fast 3 long 4 short 5 little 6 black

Exercise 2: 1 old 2 long 3 little 4 big 5 new

Portfolio

Follow the procedure as on p89.



Revision 3 (PB p100)

Activity 1

- 1 Give the class a few moments to look at the picture. Make sure they understand that it shows the inside of a house. Use flashcards 85-88 to revise the words for rooms in a house.
- 2 A child reads the girl's first bubble. Ask *Who is in the family?* Elicit *Dad, Mum, etc.*
- 3 Ask a child to read the girl's second bubble. Ask *Where is Dad? What has he got?* Children find him. Elicit *Dad is in the garden. He has got a van.*
- 4 Children find and talk about the other people in the family.

Activity 2

- 1 Point out the objects. Ask what each one is.
- 2 Ask *Where is the doll?* Children find it. Elicit an answer. Ask other children if the answer is correct.
- 3 Continue with the other objects.

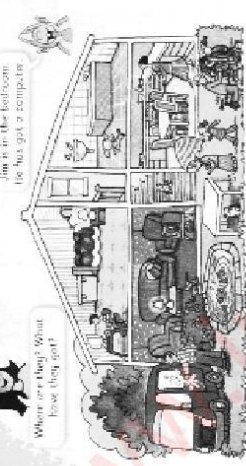
Revision 3

1 Read and say.
This is my family.

Where are they? What have they got?

Dad Mum Son Sister Grandma Grandma

Jim is in the kitchen.
He has got a computer.

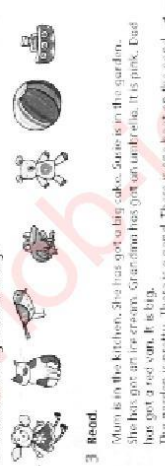


2 Where are they? Find and say.

3 Read.

Mum is in the kitchen. She has got a big cake. Sister is in the garden. She has got an ice cream. Grandma has got an umbrella. It is pink. Dad has got a red van. It is big.
The garden is pretty. There is a pond. There is a row boat on the pond. The cat is under the table.

Revision 3 (PB p100)



Activity 3

- 1 A child reads the first four sentences. If you wish to give individual practice ask other children to read them. Class reads the first four sentences together.
- 2 Do the same with the next four sentences.
- 3 A child reads the paragraph about the garden. Class reads the paragraph. If you have confident readers, let them take turns to read several sentences to the class. Class reads the whole text again together.

Extra activities

Class games

Divide the class in two. Make a statement about a person or object in the picture, e.g. *It's on the stairs. She's in the kitchen.* The first child to answer correctly wins a point for his/her team.

Use number cards to revise numbers with the class.

Ask *How many flowers / tables / stairs are there?*, etc.

Pair work

Children take turns to talk about people in the picture, e.g. *Grandpa is in the garden.* Their partner says what the person has got, e.g. *He has got a motorbike.* Go around listening to pairs.

Project 3 My family (PB p101)

This project gives children the opportunity to make their own book and to do a longer piece of writing. It may be started in a lesson and completed for homework.

Activity 1

Children draw pictures of their family or bring photographs from home that they can stick in their books. Alternatively, they can use some photos and draw pictures as well.

Activity 2

Children read the words in the box. They think of two or three sentences for each member of their family. They write the sentences in their copy books. If you wish, check their work before they move on to Activity 3.

Project 3 My family

1 Draw pictures of your family. Find pictures of your family.

2 Write about your family. Choose words from the box.

3 Make a book.

4 Show your book. Talk about your family.

tall small pretty long thin fat funny glasses

I have got two brothers.
This is my little brother, Fred. He is funny.

This is my father.
He is tall. He has got brown hair.

This is my sister. An.
She is eleven. She has got green eyes.

This is my grandmother.
She is small. She has got glasses.

Project 3 (PB p101)

Activity 3

Children make a small book using any method that you choose. They stick in their photos and/or drawings and write underneath, using the sentences they wrote in their copy books.

Activity 4

When children have completed their projects, now or in another lesson, let them show their work to the class. Encourage every child to show one page and read sentences about one family member. Display all the work if possible and encourage children to look at each other's writing and pictures.

Summary box

Lesson aim Revision

Lesson targets Children:

- name people in a picture and describe where they are
- make statements about people in their family
- read a text about a family
- make a book about their family and write sentences

Resource box

Portfolio

If you wish, this project may be included in children's portfolio of written work.

Before starting Unit 10 you may wish children to complete Test 3 (on the website). Answers are also on the website.

Portfolio and Diploma 3: Units 7, 8 and 9 (WB pp133-134)

| | |
|---|---|
| 1 | When children have completed all the work in Units 7, 8 and 9 they turn to WB p133. |
| 2 | This page allows them to make their own assessment of what they have learned in Units 7, 8 and 9. |
| 3 | Children colour in the people and objects when they are confident that they know the words. |
| 4 | They colour in the numbers when they are confident that they know them. |
| 5 | They tick each word they have learned in Phonics which they can read and spell confidently. |
| 6 | Check through the completed Portfolio page with each child. Some children may take longer to feel confident with the work covered. |
| 7 | Tell children who are not entirely confident (even if they have coloured and ticked everything on the page) to spend extra time learning words for Units 7, 8 and 9. They may use pages 9-12 of the Dictionary to help them learn and revise. |
| | It is not necessary for everyone to complete this whole page before moving on to Unit 10. |

Portfolio 3: Units 7, 8 and 9

I know words

Write the words in the boxes.

| | | | | | |
|-----|------|-------|-------|-------|------------|
| car | boat | plane | train | motor | helicopter |
|-----|------|-------|-------|-------|------------|

1. Write the words.

Write the words in the boxes.

| | | | | | |
|-----|------|-------|-------|-------|------------|
| car | boat | plane | train | motor | helicopter |
|-----|------|-------|-------|-------|------------|

2. Write the words.

Write the words in the boxes.

| | | | | | |
|-----|------|-------|-------|-------|------------|
| car | boat | plane | train | motor | helicopter |
|-----|------|-------|-------|-------|------------|

3. Write the words.

Write the words in the boxes.

| | | | | | |
|-----|------|-------|-------|-------|------------|
| car | boat | plane | train | motor | helicopter |
|-----|------|-------|-------|-------|------------|

Portfolio 3: Units 7, 8 and 9

I know words

Write the words in the boxes.

| | | | | | |
|-----|------|-------|-------|-------|------------|
| car | boat | plane | train | motor | helicopter |
|-----|------|-------|-------|-------|------------|

1. Write the words.

Write the words in the boxes.

| | | | | | |
|-----|------|-------|-------|-------|------------|
| car | boat | plane | train | motor | helicopter |
|-----|------|-------|-------|-------|------------|

2. Write the words.

Write the words in the boxes.

| | | | | | |
|-----|------|-------|-------|-------|------------|
| car | boat | plane | train | motor | helicopter |
|-----|------|-------|-------|-------|------------|

3. Write the words.

Write the words in the boxes.

| | | | | | |
|-----|------|-------|-------|-------|------------|
| car | boat | plane | train | motor | helicopter |
|-----|------|-------|-------|-------|------------|

- 1 When children are confident with all the elements on p133, they complete the Diploma page.
- 2 This contains a representative task from each field of work.
- 3 Children receive a sticker for each task completed and one more when they have finished the page.
- 4 These pages may be taken out of the workbook and kept in children's individual portfolios of work along with examples of their best work from Units 7, 8 and 9.

Exercise 3: Picture 1: mother, pretty Picture 2: who, father
Picture 3: many, have you got, have got, brothers Picture 4: sisters, Four, family

Exercise 1: 1 19 2 18 3 17 4 13 5 20 6 22 7 15 8 11 9 21 10 23
Exercise 2: 2 like cars, fifteen cars, 3 like books, sixteen books
Exercise 3: 2 He has got fifteen cars, 3 She has got sixteen books.
Exercise 5: This is Nina. She has got black hair. It is short. She has got green eyes.
he has not got glasses.

Check up 7

1. Complete the sentences with the words.

1. The factory is **polluted**. 2. The factory is **polluted**. 3. The factory is **polluted**. 4. The factory is **polluted**.

2. Complete the sentences with the words in the box.

1. The factory is **polluted**. 2. The factory is **polluted**. 3. The factory is **polluted**. 4. The factory is **polluted**.

[illegible]

10 The space rocket

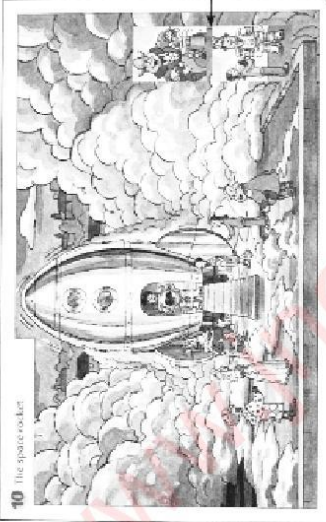
Lesson 1 New words and speaking (PB pp102-103)

Warm-up

Practise numbers 1-20.

Poster 10

- 1 Show poster 10. Read the title.
- 2 Show flashcards 110-116. Say the verbs for actions and the new objects. Class repeats.
- 3 Ask a child to find a space suit on the poster. Bring different children forward. Ask them to do or mime the actions: look, come, go, jump, sit, fly.



4 Ask questions:
Who is in the space rocket? Miss Silver. Who is next to the space rocket? King Tub.

Is he happy? No, he isn't. What colour is the spacerocket? Silver.

5 Play CD2 track 42. Children listen and look at the poster. Point to the objects as they are mentioned. Point to each of the characters when they speak.

Check understanding of the small pictures: Mr Jelly is looking in his hat; King Tub has a new space suit.

PB Dialogue

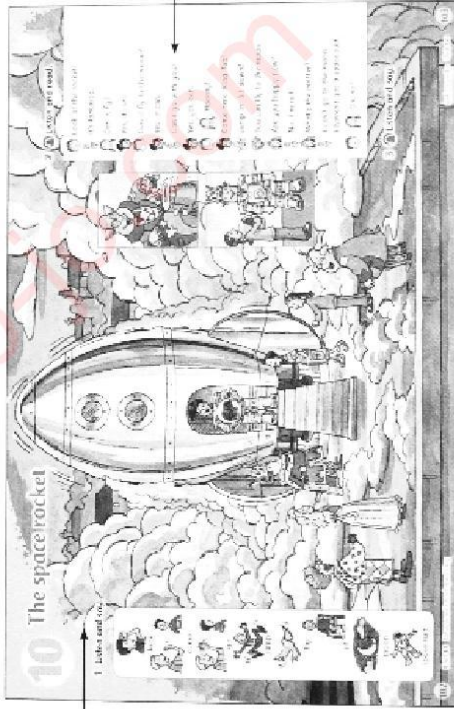
Activity 1

1 Children look at the big picture in their books for a few moments.

2 Show flashcards. Class names the actions (verbs).

3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct action or object.

4 Name the objects in a different order. Children find them in the big picture in their books.



Activity 2

Play CD2 track 42. Children listen and follow the dialogue.

Activity 3

1 Play CD2 track 43. Children follow and repeat in the pauses, if they find a sentence difficult, pause the track. They say it once or twice more.

2 Play CD2 track 43 again. Class listens and follows.

3 Individuals read or act the dialogue.*

Lesson 2 Grammar (p8 p104) Session 1 Grammar in conversation (p8 p105) Session 2

Session 1 Warm-up

Revise action verbs with flashcards 110–115. Teach *draw*, *sing* and read using flashcards 117–119.

