

Liz Hocking Mary Bowen

English World



Teacher's Guide

2



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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

140 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.

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.

The posters are shown on pages 15–16 with the key words that they are used to introduce.

Flashcards

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

Word cards

Teachers can refer to the key words on pages 15–16 to make word cards for classroom games and practice. Ideas for games can be found on pages 162–3.

DVD

The DVD that accompanies level 2 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 activities and Workbook exercises and a list of classroom games.

Website

Additional resources for the *English World* course, including word cards to be used in classroom games, are available from our website at <http://www.mcmillan.co.uk/englishworld>.

upil's Book lessons

Lesson 1 New words and speaking

A colourful picture presents a story and shows new vocabulary.

The picture is also supplied as a classroom poster.



Children listen to, read and repeat an amusing dialogue in natural English. They can also act it out themselves.

The target grammar is included in the dialogue.

Lesson 2 Grammar

Session 1 Grammar

The first target grammar structure is presented with a clear model.

Children practise actively in class.



Session 2 Grammar in conversation

The second target grammar structure, often used in daily speech, is presented in a dialogue.

A song or a game reinforces the language.

Lesson 3 Reading

Session 1 Reading text

Different kinds of texts are included to attract young readers.



Session 2 Reading comprehension

A variety of activities help children to understand the reading texts.

Lesson 4 Phonics, Listening

They listen for gist and for detail in listening comprehensions.

Children listen to English phonemes and practise them.



Lesson 5 Writing

Session 1 Class composition

The teacher leads the class in composing a piece of writing.

Session 2 Composition practice

These exercises are done using WB pages in class.

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 practise 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 tasks on the Diploma page and colours flowers. 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, for example, 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

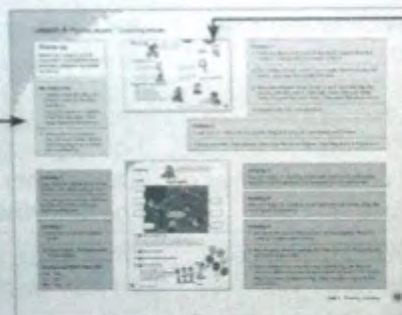
Workbook

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 Grammar Practice Book)
8	(2)	Writing skills Composition practice Check-up pages

Using the Teacher's Guide

The notes for each lesson are arranged over two pages of the Teacher's Guide

Notes explain each step of the lesson

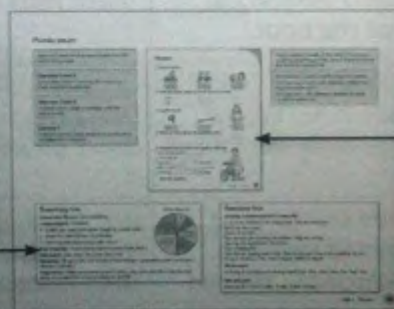


Pupil's Book facsimile page

Some audioscripts are included in the teaching notes

Summary box

Explains lesson aim and specific targets
Lists key language and structures
Lists materials needed for the lesson and any preparation
Time division chart suggests how lesson time could be divided up



Workbook facsimile page

Resources box

Contains extra notes, answers, audioscripts and simple games

Scope and sequence

Unit	New words and speaking	Grammar	Grammar in conversation	Learning to learn (WB)
1	At the castle action verbs	<i>He's washing the steps. Are they holding lights? Yes, he is. No, she isn't.</i>	<i>What's he doing? What are you doing? What are they doing?</i>	finding the same item
2	In Biff's garden playground equipment	<i>What's this / that? What are these / those? That's my swing.</i>	<i>These are my books and this is my pencil case.</i>	finding a different item
3	Pirate Jack sports and hobbies	<i>I like basketball. Dan likes basketball. They like bananas.</i>	<i>Do you like bananas? Yes, I do. No, I don't.</i>	sequencing
	Revision			
4	A fantastic shop clothes	<i>Does she like the dress? Do they like the hat? Yes / No, they do / don't.</i>	<i>Do you like tennis? Yes, we do.</i>	sorting
5	Pirate Jack is on TV time phrases	<i>I get up at six o'clock. In the morning she plays tennis.</i>	<i>What's the time? What time do you get up?</i>	matching
6	Who is the winner? parts of the body	<i>This is his / her hand. What colour are their noses?</i>	<i>Whose jacket is this? It's Ben's jacket. Are these your pens?</i>	sorting
	Revision			
7	A trip in a balloon food, drink and containers	<i>There's water in the jug. There are sandwiches on the plate.</i>	<i>I always eat fruit. I sometimes eat crisps. I never drink milk.</i>	abc order
8	Look at the animals! animals	<i>Yesterday it was cold. He was cold. We were happy. They were hot.</i>	<i>What's the time? It's half past eight.</i>	finding mistakes; abc order
9	Look! The sea! sea creatures	<i>The fish is next to / between / behind / in front of the boat.</i>	<i>There was a house. There were three birds.</i>	sorting items into categories
	Revision			
10	The island on the beach	<i>I can see him / her / it. Can you hear me / them / us?</i>	<i>Don't touch it. Don't go near it.</i>	finding missing pictures; abc order
11	The boat regular action verbs	<i>I walked on the sand. He pointed to a ship. They played in the sea.</i>	<i>First I played football. Next I helped Dad. Then I watched TV.</i>	sequencing
12	Welcome home! food and drink	<i>He walked over / under the bridge. He walked through / into the river.</i>	<i>Yesterday I climbed a tree. Yesterday he visited his Grandma.</i>	sorting; abc order
	Revision			

Reading	Phonics	Listening	Writing skills (WB)	Class Composition
A week with Grandma and Grandpa a story vocabulary: days in a week	magic e words, <i>a_e</i>	sequencing	capital letters for days of the week noun + plural <i>es</i>	a story with repeated language
Playtime descriptions of actions vocabulary: action verbs	magic e words, <i>i_e</i>	identifying	cvc verbs + <i>ing</i> <i>hop hopping</i>	a description of outdoor activities
Mum's birthday present a story with familiar setting vocabulary: handcraft	magic e words, <i>o_e</i> , <i>u_e</i> , + <i>ue</i>	identifying; listening for gist	magic e verbs + <i>ing</i> <i>make making</i>	a story from pictures
What clothes do you like? descriptions of clothes vocabulary: clothes	initial blends <i>cl, fl</i> , <i>bl, pl</i>	understanding questions	adjective / noun order	descriptions of children's clothes
An astronaut in space information about a routine vocabulary: people in space	initial blends <i>br, cr</i> , <i>gr, dr, tr</i>	sequencing	question words	an account of a routine
Here's the band! poem vocabulary: instruments	initial blends <i>sl, sm</i> , <i>sn, sp, st, sw</i>	identifying numbers	contractions	completing a poem
The months of the year descriptions of weather vocabulary: the months	words ending <i>nd</i> , <i>nk, nt</i>	understanding a description	capital letters for months of the year	descriptions of weather
A very funny monster! a fantasy story vocabulary: objects in room	words ending <i>ld, lk</i> , <i>lp, lt</i>	identifying pictures in a sequence	conjunction <i>but</i>	descriptions of fantasy creatures
The aquarium an email to a friend vocabulary: 60–100	vowel sound <i>ee</i>	understanding questions	personal pronouns	an email to a friend
Sea creatures information with labels vocabulary: sea creatures	long vowel sound <i>oo</i>	identifying	conjunction <i>or</i>	information text with labels
In the jungle a diary vocabulary: ordinals	vowel sound <i>ai</i>	sequencing	adverb <i>too</i> <i>I can run, too.</i>	diary entries
What food do you like? menus for different meals vocabulary: food and drink	long vowel sound <i>ea</i>	a song with a chorus	a comma in a list	a party menu

Flashcard list

1 Lily	41 clothes	80 drum	119 chop
2 Dan	42 buy	81 trumpet	120 mend
3 Jon	43 think	82 flute	121 pull
4 Kate	44 paint	83 bread	122 push
5 King Tub	45 write	84 cheese	123 jungle
6 Biffo	46 cut	85 milk	124 sail (n.)
7 Pirate Jack	47 stick + glue	86 sandwich	125 hill + river
8 TV interviewer	48 scissors	87 basket	126 spider
9 Mrs Goody	49 paints	88 bottle	127 burger
10 Mr Goody	50 jacket	89 plates	128 pizza
11 Mum	51 trousers	90 cups	129 salad + lettuce
12 Dad	52 boots	91 jumper	130 lemonade
13 clean	53 dress	92 rainbow	131 hungry
14 wash	54 shoes	93 storm + thunder + lightning	132 thirsty
15 watch	55 shirt	94 dark	133 land (v.)
16 climb	56 skirt	95 monkey	134 fruit
17 carry	57 socks	96 lion + zebra	135 tea + coffee
18 ladder	58 t-shirt	97 giraffe + neck	136 soup
19 lights	59 coat	98 crocodile + teeth	137 chicken + chips
20 steps	60 gloves	99 hippo + mouth	138 vegetables
21 pick	61 shorts	100 elephant + ear	139 potatoes
22 catch	62 sandals	101 monster + tail	140 chocolate pudding
23 brush	63 trainers	102 ugly	
24 cook	64 get up	103 friendly	
25 lunch	65 play the piano	104 sleepy	
26 swing	66 sleep + asleep	105 scared	
27 slide	67 sea + island	106 whale	
28 roundabout	68 parrot	107 shark + fin	
29 rings	69 astronaut + space station	108 dolphin	
30 dance	70 phone	109 jellyfish	
31 throw	71 people	110 eagle	
32 hop + skip	72 talk	111 aquarium + rock	
33 run	73 arm + hand	112 beach + sand	
34 shout	74 leg + foot	113 shell	
35 stone	75 head + nose	114 crab + claw	
36 football	76 feet	115 pool + shellfish	
37 basketball	77 winner	116 touch	
38 tennis	78 ride	117 starfish + spine	
39 singing	79 band	118 crawl	
40 swimming + swim			

Posters and key words



clean wash watch climb
carry ladder lights steps

swing slide roundabout rings dance



like buy football basketball
tennis singing swimming clothes

jacket dress shirt trousers boots shoes



get up swim play the piano sleep sea parrot arm leg foot feet head nose winner ride



bread cheese milk sandwich
basket bottle plates cups jumper



monkey giraffe lion zebra
hippo crocodile neck ear mouth teeth



whale dolphin jellyfish shark
island eagle huge



beach sand shell pool crab touch



chop mend pull push
jungle soil



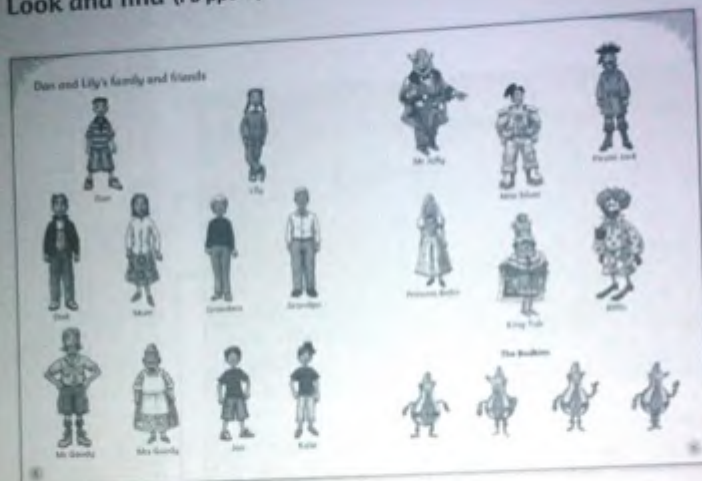
pizza burger salad lemonade
hungry thirsty land

Dan and Lily's family and friends

... and friends (PB pp4-5)

Look and find (PB pp6-7)

Ask Who can you see? Encourage children to name the characters they know. Ask Who is new? Children should notice that Mr Goody, Kula and Jon are new.



Children look at the picture for a few moments.

Ask: *Whom can you see?*
Children find and name the
characters, e.g. *I can see Biffy.*
Ask: *What is Biffy doing?* He is
jumping.

ask other questions, e.g. What is he holding? or What has he got in a balloon, is he happy? Yes, he is. What is the dog doing? It is jumping.



Children find the other characters. Ask what each person is doing. Children should be able to make sentences using verbs *sing, look, open, hold, play, walk, eat, fly, have got*. Remind them of verbs they know by asking, e.g. *Who is opening a box?* etc. Encourage them to say as much as they can about the people and things in the picture.

Dan and Lily's family and friends

Welcome Unit

Unit 1 (pp 8-9)

The Welcome Unit covers the main structures and vocabulary taught in *English World 1*. It provides revision lessons to be done over a few weeks. The notes suggest how to use the material. It may be adapted to suit individual classes and teaching situations. Two pages may be done in a single lesson. Alternatively, teachers may wish to take two lessons to complete the two pages.

Lesson 1

1. Listen to track 1. Ask who they can see **three children** (two girls (Lisa, Lily) and one boy (Joe)).
2. Ask what they can see **desk, chair, book, schoolbag, pen, pencil, rubber, ruler**.

Activity 1

1. Play CD1 track 1. Children listen and follow in their books. They name the children in the picture.

Audio script (CD1 track 1)

Lily: Hello!
 Lisa: Hello!
 What's your name?
 My name's Lisa.
 What's your name?
 My name's Lily.
 This is my friend, Joe.
 Hi, Joe!
 Hello!

Activity 2

1. Listen to track 2. Children listen and repeat in the pauses.

Audio script (CD1 track 2)

Lily: My name's Lily. (pause)
 This is my friend, Joe. (pause)
 What's your name? (pause)
 My name's Lisa. (pause)
 What's your name? (pause)
 My name's Lily. (pause)
 This is my friend, Joe. (pause)
 Hi, Joe! (pause)
 Hello! (pause)

Activity 3

1. Children should repeat the conversation from the audio. A teacher can let them read the lines if necessary.
2. Children repeat the conversation again, using their own names.
3. Children repeat the conversation in threes using their own names.

Welcome

1. Look at the picture. What can you see?

2. Ask and answer: What is it?

3. Ask and answer: What is it?

4. Ask and answer: What is it?

Activity A

Note: If you wish, do steps 1 and 2. Children complete this as a homework task.

1. Point out the bubble. Remind the class that in writing they should use the full form.
2. Volunteers read the first question and answer. Children write.
3. Check answers by asking children to read out questions and answers.

Activity 4

1. Children look. A pair reads the bubbles.
2. Different children point to each object and ask the question. Elicit answers.
3. In pairs, children take turns to point and ask the question. Their partner answers.

Activity 5

1. Pairs read the questions and short answers.
2. A volunteer asks the question about the pencil case. Elicit the answer.
3. Continue with the other objects. After the answer *No, it isn't*, if you wish, ask *What is it?* Elicit the answer.

Activity B

Follow steps 1-3 in Activity A.

Learning Objectives

Children can use the picture Dan, Lily, Mr Jolly.

They can use the words: cars, dolls, kites, boats, balls, kites, glasses, toy rabbits, toy cats, umbrellas, etc. to ask singular items. If objects are plural, ask How many ...?

Activity 1

1. Play CD1 track 2. Children listen and follow in their books.

Audio-script (CD1 track 3)

Mr Jolly: Good morning, Dan! Good morning, Lily!
 Lily: Good morning, Mr Jolly! How are you?
 Mr Jolly: I'm very well, thank you. How are you?
 Lily: I'm fine, thanks.

Activity 2

1. Children close their books. Play CD1 track 4.
 They listen and repeat in the pauses.

2. If necessary, repeat until children speak confidently.

Audio-script (CD1 track 4)

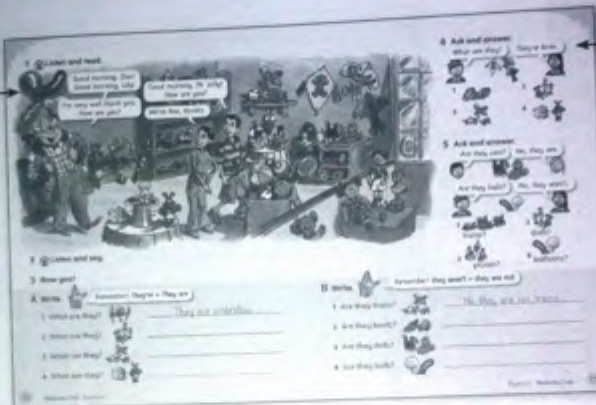
Mr Jolly: Good morning, Dan! (pause) Good morning, Lily! (pause)
 Lily: Good morning, Mr Jolly! (pause) How are you? (pause)
 Mr Jolly: I'm very well, thank you. (pause) How are you? (pause)
 Lily: I'm fine, thanks. (pause)

Activity 3

1. Children take the parts of Dan, Lily and Mr Jolly.
 They repeat the conversation from memory but let them read the lines if necessary.