Activity 1

- 1 Ask a child to read the bubble. Ask different children to read the words in the box.
- 2 Point out picture 1. Ask *What is it?* Elicit *a frog*. Say the sentence beginning *It can ...* Prompt *It can jump*.
- 3 Continue with the other pictures.
- 4 Children practise sentences in pairs.

Session 2 Warm-up

Put up flashcards 3, 4, 6, 11, 74, 76. Ask Can it fly? Can it jump?, etc.

Activity 1

- 1 Children look at the photos. Explain that the children want to cross the street.
- 2 Tell the class to listen to the children in the photos. They are talking about crossing the road. Play CD2 track 44. Children listen and follow in their books.

Activity 2

- Play CD2 track 45. Children listen and repeat in the pauses.

Activity 2

- 1 Ask two pairs to read the bubbles. Ask the class the questions. Whole class answers.
- 2 Children look at picture 1. Ask *Can it sing?* Class answers.
- 3 Do the same with the other pictures.
- 4 Children practise in pairs. +

Go to Workbook Session 1

Activitu 3

- Children practise the conversation in pairs.

Activity 4

- 1 Children look at the pictures for a few moments. Explain that they show what to do in the song.
- 2 Play CD2 track 46. Children listen and follow.
- 3 Play the track again. Children do the actions and say the words.

Go to Workbook Session 2

Grammar (WB p94) Session 1 Grammar in conversation (WB p95) Session 2

Check children understand the tasks before they begin.

Exercise 1

Children look at the pictures and the words in the box. They complete the sentences as in the example.

Exercise 2

Children look at each picture and read the answer. Then they complete the question.

Grammar

1. Finish the sentences.

Example: He is very happy. He is very sad. He is very angry. He is very tired. He is very hungry. He is very thirsty. He is very hot. He is very cold. He is very clean. He is very dirty. He is very smart. He is very stupid. He is very brave. He is very shy. He is very kind. He is very mean. He is very honest. He is very dishonest. He is very generous. He is very selfish. He is very helpful. He is very unhelpful. He is very polite. He is very impolite. He is very friendly. He is very unfriendly. He is very nice. He is very mean. He is very kind. He is very unkind. He is very good. He is very bad. He is very well. He is very ill. He is very strong. He is very weak. He is very fast. He is very slow. He is very tall. He is very short. He is very old. He is very young. He is very rich. He is very poor. He is very famous. He is very unknown. He is very happy. He is very sad. He is very angry. He is very tired. He is very hungry. He is very thirsty. He is very hot. He is very cold. He is very clean. He is very dirty. He is very smart. He is very stupid. He is very brave. He is very shy. He is very kind. He is very mean. He is very honest. He is very dishonest. He is very generous. He is very selfish. He is very helpful. He is very unhelpful. He is very polite. He is very impolite. He is very friendly. He is very unfriendly. He is very nice. He is very mean. He is very kind. He is very unkind. He is very good. He is very bad. He is very well. He is very ill. He is very strong. He is very weak. He is very fast. He is very slow. He is very tall. He is very short. He is very old. He is very young. He is very rich. He is very poor. He is very famous. He is very unknown.

Grammar in conversation

1. Match the pictures with the words.

1. Happy, 2. Sad, 3. Angry, 4. Tired, 5. Hungry, 6. Thirsty, 7. Hot, 8. Cold, 9. Clean, 10. Dirty, 11. Smart, 12. Stupid, 13. Brave, 14. Shy, 15. Kind, 16. Mean, 17. Honest, 18. Dishonest, 19. Generous, 20. Selfish, 21. Helpful, 22. Unhelpful, 23. Polite, 24. Impolite, 25. Friendly, 26. Unfriendly, 27. Nice, 28. Mean, 29. Kind, 30. Unkind, 31. Good, 32. Bad, 33. Well, 34. Ill, 35. Strong, 36. Weak, 37. Fast, 38. Slow, 39. Tall, 40. Short, 41. Old, 42. Young, 43. Rich, 44. Poor, 45. Famous, 46. Unknown.

2. Write the words in the correct order.

Example: (small) (big) (tall) (short) (old) (young)

3. Complete the sentences.

1. She is very happy. 2. He is very sad. 3. They are very angry. 4. I am very tired. 5. We are very hungry. 6. You are very thirsty. 7. It is very hot. 8. They are very cold. 9. The room is very clean. 10. The car is very dirty. 11. He is very smart. 12. She is very stupid. 13. They are very brave. 14. I am very shy. 15. We are very kind. 16. You are very mean. 17. It is very honest. 18. They are very dishonest. 19. The dog is very generous. 20. The cat is very selfish. 21. The boy is very helpful. 22. The girl is very unhelpful. 23. The man is very polite. 24. The woman is very impolite. 25. The children are very friendly. 26. The adults are very unfriendly. 27. The teacher is very nice. 28. The student is very mean. 29. The father is very kind. 30. The mother is very unkind. 31. The brother is very good. 32. The sister is very bad. 33. The friend is very well. 34. The enemy is very ill. 35. The hero is very strong. 36. The villain is very weak. 37. The winner is very fast. 38. The loser is very slow. 39. The giant is very tall. 40. The dwarf is very short. 41. The old man is very old. 42. The young girl is very young. 43. The rich man is very rich. 44. The poor woman is very poor. 45. The famous actor is very famous. 46. The unknown singer is very unknown.

If children are completing this page for homework, check that they understand the tasks.

Exercise 1

Children read and decide if the commands are correct. They write them correctly.

Exercise 2

Children order the commands.

Exercise 3

Children complete the commands with words from the box.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

Key structures can (ability)

Key language imperative verbs

Key words look, go, jump, fly, moon

Materials PB pp104-105; CD2 tracks 44-46; flashcards 3, 4, 6, 11, 74, 76, 110-115, 117-119; WB pp94-95

Preparation Download or make word cards for PB p104, Activity 2.

Resource box

* For practice before pair work, put up flashcards 3, 4, 74, 76 and word cards, e.g. jump, sing, read, fly, etc. Children choose a flashcard and a word card and then ask the class a question. Class answers. Show the class the flashcard and word card again. Prompt class to ask the question.

WB answers

p94 Exercise 1: 2 can jump 3 can sing 4 can draw

Exercise 2: 2 Can it 3 Can they 4 Can she

p95 Exercise 1: 1 yes 2 no 3 no 4 no Corrections: 2 Look. Then cross. 3 Stop. Then listen. 4 Stop. Then cross.

Exercise 2: Stop! Look! Listen! Cross!

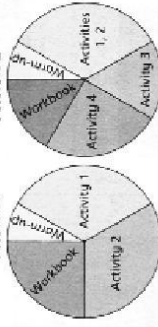
Exercise 3: 1 Stand 2 Sit 3 Clap 4 Turn

Grammar Practice Book Unit 10

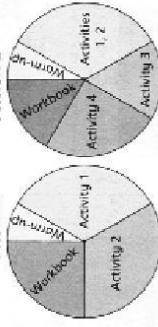
Follow the procedure as on p97.

Time division

Session 1



Session 2



Lesson 3 Reading (PB p106) Session 1 Reading comprehension (PB p107) Session 2

Session 1 Warm-up

Ask around the class: Can you jump? Can you fly? etc.

Activity 1

- 1 Teach the new words using flashcards 120–123. Explain *live*, see and *beautiful*.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.
- 3 Point out the title. Play CD2 track 47. Children listen and follow.

Reading 1

The Earth and the sky

This is the Earth. We live on the Earth.

This is the moon. It is round and white. At night you can see it in the sky.

This is the sun. It is round and hot. At night you can see it in the sky.

This is the star. It is round and hot. At night you can see it in the sky.

This is the planet. It is round and hot. At night you can see it in the sky.

This is the galaxy. It is round and hot. At night you can see it in the sky.

This is the universe. It is round and hot. At night you can see it in the sky.

Session 2 Warm-up

Revise all things seen in the sky using flashcards 101, 116, 120, 121.

Activity 1

- 1 Play CD2 track 47 or read *The Earth and the sky* again to the class.
- 2 Ask what is in the first picture. Elicit an answer. Check with the class. Write it on the board. Class reads. Children write in their books.
- 3 Do the same with the other pictures.

Reading comprehension

1 Write the words.

1. The sun is hot.

2. The moon is white.

3. The stars are small.

4. You can see the stars in the sky.

5. The galaxy is big.

6. The universe is everything.

7. The planet is round.

8. The star is hot.

9. The moon is white.

10. The sun is hot.

11. The stars are small.

12. You can see the stars in the sky.

13. The galaxy is big.

14. The universe is everything.

15. The planet is round.

16. The star is hot.

17. The moon is white.

18. The sun is hot.

19. The stars are small.

20. You can see the stars in the sky.

21. The galaxy is big.

22. The universe is everything.

23. The planet is round.

24. The star is hot.

25. The moon is white.

26. The sun is hot.

27. The stars are small.

28. You can see the stars in the sky.

Activity 2

- 1 Ask different children to read out the words in the box. Ask a child to read the first sentence beginning. Ask what word finishes the sentence. Check with the class. Write the sentence on the board. Class reads. Children write in their books.
- 2 Continue with the other sentences.
- 3 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Play the rhyme from PB p89, CD2 track 27.

1 Children find Mr Jolly. Tell them to point to the box and listen.

2 Write *ng* and *king* on the board. Point to each one. Class says the sound and the word.

Repeat until they say them accurately and confidently.

Ask children what they can see in the picture. Encourage them to name as much as they can. They may notice the letters. They may name the letters.

2 Play CD2 track 50. Children listen and look at the objects as they are mentioned.
See Resource box for audioscript.

Play the track again. Children write the letters in the boxes.

3 If necessary, play the track a third time for children to write. Ask what the letters spell.

[illegible]

1 Three children hold the cards for *k*, *i* and *ng*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.

2. Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.

3 Children point in their books, say each phoneme and the whole word.

4 Do the same with *sing*, *ring* and *wing*.

1 Ask who or what are in the picture. Play CD2 track 49. Class listens and follows.

2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

1 Ask who or what is in the picture **a girl, the sun**.
Play CD2 track 51. Children listen. Explain mew and
bark (the words for the sound these animals make).

2 Play CD2 track 52 (music only). Encourage children to join in.

3 Teach the song in the usual way if you wish or ask children to learn it.

Phonics (WB p97)

Make sure that children understand the tasks before they begin.

Exercise 1

Children circle the letters for the phoneme *ng*.

Exercise 2

Children write the letters for the phoneme *ng*, then the whole word.

Exercise 3

Children find the words then use them to complete the sentences below.

Exercise 4

Children read the story.

Phonics

1. Circle *ng* 1. king 2. ring 3. wing

2. Write the letters. Write the words. Read the words.

3. Circle the words.

4. Read the story.

Use the words. Complete the sentences.

It is in the park. I see a king. I see a ring. I see a wing. I see a king. I see a ring. I see a wing. I see a king. I see a ring. I see a wing.

97

Summary box

Lesson aim: Phonics and Listening

Lesson targets: Children:

- sound out, read and write words ending in *ng*
- listen for detail
- listen to and learn a song

Key words: *king, ring, sing, wing*

Key language: Vocabulary and structures from Unit 10

Materials: PB pp107-108; CD2 tracks 27, 48-52; WB p97; phoneme cards for PB p107, Activity 1

Preparation: Make phoneme cards for *king, ring, wing* and *sing*, with each phoneme on a separate card, as in the PB.