2. Three more children repeat the conversation from memory.

3. Three more children repeat the conversation in groups of three. If they are confident, let them check in their books.



Activity A

Note: If you wish, do steps 1 and 2. Children complete this as a homework task.

1. Point out the bubble. Remind the class that in writing they should use the full form.
2. Volunteers read the first question and answer. Children write.
3. Check answers by asking children to read out questions and answers.

Activity B

Follow steps 1-3 in Activity A.

Activity 4

1. Children look. A pair reads the bubbles.
2. Different children point to the objects and ask the question. Elicit answers.
3. In pairs, children take turns to point and ask the question. Their partner answers.

Activity 5

1. Pairs read the questions and short answers.
2. A volunteer asks the question about the trains. Elicit the answer.
3. Continue with the other objects. After the answer *No, they aren't*, if you wish, ask *What are they?* Elicit the answer.

Activity 1

Children listen to the CD and remember the names of family members. They also name things in the garden.

Activity 1

1 Play CD1 track 5. Children listen and answer in their books.

2 Ask the class to name the girl pointing to the picture and the people in it.

3 Play track 5 again.

4 Ask: How old is Lucy? Tom? Meg?

Audio script (CD1 track 5)

Hi, I'm Lucy. I'm eight.
This is my father and this is my mother.
This is my brother, Tom. He's six.
This is my sister, Meg. She's two.
This is my grandfather and my grandmother.

Activity 2

1 One or more volunteers read the words in the box.

2 Point out each room. Elicit the correct word.

3 Children write the words in the correct boxes.

Activity A

Note: If you wish, do steps 1 and 2. Children complete this as a homework task.

1 Point out the bubble. Remind the class that in writing they should use the full forms.

2 Ask volunteers to read the first question and answer.

3 Children write.

4 When the exercise is completed, check by asking children to read out questions and answers.

1 A volunteer reads each question. Elicit the answers from other children.

2 Ask several children to ask the last question and elicit answers from around the class.

Activity 4

1 A pair of children read the question and answer. Children look at the bathroom and

2 A volunteer asks the first question *Where is Grandma*. Elicit an answer. Other children look at the picture and check.

3 Continue with the other people.

4 Children practise the question and answers in pairs. Go on listening to them as they work.

5 Ask two or three pairs to ask and answer while the rest of the class listens.

Activity B

Remind the class of the full forms then follow steps 2-4 in Activity A.

Before listening

1 Children look at the pictures.

2 Ask children to name things they can see.

Activity 1

a Play CD1 track 6. Children listen and follow in their books.

b Play the track again. Children join in and clap.

c Clap counts and claps without playing the track.

Audio script (CD1 track 6)

one two three (clap) four five six (clap)
seven eight nine (clap) ten eleven twelve (clap)
thirteen fourteen (clap clap clap)
fifteen sixteen (clap clap)
seventeen eighteen (clap clap clap)
nineteen twenty (clap clap clap)

Activity 2

1 Children point to groups of objects in turn.

2 Ask, e.g. How many flowers are there?
Children write the numbers: 12 (flowers),
4 (jumps), 18 (sweets), 14 (pencils), 1 (teddy),
10 (cars), 15 (cats), 20 (insects), 11 (bananas), 5
ice creams, 7 (boats), 13 (bells), 3 (kites),
2 (bikes), 16 (hats), 6 (rabbits), 17 (rings), 8
sausages, 9 (frogs), 18 (cakes).



Activity A

Note: If you wish, do steps 1 and 2. Children complete this as a homework task.

- 1 Volunteers read the first question and answer.
- 2 Children write.
- 3 Check answers by asking children to read out questions and answers.

Activity B

Follow steps 1-3 in Activity A.

Activity 3

- 1 Children look. A pair reads the bubbles.
- 2 Different children ask the other questions. Give the class time to count then elicit answers. Check that the answer is correct each time.

3 In pairs, children take turns to point and ask the question for their partners to answer. Go around listening as they work.

4 Two or three pairs ask a question and answer while the class listens.

Activity 4

1 A pair reads the question and answer.

2 A volunteer asks the question about the hats. Elicit the answer. Check that the class agrees. Continue with the other objects.

3 Pairs ask and answer while the class listens.

Before listening

- 1 Children look at the pictures for a few moments.
- 2 Children say sentences about things in the pictures. Ask, e.g. *What colour is it? How many are there?*

Activity 1

- 1 Play CD1 track 7. Children listen.

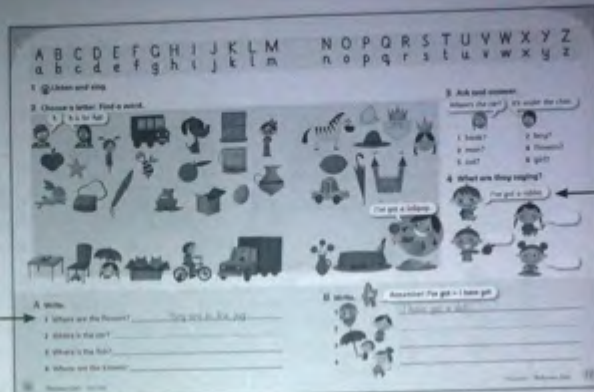
- 2 Play CD1 track 8 (music only). Children sing.

Audioscript (CD1 track 7)

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 2

- 1 Point out the two bubbles. A pair reads them.
- 2 A volunteer names a letter. Elicit an answer. Some letters have more than one possibility.
- 3 Repeat. Let the class continue in pairs.
- 4 This activity may also be played with the class divided into two teams.



Activity A

Note: If you wish, do step 1. Children complete this as a homework task.

- 1 Volunteers read the first question and answer. Children write.
- 2 Check answers by asking children to read out questions and answers.

Activity 3

- 1 Children look in their books. A pair reads the bubbles.
- 2 Different children ask the other questions. Class looks. Elicit answers. Check that the answers are correct.
- 3 In pairs, children take turns to point and ask the question. Their partner answers.

Activity 4

- 1 Point out the girl with the lollipop. A child reads the bubble.
- 2 Another child reads the boy's bubble in the small picture.
- 3 Ask what the girl with the kitten is saying. Elicit the answer. Class repeats.
- 4 Continue with the other pictures.

Activity B

- 1 Point out the bubble and practise the contraction as necessary. Remind children to use the full form in writing.
- 2 Follow steps 1-3 in Activity A.

Before listening

- 1 Ask children to look at the picture carefully for a few moments.
- 2 Ask who is in the picture. Children should recognise Dan, Lily, Mum, Dad and Riffa.
- 3 Ask them to read the sign *Happy Birthday*.

Activity 1

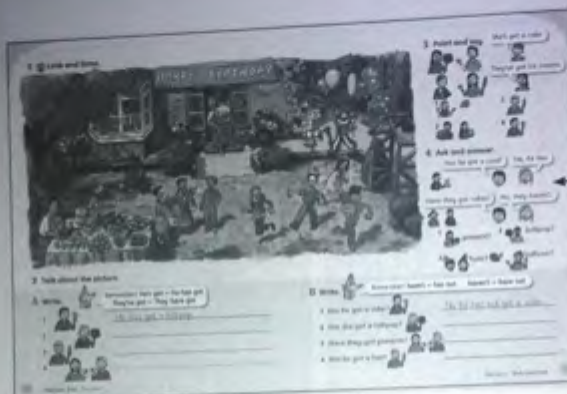
- 1 Play CD1 track 9. Children listen and look at the picture.
- 2 Ask: *Who has got a birthday today?* Elicit *Dan and Lily*.
- 3 Play track 9 again.

Audioscript (CD1 track 9)

Look at Dan and Lily! They are in the garden. They are having a party. Dan has got a present. Lily has got a card. Look at the children! They are playing. They have got funny hats. Can you see the chairs? They have got balloons. Look at Dad! He has got a jug of orange juice. And look at Mum! She has got a big birthday cake. *Happy birthday, Dan! Happy birthday, Lily!*

Activity 2

- 1 Ask children to say as much as they can about the picture. If you wish, ask what different characters have.
- 2 Ask extra questions as appropriate, e.g. *What colour is the ...? How many ... are there?*



Activity A

Note: If you wish, do steps 1 and 2. Children complete this as a homework task.

- 1 Point out the bubble. Remind the class that in writing they should use the full forms.
- 2 Children look at the picture. A volunteer reads the first sentence.
- 3 Children write about the other three pictures.
- 4 When the exercise is completed, check answers by asking children to read out questions and answers.

Activity B

Follow steps 1-4 in Activity A.

Activity 3

- 1 Children look at the first picture. Ask a child to read the bubble.
- 2 Repeat with the second picture.
- 3 Ask about the girl with the balloon. Elicit *She's got a balloon*. Class repeats.
- 4 Continue with the other pictures.
- 5 Children work in pairs taking turns to point to pictures and make statements. Go around listening to them while they work.
- 6 Different children make statements while the class listens.

Activity 4

- 1 Children look at the first picture. Ask a pair to read the bubbles.
- 2 Do the same with the second picture and bubbles. Ask *What have they got?* Elicit *They've got lollipops*.
- 3 Volunteers ask the questions about the pictures and elicit an answer for each one.
- 4 Children repeat the activity in pairs.
- 5 Ask two or three pairs to ask and answer about different pictures while the class listens.

Before listening

- 1 Children look at the pictures for a few moments.
- 2 Ask what is in the pictures. Elicit *a boy, a girl, a dog and a cat*.

Activity 1

- 1 Play CD1 track 10. Children listen and follow.
- 2 Ask *What can the cat do? It can jump. What can the dog do? It can run. Can the boy fly? No, he can't.*
- 3 Play track 10 again. Children follow in their books.

Audioscript (CD1 track 10)

Girl: Look at the cat! It can jump. Jump, cat! Jump! [miaow + light thump]
 Boy: Look at the dog! It can run. Run, dog! Run! [excited barking fades into distance]
 Small boy: Look at me! I can fly.
 Girl: You can't fly.
 Small boy: Yes, I can. Look! [thump + Owl]
 Girl [laughing]: You can't fly!

Activity 2

- 1 If your class is confident, ask volunteers to read a sentence at a time. Class repeats.
 If necessary, read each sentence yourself and then ask the class to repeat.
- 2 Ask different children to read the sentences under each picture and the bubbles. Class listens and then repeats.

1 Listen and read

2 Read

3 Match

4 Ask and answer

Activity A

Note: If you wish, do step 1. Children complete this as a homework task.

- 1 Children look at the picture. A volunteer reads the first sentence.
- 2 Children write about the other three pictures.
- 3 Check answers by asking children to read out questions and answers.

Activity B

- 1 Point out the bubble. Remind the class that in writing they should use the full form.
- 2 Children look at the picture. A child reads the question and another reads the answer.
- 3 Children write the answers to the other questions.
- 4 Check in the usual way.

Activity 3

- 1 Different children read the bubbles.
- 2 Children look at the pictures.
- 3 Ask a child to read the first bubble again. Ask *Which picture?* Elicit an answer. Check the class agrees *picture C*.
- 4 Continue with the other pictures.

Activity 4

- 1 Ask two pairs to read the bubbles.
- 2 Let or help a volunteer to say the first question. Elicit a short answer.
- 3 Continue with the other questions.
- 4 Children practise in pairs. Go around listening while they work.
- 5 Two or three pairs ask and answer while the rest of the class listens.

Warm-up listening

- 1 Give children time to look at the pictures.
- 2 Ask them to say who or what is in each picture.

Activity 1

- 1 Play CD1 track 11. Children listen and look.
- 2 Ask: *What is the weather like?* about each picture.
- 3 Play track 11 again. Pause after each question for children to answer.

Audioscript (CD1 track 11)

It's cloudy today. It's windy, too. Dan and Lily are walking to school quickly. Look at Dan's hat! What's the number?

Today the weather is hot and sunny. Dan and Lily are sitting under a big umbrella. Dan is eating grapes. Lily is drinking orange juice. What's the number?

Today it is very cold. Dan and Lily are playing in the garden. Look! It's snowing! What's the number?

Today it is raining. Lily and Dan can't play in the garden. Lily is reading a book quietly. Dan is looking at the rain. What's the number?

Today it's sunny and cold. Look at the birds! They're singing loudly. What's the number?

Today it's raining. Biffy, the clown, is riding his bike slowly. He's holding an old umbrella. What's the number?

Activity 2

- 1 Ask volunteers to say a sentence about the pictures. If you wish, ask the class to repeat.
- 2 Ask extra questions as appropriate.

1. Look, listen and find the picture.

2. Ask and answer.

3. Ask and answer.

4. Write about the pictures.

5. Complete the sentences.

6. Ask and answer.

Activity A

Note: If you wish, do step 1. Children complete this as a homework task.

- 1 A volunteer reads the question. Children look at the picture. A volunteer reads the statement.
- 2 Children write about the other three pictures.
- 3 Check answers by asking children to read out questions and answers.

Activity B

- 1 Children look at the first picture. A volunteer reads the first completed sentence.
- 2 Children look at the second picture. Write the gapped sentence on the board. Ask a volunteer to complete it. If necessary say *Look at Lily* to prompt *She is reading*. Elicit the correct words *is reading* to complete the sentence.
- 3 If you wish, go through the other sentences orally before children write.
- 4 Check in the usual way.

Activity 3

- 1 A pair reads the first question and answer.
- 2 Prompt pairs of children around the class to ask and answer about the other pictures. Class repeats.
- 3 Children practise in pairs. Go around listening as they work.
- 4 One or two pairs ask the question and answer while the class listens.

Activity 4

- 1 Ask a pair to read the bubbles. Tell the class to look and check.
- 2 Give the first instruction yourself or let a confident child give it. Children look. Elicit the answer.
- 3 Encourage children to give the instructions. Ask the class to repeat if they are not confident.
- 4 Children practise in pairs. Go around listening as they work.
- 5 Ask two or three pairs to give the instruction and say the statement while the class listens.

At the castle

Use flashcards 1, 2 and 5 to revise the characters.

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

Phase 1

1. Look at picture 1. Read the title. It has lots of new words.
2. Show flashcards 13-20. Name the actions and objects. Class repeats.
3. Ask different children to find and point to the actions and objects on the poster.



- 4 Ask questions about the picture:
Who is in the picture? Dan, Lily, King Tub. Where is King Tub? In the castle. What colour are the lights? They are red, green, blue, yellow, orange and pink.
 - 5 Play CD1 track 12. Children listen and look at the poster. Point to each of the characters when they speak.
- Point out the small poster in the picture. Check understanding. Explain *competition*. Ensure class understands that King Tub is going to hold the competition on Saturday.

Dialogue

Activity 1

1. Give each child a big picture of the castle. They look for the words in the picture.
2. Show flashcards. Class repeats the words and actions.
3. Show the pictures and words. Children point to the words. Show the words. Children check they are pointing to the right word.
4. Show the words and pictures. Children find them. Children find them. Children find them.



Activity 2

Play CD1 track 12. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 13. Children follow and repeat in the pauses. If the class finds a sentence difficult, pause the track. Ask them to say it once or twice more.
- 2 Play track 13 again. Class listens and follows.
- 3 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.

Exercise 2

Children look at the pictures then read the sentences. They write the letter of each picture next to the sentence it matches.