Resource box

Activity 1 audioscript (CD2 track 50)

Look at the picture. Can you see the pond? Look at the red boat. What's the letter? Write the letter in box number 1. (pause)

Can you see the fat? What's the letter? Write the letter in box number 2. (pause)

Look at the woman. She's got a big hat. What's the letter? Write it in box 3. (pause)

The woman has got a dog. What's the letter? Write it in box 4. (pause)

Can you see the girls? They're eating ice creams. Look at the big umbrella. What's the letter? Write it in box number 5. (pause)

Look under the table. Can you see the cat? What's the letter? Write it in box 6. (pause)

Look at the tree. Can you see the bird? What's the letter? Write it in box number 7. (pause)

What's under the tree? Rabbit! What's the letter? Write it in box number 8. (pause)

Can you see the man? He's got a book. What's the letter? Write it in box number 9. (pause)

Can you see the flowers? What's the letter? Write it in box number 10. (pause)

Look at the boy. They've got a ball. What's the letter? Write it in box number 11. (pause)

Now read the words!

WB answers

Exercise 3: king, ring, ring, king, wings, sing

Writing skills (WB p98) Composition practice (WB p99) Session 2

Session 2 Warm-up

Play CD2 track 35. Children follow on PB p96.

Exercise 1

1 Write the sentences on the board. Tell the class to do the actions.

2 Children match the commands with the pictures and write them underneath.

Exercise 2

Children read the words for actions. They find and circle them in the sentences.

Writing skills

1. Choose and write the words in the boxes. (Look at the pictures and write the words in the boxes.)

Composition practice

2. Read the words. Write the words in the boxes. (Look at the pictures and write the words in the boxes.)

Exercise 1

1 Children read the words in the boxes and use them to make sentences about the pictures. Sentence order may vary. Faster children may write additional sentences. Accept any that make sense and give correct facts. Set fewer target sentences for slower children.

2 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences.

Homework tasks

Portfolio (see Resource box)
Check-up 10 WB pp100-101
(Answers on page 161)

Summary box

Lesson aim Writing

Lesson target Children:

- write about space objects
- identify verbs

Text type Information

Key structure can (ability)

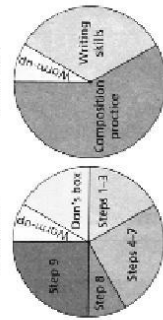
Key words Vocabulary from Unit 10

Materials PB p109; WB pp98-99; CD2 tracks 35, 51

Time division

Session 1

Session 2



Resource box

• Suggested questions to prompt the target sentences: *Can the space rocket fly? Where can it fly? What colour is it? Is it small? Is it short?*

• *Are they beautiful? What colour are they? Can we count the stars?*

Class composition: target writing

(Look!) It is a space rocket. (Listen!) It is noisy. The space rocket can fly. It can fly to the moon. It is white and red. It is big and it is very tall. It is very fast. Look! They are stars. Listen! They are quiet. The stars are beautiful. They are white. The sky is black. We can see the stars at night. We cannot count the stars.

Composition practice: target writing

(Look!) This is a space man. He is big and he is tall. He has got a space suit. It is white.

Look! It's a space rocket. Listen! It is noisy. It can fly to the moon. It is fast. It is black and white.

WB answers

p98 Exercise 1: 1 Look at the rocket! 2 Come here! 3 Sit down! 4 Count the stars! 5 Stand up! 6 Jump!

Portfolio

Follow the procedure as on p89.

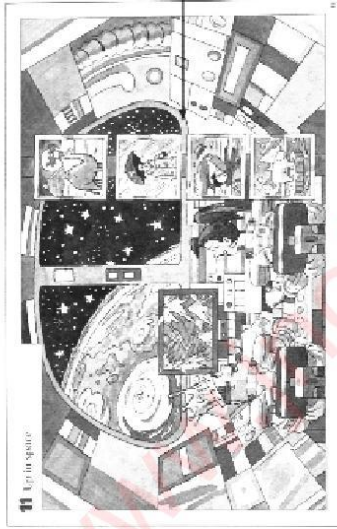
11 Up in Space

Lesson 1 New words and speaking (PB pp110-111)

Warm-up

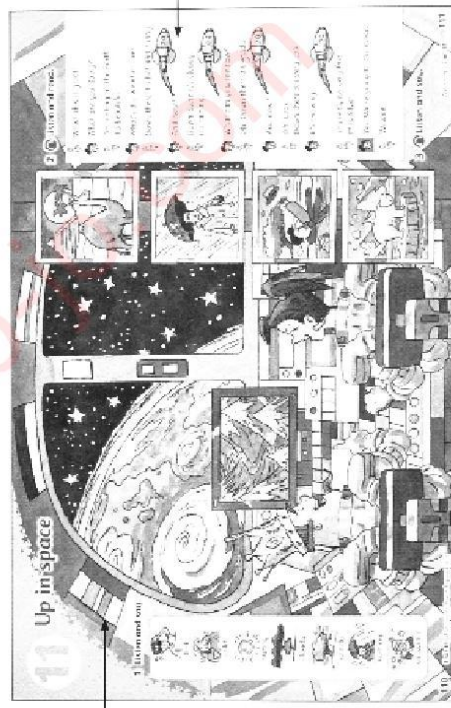
Ask different children Can you sing? Can you draw? Can you count? Can you read?

| | |
|--|---|
| Poster 11
1 Show poster 11. Read the title. Class looks for a few moments. | 2 Show flashcards 123-129. Name the kinds of weather. Class repeats.
3 Say different weather words. Ask children to find and point to weather in the small pictures. |
|--|---|



| | |
|---|--|
| 4 Ask questions:
Is King Tub happy? Yes, he is. What can he see? The Earth. What colour is the sky? Black. | 5 Play CD2 track 53. Children listen and look at the poster. Point to the weather on the screens as it is mentioned. Point to each of the characters when they speak. Make sure the children understand that the small pictures show different weather that King Tub says is happening in different places on Earth. |
|---|--|

| | | | |
|---|---|---|---|
| PB Dialogue
Activity 1
1 Children look at the big picture in their books for a few moments. | 2 Show flashcards. Class names the weather. | 3 Say weather words. Children point to the pictures in the box. Show flashcards. Children check they are pointing to the correct picture. | 4 Say weather words in a different order. Children find the weather type in the big picture in their books. |
|---|---|---|---|



| | |
|--|--|
| Activity 2
Play CD2 track 53. Children listen and follow the dialogue. | Activity 3
1 Play CD2 track 54. Children follow and repeat in the pauses if they find a sentence difficult, pause the track. They say it once or twice more.
2 Play CD2 track 54 again. Class listens and follows.
3 Individuals read or act the dialogue. |
|--|--|

Lesson 2 Grammar (PB p112) Session 1 Grammar in conversation (PB p113) Session 2

Session 1 Warm-up

Ask What's the weather like? Elicit answers. Write up one or two sentences. Class reads.

Activity 1

- 1 Children look at the clown. Ask a child to read the bubble. Class repeats.
- 2 Read out the words in the box. Class repeats. Show flashcards 130-132. Say the words.
Point out the clown and the bubble. Ask *What is he saying?*
Write on the board and say *I'm standing ... Prompt *I'm standing.* Add *ing*. Continue with pictures 2-5 and prompt *I'm + [verb] + ing.**
- 3 Children practise sentences in pairs.*

Session 2 Warm-up

Ask children *Have you got a grandma? Has she got a phone?*

Activity 1

- 1 Ask what the children in the photos have got. *They have got phones. The girl has got a hat.* Ask *Who is she?* Listen to some suggestions.
- 2 Tell the class to listen. Play CD2 track 55. Children listen and follow in their books. Ask *Who is the girl? Grandma.*

Activity 2

- 1 Play CD2 track 56. Children listen and repeat in the pauses.

Activity 3

- 1 Practise with the whole class.***
Children practise the conversation in pairs.

Activity 2

- 1 Explain that the Bookins are playing a game. The first one is guessing what the other one is doing. Read the bubbles to the class.
- 2 Put word cards face down on your desk. Invite one or two children to choose cards and give them to you. Mime the action. Class guesses *You're singing. You're flying.* etc.
- 3 Children play the game.**

Go to Workbook Session 1 →

Grammar in conversation

1 Look and read

Bookins

Book 1

Book 2

Book 3

Book 4

Book 5

Book 6

Book 7

Book 8

Book 9

Book 10

Book 11

Book 12

Book 13

Book 14

Book 15

Book 16

Book 17

Book 18

Book 19

Book 20

Book 21

Book 22

Book 23

Book 24

Book 25

Book 26

Book 27

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Book 746

Book 747

Book 748

Book 749

Book 750

Book 751

Grammar (WB p104) Session 1 Grammar in conversation (WB p105) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children read the bubbles and match them to the children in the pictures below.

Exercise 2

Children use the verbs in the box to form the present continuous. Point out the example and remind them how it is formed: *I am + (verb) + ing*. If children are completing this page for homework, check that they understand the tasks.

Grammar
1 Read and write.
(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z)

Exercise 1
1 Look and write.
2 Draw and write.
3 Write the letters.
4 Complete the sentences.
5 Use the words in the box.

Exercise 2
1 Look and write.
2 Draw and write.
3 Write the letters.
4 Complete the sentences.
5 Use the words in the box.

Exercise 1

Children write a sentence about the weather in each of the pictures.

Exercise 2

Children draw and write about what the weather is like today.

Summary box

Lesson aim: Grammar

Lesson targets: Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- learn and sing a song

Key structure: present continuous / You affirmative

Key language: *What's the weather like? It's cloudy. Is it cold?*

Key words: Vocabulary from lesson 1

Materials: PB pp112-113; CD2 tracks 56-58; flashcards 130-132;

WB pp104-105; word cards

Preparation: Download or make word cards for Activity 2, PB p112.

Resource box

- Children take turns to point to pictures and say the 1st person present continuous.
- A child takes a card from your desk and shows it to you. They mime the action and the class guesses.
- Write on the board reading a book. Ask *What else is James doing today?* Write ideas on the board. Alternatively, stick up word cards, e.g. *playing with toys, drawing, writing*. If you wish, put up some weather words. Ask a child to be James and go through the conversation. Prompt them to use different answers by pointing to phrases on the board, or giving the phrases on cards.

Repeat with different children then the class practise in pairs.

WB answers

p104 Exercise 1: 1 E 2 D 3 B 4 F 5 A 6 C

Exercise 2: 2 I am looking 3 I am flying 4 I am drawing

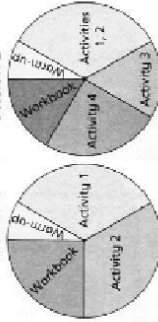
p105 Exercise 1: 2 It is raining. 3 It is sunny. 4 It is cold. 5 It is snowing. 6 It is cloudy. 7 It is windy.

Grammar Practice Book Unit 11

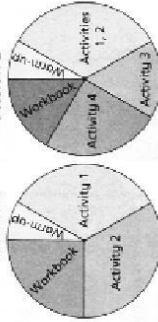
Follow the procedure as on p97.

Time division

Session 1



Session 2



Lesson 3 Reading (PB p114) Session 1

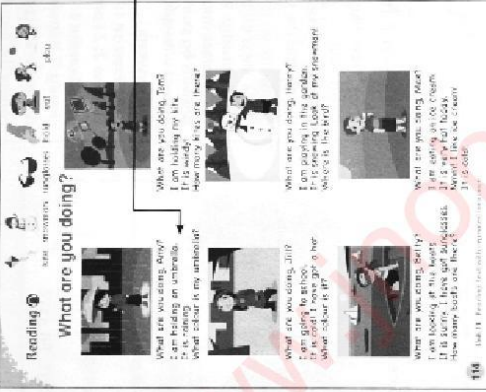
Session 1 Warm-up

Revise the action verbs using flashcards 110-115.

Activity 1

- 1 Teach the new words using flashcards 133-138. Demonstrate the verbs if necessary.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects and actions.
- 3 Point out the title. Play CD2 track 59. Children listen and follow.

Reading 3 What are you doing?



What are you doing, Tim?
I am cooking. I am washing the dishes.
What colour is my umbrella?
It is blue. It is my umbrella.

What are you doing, Betty?
I am looking at the book.
How many books are there?
There are three books.

What are you doing, Mary?
I am playing in the garden.
Who's is the cat?
Who's is the cat?

What are you doing, Alan?
I am sitting on the chair.
How many chairs are there?
There are two chairs.

Session 2 Warm-up

Revise all the words for weather using flashcards 123-129.

Activity 1

- 1 Play CD2 track 59 or read *What are you doing?* again to the class.
- 2 Ask a child to read sentence 1 and the question. Ask another to read the answer. Tell the class to find Tom on p114 to check.

Reading comprehension

Read the sentences. Answer the questions.

- 1 I am holding my kite. Who am I?
- 2 He is not answering. Please get a hat. Who am I?
- 3 He is cold. I am playing in the garden. Who am I?
- 4 He is sitting. I am washing the dishes. Who am I?
- 5 He is not sitting. I am looking at the book. Who am I?
- 6 I am playing in the garden. Who am I?

- 4 Read the sentences for the first picture. Elicit the answer to Amy's question. Ask *Is it sunny? No, it is raining.* Read the other lines and ask questions.
- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.
- 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

Optional homework tasks

Learn vocabulary words on p14 of Dictionary 1. Continue Grammar Practice Book Unit 11.

- 3 Continue with the other sentences and questions. Children look back at p114 as necessary.
- 4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p106) Session 2.

Check that children understand the tasks before they begin.

Exercise 1

Children read the bubbles and match them to the pictures below. They write the letter of the picture in the box next to the bubble.

Reading comprehension

1 Read and write bubbles.

1. I'm reading the book. I'm reading the book. I'm reading the book.
2. I'm reading the book. I'm reading the book. I'm reading the book.
3. I'm reading the book. I'm reading the book. I'm reading the book.
4. I'm reading the book. I'm reading the book. I'm reading the book.
5. I'm reading the book. I'm reading the book. I'm reading the book.
6. I'm reading the book. I'm reading the book. I'm reading the book.
7. I'm reading the book. I'm reading the book. I'm reading the book.
8. I'm reading the book. I'm reading the book. I'm reading the book.
9. I'm reading the book. I'm reading the book. I'm reading the book.
10. I'm reading the book. I'm reading the book. I'm reading the book.



2. Read the bubbles and match them to the pictures below.

1. I'm reading the book. I'm reading the book. I'm reading the book.
2. I'm reading the book. I'm reading the book. I'm reading the book.
3. I'm reading the book. I'm reading the book. I'm reading the book.

106

Summary box

Lesson aim Reading

Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

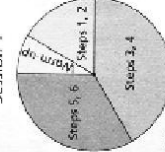
Key structure present continuous

Key words kite, sunglasses, snowman, hold, eat, play

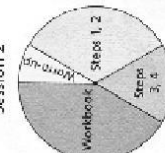
Materials PB pp114-115; CD2 track 59; flashcards 110-115; 123-129, 133-138; WB p106

Time division

Session 1



Session 2



Resource box

- Use these questions or any of your own:
Where is Jill going? She is going to school.
What colour is Tom's kite? It is red, green and yellow.

What has the snowman got? A hat.

Is Betty in a car? No, she is in a boat.

What is Max eating? He is eating an ice cream.

PB answers

Activity 1: 2 Jill 3 Harry 4 Max 5 Amy 6 Betty

WB answers

Exercise 1: 1 F 2 D 3 C 4 A 5 D 6 E

Exercise 2: 1 There are four umbrellas. 2 There are five kites.

3 There are three boats.

Lesson 4 Phonics (PB p115) Listening (PB p116)

Warm-up

Play Start the word with ng and word beginnings *ki*, *si*, *wi* and *ri*. Class reads the words.

Mr Jolly's box

- 1 Children find Mr Jolly. Tell them to point to the box and listen.
Play CD2 track 60. Children listen the first time. Then they repeat in the pauses.
- 2 Write *if* and *bell* on the board. Point to each one. Class says the sound and the word.
Repeat until they say them accurately and confidently.

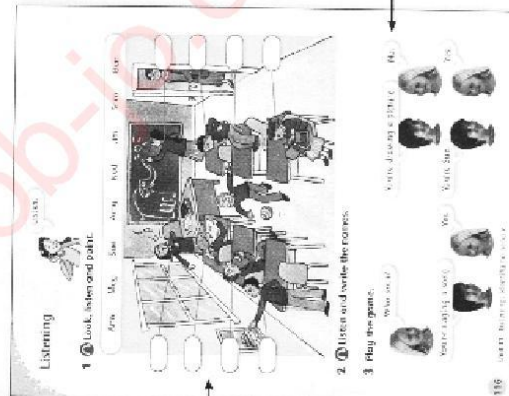


Activity 1

- 1 Three children hold the cards for *b*, *e* and *ll*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- 2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- 3 Children point in their books, say each phoneme and the whole word.
- 4 Do the same with *hill*, *well* and *doll*.

Activity 2

- 1 Ask who or what are in the picture. Play CD2 track 61. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.



Activity 1

- 1 Give children a few moments to look at the picture. Ask *Where are the children?* In school. Ask them to name some things in the room, e.g. desk, bag, book, apple, etc.
- 2 Play CD2 track 62. Children listen and point to the person they think is speaking.
See Resource box for audioscript.
- 3 Play the track a second time if children have difficulty following it.

Activity 2

Play the track again. Children write the names.

Activity 3

Read, or ask children to read, the bubbles. Explain the guessing game: a child mimes the action of one of the characters in the picture. Other children guess what the activity is, then name the person.
Let volunteers come forward to mime. Class guesses.

Phonics (WB p107)

Make sure that children understand the tasks before they begin.

Exercise 1

Children say the phonemes in each word. They write the whole word.

Exercise 2

Children write the word under the correct picture.

Exercise 3

Children write the // phoneme to complete each word. They write the whole word.

Exercise 4

Children use words they have learned to complete the sentences.

Phonics

1. Say the sounds. Write the words. Read the words.

2. Match the words and the pictures.

3. Write the words under the correct picture.

4. Complete the sentences.

1. I like to play with a ball.

2. I like to play with a ball.

3. I like to play with a ball.

4. I like to play with a ball.

Summary box

Lesson aim: Phonics and Listening

Lesson targets:

- sound out, read and write words ending with the // phoneme
- listen for gist and detail
- play a mime guessing game

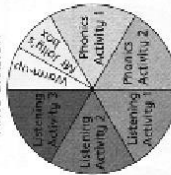
Key words: bell, hill, well, doll, ball, wall, shell

Key language: Vocabulary and structures from Unit 11

Materials: PB pp115-116; CD2 tracks 60-62; WB p107

Preparation: Make phoneme cards for bell, well, hill and doll, with each phoneme on a separate card, as shown in the PB.

Time division



Resource box

Activity 1 audioscript (CD2 track 62)

- Girl 1: Hi, I'm Amy. I'm reading a book.
Boy 1: Look at me! I'm Ned. I'm playing with my ball. (bouncing ball)
Girl 2: Hello. My name's Amy. I'm looking in my bag. Where are my pencils?
Boy 2: My name's Jim. I'm eating an apple. (crunch)
Girl 3: My name's Meg. I'm drawing a picture.
Boy 3: I'm standing on a chair. I'm jumping up and down. My name's Sam.
Girl 4: (To the class) I'm singing a song. My name's Sue. (To Sue)
Boy 4: I'm painting a picture. It's a boat. I like it. My name's Ben.
Boy 5: Quick! Quick! Sit down. Miss Smith is coming!
Miss Smith: Good morning, everybody.
All: Good morning, Miss Smith.

WB answers

Exercise 4: 1 ball 2 wall 3 bell 4 doll

Lesson 5 Class composition (PB p117) Session 1

Session 1 Warm-up

Sing the song from PB p113, CD2 track 57.

Dan's box

- 1 Ask children to read the sentences. Write them on the board. Class reads.
- 2 Underline the question's words. Ask different children to answer the questions.

Activity 1

- 1 Ask children to read the words in the boxes. Write them on the board. Ask a child to read the question. Write it on the board. Class repeats.
- 2 Do the same with the first sentence. Point out the second verb. Ask children to look at the picture. Ask *What is he doing?* Prompt the second target sentence. Ask *What is the weather like?* Elicit an answer. Write it on the board. Class reads.
- 3 Point out the question mark. Ask the class to think of a question. Remind them of the question words, if necessary. Write the question on the board. Class reads.

Writing Look

Where is the fish?
What colour is the fish?
How many flowers are there?

1 Read the words.

playing holding room plane
raining windy

Write.

What are you doing, Sam?
I am playing in my room.

2 Read the words.

standing eating
sunny hot
boat ice cream

Write.

What is the weather like?
It is sunny and hot.

117

Write your question on a piece of paper. Ask it.

Activity 2

- 1 Ask children to read the words in the boxes. Write them on the board. Point out the question mark at the end of the line. Ask *What is the question?* Point out the question in the first piece of writing if necessary. Write it on the board.
- 2 Ask the class what the girl answers. Point out the first verb. Prompt *I am standing in a boat.* Continue to prompt the target sentences using the prompt words. Different children read the sentences on the board. Class reads all the sentences.
- 3 Leave some of the writing on the board if necessary. Remove as many words as possible. Children write in their books. Remind them they have the words in the boxes to help them. Go around helping and monitoring as they work.
- 4 When they have finished, ask a few children to read some of their sentences to the class.

Homework tasks

Dictionary
Children revise all words on p14.
Grammar Practice Book
Children complete Unit 11.

Writing skills (WB p108) Composition practice (WB p109) Session 2

Session 2 Warm-up

Ask questions using *Where ...?*
What colour ...? *How many ...?* e.g.
Where is the book? What colour is it? *How many pencils have I got?*
etc.

Dan's box

Write the sentences on the board.
Ask volunteers to underline the question words.

Exercise 1

Children write the words under the correct objects.

Exercise 2

Children use the words to write sentences about the weather.

Writing skills
1. Look at the pictures and write the question words (Where, What, How many) in the boxes.
2. Write the question words in the boxes.
3. Write the question words in the boxes.

Composition practice
1. Look at the pictures and write the question words (Where, What, How many) in the boxes.
2. Write the question words in the boxes.
3. Write the question words in the boxes.

Exercise 1

1. Point out the question and the verbs. Ask *What is the weather like?*
Children complete the first two sentences using the verbs in the boxes.