1 Words

1 Circle the right word.

- 1  river 2  castle 3  castle 4  light 5  ladder 6  ladder 7  flower 8  flower 9  flower 10  window 11  window 12  window 13  window 14  window 15  window 16  window 17  window 18  window 19  window 20  window 21  window 22  window 23  window 24  window 25  window 26  window 27  window 28  window 29  window 30  window 31  window 32  window 33  window 34  window 35  window 36  window 37  window 38  window 39  window 40  window 41  window 42  window 43  window 44  window 45  window 46  window 47  window 48  window 49  window 50  window 51  window 52  window 53  window 54  window 55  window 56  window 57  window 58  window 59  window 60  window 61  window 62  window 63  window 64  window 65  window 66  window 67  window 68  window 69  window 70  window 71  window 72  window 73  window 74  window 75  window 76  window 77  window 78  window 79  window 80  window 81  window 82  window 83  window 84  window 85  window 86  window 87  window 88  window 89  window 90  window 91  window 92  window 93  window 94  window 95  window 96  window 97  window 98  window 99  window 100  window 101  window 102  window 103  window 104  window 105  window 106  window 107  window 108  window 109  window 110  window 111  window 112  window 113  window 114  window 115  window 116  window 117  window 118  window 119  window 120  window 121  window 122  window 123  window 124  window 125  window 126  window 127  window 128  window 129  window 130  window 131  window 132  window 133  window 134  window 135  window 136  window 137  window 138  window 139  window 140  window 141  window 142 window 143 window 144 window 145 window 146 window 147 window 148 window 149 window 150 window 151 window 152 window 153 window 154 window 155 window 156 window 157 window 158 window 159 window 160 window 161 window 162 window 163 window 164 window 165 window 166 window 167 window 168 window 169 window 170 window 171 window 172 window 173 window 174 window 175 window 176 window 177 window 178 window 179 window 180 window 181 window 182 window 183 window 184 window 185 window 186 window 187 window 188 window 189 window 190 window 191 window 192 window 193 window 194 window 195 window 196 window 197 window 198 window 199 window 200 window 201 window 202 window 203 window 204 window 205 window 206 window 207 window 208 window 209 window 210 window 211 window 212 window 213 window 214 window 215 window 216 window 217 window 218 window 219 window 220 window 221 window 222 window 223 window 224 window 225 window 226 window 227 window 228 window 229 window 230 window 231 window 232 window 233 window 234 window 235 window 236 window 237 window 238 window 239 window 240 window 241 window 242 window 243 window 244 window 245 window 246 window 247 window 248 window 249 window 250 window 251 window 252 window 253 window 254 window 255 window 256 window 257 window 258 window 259 window 260 window 261 window 262 window 263 window 264 window 265 window 266 window 267 window 268 window 269 window 270 window 271 window 272 window 273 window 274 window 275 window 276 window 277 window 278 window 279 window 280 window 281 window 282 window 283 window 284 window 285 window 286 window 287 window 288 window 289 window 290 window 291 window 292 window 293 window 294 window 295 window 296 window 297 window 298 window 299 window 300 window 301 window 302 window 303 window 304 window 305 window 306 window 307 window 308 window 309 window 310 window 311 window 312 window 313 window 314 window 315 window 316 window 317 window 318 window 319 window 320 window 321 window 322 window 323 window 324 window 325 window 326

Session 1 Warm-up

Use flashcards 13–17 to revise the words for actions.

Activity 1

1 Children open their books. Point out the flashcard washing the car. Ask a volunteer to read the bubble. Class repeats.

2 Point out the boy. Check children remember ladder. Prompt *He is climbing a ladder*. Continue with the other pictures.

3 Children practise sentences in pairs.*

Activity 2

1 Read, or choose volunteers to read, some or all of the pairs of bubbles.

2 Point out the first picture. Ask the question *Is he reading a book?* Class repeats. Elicit the answer *No, he isn't*. Continue with the other pictures.

3 Encourage children to form the question for the last three pictures.

4 Children practise in pairs.*

Go to Workbook Session 1 ↓

Session 2 Warm-up

Use flashcards 13–17. Ask *What is he/she doing? He is climbing, etc.*

Grammar

1 Look!

Point and say.

2 Look!

Ask and answer.

Grammar in conversation

1 Look, listen and read.

2 Listen and say.

3 Now guess!

Activity 1

1 Point out the man in picture A. Ask *What is he doing? He is climbing a ladder*. Ask about the other people in the pictures.

2 Read the first two bubbles. Explain that the boy is looking at the picture while he is counting.

3 Tell the class to listen to the children in the photos. Play CD1 track 14. Children listen and follow in their books.

Activity 2

Play CD1 track 15. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs.

They may also play it as a real game and try to give the correct answer.

Go to Workbook Session 2 ↓

Exercise 1 If you can't hear the first sentences in Exercise 1 and 2 with the teacher.

Exercise 1

Children choose the correct word to complete each sentence. Explain that one word fits each space.

Exercise 2

Children choose the correct verb and use it to form the question.

Exercise 3

Point out the example: Remind the class that each sentence must begin with *No*.

Grammar

1 Complete the sentences with the words in the box.

watch hold point play

- The boy _____ the ball.
- Did _____ the boy?
- She _____ at the boy.
- I _____ a book.

2 Write questions. Use the words in the box.

- he the ladder?
- you to school?
- they the window?
- she a book?

3 Write answers to the questions. Start with *No*.

- Are you eating an apple?
No, I am not eating an apple.
- Is he walking to school?
- Children! Are you eating sweets?
- Is he carrying a kitten?

open
climb
read
go

Grammar in conversation

1 Complete the questions with the words in the box.

Who What Where How many?

- are you drawing? A cat
- are you going? To school
- girls are singing? Two
- are you playing with? My friend

2 Complete the conversation with the words in the box.

- Look at those children!
- What are they doing?
- Is the boy a boy?
- Yes, he is.
- What's she doing?
- She's the girl.
- What's in the box?
- Look! It's a kitten.
- Oh! It's a beautiful box.

opening
girl
kitten
beautiful
box



Exercise 1

Children complete the questions using the question words in the box.

Exercise 2

Children look at the picture first. If this is busy done in class, you may wish to ask questions about it. Children read the words in the box.

They read the sentences in the dialogue. They use the words in the box to complete them.

Summary box

Lesson aim Grammar

Lesson targets Children:

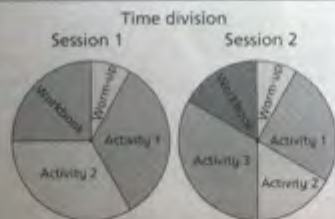
- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation

Key structure present continuous, interrogative, negative

Key language questions words, present continuous questions *What is he/ she doing? What are they doing?*

Key words action verbs

Materials WB pp26-27; CD1 tracks 14, 15; flashcards 13-17; WB pp4-5



Resource box

* Bring forward two confident children (or they stand in their places). Prompt the target language. Repeat with other pairs. Alternatively, the whole class works in pairs. They take turns to point to the pictures and speak to their partner.

** If possible, let one or more pairs of children read the complete dialogue to the class. Alternatively, or as well, divide the class in two. One half says the boy's lines, the other half says the girl's lines.

WB answers

p4 Exercise 1: 1 is playing 2 is watching 3 is pointing 4 am holding

Exercise 2: 1 is, climbing 2 Are, going 3 Are, cleaning 4 Is, reading

Exercise 3: 2 No. She is not walking to school. 3 No. We are not eating sweets. 4 No. He is not carrying a kitten.

p5 Exercise 1: 1 What 2 Where 3 How many 4 Who

Exercise 2: doing, I, carrying, he, girl, opening, box, kitten, beautiful

Grammar Practice Book Unit 1

Children may begin the practice exercises when they have completed the WB 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.

Session 1 Warm-up

Review the action verbs using flashcards 21-25.

Activity 1

1 Teach the new words using flashcards 21-25.

Ask children if they know the days of the week in English. Ask *How many days are there?* If necessary, explain there are seven days in a week.

2 Ask children to open their books. Give them time to look at the whole page.

Ask volunteers to name the actions and small objects.

3 Point out the title. Play CD1 track 16. Children listen and follow.

Reading

help pick brush catch cook boxes lunch

A week with Grandma and Grandpa

It is Monday.
Grandpa is picking beans.
Amy and Sam are helping.



It is Tuesday. Grandma is washing carrots.
Sam is not washing the carrots.
He is cooking.



It is Wednesday.
Grandpa is picking apples.
Amy is catching the apples.



It is Thursday.
Grandma is cooking.
Grandpa, Sam and Amy are carrying boxes.



It is Friday.
Sam is brushing the dogs.
Amy is carrying beautiful yellow flowers.



It is Saturday.
Amy and Sam are not helping today.
They are watching. A car is coming.



It is Sunday. Grandpa, Grandma, Mum,
Dad, Sam and Amy are eating lunch.
They are drinking orange juice. There is
a big apple cake. Mum! Delicious!



Unit 1 Reading: A week with repeated language

4 Read the first section. Ask *What day is it?*
What is Grandpa doing? What are Sam and Amy doing?

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 2.
Continue Grammar Practice Book Unit 1.

Session 2 Warm-up

Use flashcards 21-24 to revise *pick, catch, brush* and *cook*. Ask *Do you help at home?*

Activity 1

1 Play CD1 track 16 or read *A week with Grandma and Grandpa* again to the class.

2 A child reads the first sentence and the beginning of the next one. Ask another to read the two endings. Find the correct word. Check that the class agrees.

3 Children circle in their books. A child reads both

Reading comprehension

1 Read. Circle the correct ending.

- | | | |
|---|-----------|-----------|
| 1 It is Monday. Amy and Sam are picking | carrots. | beans. |
| 2 It is Tuesday. Grandma is washing | Sam. | carrots. |
| 3 It is Wednesday. Amy is catching | apples. | oranges. |
| 4 It is Thursday. Grandma is | cleaning. | cooking. |
| 5 It is Friday. Amy is carrying beautiful | flowers. | yellow. |
| 6 It is Saturday. The children are | washing. | swimming. |
| 7 It is Sunday. They are eating | apples. | lunch. |

4 Continue in the same way with the remaining sentences.

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

Read the text and look at the pictures to understand the tasks.

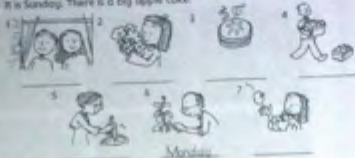
Exercise 1

Look at the pictures and read the text. Then match the pictures and the sentences with the day under the picture.

Reading comprehension

1 Read, look and write the day.

It is Monday. Grandpa is picking beans.
It is Tuesday. Grandma is washing carrots.
It is Wednesday. Amy is catching apples.
It is Thursday. Grandpa is carrying boxes.
It is Friday. Amy is carrying flowers.
It is Saturday. Sam and Amy are waiting.
It is Sunday. There is a big apple cake.



2 Read, match and write.

carry wash carry catch pick

- 1 Amy is catching apples
- 2 Grandpa _____
- 3 Amy _____
- 4 Grandpa _____
- 5 Grandma _____

Unit 1 Reading comprehension: matching pictures and sentences (completing sentences)

Exercise 2

Children refer back to the text in Exercise 1 if necessary.

They complete the sentences by choosing the correct verb and writing the name of the object.

Summary box

Lesson aim: Reading

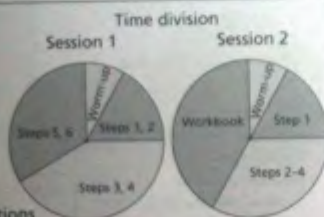
Lesson targets: Children:

- 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: help, pick, brush, catch, cook; boxes, lunch

Materials: PB pp28-29; CD1 track 16; flashcards 13-17, 21-25; WB p6



Resource box

* Use these questions or any of your own:

(Tuesday) Is Sam washing carrots? **No, he isn't.** What is he doing? **He's counting.** (Wednesday) Who is picking apples? **Grandpa.** What is Amy doing? **She is catching them.** (Thursday) What are Grandpa, Sam and Amy carrying? **Boxes.** (Friday) What is Sam doing? **He is brushing the steps.** What colour are the flowers? **Yellow.** (Saturday) What are the children doing? **Waiting.** Who is in the car? **Mum and Dad.** (Sunday) What are they eating? **Lunch.** What are they drinking? **Orange juice.**

PB answers

Activity 1: 2 carrots. 3 apples. 4 cooking. 5 flowers. 6 waiting. 7 lunch.

WB answers

Exercise 1: 1 Saturday 2 Friday 3 Sunday 4 Thursday 5 Tuesday
6 Monday 7 Wednesday

Exercise 2: 2 is picking beans. 3 is carrying flowers. 4 is carrying boxes.
5 is washing carrots.

Warm-up

Play Action Mime. Put verb word cards on the board. Do an action. Children guess, e.g. *Are you climbing a ladder?*

Mr Jolly's box

1 Children find Mr Jolly. Tell them to point to the box and listen.
Play CD1 track 17. Children listen the first time. Then they repeat in the pauses.

2 Write *cake* on the board. Say *jes!*. Class repeats. Point to the word. Class says the word.
Repeat until they say them accurately and confidently.

Activity 1

- 1 Tell children to look at the pictures. Ask who or what is in each picture.
- 2 Ask what the different characters are doing in each one. Encourage children to name objects when appropriate.

Activity 2

- 1 Play CD1 track 19. Children listen the first time and find the correct picture. See Resource box for audioscript.
- 2 Play track 19 again. Children write the letters (1D 2A 3E 4B 5F 6C).

Activity 3

Children listen to track 19 again. They check the order of pictures and follow listening for a third time.

Phonics Look and listen!

1 Look and say.

a cake

2 Listen, read and say.

Make a cake, bake a cake.
Carry the cake to Grandma.
Put the cake, finish the cake.
Shut the gate for Grandma.

Listening Amy and Sam the visiting friends and Grandma.

1 Look!

2 Listen and write the letters.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

3 Listen again.

4 Tell the story!

5 Listen and sing.

Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday, Sunday.

What's the day today?

Activity 1

- 1 Point out the *e* at the end of the word. Explain that this 'magic e' changes the phoneme *a /æ/* to *jes!*.
- 2 Two children hold *c* and *ake* word cards. Point and say each sound. Class says the sounds with you.
- 3 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.
- 4 Repeat with *make*, *bake* and *gate*.

Activity 2

- 1 Ask who or what is in the pictures. Play CD1 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 4

- 1 Ask Which picture is number 1? D. Ask a volunteer to say a sentence or two about the picture, e.g. *There is an apple tree in the garden.*
- 2 When all the pictures have been talked about, ask if anyone can tell the whole story.

Activity 5

Play CD1 track 20. Children listen. Ask the question. Class answers. Play CD1 track 21 (music only). Class sings.

Remember that children understand the tasks before they begin.

Exercises 1 and 3

Make sure that children can say the sounds in these exercises accurately.

Exercises 2 and 4

Children use different phonemes to make words with the endings *ake* and *ate*.

Exercise 5

Children complete the sentences using words they have written on the page.

Phonics

1 Say the sounds.

2 Write *ake*. Write the words. Read the words.

3 Say the sounds.

4 Write *ate*. Write the words. Read the words.

5 Complete the sentences. Read the sentences.

1 The _____ is on the _____.

2 This is King Tub's _____.

3 We can _____ a cake.

4 We can _____ a rake.

5 We can eat the _____.

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, children say the sounds. For Exercises 2 and 4, ask different children to read the whole word they have written. For Exercise 5, children read the complete sentences aloud.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write words with the *ake* spelling pattern
- listen to a story and order pictures
- listen, say and sing a song

Key language Vocabulary and structures from Unit 1

Key words *cake, make, bake, gate, plate, date*

Materials PB pp29-30; CD1 tracks 17-21; WB p7; phoneme cards for PB p29, activity 1

Preparation Make phoneme cards for *cake, make, bake* and *gate*, with the vowel letter on a separate card, as shown in the PB.



Resource box

Activity 2 audioscript (CD1 track 19)

Voice 1: Number 1.

Voice 2: There is an old apple tree in Grandpa's garden. There are lots of red apples on the tree. [pause]

Voice 1: Number 2.

Voice 2: It is a sunny day today. Amy and Grandpa are in the garden. Grandpa is carrying a ladder. [pause]

Voice 1: Number 3.

Voice 2: Grandpa is standing on the ladder. He is picking the apples. [pause]

Voice 1: Number 4.

Voice 2: Amy is helping Grandpa. She is catching the apples. [pause]

Voice 1: Number 5.

Voice 2: Look! Grandma and Sam are in the garden, too. What are they carrying? [pause]

Voice 1: Number 6.

Voice 2: Grandma, Grandpa, Amy and Sam are sitting under the apple tree. They are drinking orange juice. They are eating cakes. Mmm. Delicious!