2. They write a sentence about the weather. They make up two questions about things in the picture.
Children write the question for the next picture and write sentences as for the first one.
Go around helping and monitoring as they work.

Exercise 2

Children colour.

Homework tasks

Portfolio (see Resource box)
Check-up 11 WB pp110-111
(Answers on page 161)

Exercise 3

Children complete sentences using question words.

Summary box

Lesson aim Writing

Lesson targets Children:

- write about doing things in the 1st person
- practise composing questions
- describe present actions and weather

Text type Account with repeated language

Key structure present continuous

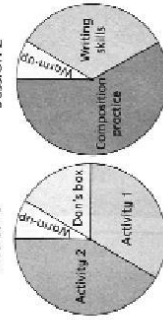
Key words Vocabulary from Unit 11

Materials PB p117; WB pp108-109; CD2 track 57

Time division

Session 1

Session 2



Resource box

* You may wish to give slower children fewer target sentences to write.

Class composition: target writing

I am holding my plane. It is raining and it is windy. What colour is my train? How many planes are there? What are you doing?

What are you doing, (Bert)? I am standing in a boat. I am eating an ice cream. It is sunny and it is hot. What colour is the boat/my ice cream?

Composition practice: target writing

(I am) holding an umbrella. (I am) eating an ice cream. (It is) sunny/hot. What colour is the/my umbrella/ice cream? How many umbrellas are there?

What are you doing? I am standing in the garden. I am looking at the birds. It is snowing/cold. How many birds are there/on you see? Where/What colour are the birds/my coat?

WB answers

p108 Exercise 3: 1 What 2 How many 3 Where 4 What 5 Where

Portfolio

Follow the procedure as on p89.

12 Welcome home!

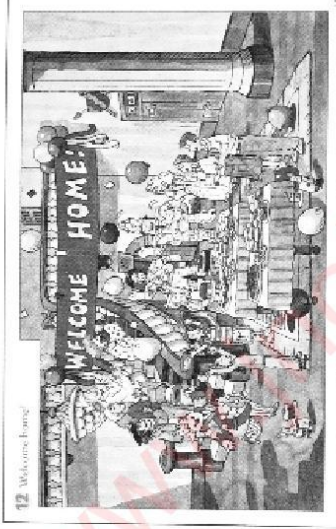
Lesson 1 New words and speaking (PB pp118-119)

Warm-up

Sing a favourite song.

Poster 12

- 1 Show poster 12. Read the title. Class looks for a few moments.
- 2 Show flashcards 139-141. Name the actions. Class repeats.
- 3 Ask different children to find and point to actions on the poster.



4 Ask questions:

Who can you see in the picture?
Children name the characters. *What is King Tub doing? Jumping. How many balloons are there? Eighteen. What colours are they? Yellow, purple, blue, green, red.*

- 5 Play CD2 track 63. Children listen and look at the poster.
Point to the actions as they are mentioned.
Point to each of the characters when they speak.

PB Dialogue

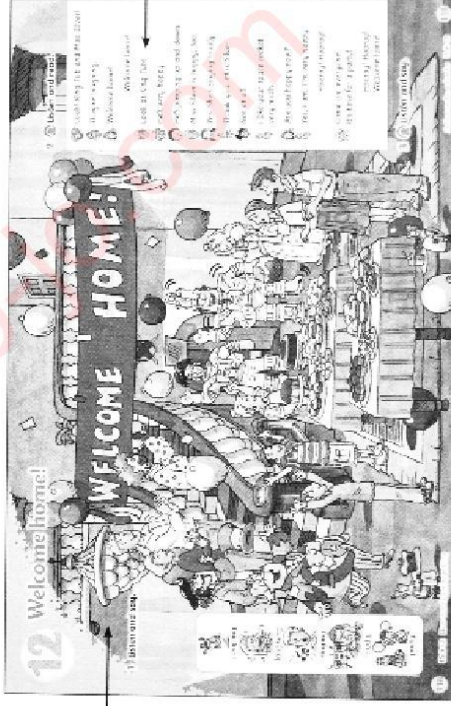
Activity 1

- 1 Children look at the big picture in their books for a few moments.

- 2 Show flashcards 139-141. Class names the actions.

- 3 Name the actions. Children point in the box. Show flashcards. Children check they are pointing to the correct picture.

- 4 Name the actions in a different order. Children find the people doing them in the big picture in their books.



Activity 2

- Play CD2 track 63. Children listen and follow the dialogue.

Activity 3

- 1 Play CD2 track 64. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD2 track 64 again. Class listens and follows.
- 3 Individuals read or act the dialogue.*

Words, Learning to learn (WB pp112-113)

Check that children understand the tasks before they begin.

Exercise 1
Children match the pictures and sentences.

Exercise 2
Children find the words and use them to complete sentences. Point out that they must choose the correct verb for each sentence.

Words

1 Read the words and write the letters.

1. He is jumping. 2. She is holding. 3. They are singing. 4. She is looking. 5. He is looking. 6. She is looking. 7. They are singing. 8. He is looking. 9. She is looking. 10. They are singing.

2 Find the words. Complete the sentences.

1. He is jumping. 2. She is holding. 3. They are singing. 4. She is looking. 5. He is looking. 6. She is looking. 7. They are singing. 8. He is looking. 9. She is looking. 10. They are singing.

3 Match the pictures and the sentences. Write the correct letter in the box.

1. He is jumping. 2. She is holding. 3. They are singing. 4. She is looking. 5. He is looking. 6. She is looking. 7. They are singing. 8. He is looking. 9. She is looking. 10. They are singing.

Exercise 1

This is a logic and sequencing task. Point out the example: In row A the tree is picture 1. Children look at the other two tree pictures.

The next in the sequence (with flowers) is in column 3. The third in the sequence (with fruit) is in column 2. Children look at the next picture 1. They find the other two in the sequence and number them in order.

Exercise 2

Children write the sentences in the correct sequence under the pictures.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise sequencing and thinking skills

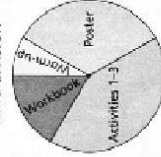
Key structure present continuous He / She / They

Key language adverbs loudly

Key words jumping, laughing, singing, party

Materials PB pp118-119; poster 12; flashcards 139-141; WB pp112-113; CD2 tracks 63, 64

Time division



Resource box

★ If possible, let groups of children come forward to act the scene or stand up in their places and say the lines.

WB answers

p112 Exercise 1: 1 D, 2 E, 3 A, 4 C, 5 F, 6 B

Exercise 2: singing, holding, looking, eating, flying, going, 1 eating, 2 holding, 3 flying, 4 singing, 5 going, 6 looking

p113 Exercise 1: A 1, 2, 2, B 1, 3, 3, C 1, 3, 3, D 1, 2, 2

Exercise 2: 1 It is cloudy, 2 It is snowing, 3 The children are very happy, 4 Look at the big snowman!

Lesson 2 Grammar (PB p120) Session 1 Grammar in conversation (PB p121) Session 2

Session 1 Warm-up

Revise all the action words using flashcards 111-115, 136-138.

Activity 1

1 Read, or ask children to read, the bubbles. If you wish revise how the tense is formed: *He/She/it + verb + ing*. Use word cards to let children practice on the board. Different children read out the bubbles. Children look at the pictures.

2 Ask which picture matches *He's laughing*. Elicit an answer. Check with the class. Children write in their books.

3 Ask about the other sentences and pictures.

Grammar in conversation

1 Read and match.

1. He is laughing. 2. She is singing. 3. It is jumping. 4. They are walking. 5. He is reading. 6. She is writing. 7. It is running. 8. They are playing.

2 Listen and read.

1. He is reading. 2. She is writing. 3. It is running. 4. They are playing. 5. He is laughing. 6. She is singing. 7. It is jumping. 8. They are walking.

3 Listen and say.

1. He is reading. 2. She is writing. 3. It is running. 4. They are playing. 5. He is laughing. 6. She is singing. 7. It is jumping. 8. They are walking.

Activity 1

Children look at the pictures. Different children read out the sentences. Ask which picture matches each sentence.

Activity 2

Explain that the children in the photos are playing a game. Play CD2 track 65. Children listen and follow in their books.

If necessary, explain that the girl is asking the boy to do things in a way that matches the word he chose. He talks slowly and counts slowly. Then the girl guesses slowly.

Activity 2

1 Ask two children to read the bubbles to the class. Other children read the words in the box.

Class looks at the first picture. Ask what the children are saying. Elicit *We're reading*. Continue with the other pictures.

2 Do the same with the remaining pictures.

3 Practise the verb forms with the whole class if you wish.

Go to Workbook Session 1

Activity 3

Play CD2 track 66. Children listen and repeat in the pauses.

Activity 4

Children play the game. Write the four adverbs on the board. Volunteers carry out instructions in the manner of the word. Choose some tasks, e.g. walk to the door, open the door, say hello, count to six, etc. Class guesses from the way they are done what the adverb is.

Go to Workbook Session 2

Grammar (WB p114) Session 1 Grammar in conversation (WB p115) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children complete the sentences using the correct form of the verb to be.

Exercise 2

Children write present continuous verbs to complete sentences.

Grammar

1 Write *Are* or *Is* in the box.

2 Write *is* or *are* in the box.

3 Complete the sentences.

Grammar in conversation

1 Colour the right word.

2 Write sentences with the words in the box.

Exercise 1

Children decide which is the correct word to end the sentence. They colour it.

Exercise 2

Children write complete sentences. Make sure they realise they must choose a word from each box.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation

Key structure present continuous

He / She / It / We / They

Key language adverbs loudly, quietly, quickly, slowly

Key words laughing, singing, reading, drawing, jumping, standing, eating

Materials PB pp120-121; CD2 tracks 65, 66; flashcards 111-115, 138-139;

WB pp114-115

Preparation Download or make word cards for Activity 1, PB p120; prepare some tasks on pieces of paper for Activity 4, PB p121.

Resource box

- Put verb cards on the board. Bring pairs forward. They choose a card and say, e.g. *We're drawing*. They mime the action. Ask the class *What are they doing?* *They're drawing*.

To make this a game, children choose a verb and tell you what it is so the other children do not hear. Children mime the activity. Other children guess, e.g. *They're singing*. If you wish, ask the children *Are you singing?* Children answer *Yes, we are singing* or *No, we are not singing*. The game can also be played with individual children.

WB answers

p114 Exercise 1: 1 is 2 is 3 are 4 is

Exercise 2: 2 She is holding 3 They are eating 4 It is jumping.

5 He is looking 6 They are counting

p115 Exercise 1: 1 loudly 2 slowly 3 quietly 4 quickly

Exercise 2: 2 The children are playing quietly 3 The woman is singing loudly.

4 The bird is flying quickly 5 The teacher is talking slowly.

Grammar Practice Book Unit 12

Follow the procedure as on p97.

Time division

Session 1

Warm-up

Activity 1

Workbook

Activity 2

Session 2

Warm-up

Activity 3

Activities 2, 3

Activity 4

Play CD2 track 57 from PB p113. Children join in.

Play CD2 track 57 from PB p113. Children join in.

1 Teach the new words using flashcards.
142–145.

2 Children open their books. Explain the story is about a birthday party. Give them time to look at the whole page. Ask volunteers to name the small objects and actions.

3 Point out the title. Play CD2 track 67.
Children listen and follow.

Revise all the words for actions using flashcards 111–115, 136–138.

flashcards 111-115, 136-138.