Session 1 Warm-up

Play the song from PB p30, CD1
Work 20 or use word cards to revise
the days of the week.

Don's box

- 1 Ask a child to read the sentences.
- 2 Write them on the board. Class reads.
- 3 Volunteers circle the capital M for Monday and the es plural in boxes.

Activity 1

Ask one or more children to read the verbs. Put word cards on the board. Class reads.

Activity 2

- 1 Read the title of the story. Check children understand it.
Tell children to look at the pictures for a few moments.
Ask a child to read the first two sentences.

- 2 Tell children to look at the next picture. Ask *What day is after Monday?*
Tuesday. Elicit the complete sentence. Write it on the board.
Ask *What are Sam and Amy doing?* Point out the prompt word cards as necessary. Elicit *Sam and Amy are carrying boxes*. Write it on the board.

- 3 Continue in the same way with the pictures for the other days of the week.
Remind children of the verbs on the word cards as necessary.
Write all the sentences on the board.

Class composition



It is Monday.
Sam is carrying boxes.

1 Read the words.

eat pick help carry watch drink cook

2 Look at the pictures. Write the story.

At home



It is

It is Monday.
Amy is picking flowers.



Class composition: a story with repeated language Unit 1

31

- 4 Ask different children to read the sentences you have written.
Class reads all the sentences.

- 5 Children write 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 p1.

Grammar Practice Book

Children complete Unit 1.

Session 2 Warm-up

Write sentences on the board using the actions.

Exercise 1

Write sentences on the board using the class of the verbs: write and plural es.

Exercise 2

Children write the letters.

Exercise 3

Children read the words. Children write the es plural and the whole word. Class reads the words in plural.

Exercise 4

Children choose three days and write. Check by asking children to read sentences.

Writing skills

Remember! It is Monday. Sam and Amy are carrying boxes.

1 Write the letters.

2 Read these words. They end in ch, s, sh and x.

Write as above the words. Read the words.

3 Choose three days. Finish the sentences. Use the words in the box.

4 It is ... Mum is ...

5 It is ... Dad is ...

6 It is ... Sam and Amy are ...

Composition practice

1 Choose two days. Write about the pictures. Use the words in the box.

2 Mum is ...

3 Dad is ...

4 Sam and Amy are ...

Exercise 1

1 Explain the task. Children read the verbs.

2 If you are able to do this work in class, ask questions about the pictures and elicit, e.g. *Mum is cooking (in the kitchen)*. Make sure children realise they may choose which day it is.

3 Children complete the first two sentences and write about the other characters and picture.

4 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 page 59)

Summary box

Lesson aim Writing

Lesson targets Children:

- write about activities on days of the week
- practise capital letters for days of the week and plural es
- write about activities on two days of the week

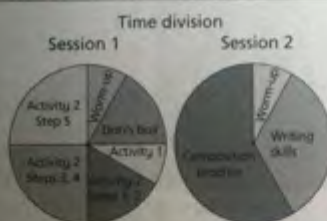
Text type Story with repeated language

Key structure present continuous

Key words Vocabulary from Unit 1

Materials PE p31; flashcards 13-17; WB pp8-9; CD1 track 20; word cards for Amy, Mum, Dad

Preparation Make word cards for eat, pick, help, carry, watch, drink, cook.



Resource box

Class composition: target writing (optional words in brackets)

It is Tuesday. Sam and Amy are carrying boxes (of apples). It is Wednesday. Sam and Amy are drinking orange juice. It is Thursday. Mum is cooking (in the kitchen). It is Friday. Sam is eating a cake. It is Saturday. Sam and Amy are helping Mum. It is Sunday. Amy is watching TV.

Composition practice: target writing (sentences may be in any order)

It is ... Mum is cooking (in the kitchen). Dad is watching TV. Sam is eating an apple. Amy is carrying boxes/a box.

It is ... Grandma is picking flowers. Grandpa is climbing a ladder. Sam and Amy are eating sandwiches. Sam is watching the birds.

Portfolio

Children may make neat copies of the WB writing for inclusion in their portfolio.

Warm-up
Show flashcard 6. Ask his name and what he is. Elicit,
e.g. *His name is Biffo. He is a clown. He is funny.*

- Ask different children to find and point to objects on the poster.



- Check understanding of the small pictures: Biffo is thinking about things he could do for the competition on Saturday.



3 Individuals read or act the dialogue.**

Exercise 1
Children look at the objects on the left and find the different object in the group on the right.

Exercise 2
Children read the word on the left and find the different word in the group on the right.

Exercise 3
Children fill in the crossword. Explain that they may write the easy words first, then go back and fill in the longer words.

2 Words

1 Circle the words.

2 Complete the sentences with the words above.

3 Write the words.

Learning to learn

1 Find a different picture. Circle it.

2 Find a different word. 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
- act the dialogue
- practise scanning and further observation skills

Key structures *this, that, these, those*

Key language *What's this/that? What are these/those?*

Key words *swing, slide, roundabout, rings, hands; go, dance*

Materials PB pp32-33; poster 2; flashcards 6, 26-30; WB pp12-13; Tracks 22, 23

Time division

Resource box

* Poster questions before listening:

What has Biffa got? A bike.
What colour is it? Blue.
What colour is the slide? Yellow and red.
Where is Dan? On the roundabout.

** Choose children to be each of the characters and read or say the character's lines. Be ready to help children to remember and say the lines correctly. Encourage children to say the lines without having to read each word.

WB answers

p12 Exercise 1: sing, dance, walk, go, help, do, pick, cook
 Exercise 2: 1 picking 2 helping 3 cooking 4 singing 5 walk 6 dance 7 going 8 doing
 Exercise 3: 1 roundabout 2 garden 3 rings 4 slide 5 swing 6 hand 7 steps

Session 1 Warm-up

Use Worksheets 26-29 to revise the words for play equipment.

Session 2 Warm-up

Use classroom objects as in Activity 1 to revise this vocabulary.

Activity 1

1 Children open their books. Ask what the book is looking at. *It's a swing, a slide.* Volunteers read the bubbles. Class repeats.

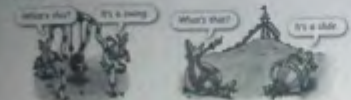
2 Point out picture 1. Ask *What's this? It's a roundabout.* Prompt half the class to ask the question again. The others answer.

3 Do the same with the other pictures. Ask *What's that?* about pictures 4 and 5.

4 Children practise sentences in pairs.*

Grammar

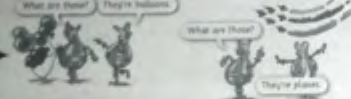
1 Look!



Ask and answer.



2 Look!



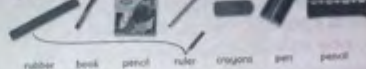
Ask and answer.



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Grammar in conversation

1 Match



2 Listen and read.



3 Listen and say.

4 Now guess!

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Activity 1

Children match the words and objects. Check answers together by asking *What is number 1?*, etc.

Activity 2

Tell the class to listen to the children in the photos. Play CD1 track 24. Children listen and follow in their books.

Activity 3

Play CD1 track 25. Children listen and repeat in the pauses.

Activity 2

1 Ask volunteers to read the bubbles. Class repeats.

2 Point out picture 1. Ask *What are these? These are carrots.* Half the class asks the question again. The others answer.

3 Do the same with the other pictures. Ask *What are those?* for pictures 4 and 5.

4 Children practise in pairs.**

Go to Workbook Session 1

Activity 4

1 Children practise the conversation in pairs.

2 Encourage children to do the activity again using their own bags and the things in them. If you wish, ask a pair of children to come forward and talk about the things in a school bag while the class listens.

Go to Workbook Session 2

Children look at the picture and answer the questions.

Exercise 1

Children look at the picture and answer the questions. They write the letter of the correct picture under the question.

Exercise 2

Children use the correct word to complete the sentences.

Exercise 3

Do as Exercise 2.

Grammar

1 Match and write the letters.

What's that? What are those? What's this? What are these?

2 Complete the sentences with *this* or *these*.

1 I like my bag.

2 I like my books.

3 Flowers are pretty.

4 That is very big.

5 I like kittens.

3 Complete the sentences with *that* or *those*.

1 Is my table?

2 Are my toys?

3 These are tables.

4 I like flowers.

5 Is that a cat?

Grammar in conversation

1 Complete the conversation. Use the words in the box.

toys school colours window old funny

Let's see this that These those

1 "What's that?"

2 "That's a school."

3 "What's in the window?"

4 "There are toys in the window."

5 "Look! There are old toys and games."

6 "I like my big teddy."

7 "There are things for my cat."

8 "I like my cat and dog. They're funny."

9 "These are my toys. Look at the old toys. Look!"

10 "Oh! They're very old!"

2 Colour the picture.

Exercise 1

- Children look at the picture and answer questions about the picture to prepare the class for the lesson.
- Children read the words in the box. They use them to complete the conversation. Remind them that there is only one correct word for each space.

- If possible, let one or two pairs read out the conversation when the task is done.

Exercise 2

Children colour according to their own choice.

Summary box

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to a conversation
- read and repeat the conversation
- practise the conversation
- talk about things in their own school bags

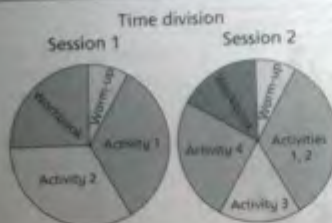
Key structures: *this, that, these, those*

Key language: *What is this/that? What are these/those?*

Key words: play equipment, school items, etc.

Materials: PB pp34-35; CD1 tracks 24, 25; WB pp14-15

Preparation: Find classroom objects for Warm-up, Session 2.



Resource box

• Ensure children understand *this* is used for something near; *that* is used for something a distance away. Children practise in pairs. Then ask one or two pairs to say a question and answer while the class listens. Alternatively, bring pairs forward to ask the question and give the answer.

• Ensure children understand *these* is used for objects that are near; *those* is used for objects some distance away. Children practise in pairs.

• If you wish, ask questions, e.g. *What colour is the teddy?* Children answer according to their own colouring.

WB answers

p14 Exercise 1: 1B 2D 3A 4C Exercise 2: 1 This 2 These 3 These 4 This 5 these Exercise 3: 1 That 2 Those 3 Those 4 those 5 That

p15 Exercise 1: this, Yes, window, Lots, toys, that, school, those, funny, colours. These, old

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.

Session 1 Warm-up

Use cards to revise jump, laugh, shout, throw the words. Children mime the action.

Activity 1

1. Teach the new words using flashcards 31-35. If you wish, mime the action words. Class names them.
2. Children open their books. Give them time to look at the whole page. Ask volunteers to name the actions and objects.
3. Point out the title. Play CD1 track 26. Children listen and follow.

Reading

throw hop run skip shout square circle stone

Playtime

It is playtime. The children are in the playground. They are running and shouting. They are jumping and laughing.

These girls are holding hands. They are skipping round and round in a circle. They are singing. They are playing a game.

This girl is hopping on squares. There are numbers in the squares. There is a stone in one square. This is a game, too.

These children have got a ball. The girl is throwing the ball. The small boy is looking at it. Can he catch it?

These children are sitting at a table. They are playing a game. Two friends are watching quietly. Can you play this game? What is it?

Unit 2 Reading is description of actions

4. Read the text under the first picture. Ask *Where are the children? What are they doing?* Read the text under the other pictures 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 p2 of Dictionary 2.
Continue Grammar Practice Book Unit 2.

Session 2 Warm-up

Play Action Mime. Show a verb word card.** The child does or mimes the action. Other children guess what it is.

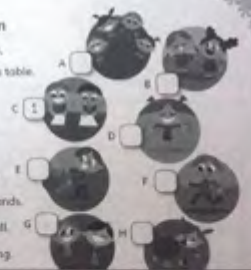
Activity 1

1. Play CD1 track 26 or read *Playtime* again to the class.
2. Give children a few moments to look at the pictures. Ask a child to read sentence 1. Tell children to find the picture of two boys sitting at a table. Give them a moment to look. Tell them that number 1 is in the box.
3. Ask a child to read sentence 2. Ask which picture it matches. Children look and find the picture. Elicit the answer *D*.
4. Give children the number in the box.

Reading comprehension

1. Read. Number the pictures.

1. These boys are sitting at a table.
2. This girl is hopping.
3. These girls are skipping.
4. This boy is running.
5. These boys are laughing.
6. These girls are holding hands.
7. This boy is throwing a ball.
8. These children are jumping.



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

Reading comprehension (WB p16) Session 2

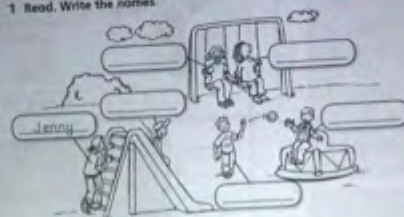
Check that children understand the tasks before they begin.

Exercise 1

Children look at the picture and read the text. They write the names next to the correct children according to the text.

Reading comprehension

1 Read. Write the names.



Jenny is on the ladder. She is climbing slowly.
Ben is going down the slide. He is going quickly.
Fred is sitting on the roundabout.
Joe is throwing the ball.
Amy and Sue are on the swings. Sue is laughing. Amy is looking at the sky.

2 Write the names.

- 1 He has got a hat. _____
- 2 She is happy. _____
- 3 She is climbing. _____
- 4 They are playing with a ball. _____
- 5 He is standing. _____
- 6 They are holding hands. _____

Unit 2 Reading comprehension: matching statements to pictures

Exercise 2

Children read the statements and decide which child in the picture it matches. They write the name.

Summary box

Lesson aim: Reading

Lesson targets: Children:

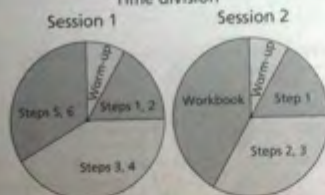
- learn new vocabulary
- listen to and follow a text
- understand the text
- read with good pronunciation
- answer simple comprehension questions

Key structure: present continuous

Key words: skip, throw, hop, run, shout, square, circle, stone

Materials: PB pp36-37; CD1 track 26; flashcards 31-35; WB p16

Time division



Resource box

* Use these questions or any of your own:

(Picture 2) Are the girls running? **No, they are skipping.** Are they singing? **Yes.**

(Picture 3) What is the girl doing? **She is hopping.** Where are the numbers? **In the squares.**

(Picture 4) What have the children got? **A ball.** What is the small boy doing? **He is looking at it.**

(Picture 5) What are the boys doing? **They are sitting at a table/playing a game.** What is the game? **Chess.**

** run, hop, jump, sit, sing, laugh, dance, etc.

PB answers

Activity 1: 2D 3H 4F 5G 6B 7E 8A

WB answers

Exercise 1: (clockwise from the left) Ben, Sue, Amy, Fred, Joe

Exercise 2: 1 Ben 2 Sue 3 Jenny 4 Joe and Fred 5 Joe 6 Sue and Amy

Activity 1

Look at the 'magic e' words. Remember the class. When the 'e' changes the sound of the word.

Mr Jolly's box

1. Think of a first Mr Jolly. Tell them to point to the box. (The box is empty.)

2. Play CD1 track 27. Children listen the first time. Then they repeat in the pauses.

3. Write *bike* on the board. Say the word. Class repeats until they say it accurately and confidently.

Phonics

Look and listen

1 Look and say

2 Listen, read and say

3 Listen, read and say

4 Listen, read and say

5 Listen, read and say

6 Listen, read and say

7 Listen, read and say

8 Listen, read and say

9 Listen, read and say

10 Listen, read and say

11 Listen, read and say

12 Listen, read and say

13 Listen, read and say

14 Listen, read and say

15 Listen, read and say

16 Listen, read and say

17 Listen, read and say

18 Listen, read and say

19 Listen, read and say

20 Listen, read and say

21 Listen, read and say

22 Listen, read and say

23 Listen, read and say

24 Listen, read and say

25 Listen, read and say

26 Listen, read and say

27 Listen, read and say

28 Listen, read and say

29 Listen, read and say

30 Listen, read and say

31 Listen, read and say

32 Listen, read and say

33 Listen, read and say

34 Listen, read and say

35 Listen, read and say

36 Listen, read and say

37 Listen, read and say

38 Listen, read and say

39 Listen, read and say

40 Listen, read and say

41 Listen, read and say

42 Listen, read and say

43 Listen, read and say

44 Listen, read and say

45 Listen, read and say

46 Listen, read and say

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67 Listen, read and say

68 Listen, read and say

69 Listen, read and say

70 Listen, read and say

71 Listen, read and say

72 Listen, read and say

73 Listen, read and say

74 Listen, read and say

75 Listen, read and say

76 Listen, read and say

77 Listen, read and say

78 Listen, read and say

79 Listen, read and say

80 Listen, read and say

Activity 2

1 Ask who or what is in the pictures. Play CD1 track 28. 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 CD1 track 30. Children listen and point to the child being described by the speaker. See Resource box for audioscript.

Activity 4

Play CD1 track 31. Children listen and write the names. Play the track again if necessary.

Activity 5

1 Ask what the boy in the picture is doing *jumping*. Play CD1 track 32. Children listen once.

2 Play it again and encourage the class to join in. They may do the action if you wish.

3 When children can sing the song confidently, ask them to choose a different action from the balloons next to the poem. Play CD1 track 33 (music only). They sing the song with the new action.

Listening

1 Look

2 Listen, read and say

3 Listen and point

4 Listen and write the names

5 Listen and sing

6 Listen and sing

7 Listen and sing

8 Listen and sing

9 Listen and sing

10 Listen and sing

11 Listen and sing

12 Listen and sing

13 Listen and sing

14 Listen and sing

15 Listen and sing

16 Listen and sing

17 Listen and sing

18 Listen and sing

19 Listen and sing

20 Listen and sing

21 Listen and sing

22 Listen and sing

23 Listen and sing

24 Listen and sing

25 Listen and sing

26 Listen and sing

27 Listen and sing

28 Listen and sing

29 Listen and sing

30 Listen and sing

31 Listen and sing

32 Listen and sing

33 Listen and sing

34 Listen and sing

35 Listen and sing

36 Listen and sing

37 Listen and sing

38 Listen and sing

39 Listen and sing

40 Listen and sing

41 Listen and sing

42 Listen and sing

43 Listen and sing

44 Listen and sing

45 Listen and sing

46 Listen and sing

47 Listen and sing

48 Listen and sing

49 Listen and sing

50 Listen and sing

51 Listen and sing

52 Listen and sing

53 Listen and sing

54 Listen and sing

55 Listen and sing

56 Listen and sing

57 Listen and sing

58 Listen and sing

59 Listen and sing

60 Listen and sing

Phonics (WB p17)

Make sure that children understand the tasks before they begin.

Exercises 1 and 3

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

Exercises 2 and 4

Children write 'magic e' endings and the whole words.

Exercise 5

Children use the words they have practised to complete the sentences.

Phonics

1 Say the sounds.



i ride



e bike



i like

2 Finish the words. Write the words. Read the words.

ride

bike

3 Say the sounds.



i line



e fine



i line

4 Write in. Write the words. Read the words.

nine

bike

line

5 Complete the sentences. Use words on this page.

- How old are you? I'm nine.
- This is my new bike.
- Can you ride your new bike?
- How are you? I'm fine, thanks.
- There are lines on this paper.

Read the sentences.



Phonics 1. Unit 2

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, children say the sounds.
For Exercises 2 and 4, ask different children to say the whole word.
For Exercise 5, ask different children to read complete sentences.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write 'magic e' words with i
- listen to a description of activities
- listen to and sing a song with verses

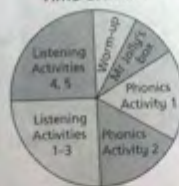
Key language Vocabulary and structures from Unit 2

Key words ride, bike, like, nine, line, fine

Materials PB pp37-38; CD1 tracks 27-32; WB p17; phoneme cards for PB p37, Phonics Activity 1

Preparation Make phoneme cards for bike, ride, nine and line with the first letter on a separate card, as shown in the PB.

Time division



Resource box

Activity 3 audioscript (CD1 track 30)

Look at the children in the playground. They are having fun ...

Ben is on the swing ...

Sue is on the slide ...

Two mothers are watching the children. They are talking ...

Pip is on the roundabout. He is little ...

Ann is helping Pip ...

Two girls are playing with a ball. They are Kim and Pam. Kim is catching the ball ...

A boy is climbing a tree. Dad is saying, "Ned! Get down!"

PB answers

Activity 4: (clockwise from top right) Sue, Ann, Pam, Kim, Pip, Ned, Ben

WB answers

Exercise 5: 1 nine 2 bike 3 ride 4 fine 5 lines

Session 1 Warm-up

Play action mime using word cards for *laugh, run, climb, stand, hop* and *jump*. Children guess, e.g. *You are (He/She is) laughing.*

Don's box

- 1 Ask a child to read the sentence.
- 2 Write it on the board. Class reads.
- 3 Point out the vowel between the two consonants in *sit*. Point out how the final consonant doubles before *ing*.

Activity 1

- 1 Read the title of the composition to the class. Give them a few moments to look at the pictures. Ask different children to read the words in the boxes under each picture.
- 2 Point out picture 1 and the verbs below. Ask *What are these girls doing?* Elicit *They are sitting on the swings. They are laughing.* Ask a child to read the example sentences. Write them on the board. Underline *loudly*. Ask *Are they laughing quietly?* Elicit *No, they are laughing loudly.* Point out the double *t* in *sitting*.

Class composition



sit He is sitting.



- 1 Look at the pictures. Write the story.

In the playground



sit laugh loudly

These girls are sitting on the swings. They are laughing loudly.



climb go slowly



run quickly have got



stand go round and round

Writing a description of pictures Unit 2

- 3 Tell children to look at picture 2 and the words below. Ask prompt questions, e.g. *What are these boys doing? Are they running slowly or quickly? What have they got?* Prompt the target sentences and write them on the board. Class reads.

- 4 Do the same for 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 two. 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.

Unit 2 Warm-up

Write prepared equipment.

Step 1

Write the sentence on the board. Show the class how that after *running*, *jumping*, *climbing*, the *verb* always doubles before *ing*.

Step 2

Divide the class. Children write starting form of the word then a complete sentence.

Step 3

Children match and write the words. Check answers together.

Writing skills

Remember: *be* *running* *fly* *is* *climbing*

1 Write the words. Write sentences as:

2 boy

3 girl

4 cat

5 Write the words:

and

6

7

8

Composition practice

1 Read the words in the boxes. Write about the pictures in the garden.

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Exercise 1

- Ask different children to read the words under the pictures. Make sure the class understands the task.
- Ask the class to tell you about each picture. If necessary, ask questions *What is she doing?* etc. Children write complete sentences for each picture.
- 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 2 WB pp20-21 (Answers on page 59)

Summary box

Lesson aim: Writing

Lesson targets: Children:

- write about outdoor activities
- learn: *vc + ing* spelling
- write sentences using present continuous

Text type: Description of outdoor activities

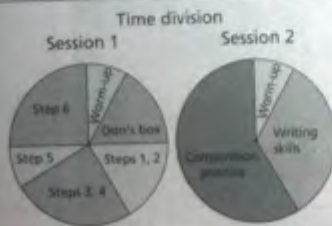
Key structure: present continuous

Key words: Vocabulary from Unit 2

Materials: PE p35; WB pp18-19; flashcards 26-29; word cards for Warm-up

Preparation: T

Preparation: Make word cards for *laugh*, *run*, *climb*, *stand*, *hop*, *jump*.



Resource box

Class composition: target writing (example sentences)

2 These boys are running quickly. They have got a ball. 3 This boy is climbing the ladder. He is going slowly. 4 This girl is standing on the roundabout. She is going round and round.

Composition practice: target writing (example sentences)

1 The girl is climbing the ladder. The boy is sitting on the swing. 2 The boys are jumping on the log. They are laughing. 3 The boy is throwing a ball. The dog is running quickly. 4 The cat is sitting on the wall. The bird is singing loudly.

Portfolio

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

3 Pirate Jack

Warm-up

Show flashcard 7. Ask questions. Elicit, e.g. *His name is Jack. He is a pirate. He has got a big black hat.*

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

Picture 3

- 1 Show page 3. Read the title. Children look for a few moments.
- 2 Show flashcards 36-42. Name the verbs, activities and objects. Class repeats.
- 3 Ask children to find and point to activities on the poster.



- 4 Ask questions about the picture. Use the questions in the Resource box or any of your own.*

- 5 Play CD1 track 34. Children listen and look at the poster. Point to the activities as they are mentioned. Point to the characters when they speak. Show flashcard 42 to explain *buy*.

Check understanding of the small pictures: Pirate Jack is thinking about what he can do in the competition and the new clothes he can buy for the competition.

Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards 36-42. Class names the objects and activities.
- 3 Show the objects and actions. Children point in their books. Show flashcards 43-47. Children check they are pointing to the correct picture or action.
- 4 Show the objects and actions in a different order. Children say the names of the picture or action.



Activity 2

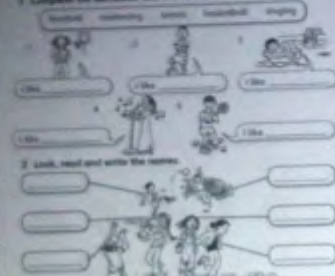
Play CD1 track 34. Children listen and follow the dialogue. Ask, e.g. *Can Jack sing? Yes, he can. What can he buy? He can buy new clothes.*

Activity 3

- 1 Play CD1 track 35. Children follow and repeat in the pauses.
- 2 Play track 35 again. Class listens and follows.
- 3 Individuals read or act the dialogue.**

Children look at the picture with the different animals. They read the sentences and match them to the children in the picture. They write the names in the boxes.

3. Complete the sentences. Use the words in the box.



Two girls are playing basketball. They are throwing the ball.
James is catching the ball.
Basketball Team are playing basketball. Team is jumping.
Pat and Bob are playing a game. Pat is listening to the speaker.
Joe is laughing.

4. Read these stories. Write the letters in order.



Story 1: 1. A 2. — 3. — 4. —

→ **Step 2:** 1 1 2 2 3 3 4 4

5. Write a story. Write the sentences in order.

10.46 (a) $\frac{1}{2} \ln 2$ (b) $\frac{1}{2} \ln 2$

She has got it present.

Thank you, Mum and Dad
what is in the box?

is May's birthday.

It is a long time.

Lesson 611 Speaking

Lesson 61m Speaking

Lesson targets Children:

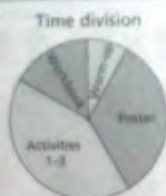
- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise sequencing skills with pictures and sentences

Key structure present simple: like

My language Do you like?

Ex. words: football, basketball, tennis, swimming, singing, clothes, like, buy

Manuscript: PB pp40-41; poster 3; flashcard 7; WB pp22-23; CD1 tracks 34, 35



* Poster questions before listening:

Who is in the picture? **Dan, Lily and Pirate Jack.** What has Pirate Jack got? **A ship and a bird.** What colour is the bird? **Green.** Has it got a hat? **No.**

** Choose three children to take the parts of Dan, Lily and Pirate Jack. Let them read or say their lines while the class listens. If this activity is popular, let another three children act the scene again.

WB answers

p22 Exercise 1: 1 basketball 2 football 3 swimming 4 singing 5 tennis

Exercise 2: (clockwise from bottom left) Meg, Anna, Tom, Sam, Pat, Sue

p23 Exercise 1: Story 1: 2H 3J 4C Story 2: 2L 3D 4F Story 3: 2G 3B 4K

Session 1 Warm-up

Put flashcards 134. Ask the class to name all the fruit they know.

Activity 1

1. Point out the Badkins. Ask: What are they eating? Bananas. Ask two or more children to read the bubbles.

2. Ask a volunteer to read sentence 1. Point out that it matches picture B. Ask a child to read sentence 2. Ask which picture it matches. Check the answer with the class. Children write the letter.

3. Continue with the other sentences.

Activity 2

1. Children look at the pictures. Volunteers read the bubbles.

2. Children follow the maze lines to find out what each child and the bird like. Tell them to look at the first boy. Prompt: He likes... to elicit football.

3. Continue in the same way with the other pictures.

4. Children practise in pairs.*

Go to Workbook Session 1

Session 2 Warm-up

Put flashcards 36–40 on the board. Let a child choose one. Elicit, e.g. *She likes singing*. Class repeats. Do the same with other children.

Activity 1

Say the words. Children listen and repeat. Explain this is food for a picnic.**

Activity 2

Tell the class to listen to the children in the photos. Play CD1 track 36. Children listen and follow in their books.

Activity 3

Play CD1 track 37. Children listen and repeat in the pauses.

Activity 4

Children practise the conversation in pairs.

Activity 5

Play CD1 track 38. Children listen the first time. Play it again. They join in. This song is easy to learn. Divide the class into three groups, each group sings a line. They all join in with the last line.

Go to Workbook Session 2

Grammar

1. Look!

1. I like bananas. 2. You like bananas. 3. They like bananas. 4. We all like bananas.

Match

1. I like grapes. 2. We like apples. 3. You like cakes. 4. They like carrots. 5. You like ice cream. 6. We like sweets.

2. Look!

1. He likes football. 2. She likes basketball. 3. It likes swimming.

Point and say

Grammar in conversation

1. Look, listen and say

orange juice sandwiches apples grapes bananas cakes crisps

2. Listen and read

Let's have a picnic. Good idea! Do you like sandwiches? Yes, I do. Do you like bananas? No, I don't. What about grapes? I like grapes. Do you like orange juice? Yes, I do. So... we've got sandwiches, grapes and orange juice. Perfect! Delicious!

3. Listen and say

4. Now go!

5. Listen and say

One banana, two bananas, three bananas, four. Five bananas, six bananas, seven bananas. More! Eight bananas, nine bananas, ten bananas. Stop! Ten bananas for the monkeys sitting in the tree.

Exercise 1
Children complete the questions.

Exercise 2
Children circle their own answer.

Exercise 3
Children write their own sentences.

Exercise 4
Children use the words in the box to complete the conversation. Remind them that only one word fits each space. If they are not sure, they should try different words from the box and see which one makes sense.

Grammar

1 Complete the sentences with like and the words in the box.

sweets cakes bananas carrots grapes apples

1 I like bananas. You like _____.

2 We like _____.

3 They like _____.

4 The boy likes _____.

5 The rabbit likes _____.

6 The woman likes _____.

7 The girl likes _____.

8 The bird likes _____.

Grammar in conversation

1 Write the questions.

1 Do you like _____? Yes, I do. No, I don't.

2 _____? Yes, I do. No, I don't.

3 _____? Yes, I do. No, I don't.

4 _____? Yes, I do. No, I don't.

5 _____? Yes, I do. No, I don't.

2 Answer the questions. Circle your answer.

3 Write three sentences. Start with I like _____.

4 Complete the conversation with the words in the box.

Let's have a _____.

Do you like _____?

Do you like _____?

How about _____?

like
orange
crisps
picnic
Yes
No
Great
Good

Summary box

Lesson aim Grammar

Lesson targets Children:

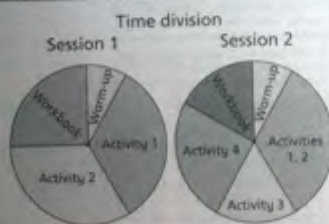
- structure the target language
- join to a conversation
- read and repeat the conversation
- practise the conversation
- learn and say a rhyme

Key structures He/She/It likes ... I/You/We/They like ...

Key language Do you like ...?

Key words Vocabulary from previous units and level 1

Materials PB pp42-43; CD1 tracks 36-38; flashcards 36-40, 134; WB pp24-25



Resource box

* To demonstrate, bring one or more children forward with their books. Point to the picture of the first boy. Elicit **He likes football**. Do the same with the other pictures. Children repeat the activity in pairs, taking turns to point and say the sentences.

** A meal of cold food eaten outdoors, e.g. on the beach, in a park.

WB answers

p24 Exercise 1: 2 like grapes 3 like cakes 4 like sweets 5 like apples 6 like carrots

Exercise 2: 2 likes carrots 3 likes cakes 4 likes apples 5 likes bananas 6 likes grapes

p25 Exercise 4: picnic, Good, crisps, Yes, like, No, orange, Great

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.

Session 1 Warm-up

Ask children: Do you like drawing and colouring? What do you draw and colour?
Ask for ideas: e.g. toys, Mum, my friend.