1 Play CD2 track 67 or read *A birthday party for Pete* again to the class.

2 Ask a child to read the first question. Elicit an answer. Check the class agrees. Remind them they can look at p122 to check the answer. Class says the answer.

3 Children write in their books.

4 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension

Answer the questions.

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2. What are the cells holding?

1. What is a person the doctor

What is the present for?

[illegible]

5. Houston children, 1990

© 2001 Blackwell Science Ltd *Journal of Internal Medicine* 250: 103–110

2. **SAFETY** (100%)

Reading comprehension (WB p116) Session 2

Check children understand the tasks before they begin.

Exercise 1

Children read the sentences and match them to the pictures below. They write the letter of the picture in the box beside each sentence.

Reading comprehension

1 Read. Write the letters.
a Billy is taking a shower.
b Billy is holding a book.
c The children are playing in the park.
d The children are making a sandcastle.
e The children are eating up their food.
f They are drinking orange juice.
g Billy is looking at the sun.
h Billy is wearing a shirt.

2 Read. Find the correct picture. Colour the object.
a Billy is taking a shower in the garden.
b The sun is in the sky.
c The children are playing in the park.
d The children are eating up their food.

116

Exercise 2

Children read the sentences. They find the correct picture and colour the object as described in the sentence.

Summary box

Lesson aim Reading

Lesson targets Children:

- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structure present continuous

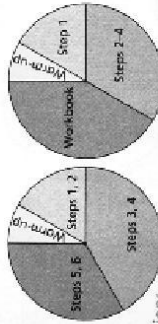
Key words orange juice, drink, open, walk

Materials PB pp122-123; CD2 tracks 57, 57; flashcards 111-115, 136-138, 142-145; WB p116

Time division

Session 1

Session 2



Resource box

Use these questions or any of your own:

(Picture 2) What is Pete doing? He is opening the door. He is laughing loudly.

(Picture 3) What is the present for Pete?

(Picture 4) What colour is the plane? What are the children doing?

(Picture 5) What are the children doing?

(Picture 6) What are the children eating? drinking?

WB answers

Exercise 1: 1 D 2 C 3 A 4 B

Exercise 2: 1 picture C 2 picture B 3 picture D 4 picture A

Warm-up

Say the rhyme from PB p115, CD2 track 61.

Mr Jolly's box

- 1** Children find Mr Jolly. Tell them to point to the box and listen.
- Play CD2 track 68. Children listen the first time. Then they repeat in the pauses.
- 2** Write *ok* and *sack* on the board. Point to each one. Class says the sound and the word.
- Repeat until they say them accurately and confidently.

Activity 1

- 1 Ask the class what the children in the pictures are doing. Elicit as much as you can from the class, e.g. **They are eating, swimming, jumping**, etc. Play CD2 track 70. Children listen and follow.
- 2 Play CD2 track 70 again. Encourage children to join in with the chorus.
- 3 Play CD2 track 70 again. This time, children mime action for each activity. Decide with the whole class what the mime for each one should be.

[illegible][illegible]

Activity 1

- 1 Three children hold the cards for *s*, *a* and *ck*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- 2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch. Class says the whole word.
- 3 Children point in their books, say each phoneme and the whole word.
- 4 Do the same with *sack* and *duck*.

Activity 2

- 1 Ask who or what are in the pictures. Play CD2 track 69. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 2

Play CD2 track 71 (music only). Children sing the song and do the actions.

Phonics (WB p117)

Make sure that children understand the tasks before they begin.

Exercise 1

Check that children can say the sounds in this exercise accurately.

Exercise 2

Children write the phoneme *ck* to make words. They write the whole word.

Exercise 3

Children find and circle the words.

Exercise 4

Children use the words in the box to complete the story. They read the story.

Phonics

1. **Sort the words.**

Write *ck* after the words. Read the words.

10 20 30 40 50 60 70 80 90 100

2. **Circle the words.**

1. **Find the words in the box.**

2. **Find the words in the box.**

3. **Find the words in the box.**

4. **Find the words in the box.**

5. **Find the words in the box.**

6. **Find the words in the box.**

7. **Find the words in the box.**

8. **Find the words in the box.**

9. **Find the words in the box.**

10. **Find the words in the box.**

11. **Find the words in the box.**

12. **Find the words in the box.**

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14. **Find the words in the box.**

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59. **Find the words in the box.**

60. **Find the words in the box.**

61. **Find the words in the box.**

62. **Find the words in the box.**

63. **Find the words in the box.**

64. **Find the words in the box.**

65. **Find the words in the box.**

66. **Find the words in the box.**

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79. **Find the words in the box.**

80. **Find the words in the box.**

81. **Find the words in the box.**

82. **Find the words in the box.**

83. **Find the words in the box.**

84. **Find the words in the box.**

85. **Find the words in the box.**

86. **Find the words in the box.**

87. **Find the words in the box.**

88. **Find the words in the box.**

89. **Find the words in the box.**

90. **Find the words in the box.**

91. **Find the words in the box.**

92. **Find the words in the box.**

93. **Find the words in the box.**

94. **Find the words in the box.**

95. **Find the words in the box.**

96. **Find the words in the box.**

97. **Find the words in the box.**

98. **Find the words in the box.**

99. **Find the words in the box.**

100. **Find the words in the box.**

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write words ending with the *ck* phoneme
- listen to a song
- sing and learn a song

Key language Vocabulary and structures from Unit 12

Key words *sack, sock, duck, kick*

Materials PB pp123-124; CD2 tracks 61, 68-71; WB p117

Preparation Make phoneme cards for *sack, sock* and *duck* with each phoneme on a separate card, as shown in the PB.

Resource box

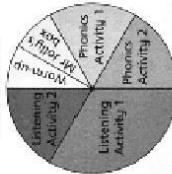
- If your class is crowded and children have little room to move, let five children at a time come forward and do the actions.

Children can learn the song and do the actions together. This would be a good one to perform to another class or to parents if a hall or large space is available.

WB answers

Exercise 3: kick, sock, sock, duck
Exercise 4: 2 ck, kick, kick, 3 sock, sock, 4 sock, duck

Time division



Lesson 5 Class composition (PB p125)

Session 1 Warm-up

Play the Action mime game. Give two children an action card. They do or mime the action. Ask *What are they doing?* Class answers.

Dan's box

- 1 Ask a child to read the sentence. Write on it on the board.
- 2 Ask *Who is doing something?* Elicit *Pete* and underline. Ask *What is he doing?* Elicit and underline the verb in another colour. Ask *What is he opening?* Elicit and underline the door.

Activity 1

- 1 Tell children to look at the pictures for a few moments. Ask different children or the whole class to read out all the words in the boxes, picture by picture.
- 2 Tell the class to look at picture 1. Ask *What are the children doing?* Remind the class to look at the words in the box. Elicit *They are playing*. Write the target sentence on the board. Class reads.
- 3 Ask questions to prompt the target language, e.g. *What have they got? A plane. What is it doing? It is flying. What is on the wall? A cat. What is it doing?*, etc.
- 4 Write the sentences. Class reads.

Writing

Look!

Pete is opening the door.

1 Read the words. Talk about the pictures. Write the story.

playing flying looking looking

looking jumping quickly

opening, looking, quickly, new

cannot fly looking holding

125

5 Do the same for the other pictures. Ask questions about the other pictures to prompt the target sentences. Write them on the board. Class reads. When the sentences are complete, ask different children to read parts of the whole story on the board. Class reads all the sentences.

6 Children complete the sentences in their books and write the last two. Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their story to the class.

Homework tasks

Dictionary
Children revise all words on p15.
Grammar Practice Book
Children complete Unit 12.

Writing skills (WB p118) Composition practice (WB p119) Session 2

Session 2 Warm-up

Say the chant from PB p123, CD2 track 69.

Dan's box

Write the sentence on the board. Remind the class of the order: the person, the action (verb), the object. Check children understand the tasks before they begin.

Exercise 1

Children identify words for doing actions (verbs) and things (objects).

Exercise 2

Children use the words in Exercise 1 to complete the sentences. They read the finished sentences.

Writing skills

1 Read the words and put them into boxes.

2 Complete the sentences using the words in the boxes.

Composition practice

3 Use the pictures and the words to write a story.

4 Use the pictures and the words to write a story.

Exercise 1

1 Ask children questions about each picture to elicit the target language, e.g. *What are the children doing? What is Billy holding? What is the bird doing?* etc.

2 Children write two sentences for pictures 1-3 and three sentences for picture 4. Go around helping and monitoring as they work.

3 When they have finished, or in another lesson, ask a few children to read their sentences.

Homework tasks

Portfolio (see Resource box)
Check-up 12 WB pp120-121
(Answers on page 161)

Summary box

Lesson aim Writing

Lesson targets Children:

- write a story from pictures and word prompts
- identify verbs and objects

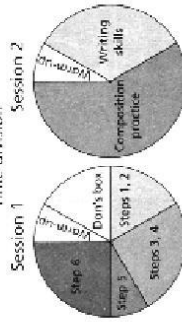
Text type A story with a familiar setting

Key structure present continuous

Key words Vocabulary from Unit 12

Materials PB p125; WB pp118-119; CD2 track 69

Time division



Resource box

Class composition: target writing

Picture 1: The children are playing in the garden. The plane is flying. A cat is looking at the plane.

Picture 2: The children are looking at the cat. The cat is jumping quickly.

Picture 3: The children are looking at the plane. The plane cannot fly. Grandpa is holding a big box.

Picture 4: Pete is opening the box. The children are laughing loudly. It is a new plane!

Composition practice: target writing

Picture 1: The children are playing (in the garden). Billy is holding a balloon.

Picture 2: A bird is standing on the balloon. The children cannot play.

Picture 3: The bird is walking on the balloon. A cat is looking at the bird.

Picture 4: The cat is jumping. The bird is flying. The children are laughing.

WB answers

p118 Exercise 2: 2 standing, lag 3 eating, cakes 4 pointing, plane 5 holding, balloon

Portfolio

Follow the procedure as on p89.

Revision 4 (PB p126)

Activity 1

- 1 Give children time to look at the four pictures for a few moments. Children read out the Bookings' bubbles. Ask questions about picture 1, e.g. *What colour is the sky? What is Billy / Billy / Pete doing? Who is in the boat with the children?*
- 2 Ask about picture 2, e.g. *What is the weather like? Can you see the sun? Ask what each of the children is doing.*
- 3 Ask about picture 3, e.g. *Is it raining? Is it cold? Ask what each of the children is doing.*
- 4 Ask about picture 4, e.g. *Is it snowing? Is it day or night? Is it cold? What can they see? Ask what each of the children is doing.*

Activity 2

- 1 Ask what each of the objects is. Ask *Where are the glasses?* Elicit *The glasses are in picture 4. They are on the snowman. The snowman has got glasses.*
- 2 Ask where the other objects are: rabbit, picture 2, under the tree; teddy, picture 1, in the boat; mouse, picture 3, under the table; plane, picture 1, in the sky; cat, picture 4, on the log; dog, picture 2, in the pond.

Revision 4

- 1 What is the weather like? What are the children doing?

It's sunny. It's hot. Pete is holding a plane.



- 2 Find these things. Where are they?



- 3 Read.