Activity 1

1. Match the new words using flashcards
in pairs.

2. Children open their books. Give them time
to look at the whole page.

Ask volunteers to name the actions and
objects on page 44.

3. Read out the title. Play CD1 track 39.
Children listen and follow.

Reading

think point write cut stick scissors paint glue

Mum's birthday present

It is Mum's birthday.
Sam and Amy are thinking.
Mum likes sweets.
Sam and Amy cannot buy sweets.
Mum likes cakes.
Sam and Amy cannot buy cakes.
Mum likes flowers.
Sam and Amy cannot buy flowers.



But they can make flowers!
They have got paper, pencils, paints, scissors and glue.



Sam is drawing and painting flowers. He
is using pencils and paints. Amy is cutting
out the flowers. She is using scissors.
Now Amy is using glue. She is sticking
the flowers on green paper. There are
ten flowers. They are blue and yellow.
They are pink and purple. They are
orange and red.
Sam is writing on the card.



Happy birthday, Mum.

Mum is very happy.
The flowers are beautiful.

44 Reading: story with familiar setting

4 Read the first part of the story. Ask *What things
can't the children buy? Sweets, cakes, flowers.*

Read the story in paragraphs and ask questions
about each one.*

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 2.

Continue Grammar Practice Book Unit 3.

Session 2 Warm-up

Show flashcards from Unit 3. The first
child to name the object or action wins
a point.

Activity 2

Read aloud book 74 or read *Mum's
birthday present* again to the class.

Ask children to work out the first
sentence. Read repeats. Ask Yes
or No questions in pairs. Check the
answers with the class.

Children read: what is the correct
answer? It is Mum's birthday.

Reading comprehension

1 Write Yes or No.

- 1 It is Sam's birthday. _____
- 2 Sam and Amy are thinking. _____
- 3 Mum likes swings. _____
- 4 Sam and Amy can make cakes. _____
- 5 Sam is using pencils and paints. _____
- 6 Amy is sticking the flowers on paper. _____
- 7 Sam is writing on the flowers. _____



3 Continue in the same way with the
other sentences.

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

Children understand the tasks and the text.

Children read the short text. They guess what the present is from the description and write answers.

Reading comprehension

1 Read.



It is Sam's birthday. He is eight. Amy is making a card.
Sam likes basketball. Amy is drawing a picture. It is a boy.
He is throwing a basketball.
Amy has got a present for Sam. It is in the box. The present is round.
Sam can throw it. He can catch it. It is a _____.

2 Answer the questions.

- 1 How old is Sam? _____
- 2 What is Amy making? _____
- 3 What does Sam like? _____
- 4 Where is the present? _____
- 5 What is the present? _____

Unit 3 Reading comprehension: Start questions

Exercise 2

- 1 Children refer back to Exercise 1 and write the answers.
- 2 If this work is done in class, check answers by asking different children to read out their sentences. Other children listen and check. Ask if the rest of the class agrees.

Summary box

Lesson aim: Reading

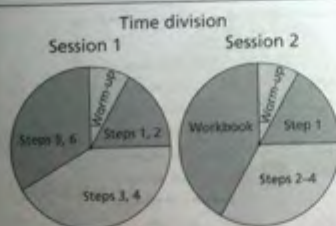
Lesson targets: Children:

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

Key structures: present simple, present continuous

Key words: think, paint, write, cut, stick, use, scissors, paints, glue

Resources: PB pp44-45; CD1 track 39; flashcards 36-49; WB p26



Resource box

* Use these questions or any of your own:

What can Sam and Amy make? **Flowers**. What is Sam doing? **Drawing and painting**. What is he using? **Pencils and paints**. (Ensure children understand use. If necessary, demonstrate yourself by using a board pen or chalk and a board rubber.)

What is Amy doing? **Cutting**. What is she using? **Scissors**. How many flowers are there? **Ten**. What colours are they? **Blue, yellow, pink, purple, orange, red**. What is Sam writing? **Happy Birthday, Mum. Is Mum happy? Yes, she is.**

PB answers

Activity 1: 1 No 2 Yes 3 No 4 No 5 Yes 6 Yes 7 No

WB answers

Exercise 1: basketball Exercise 2: 1 Sam (He) is eight. 2 Amy (She) is making a card. 3 Sam (He) likes basketball. 4 The present (It) is in the box. 5 The present (It) is a basketball.

Children should understand the tasks and the instructions.

Exercises 1 and 2

Children should be able to say the sounds in these words.

Exercises 3 and 4

Children use different phonemes to make words with 'stone' endings.

Exercise 5

Children complete sentences using words on the page.

Phonics

1 Say the sounds.



2 Finish the words. Write the words. Read the words.

st _____

n _____

c _____

u _____

3 Say the sounds.



4 Finish the words. Write the words. Read the words.

t _____

l _____

p _____

e _____

5 Complete the sentences. Use words on this page.

1 Amy is using _____.

2 The dog has got a _____.

3 Grandpa is using a _____.

4 There is a _____ in the _____.

5 Wilko has got a big round _____.

Phonics Unit 3, pp. 27-28

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, children say the sounds.

For Exercises 2 and 4, ask different children to say the whole word.

For Exercise 5, ask different children to read sentences to the class. Check that everyone agrees.

Summary box

Lesson aim: Phonics and Listening

Lesson targets: Children:

- sound out, read and write words with o_e, u_e and ie endings

- listen to conversations and match to pictures

- listen to and learn a song

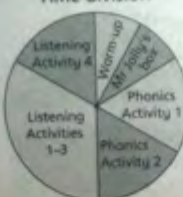
Key language: Vocabulary and structures from Unit 3

Key words: stone, bone, nose, hose, cube, tube, tube, glue

Materials: PB pp45-46; CD1 tracks 40-44; WB p27; phoneme cards for PB p45, activity 1

Preparation: Make phoneme cards for stone, nose, cube and blue with each letter on a separate card, as shown in the PB.

Time division



Resource box

Activity 2 audioscript (CD1 track 42)

Voice: Number 1.

Boy: What can we buy for Mum's birthday?

Girl: How about flowers?

Boy: Good idea.

Girl: Do you like the yellow flowers?

Boy: Yes, but Mum likes pink.

Girl: OK. Let's buy those pink flowers.

Voice: Number 2.

Boy: Come here, Meg! Look at this!

Girl: What is it?

Boy: It's an insect.

Girl: Ewww! It's big!

Boy: It's beautiful.

Girl: Do you like insects?

Boy: Yes, I do. They're great.

Voice: Number 3.

Boy: I've got a pencil.

Girl: We can draw a picture.

Boy: And we can use our paints.

Girl: You can write on the card.

Boy: OK. [slowly] Happy birthday, Mum. Do you like it?

Girl: It's beautiful.

Voice: Number 4.

Mum: Do you like this playground?

Boy: Yes, it's fantastic.

Girl: I like these swings. They're fun.

Boy: And this slide is great.

Mum: Be careful, Ben!

Boy: OK, Mum!

Session 1 Warm-up

Use flashcards 36-40 to revise the words for each.

Class box

- Write the two words on the board. Point out how 'magic e' disappears before *ing*.
- Ask a child to read the sentence.
- Write it on the board. Class reads.

Activity 1

Ask different children to read the words. Check they understand the meanings of them.

Activity 2

- Give children time to look at all the pictures. Ask a child to read the first two sentences. Tell the class to look at picture 3. Write *Dad likes* on the board. Elicit the ending. Do the same with the second sentence.
- Ask children to look at picture 2. Elicit suggestions for two sentences. Prompt the class by giving the sentence beginning if necessary. Use the example writing in the Resource box as a guide. Children may suggest other sentences.

Class composition

Look!

write writing Sam is writing.

1 Read the words in the box.

like play read make paint write

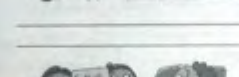
2 Look at the pictures. Write the story.



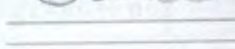
Dad is on the sofa.



Dad likes
He cannot play



Sam and Amy are thinking



Composition: a story from pictures Unit 3

47

3 Do the same with the remaining four pictures.

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

5 Children complete the sentences for picture 3 in their books and write the sentences for the remaining pictures. 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 page 3.
Grammar Practice Book
Children complete Unit 3.

Session 2 Warm-up

pp 44-49 to
prepare for
writing stage

Teacher's task

Give class time on the
board. Build the class how
to use the words before
the

Exercise 1

Explain the task. Children
write the continuous
text and then use it in a
sentence

Exercise 2

Ask children to
read their sentences aloud.

Writing skills

1 Write the words. Complete the sentences.

1 make ... a book. 2 use ...

3 write ... a story. 4 draw ... a picture.

5 read ... a book. 6 stick ... a label.

7 cut ... a piece. 8 glue ... a page.

9 laugh ... a lot. 10 play ... a game.

11 like ... a book. 12 use ... a pencil.

13 make ... a book. 14 use ... a pencil.

15 write ... a story. 16 draw ... a picture.

17 read ... a book. 18 stick ... a label.

19 cut ... a piece. 20 glue ... a page.

21 laugh ... a lot. 22 play ... a game.

23 like ... a book. 24 use ... a pencil.

25 make ... a book. 26 use ... a pencil.

27 write ... a story. 28 draw ... a picture.

29 read ... a book. 30 stick ... a label.

31 cut ... a piece. 32 glue ... a page.

33 laugh ... a lot. 34 play ... a game.

35 like ... a book. 36 use ... a pencil.

37 make ... a book. 38 use ... a pencil.

39 write ... a story. 40 draw ... a picture.

41 read ... a book. 42 stick ... a label.

43 cut ... a piece. 44 glue ... a page.

45 laugh ... a lot. 46 play ... a game.

47 like ... a book. 48 use ... a pencil.

49 make ... a book. 50 use ... a pencil.

51 write ... a story. 52 draw ... a picture.

53 read ... a book. 54 stick ... a label.

55 cut ... a piece. 56 glue ... a page.

57 laugh ... a lot. 58 play ... a game.

59 like ... a book. 60 use ... a pencil.

61 make ... a book. 62 use ... a pencil.

63 write ... a story. 64 draw ... a picture.

65 read ... a book. 66 stick ... a label.

67 cut ... a piece. 68 glue ... a page.

69 laugh ... a lot. 70 play ... a game.

71 like ... a book. 72 use ... a pencil.

73 make ... a book. 74 use ... a pencil.

75 write ... a story. 76 draw ... a picture.

77 read ... a book. 78 stick ... a label.

79 cut ... a piece. 80 glue ... a page.

81 laugh ... a lot. 82 play ... a game.

83 like ... a book. 84 use ... a pencil.

85 make ... a book. 86 use ... a pencil.

87 write ... a story. 88 draw ... a picture.

89 read ... a book. 90 stick ... a label.

91 cut ... a piece. 92 glue ... a page.

93 laugh ... a lot. 94 play ... a game.

95 like ... a book. 96 use ... a pencil.

97 make ... a book. 98 use ... a pencil.

99 write ... a story. 100 draw ... a picture.

101 read ... a book. 102 stick ... a label.

103 cut ... a piece. 104 glue ... a page.

105 laugh ... a lot. 106 play ... a game.

107 like ... a book. 108 use ... a pencil.

109 make ... a book. 110 use ... a pencil.

111 write ... a story. 112 draw ... a picture.

113 read ... a book. 114 stick ... a label.

115 cut ... a piece. 116 glue ... a page.

117 laugh ... a lot. 118 play ... a game.

119 like ... a book. 120 use ... a pencil.

121 make ... a book. 122 use ... a pencil.

123 write ... a story. 124 draw ... a picture.

125 read ... a book. 126 stick ... a label.

127 cut ... a piece. 128 glue ... a page.

129 laugh ... a lot. 130 play ... a game.

131 like ... a book. 132 use ... a pencil.

133 make ... a book. 134 use ... a pencil.

135 write ... a story. 136 draw ... a picture.

137 read ... a book. 138 stick ... a label.

139 cut ... a piece. 140 glue ... a page.

141 laugh ... a lot. 142 play ... a game.

143 like ... a book. 144 use ... a pencil.

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Exercise 1

Give children time to look at the pictures.

Exercise 2

1 Ask different children to read the words in the boxes. Ask a child to read the sentences for picture 1.

2 If you wish, go through this orally, eliciting sentences for each picture.

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

Homework tasks

Portfolio (see Resource box)
Check-up 3 WB pp30-31
(Answers on page 59)

Summary box

Lesson plan Writing

Lesson targets Children:

- write a story from pictures
- use the magic 'e' + ing
- write a story from pictures with word prompts

Text type Story

Key phrases He/She likes ...

Key words Vocabulary from Unit 3

Resources 18 p47: flashcards 36-40, 44-49; WB pp28-29

Time division

Session 1	Session 2
Activity 2 Step 5	Warm-up
Activity 2 Steps 3, 4	Writing skills

Activity 1

1 Ask more children to read and find names of the people in the pictures.

2 Ask another child to read the verbs across picture 1.

3 Ask *What are Sam and Amy doing?* Prompt *Sam and Amy are helping Grandpa.* Ask *What is Amy doing?* *She is cleaning the window.* What is Sam doing? *He is washing the car.*

4 Ask about Grandma (She is carrying boxes), Grandpa (He is climbing the ladder) and the cat (It is watching the bird).

5 Ask what the different people are doing in pictures 2 and 3. Ask individuals to read out the verbs below before children talk about the picture.

6 Read out the question for picture 4. Ask a child to read out the activities below. Ask *What does Sam like?* *He likes swimming.* Ask about the other people in the family.

Activity 2

1 Ask volunteers to read out the list of things to find.

Ask *Can you find a square?* Children look at the pictures and find it. Ask *Where is it?* *It is in picture 2.*

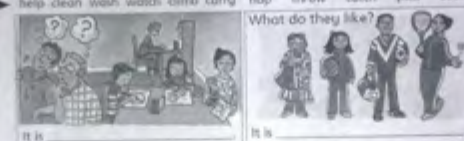
2 Ask about the other objects (picture number given in brackets):
circle (3) steps (1) ladder (1) swing (2) knife (2) scissors (3).

Revision 1

1 Look at the pictures. What are they doing?



It is _____



It is _____

2 Find ... a square a circle steps a ladder a swing a slide scissors

3 Read and find the picture. Write the day on the picture.

It is Monday. Mum is helping Amy. Amy is making a picture. Sam is painting. It is Wednesday. Dad and Sam are playing with a ball. Amy is playing a game. It is Thursday. The children are helping Grandpa. They are cleaning the car. It is Sunday. Amy is holding a basketball. Dad is carrying a bag and a football.

Revision 1 (Unit 1-3)

Activity 3

1 Ask different children to read a sentence or the sentences about each day. If your class needs reading practice, ask other children to read, then ask the whole class to read together.

2 Continue with the other sentences.

3 Let volunteers read the sentences for each day again. Children say which picture matches the sentences and write the day. (Thursday, Wednesday, Monday, Sunday)

Extra activities

Class game

Make statements about people in different pictures, e.g. *She is holding a basketball.* Children look and answer *It is picture 4. Amy is holding a basketball.* This game may be played in teams. Children win points for correct answers.

Pair work

Child 1 says a picture number and names a person or people. Child 2 must say a sentence about what he/she is or what they are doing. Children take turns to say the picture and person.

Children should be able to make flowers. They may also make a picture and write about it.

Summary 1

Children who work at suit the instructions in your classroom. Children may not be able to use a pencil in school, you may wish to use a pen.

Children who work at suit the instructions in your classroom. Children may not be able to use a pencil in school, you may wish to use a pen.

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Project 1

Sam and Amy can make flowers. You can make flowers, too.

Use these things:



Draw a flower.



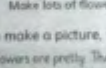
Paint the flower.



Cut out the flower.



Use the glue. Stick the tube. Point it green.



Make lots of flowers.



Paint the flower.



Make a long, thin tube.



Stick the flower on the tube.



Write.

You can make a picture, too. Write about it.

These flowers are pretty. They are red, yellow, pink and blue. My mum likes flowers. My Grandma likes flowers. I can make flowers.



Project 1: Units 1-3

49

All children should be able to complete this project working at their own level.

You may wish children to:

- make the flowers and write a suitable message on a card
- make the flowers then make a picture and write about it
- draw flowers and write about the picture.

Slower learners may produce fewer sentences than more able children.