In picture 1 it is hot and sunny. The children are looking at the fish. In picture 2 it is windy and it is raining. Pete and Billy are standing under a tree. In picture 3 it is snowing and it is cold. There are twelve birds in the garden. In picture 4 the children are looking at the stars. It is night. They can see the big white moon.

Revision 4 (PB p126)

Activity 3

- 1 A child reads about picture 1. Other children read the same sentences.
- 2 Do the same with the sentences about the other pictures.
- 3 Divide the class into small groups. Ask the different groups to read about one of the pictures. Ask confident children to read all or part of the text to the class.

Extra activities

Class game

Children close their books. Make a statement about one of the pictures, e.g. *There is a mouse under the table.* Children try to remember which picture it is (picture 3). Make statements about objects or people, e.g. *Milly is eating an ice cream* (picture 1).

Pair work

Children choose a picture. Child 1 makes a statement about something in it. Child 2 makes another statement about the same picture. They continue, until they cannot think of anything else to say. Go around listening to them as they speak.

Project 4 A weather picture (p8 p127)

This project can be done with children working in groups or individually. It gives children the opportunity to draw a detailed picture and do a longer piece of writing.

Activity 1

Children choose at least two words from the list to help them draw and write about the weather in their picture.

Activity 2

Children choose which people to include in their picture. If they have a small family, they can include several friends.

Activity 3

Children choose at least three different actions for the people they are going to draw. Explain that two or more people can be doing the same action if they wish.

Project 4 A weather picture

1 What is the weather like? Choose.

☐ sunny ☐ cloudy ☐ raining ☐ snowing ☐ hot ☐ cold

2 Who is in the picture? Choose.

☐ brother ☐ sister ☐ friend ☐ mother ☐ father ☐ grandmother ☐ grandfather

3 What are they doing? Choose.

☐ jumping ☐ looking ☐ pointing ☐ standing ☐ reading ☐ drawing ☐ holding ☐ playing ☐ laughing

4 Draw and write.

5 Talk about the picture.

It's sunny and it's hot. This is my friend, Ahmed, and this is me. We are jumping. This is my brother, Sam. He is holding a kite.

It's windy and it's cold. This is my grandmother. She is standing. This is my brother. He is holding a kite. They are laughing.

Project 4: A weather picture 127

Summary box

Lesson aim Revision

Lesson targets Children:

- talk about what people are doing in pictures
- read a text describing what is happening in the pictures
- make a poster/picture of an outdoor scene and write about what people are doing

Activity 4

Children draw a picture and write about it. They should try to write six sentences using the words they have chosen. Encourage able children to write more. If you wish, tell children to write in their copy books first. Check their work before they write neatly under their pictures.

Activity 5

When children have completed their pictures or group posters, now or in another lesson, let them show their work to the class. They may read out the sentences or show the pictures and say the sentences. Display all the work if possible and encourage children to look at each other's posters.

You may wish to complete Test 4 (on the website). Answers are also on the website.

Portfolio and Diploma 4: Units 10, 11 and 12 (WB pp135-136)

| | |
|---|---|
| 1 | When children have completed all the work in Units 10, 11 and 12 they turn to WB p135. |
| 2 | This page allows them to make their own assessment of what they have learned in Units 10, 11 and 12. |
| 3 | Explain that they may colour the pictures and/or tick the words when they are confident that they know them. |
| 4 | They colour and/or tick each weather word when they are confident of it. |
| 5 | They tick each word they have learned in Phonics which they can read and spell confidently. |
| 6 | Check through the completed Portfolio page with each child. Some children may take longer to feel confident with the work covered. |
| 7 | Tell children who are not entirely confident (even if they have coloured and ticked everything on the page) to spend extra time learning words for Units 10, 11 and 12. They may use pages 13–16 of the Dictionary to help them learn and revise. |

[illegible]

- 1 When children are confident with all the elements on p135 they complete the Diploma page.
- 2 This contains a representative task from each field of work.
- 3 Children receive a sticker for each task completed and one more when they have finished the page.
- 4 These pages may be taken out of the Workbook and kept in children's individual portfolios of work along with examples of their best work from Units 10, 11 and 12.

Answers to Check-ups Units 10, 11 and 12 (WB pp100-101, 110-111, 120-121)

Check-up 10 (WB pp100-101)

Exercise 1: 1 Read 2 Look 3 Jump 4 Listen 5 Sing 6 Clap
Exercise 2: 1 Yes, they can. 2 No, they can't. 3 Yes, we can.
4 Yes, it can. 5 No, he can't.
Exercise 3: Tim can write. Tom cannot write. Tim can count. Tom cannot count.
Tim can draw. Tom cannot draw. I can fly.

Check-up 11 (WB pp110-111)

Exercise 1: 1 b 2 e 3 c 4 a 5 d
Exercise 2: 2 I am singing. 3 I am drawing. 4 I am jumping.
5 I am eating. 6 I am flying.
Exercise 4: It is windy. It is raining. I am in my house. I am holding my kitten.

Check-up 12 (WB pp120-121)

Exercise 1: 2 is looking 3 are flying 4 is holding 5 is sitting 6 are eating
Exercise 2: 1 slowly 2 quietly 3 loudly 4 quickly
Exercise 3: It is hot and sunny. Mum is reading a book. Dad is eating an apple.
Grandma is holding an umbrella. The girls are quiet. Grandpa is happy. The boys are singing loudly.

Check-up 11

1 Read and match.

1 I'm singing. 2 I'm jumping. 3 I'm drawing. 4 I'm eating. 5 I'm flying. 6 I'm holding.

2 Write.

1 I am singing. 2 I am jumping. 3 I am drawing. 4 I am eating. 5 I am flying. 6 I am holding.

3 Read and match.

1 I'm singing. 2 I'm jumping. 3 I'm drawing. 4 I'm eating. 5 I'm flying. 6 I'm holding.

4 Write the words.

1 singing 2 jumping 3 drawing 4 eating 5 flying 6 holding

Check-up 10

1 Write.

1 I can fly. 2 I can count. 3 I can draw. 4 I can write. 5 I can sing. 6 I can jump.

2 Read and match.

1 I can fly. 2 I can count. 3 I can draw. 4 I can write. 5 I can sing. 6 I can jump.

3 Write about these questions.

1 Can Tim fly? 2 Can Tom count? 3 Can Tim draw? 4 Can Tom write? 5 Can Tim sing? 6 Can Tom jump?

4 Write.

1 I can fly. 2 I can count. 3 I can draw. 4 I can write. 5 I can sing. 6 I can jump.

Check-up 12

1 Write.

1 I'm singing. 2 I'm jumping. 3 I'm drawing. 4 I'm eating. 5 I'm flying. 6 I'm holding.

2 Read and match.

1 I'm singing. 2 I'm jumping. 3 I'm drawing. 4 I'm eating. 5 I'm flying. 6 I'm holding.

3 Write about these questions.

1 Can Tim fly? 2 Can Tom count? 3 Can Tim draw? 4 Can Tom write? 5 Can Tim sing? 6 Can Tom jump?

4 Write.

1 I can fly. 2 I can count. 3 I can draw. 4 I can write. 5 I can sing. 6 I can jump.

Games

Different games may be chosen according to different teaching situations.

Whole class games

Alphabet gap

- Write the alphabet in small letters across the board. Leave gaps. Children volunteer to come and write them in.
- As above but with the alphabet in capital letters.

Flashcard and word card match

Put 4–6 flashcards on the board. Put the word cards in a different order underneath. Children volunteer to match flashcards and word cards.

Flashcard and colour word match

As above, but using colour cards and words for colours.

Number and number word match

As above, but using number cards and words for numbers.

What is it?

Put up 6–8 flashcards. Number each one. Say, e.g. *Find number 2. What is it?* Children name the object, e.g. *It's a cat.*

Prompt a negative response, e.g. *Find number 6. Is it a dog?* *No, it isn't. It's a ball.*

Muddled numbers

Put the number cards on the board in muddled order. Children find number 1, 2, etc. and put them in order. Class says the ordered numbers.

Muddled number words

As *Muddled numbers* but using the word cards for numbers. Class reads the ordered numbers.

What's missing? with pictures

Put up 4–6 flashcards. Class names each one. Take the cards down. Remove one. Put the others back on the board. Children tell you which one is missing.

What's missing? with words

Put up 4–6 word cards. Class reads each one. Take the cards down. Remove one. Put the others back on the board. Children tell you which word is missing.

Number chain

Children number round the class, starting from 1. Let them count as far as they know, then start again from 1.

The Letters game

Say a letter. The first child to say the exemplar wins a point for their team.

Phonics games

Start the word

Put up cvc word endings that children know, e.g. *_at*, *_an*.

Put letter cards underneath, e.g. *v*, *c*, *m*, *h*. Children volunteer to choose a letter card and place it with an ending to make a whole word. Class reads the word.

Finish the word

Put up cvc word beginnings that the children know, e.g. *ha_*, *ca_*, *va_* and *ma_*. Put letter cards underneath, e.g. *t* and *n*. Children take turns to place the letters to make a complete word. Class reads.

Muddled letters

Put the letters of a cvc word that the children know on the board in muddled order. Children volunteer to order the letters correctly. Class reads.

Letter changing game

Put letter cards on the board to spell a cvc word, e.g. *pen*. Class reads. Change the *p* for *h*. Class reads.

Repeat with *t* and *ten*. Continue with other words where one letter may be changed to make another, e.g. *red/bed*; *bin/pin/tin*; *log/dog/fog*.

Change middle letters, e.g. *pin/pen*; *fog/fig*; *bug/big*.

Change final letters, e.g. *bug/bus*; *bin/big*; *fog/fox*.

Capital letters

Write names of characters or people that children know on the board. Omit the capital letter. Children volunteer to write it in.

Odd one out

Put up cvc word cards with the same ending except for one word, e.g. *fog*, *log*, *fox*, *dog*; *pin*, *tin*, *big*, *bin*; *mat*, *hat*, *cat*, *man*. Children find the word with the different ending.

Win a word

Show a word card. The first child who reads it correctly wins the card. This game may be played in teams.

Active and team games

Team colours

Divide the class into several teams. Team leaders hold a colour flashcard. Name a colour. The team with that colour stands up and says the word together. Do this slowly at first, then get quicker. Change the cards over a few times during the game so that teams listen for a different colour.

Team numbers

Divide the class into several teams. Give teams three or four numbers (figures). Say numbers in any order. If the team have that number they put their hands up and show the number.

Number sequencing

Bring five children forward. Give out consecutive number cards 1–5 in muddled order. Children order themselves correctly and hold up their cards. Class says the numbers.

Repeat with 6–10. If you have space, do the same with 1–10.

When children have learned 11–20, repeat the activity with those numbers.

The game may also be played with word cards for numbers.

Name the object

Divide the class into two teams. Put eight or more flashcards on the board. Number them. A child from team A says a number. A child from Team B names the object on the flashcard. The child from team A says whether the answer is correct or not. If both children are correct they both get a point. If the team B child cannot name the object, the team A child must name it or lose a point.

Grammar Practice Book Answer Key

Unit 1

p1 Exercise 1: Students colour the fish yellow and the cat brown.

Exercise 2: 1 No 2 It is 3 Is it 4 Is it 5 Yes 6 It is

p2 Exercise 1: 1 my 2 My 3 is 4 is

Exercise 2: 1 your 2 My 3 is 4 Bella

p3 Exercise 1: 1 is 2 My 3 It 4 Is 5 No

Exercise 2: h - H, w - W, m - M, i - I, n - N, y - Y

Exercise 3: 1 Hello! 2 Hi! 3 What's your name? 4 My name's Biffo. 5 Is it a car? 6 No. 7 Is it a boat? 8 Yes.