When children have completed their projects, now or in another lesson, let them show their work to the class.

Children read the message and talk about the flowers. *These flowers are red and yellow. They are pretty.*, etc.

Children who have made a picture read out their sentences.

Display all the work if possible and encourage children to look at each other's writing and flowers or pictures.

Summary box

Lesson aim: Revision

Lesson targets: Children:

- say what people are doing in different pictures
- find objects in the pictures
- read a text describing actions on days of the week
- read and follow instructions to make flowers, a frieze and write sentences

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.

Project 1: Making flowers

3 more words:

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

1989

4 These pages may be taken out of the WB and kept in children's individual portfolios of work along with a few examples of children's best work from Units 1, 2 and 3.

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

Check-up 1 (WB pp10-11)

Exercise 1: 1 am, 2 are, 3 are, 4 is, 5 are
 Exercise 2: 1 Am, playing, 2 is, singing, 3 Are, listening, 4 is, going, 5 are, doing
 Exercise 3: 1 I am not climbing ... 2 I am not washing ... 3 He is not catching ...
 Exercise 4: 1 It is hot and sunny. 2 I am not cooking. 3 You are not drawing.
 Exercise 5: 1 It is hot and sunny. Sam and Amy are under a tree. Sam is holding a bag. Amy is picking flowers. There are three birds in the tree. They are singing.

Check-up 2 (WB pp20-21)

Exercise 1: 1 that, 2 those, 3 this, 4 these
 Exercise 2: 1 These are, 2 This is, 3 This is, 4 That is, 5 Those ... are, 6 These ... are
 Exercise 3: Boy: Is this your bag? Girl: That's my bag. Boy: Are these your books? Girl: Yes, they are. Boy: Where are my books? Girl: They are on your desk. Boy: Those are my books.

Check-up 3 (WB pp30-31)

Exercise 1: 1 bananas, 2 like cakes, 3 likes apples, 4 likes oranges, 5 like grapes, 6 likes sweets
 Exercise 2: 1 like, likes, 2 like, 3 like, 4 like, 5 likes
 Exercise 3: do, Yes, sports, like, you, like, I, Do, like, No, like, children
 Exercise 4: likes football, basketball; likes basketball, tennis; likes swimming, football; like basketball, like football, do you like

Check-up 1

1. Complete the sentences with am, is or are.

- I am reading my book.
- You are not looking.
- Sam and Amy are visiting Grandma and Grandpa.
- Sam is picking apples? Amy is helping Grandma?
- We are not watching TV.

Check-up 1

1. Complete the sentences with am, is or are.

- I am reading my book.
- You are not looking.
- Sam and Amy are visiting Grandma and Grandpa.
- Sam is picking apples? Amy is helping Grandma?
- We are not watching TV.

2. Complete the questions. Use the verbs in the box.

- Is she cleaning the ladder?
- Is Amy washing the grapes?
- Is he catching the ball?
- Where are Sam and Amy?
- What are you doing?

3. Add not to these sentences.

- I am cleaning the ladder.
- I am washing the grapes.
- He is catching the ball.
- They are picking apples.
- We are cooking.
- You are drawing.

4. Look at the picture.



5. Think about these questions.

- What is the weather like today?
- Where are Sam and Amy?
- What is Sam holding?
- What is Amy doing?
- How many birds are there in the tree?
- What are they doing?

6. Write about the picture.

Teacher: Unit 1

Check-up 3

1. Look and write.



- I like apples.
- Carly likes bananas.
- Amy likes grapes.
- Grandpa likes oranges.
- Sam likes fruit.

2. Complete the sentences with like or likes.

- Robbie likes carrots and peas.
- We like the grapes.
- You like apples.
- I like carrots and beans.
- Grandpa likes grapes.

3. Look, read and complete the conversation. Use the words in the box.



Charlie Green is talking to Tom, Sue and Dan about sports.

Tom: What do you like sports?

Sue: I like football.

Charlie: What do you like?

Sue: I like football and basketball.

Charlie: How about you, Dan?

Dan: I like basketball, too. And I like tennis.

Charlie: What do you like, Sue?

Sue: I like tennis, Dan?

Charlie: I like basketball and football.

Charlie: Thank you.

4. Write about the children. Use like or likes.

Tom likes football.

Sue likes tennis.

Dan likes basketball.

Charlie likes basketball and football.

How about you? What sports do you like?

Unit 3

Teacher: Unit 3

Answers to Check-ups Units 1, 2 and 3: revision

Warm-up
Sing the song from Unit 3, PB p46, CD1 track 43.

Unit 4 New words and speaking

John has got black trousers, a white jacket, white shoes and a black shirt.
 Tom has got white trousers, a black pocket, black boots and a white shirt.
 Sam has got a white shirt, black shoes, a white jacket and black trousers.
 Mary has got a white dress, black things, a white hat and a black umbrella.
 Ben has got a black hat, a black and yellow umbrella, white shoes and a white dress.

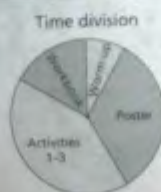
John has got black shoes, a black and white dress, a white hat and a white umbrella.

A collection of balloons with words written on them, grouped into three categories:

- In the box:** photo, plane, doll, shoes, dress, clock, train, lamp
- In the bag:** (empty)
- On the table:** (empty)

Children write the words for the objects in Exercise 1 under the correct phrase.

Key structures present simple: like interrogative and negative
Key language Do you like ...? We like/don't like ...
Key words jacket, trousers, boots, dress, shoes, shirt
Homework Pp pp50-51; poster 4; flashcards 50-55; WB pp32-33
CD-ROMs 43, 45, 46



p33 Exercises 1 and 2: In the box: plane, doll, kite, train
In the bag: shoes, dress, hat, shirt On the table: photo, jug, lamp, clock

Session 1 Warm-up

Put numbers 1-40 on the board. Ask the class What do you like? Children choose a card and say, e.g. *I like football.*

Activity 1

Put the class in pairs to look at the pictures for a moment. Ask two pairs to read the bubbles.

Put the boy in the middle. Ask about the shirt? Yes, he does. Ask about the other pictures.

Children practise sentences in pairs.*

Activity 2

Give children time to look at the pictures. Read the bubbles.

Children follow the model to find out whether the children like the objects or not. Do they like the shoes? No, they don't. Ask about the objects in the box.

Children practise in pairs.*

Go to Workbook Session 1

Session 2 Warm-up

Use flashcards 36-38, 40 to revise sports.

Activity 1

Children look at the pictures. Play CD1 track 47. Class repeats. Explain high jump and long jump if necessary.

Activity 2

Tell the class to listen to the children in the photos. Play CD1 track 48. Children listen and follow.

Activity 3

Play CD1 track 49. Children listen and repeat in the pauses.

Activity 4

Children practise the chant.**

Activity 5

Ask one or more children to read the words in the box.

Activity 6

Children repeat the chant activity asking about toys instead of sports *Do you like bikes? Yes, we do. Do you like computer games? Yes, we do. Dolls, balls, planes and trains. Do you like toys? Yes, we do.* Write up the words, if you wish.

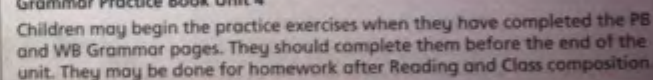
The same can be done with fruits *apples, bananas, oranges, lemons, grapes, melons.*

Go to Workbook Session 2

The girl does not like the boy.

Figure 1 The last 25,000 years, we don't do much better. Table 4

Handout 48, pp 3-53 CD1 tracks 47-49; flashcards 36-40; WB pp34-35



Children complete the sentences with the correct form of the verb.

Session 1 Warm-up

Use flashcards 50-55 to revise the words for weather.

Activity 1

1 Teach in the new words using flashcards 50-55.

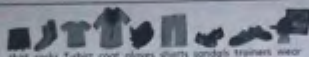
Teacher wear by talking about what different children are wearing.

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 50. Children listen and follow.

Reading



What clothes do you like?



These are clothes for hot weather. The children are wearing T-shirts. The boy is wearing shorts and the girl is wearing a pretty skirt. She is wearing sandals. The boy is wearing trainers.

These are clothes for rainy weather. The children are holding umbrellas. The girl is wearing boots and a coat. The boy is wearing a jacket and trousers. He has got thick shoes.



These are clothes for dancing. The girl likes dancing. She is wearing a dress. She has got short socks and thin, black shoes. She can dance in these shoes. She can hop and skip quickly.



These are clothes for football. This boy likes football. He is wearing shorts and a football shirt. He has got long socks and boots. He cannot dance in these boots, but he can kick the ball.

Unit 4: Reading is a description of children's clothing

4 Read the paragraph for picture 1. Ask *What is the boy/girl wearing? Are these clothes for cold weather? Read the other lines. 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 p5 of Dictionary 2. Continue Grammar Practice Book Unit 4.

Session 2 Warm-up

Sing the song from PB p38, CD1 track 32.

Activity 1

1 Play CD1 track 50 or read *What clothes are you like?* again to the class.

2 Explain that the children are wearing different clothes in different weather or for doing different activities. They must find three things that each child is wearing.

3 Point to the boy's bubble. Ask the children to find three things he can wear when it is raining.

Reading comprehension

1 Read. Circle the clothes they are wearing. Find three things.

Today it is raining. I am wearing my ...
shoes shorts trainers trousers jacket

Today it is hot. I am wearing my ...
T-shirt gloves boots skirt sandals

I am playing football. I am wearing my ...
shorts trainers skirt shirt boots

I am dancing. I am wearing my ...
sandals shoes coat socks dress

4 Do the same with the other children.

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

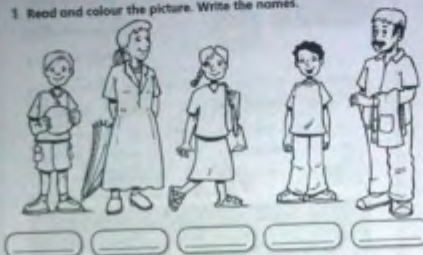
Children must understand the tasks before they begin.
Remember: they will need colours for the pictures.

Task 1

Children read the description of what each person is wearing. They find the person and colour the pictures according to the description. They write the name of each person in the box.

Reading comprehension

1 Read and colour the picture. Write the names.



Ben is wearing long trousers. They are blue.
Fred is wearing shorts. They are blue, too.
Mum is wearing a green dress and black shoes.
Dad is wearing a white shirt and long trousers. They are black.
He is carrying a grey jacket.
Anna is wearing a yellow T-shirt and a pink and blue skirt.
Her sandals are brown.

2 Read the questions. Write the names.

- 1 Who is holding an umbrella? _____
- 2 Who is holding a ball? _____
- 3 Who is carrying a small bag? _____

Task 4 Reading comprehension matching statements to pictures, answering questions about pictures

Exercise 2

Children read the questions, find the person doing the action and write the name.

Summary box

Lesson aim Reading

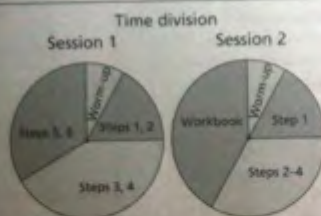
Lesson targets Children:

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

Key sentence: *She likes ...*

Key words: *shirt, socks, T-shirt, coat, gloves, shorts, sandals, trainers; wear*

Materials: WB pp 54-55; CD1 tracks 32, 50; flashcards 50-63; WB p36



Resource box

* Use these questions or any of your own:

Is it rainy weather? What are the children holding? What are they wearing? What does the girl like? What is she wearing? Has she got shoes? What are they like? What can she do in the shoes? What does the boy like? What is he wearing? What has he got? What can he do in these boots?

PB answers

Activity 1: 1 shoes, trousers, jacket 2 T-shirt, skirt, sandals 3 shorts, shirt, boots 4 shoes, socks, dress

WB answers

Exercise 1: (left to right) Fred, Mum, Anna, Ben, Dad

Exercise 2: 1 Mum 2 Fred 3 Anna

Warm-up

Play the song from PB p30, CD1 track 20.

Mr Jolly's box

Children look at the box and listen. Play CD1 track 51. Children listen the first time. Then they repeat in the pauses.

Activity 1

1 Say each word. Class repeats. Do this until they say them accurately and confidently.

2 Write the words on the board. Class reads. Volunteers come forward and circle the first two consonants in each word.

Phonics

Look and listen

1 Look and say.

clown
flag
blue

clock
flower
black

gl glasses

cloud
fly
plane

2 Listen, read and say.

The clown with the glasses is flying the plane.
The clown with the flower is running in the rain.
The clown with the blue clock is under a cloud.
The clown with the black flag is reading aloud.

Reading comprehension: Phonics: consonant blends (c, k, b, p) Unit 4 55

3 Class says each word again. The focus in this lesson is on the consonant blends, not on any other phonemes in other parts of the word.

Activity 2

1 Ask who or what is in the pictures. Play CD1 track 52. 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 CD1 track 54. Children listen and circle the correct answer. Play the track twice if necessary.

See Resource box for audioscript.

Activity 3

Ask children to tell you about the picture. If you wish, divide the class into groups and let each group take a turn to say something. See which group can say the most about the picture. If necessary, ask questions to prompt ideas.

Activity 4

Play CD1 track 55. Children listen the first time. They join in the second time.
Play CD1 track 56 (music only). Children sing.

Activity 1

1 Give children time to look at the picture. Ask: What is the weather like? What is the boy/girl wearing? Prompt children to name two or three things.

Play CD1 track 53. Children listen.

Weather (CD1 track 53)

Look! Two children are walking to school. It's raining. It's windy and it's raining. The boy is wearing a hat and gloves. He's got a jacket. The girl is wearing a jacket and a hat. They're wearing boots and she's carrying an umbrella. The children are walking quickly. They don't like the rain.

Listening



These two children are walking to school.

1 Look and listen.



2 Listen and circle the correct answers.

- | | |
|--|----------------------------------|
| 1 Yes, it is. ☒ No, it isn't. | 2 To the park. To school. |
| 3 A coat. A jacket. | 4 Yes, he has. No, he hasn't. |
| 5 Yes, she has. No, she hasn't. | 6 Yes, she is. No, she isn't. |
| 7 The boy. The girl. | 8 An umbrella. Boots. |
| 9 Yes, they are. No, they aren't. | 10 Yes, they do. No, they don't. |

3 Talk about the picture.

4 Listen and sing.

Pitter-patter, pitter-patter,
Falling from the sky
Under my umbrella
I am warm and dry!

Cars and bikes and buses
Go splashing, splashing by
In my yellow raincoat
I am warm and dry!

Pitter-patter, pitter-patter, pitter-patter, pitter-patter,
SPLASH!

Unit 4 Phonics and Listening

Read with CD1. Then understand the tasks and answer the questions.

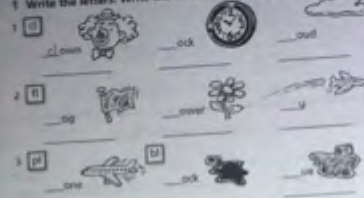
Exercise 1
Children complete each word with the consonant blend. They read the words aloud.

Exercise 2
Children look at the picture. They read the sentences below and complete them using words from Exercise 1.

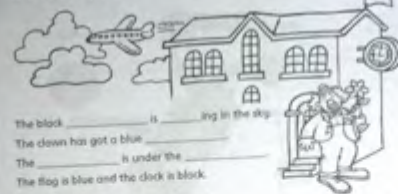
Exercise 3
Children colour the picture according to the completed text.

Phonics

1 Write the letters. Write the words. Read the words.



2 Look at the picture. Complete the sentences. Use words on this page.



3 Colour the picture.

Phonics: consonant blends: cl, fl, pl, ck. Unit 4

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 Exercise 1, ask children to read out the words. Class reads the words together.
For Exercise 2, ask different children to read complete sentences.

Summary box

Lesson aim: Phonics and Listening

Lesson targets: Children:

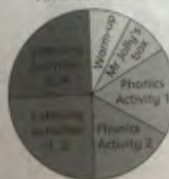
- say, read and write words beginning with consonant blends *cl, fl, bl, pl*
- listen to a description of a picture and answer questions about it
- talk about the picture
- listen to and learn a short song

Key language: Vocabulary and structures from Unit 4

Key words: clown, clock, cloud, flag, flower, fly, plane, blue, black

Materials: PB pp55-56; CD1 tracks 20, 51-56; WB p37

Time division



Resource box

Activity 2 audioscript (CD1 track 54)

1 Is the weather hot today? 2 Where are the children going? 3 What is the boy wearing? 4 Has he got gloves? 5 Has the girl got a jacket? 6 Is she wearing shoes? 7 Who is wearing a hat? 8 What is the girl carrying? 9 Are they walking quickly? 10 Do they like the weather?