Unit 2

p1 Exercise 1: 1 c 2 a 3 b

Exercise 2: 1 It is 2 not 3 is it 4 it is 5 No 6 Yes

p2 Exercise 1: 1 b 2 c 3 a 4 f 5 d 6 e

Exercise 2: 1 bag 2 not 3 What 4 it 5 is 6 Is

p3 Exercise 1: 1 What 2 It is 3 is not 4 Is it 5 it is 6 Is it 7 No

Exercise 2: 1 N 2 W 3 I 4 Y

Exercise 3: 1 Is 2 Yes 3 What 4 It's 5 Is 6 No

Unit 3

p1 Exercise 1: 1 an 2 a 3 an 4 a 5 is not

Exercise 2: 1 is an 2 is not a 3 is a 4 is not a

p2 Exercise 1: 1 b 2 c 3 a 4 b 5 a 6 c

Exercise 2: 1 Good morning 2 Mr Jolly 3 very well 4 Good afternoon 5 How are you? 6 I'm fine, thank you.

p3 Exercise 1: 1 Good 2 Good morning 3 are 4 fine 5 is that 6 an 7 is a 8 is not

Exercise 2: 1 It is a yellow taxi. 2 It is a purple boat. 3 It is an orange lorry. 4 It is a green umbrella.

Review 1

Exercise 1: 1 It is a book. It is not a bag. 2 It is a kitten. It is not a dog. 3 It is an umbrella. It is not a bike. 4 It is a pencil. It is not a pen.

Exercise 2: 1 Is it a kitten? Yes, it is. 2 Is it a ball? Yes, it is. 3 Is it a rabbit? No, it isn't. 4 Is it a book? No, it isn't. 5 Is it a car? Yes, it is. 6 Is it a boat? Yes, it is.

Exercise 3: 1 a 2 an 3 an 4 an 5 a 6 an

Exercise 4: 1 It is a purple bag. 2 It is a green ball. 3 It is an orange book. 4 It is a brown dog. 5 It is a yellow taxi. 6 It is a blue boat.

Unit 4

p1 Exercise 1: 1 d 2 e 3 f 4 a 5 b 6 c

Exercise 2: 1 big. 2 She 3 not 4 is 5 he 6 Is

p2 Exercise 1: 1 sad. 2 are. 3 aren't. 4 am 5 is

Exercise 2: 1 is 2 she 3 I, are 4 am 5 She 6 Yes 7 No

p3 Exercise 1: 1 is 2 he 3 he 4 am 5 Am 6 are. 7 not

Exercise 2: 1 She is Miss Silver. 2 She isn't sad. 3 He is Biffo. 4 He isn't big.

Unit 5

p1 Exercise 1: 1 There is one dog. 2 There is one cat. 3 There is one rabbit. 4 There are two dogs. 5 There are four cats. 6 There are three rabbits.

Exercise 2: 1 many 2 How, There 3 are, one 4 there, two

p2 Exercise 1: 1 No 2 Yes 3 Yes 4 No 5 No 6 Yes

Exercise 2: 1 Are 2 Is 3 there 4 three 5 How 6 many

p3 Exercise 1: 1 is 2 there 3 are 4 many 5 There 6 Are

Exercise 2: 1. 2. 3 ?/ 4 ?/ 5 ?/.

Unit 6

P1 Exercise 1: 1 d 2 a 3 b 4 e 5 c

Exercise 2: 1 are 2 They 3 is 4 It 5 They

p2 Exercise 1: 1 e 2 d 3 a 4 c 5 b

Exercise 2: 1 old 2 are 3 We 4 How, you 5 am

p3 Exercise 1: 1 are 2 they 3 What 4 How 5 old

Exercise 2: 1 They are big trees. 2 It is a green frog. 3 It is a big cake. 4 They are red cars. 5 He is a sad clown.

Review 2

Exercise 1: 1 is 2 am 3 are 4 am 5 is 6 is

Exercise 2: 1 Is she sad? 2 Is she happy? 3 Am I slow? 4 Am I fast? 5 Is it fast? 6 Is it slow?

Exercise 3: 1 is 2 are 3 Is 4 are 5 are 6 is

Exercise 4: 1 What are they? 2 They are cakes. 3 How old are you? 4 I am seven. 5 They are flowers. 6 We are six.

Unit 7

p1 Exercise 1: Check students have drawn the objects correctly.

Exercise 2: 1 The teddy is in the box. 2 The lemons are on the chair. 3 The balloons are under the umbrella. 4 The flower is in the bag. 5 The bag is on the apples. 6 The rubber is on the ruler.

p2 Exercise 1: 1 d 2 c 3 a 4 b

Exercise 2: 1 Where, are 2 are, They, in 3 is, in 4 Where, It, in 5 is, is

p3 Exercise 1: 1 Where is 2 is, on 3 is my 4 is in 5 Where are 6 are under

Exercise 2: 1 He 2 She 3 They 4 He 5 They 6 It

Unit 8

p1 Exercise 1: 1 have got 2 have not 3 have got 4 Have you 5 have 5 you got 7 I haven't

Exercise 2: 1 have 2 not 3 got 4 Have 5 No 6 got 7 have

p2 Exercise 1: Check students have chosen the correct people.

Exercise 2: 1 Who 2 Is 3 She 4 this 5 Who

p3 Exercise 1: 1 have got 2 have not got 3 Have you 4 I have 5 you got 6 No 7 Who is 8 She is

Exercise 2: 1 I am happy and you are happy. 2 There is an apple and there are two oranges. 3 He has got a sister and he has got a brother.

Unit 9

p1 Exercise 1: 1 d 2 c 3 e 4 f 5 a 6 b

Exercise 2: 1 got 2 not 3 has 4 has 5 Has, has 6 Has, got

p2 Exercise 1: 1 I like oranges. 2 I like grapes. 3 I like apples. 4 I like melons.

Exercise 2: 1 like 2 How 3 I 4 about 5 you 6 melons

p3 Exercise 1: 1 has got 2 Has he 3 he got 4 he has 5 How about 6 I like 7 she got 8 she has

Exercise 2: 1 Miss Silver has got a big rocket. 2 King Tub has got a new crown. 3 Pirate Jack has got an old hat. 4 Biffa has got red shoes.

Review 3

Exercise 1: 1 under 2 in 3 under 4 on 5 in 6 on

Exercise 2: 1 is, in 2 are, They 3 Where, in 4 is, is 5 Where, in 6 is, in

Exercise 3: 1 have 2 have not 3 Have, have 4 has 5 has not 6 Has, hasn't.

Exercise 4: 1 Who is this? 2 This is my father. 3 I like apples. 4 How about you? 5 This is my mother. 6 I like sweets.

Unit 10

p1 Exercise 1: 1 can 2 cannot 3 Can, can 4 Can, can't

Exercise 2: 1 can 2 it 3 fly. No. 4 can't

p2 Exercise 1: 1 b 2 e 3 d 4 f 5 c 6 a

Exercise 2: 1 we, road 2 look 3 OK 4 can

p3 Exercise 1: 1 He can't 2 I can't 3 Can, draw 4 it 5 Can 6 Can, fly 7 can

Exercise 2: 1 sit 2 look 3 draw 4 count 5 read

Exercise 3: 1 Point 2 read 3 draw 4 Sit 5 Count

Unit 11

p1 Exercise 1: 1 b 2 a 3 c 4 e 5 f 6 d

Exercise 2: 1 jumping 2 reading 3 I 4 You 5 am 6 are

p2 Exercise 1: 1 a 2 b 3 b 4 a

Exercise 2: 1 like 2 hot 3 it 4 No 5 is 6 is

p3 Exercise 1: 1 What is the weather like? 2 Is it windy? 3 Is it hot?

Exercise 2: 1 e 2 c 3 f 4 a 5 b 6 d

Unit 12

p1 Exercise 1: 1 is 2 am 3 are 4 is 5 is 6 are

Exercise 2: 1 is talking 2 are pointing 3 is reading 4 are listening

p2 Exercise 1: 1 quickly 2 quietly 3 slowly 4 loudly 5 quietly 6 quickly

Exercise 2: 1 They are walking slowly. c 2 He is walking quickly. a 3 I am talking loudly. d 4 She is talking quietly. b

p3 Exercise 1: 1 is reading 2 is jumping 3 They, playing 4 are, drawing 5 is talking 6 They, walking

Exercise 2: 1 He is reading a book. 2 She is playing in the garden. 3 We are eating sweets. 4 You are pointing at the moon. 5 I am going to school. 6 They are singing quietly.

Review 4

Exercise 1: 1 can 2 cannot 3 can 4 Can, cannot 5 Can, can 6 Can, cannot

Exercise 2: 1 Stop! 2 Cross! 3 Listen! 4 Look! 5 Read! 6 Write!

Exercise 3: 1 What's the weather like? It's sunny. 2 Is it hot? Yes, it is. 3 Is it cold? No, it isn't. 4 What's the weather like? It's cold. 5 Is it cold? Yes, it is. 6 Is it hot? No, it isn't.

Exercise 4: 1 I am reading. 2 She is running quickly. 3 They are talking quietly. 4 We are jumping. 5 He is laughing loudly. 6 You are walking slowly.

Phonics & Spelling

Exercise 1: 1 hat 2 cat 3 fan 4 van 5 hen 6 ten 7 bed 8 tin 9 bin 10 fig

Exercise 2: 1 dog 2 log 3 box 4 fox 5 sun 6 nut 7 mug 8 ship 9 shell 10 fish

Exercise 3: 1 chip 2 chair 3 lunch 4 munch 5 mother 6 brother 7 they 8 bath 9 thick 10 three

Exercise 4: 1 king 2 wing 3 sing 4 ring 5 bell 6 hill 7 ball 8 sack 9 sock 10 duck

English World



the adventure starts here!

English World is the first-ever integrated ten-level print and digital English course for primary and secondary schools. Written by the authors of the best-selling *Way Ahead* and *Macmillan English*, the course aims to give learners confidence in speaking, listening, reading and writing. Thorough grammar and skills work is applied in natural contexts in the real world through dialogues and cross-curricular material. Independent learning is promoted through portfolios, projects and the use of the dictionaries.

The visually stunning printed resources are complemented by electronic materials for use with an interactive whiteboard and videos of all dialogues using native-speaker students in context, together with a complete teacher training package with video masterclasses. Other features include a test builder, animated posters, interactive phonics activities and singalong versions of songs.

The adventure begins in Levels 1 and 2 of English World where children are introduced to Dan, Lily, Mr Jolly and a wonderful cast of colourful characters. Level 1 is for children who have had some exposure to English, but are just beginning to read and write.

'We believe that learning should be enjoyable - hard work, too, but at the same time something that children will find interesting and motivating.'
Mary Bowen and Liz Hocking

Pupil's Book

Workbook

Grammar Practice Book

Dictionary

Teacher's Guide

Poster

Flashcards

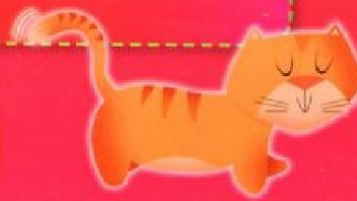
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