* Teach the song if you wish. Write the two verses on the board. Class says the verses and fills in the missing words. Rub off the last word of lines 2 and 4 in both verses. Class says the verses and supplies the missing words. Continue to rub off significant words in the pairs of lines. Class says the verses each time. Continue until no words are left and the class has learned the poem.

PB answers

Activity 2: 2 To school. 3 A jacket. 4 Yes, he has. 5 No, she hasn't. 6 No, she isn't. 7 The boy. 8 An umbrella. 9 Yes, they are. 10 No, they don't.

WB answers

Exercise 2: plane, fly(ing), flower, clock, flag

Session 1 Warm-up

Use flashcards 50-63 and word cards to revise clothing.

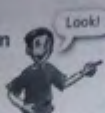
Don's box

- 1 Ask a child to read the sentence.
- 2 Write it on the board. Class reads.
- 3 Underline *thick*. Point out that it comes before *boots*.

Activity 1

- 1 Talk about the first picture with the class. Ask *What is the weather like? What are the children wearing?* Note the items on the board in a box. Do the same with the second picture.
- 2 Ask children to complete the first sentence. Begin the second sentence *The children are wearing ...* Point out the notes for the first picture. Prompt sentences from the class and write them on the board. Class reads.

Class composition



They have got thick boots.

- 1 Look at the pictures. Talk about the clothes. Write about the clothes.



These clothes are for



These clothes are for

Class composition: description of children's clothes Unit 4 57

- 3 Use the notes in the second box to prompt sentences about the second picture. Write them on the board. Class reads.

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

- 5 Children write in their books. If you wish, leave the sentences on the board. 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 page 5.

Grammar Practice Book

Children complete Unit 4.

Session 2 Warm-up

Remember using CD pp 56, CD1 track 55

Exercise 1

Write the words on the board. Ask the class to write the words in the position of the missing word before the second.

Exercise 2

Children read out the words in the boxes. Ask what is in each picture. Ask the class for a sentence using a word from each box.

Exercise 3

Children read out the words. They write a sentence for each picture using the words.

Writing skills

They have got thick boots.

Read the words in the boxes. Write the word from each box.

hat

gloves

boots

trousers

shorts

trainers

Write about the weather.

Write about the clothes.

Composition practice

Look! Write about the clothes. What are the children wearing?

Children's clothes

These clothes are for...

These clothes are for...

Exercise 1

1 If done in class, ask what the children are wearing in each picture.

2 Remind children that the words and sentences they wrote on p38 can help them.

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.

Homework tasks

Portfolio see Resource box
Check-up 4 WB pp40-41
(Answers on page 93)

Summary box

Lesson aim Writing

Lesson targets Children:

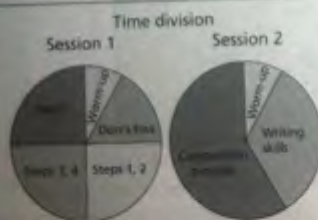
- write about clothes for different occasions
- recognise adjective/noun order
- write the what children are wearing

Learning Description

Key structure present continuous

Key words vocabulary from Unit 4

Materials: pp 56, 57; Worksheets 50-53; WB pp38-39; CD1 track 55



Resource box

Class composition: target writing

... cold weather. The children are wearing trousers and big coats. They have got hats and gloves. They have got thick boots.

... basketball. This boy likes basketball. He is wearing shorts and a T-shirt. He has got short socks and trainers. (He can play basketball in these clothes. He can run quickly and he can jump.)

Composition practice: target writing

... snowy weather. (It is very cold.) The children are wearing hats and thick coats. They have got gloves. They are wearing thick boots.

... tennis. (This boy likes tennis.) He is wearing shorts and a T-shirt. He is wearing a hat. He has got short socks and trainers. (He can run quickly in these trainers.)

WB answers

p38 Exercise 1: 2 These are short socks. 3 These are small gloves. 4 These are big trainers. 5 These are thin shoes. 6 This is a thick coat.

Portfolio

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

5 Pirate Jack is on TV

Warm-up

Ask the class *Do you like singing? What songs do you like?*
Class chooses a short song to sing.

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

Picture 1

- 1 Show poster 5. Read the title. Class looks for a few moments.
- 2 Show flashcards 54-68. Name the pictures and objects. Class repeats.
- 3 Ask children to find and point to objects and actions on the poster. Point out the small pictures.

5 Pirate Jack is on TV



- 4 Ask questions about the picture. Use the questions in the Resource box or any of your own.*

- 5 Play CD1 track 57. Children listen and look at the poster. Point to each of the characters when they speak. Point out the activities when they are mentioned.

Check understanding of the small picture: Pirate Jack is showing everyone what his parrot can do. Ask *What can the parrot do? It can dance.*

Picture Dialogue

Activity 1

- 1 Ask children to look at the big picture in their books for a short moment.
- 2 Show flashcards. Class names the objects and actions.
- 3 Match the objects and actions. Children point to the objects in the box. Show flashcards. Children check they are pointing to the correct object in action.
- 4 Show the objects and actions in a different order. Children find them in the big picture and name them.

5 Pirate Jack is on TV

1 Listen and read

Good evening. I wish you good evening.
What are you doing in the park?
Can you dance? Can you sing?
Can I sing? I sing all day long.
Can you dance like me?
Oh yes, I can dance like you.
Oh yes, I can dance like you.
What do you do in the morning?
I dance the ship... and I sing.
What do you do in the afternoon?
I swim in the sea... and I sing.
What do you do in the evening?
I play the piano... and I sing.
And that's all.
I go to bed... what I sing.
Good night, good night!
Oh, yes, the dance is long, the dance is long.

2 Listen and sing

Activity 2

Play CD1 track 57. Children listen and follow the dialogue. Ask, e.g. *What does Pirate Jack like? Singing, swimming, playing the piano. What does the parrot like? Dancing.*

Activity 3

- 1 Play CD1 track 58. Children follow and repeat in the pauses.
- 2 Play track 58 again. Class listens and follows.
- 3 Individuals act the dialogue.**

Words, Learning to learn (WB pp42-43)

Match each picture with the word (use tasks) before class begins.

Exercise 1

Children read the speech bubbles on the left. They find the picture that matches each one and write the letters next to the numbers below.

Exercise 2

Children read the words on the left and name the objects in pictures on the right. They match the words that rhyme with the objects in the pictures.

Words

1 Match the words and pictures.

- Get up
- Please, play the piano
- Sleep
- Shower
- Clean your shoes
- Go to bed

Write the letters.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

2 Find the rhyming words. Draw lines.

- clean
- sleep
- sea
- pea
- blue
- like

Learning to learn

1 Find the same picture. Draw lines.

- 1
- 2
- 3
- 4
- 5
- 6

2 Find the same words. Draw lines.

- 1 I swim in the morning.
- 2 I sing in the morning.
- 3 He sings and dances.
- 4 She sings and dances.
- 5 He swims and sings.
- 6 She swims and sings.

Exercise 1

Children draw lines to join the matching pictures.

Exercise 2

Children read the first sentence on the left and scan the sentences on the right to find the one that matches exactly. They draw lines to join the matching sentences. They continue to read and scan to match the other sentences.

Summary box

Lesson aim Speaking

Lesson targets Children:

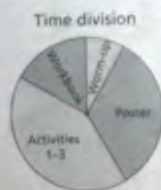
- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise scanning and matching skills

Key structure present simple of regular verbs

Key language six o'clock

Key words get up, swim, play the piano, sleep, sea, parrot

Materials PB pp58-59; poster 5; flashcards 64-68; WB pp42-43; CD1 tracks 57-58.



Resource box

* Poster questions before listening:

What is Pirate Jack wearing?

What colour is his hat/jacket?

What colour are his trousers?

How many lights are there?

What colours are they?

** Encourage children to say lines without the books but let them read if they cannot remember them.

WB answers

p42 Exercise 1: 1E 2C 3D 4F 5A 6B

Exercise 2: 1 clean E bean 2 sings D rings 3 hair A chair 4 pea F sea

5 blue B glue 6 like C bike

p43 Exercise 1: 1C 2F 3E 4A 5D 6B

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

Session 1 Warm-up

Use flashcards 36-38, 40 to revise the words for sports.

Activity 1

1 Read the three words. Class repeats. Ask about the pictures *What does she play?*, etc. Ask three children to read the three bubbles. Class repeats.

2 Ask children to look at picture 1. Prompt them with *In the morning ...* elicit *... he swims*. Continue with pictures 2-6 and *In the afternoon, In the evening*.

3 Children practise sentences in pairs.*

Grammar

1 Look!

Point and say.

2 Look!

Ask and answer.

3 Look!

Ask and answer.

4 Look!

Ask and answer.

5 Look!

Ask and answer.

6 Look!

Ask and answer.

7 Look!

Ask and answer.

8 Look!

Ask and answer.

9 Look!

Ask and answer.

10 Look!

Ask and answer.

11 Look!

Ask and answer.

12 Look!

Ask and answer.

13 Look!

Ask and answer.

14 Look!

Ask and answer.

15 Look!

Ask and answer.

16 Look!

Ask and answer.

17 Look!

Ask and answer.

18 Look!

Ask and answer.

19 Look!

Ask and answer.

20 Look!

Ask and answer.

21 Look!

Ask and answer.

22 Look!

Ask and answer.

23 Look!

Ask and answer.

24 Look!

Ask and answer.

25 Look!

Ask and answer.

26 Look!

Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

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Ask and answer.

99 Look!

Ask and answer.

100 Look!

Ask and answer.

Session 2 Warm-up

Ask around the class, e.g. *Do you swim? Do you play basketball?*, etc.

Activity 1

Point out the clock. Read, or children read, the question and answer.

Ask the question about the clocks below. Use the clock face on the website or on the DVD if you wish.

Activity 2

Tell the class to listen to the children in the photos. Play CD1 track 59. Children listen and follow in their books.

Activity 3

Play CD1 track 60. Children listen and repeat in the pauses.

Grammar in conversation

1 Look!

Ask and answer.

2 Listen and read.

3 Listen and say.

4 Now you!

5 Listen and say.

6 Now you!

7 Listen and say.

8 Now you!

9 Listen and say.

10 Now you!

11 Listen and say.

12 Now you!

13 Listen and say.

14 Now you!

15 Listen and say.

16 Now you!

17 Listen and say.

18 Now you!

19 Listen and say.

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94 Now you!

95 Listen and say.

96 Now you!

97 Listen and say.

98 Now you!

99 Listen and say.

100 Now you!

Activity 2

1 Ask children to read the words in the boxes. Ask pairs to read the bubbles about the boy and the other children.

2 Point out the boy. Ask *Does he swim?* Elicit the answer. Remind children to look back at the box if they are not sure. Continue with the other questions about the boy and the other children.

3 Children practise in pairs.**

GO to Workbook Session 1

Activity 4

Children practise the conversation in pairs.

They ask the questions from Activity 2 but this time they give true answers. Go around listening to them as they speak. Ask one or two pairs to say their dialogue in front of the class.

Go to Workbook Session 2

Children understand and use simple questions they hear.

Exercise 1

Children look at the chart, read the questions about what the children in the chart do each day, answer them and then the third member of the group takes it.

Exercise 2

Children write questions, read out the example.

Exercise 3

Children write the answers to the questions in Exercise 2. Point out the example.

Grammar

Look!

	in the morning	in the afternoon	in the evening
1			
2			
3			

1. Answer the questions.

- What does she do in the morning?
- What does he do in the morning?
- What do they do in the afternoon?
- What do they do in the evening?

2. Write questions.

- Does she play football?
- Does he play football?
- Do they play football?
- Do they play football?

3. Answer the questions in Exercise 2.

- No, she does not play football.
- No, he does not play football.
- No, they do not play football.
- No, they do not play football.

Grammar in conversation

1. Look and write.

- It is five o'clock.
- It is three o'clock.
- It is eleven o'clock.
- It is twelve o'clock.
- It is nine o'clock.
- It is six o'clock.

2. Complete the sentences. Use the words in the box.

come home sleep get up do my homework go to school

- We get up at seven o'clock.
- The children go to school at eight o'clock.
- I do my homework at nine o'clock.
- He comes home at six o'clock.
- She sleeps at nine o'clock.

Exercise 1

Children look at the clocks and write the correct times.

Exercise 2

Children complete the sentences using the words in the box and the time on the clocks.

Summary box

Lesson aim Grammar

Lesson targets Children:

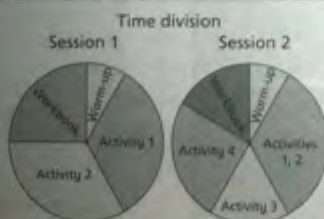
- practise the target language
- listen to a conversation
- read and repeat the conversation
- participate in the conversation
- talk about their own routine

Key structure: present simple interrogative + short answers

Key language: What's the time? It's three o'clock.

Key words: in the morning, in the afternoon, in the evening

Materials: PB pp60-61, CD1 tracks 59, 60; flashcards 36-38, 40; WB p44-45; clock face on the website/DVD



Resource box

* Volunteers say the complete sentence about each picture. Children practise in pairs, taking turns to point to a picture and say the sentence.

** If you wish, bring pairs forward to demonstrate the question and answer before the whole class practises in pairs.

WB answers

p44 Exercise 1: 1 She plays tennis. 2 He swims. 3 They sing. 4 They watch TV.

Exercise 2: 2 Does he sing? 3 Does she watch TV? 4 Do they play tennis?

Exercise 3: 2 No, he does not sing. 3 No, she does not watch TV. No, they do not play tennis.

p45 Exercise 1: 2 It is five o'clock. 3 It is three o'clock. 4 It is eleven o'clock. 5 It is one o'clock. 6 It is twelve o'clock. Exercise 2: 2 go to school at eight o'clock. 3 comes home at four o'clock. 4 do my homework at six o'clock. 5 sleeps at nine o'clock.

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.

Session 1 Warm-up

Use the clock face on the website or on the DVD to practise the time.

Activity 1

- 1 Teach the new words using flashcards 69-72.
- 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 61. Children listen and follow.

Reading



An astronaut in space



Ned Brown is an astronaut. He works in a space station.



He goes up at seven o'clock. He eats breakfast. Then he starts his space plans.



He has got a computer. There is a phone on his computer. Ned talks to people on Earth. He talks with his family at home.



In the afternoon, he walks in space. The moon is big and dark. Ned would really like to go to the moon. He would like to go to the moon.



In the evening, he goes to bed. He has a TV. He watches the news. He has a TV. He has a TV.

At ten o'clock, Ned goes to bed. It is 10 o'clock in the space station. There are computers and many machines. They do not sleep at night.

Unit 5 Reading Information text about a machine

4 Read the two paragraphs. Explain breakfast: food you eat in the morning. Ask *What is Ned Brown? Where does he live?* 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 p6 of Dictionary 2. Continue Grammar Practice Book Unit 5.

Session 2 Warm-up

Ask children what they can see in space, e.g. sun, moon, stars, space rocket.

Activity 1

- 1 Play CD1 track 61 or read *An astronaut in space* again to the class.
- 2 Point out that there are two answers A and B. Explain children must choose the correct answer. Point out the answers. Read number 2. Elicit an answer. Check with the class. Children answer their books.

Reading comprehension

1 Read. Circle answer A or B.

- | | A | B |
|------------------------------------|--------------------|-----------------|
| 1 What is Ned Brown? | a space station | an astronaut |
| 2 Where does he live? | on a space station | on a space ship |
| 3 What does he do in the morning? | he goes up | he gets up |
| 4 Who can he talk to on the phone? | purple | people |
| 5 What time does he eat lunch? | one o'clock | two o'clock |
| 6 When does he walk in space? | in the afternoon | in the evening |
| 7 What does he wear in space? | shorts | a spacesuit |

3 Continue in the same way with the other questions.

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

Reading comprehension (WB p46) Session 2

Check that children understand the tasks before they begin.

Exercise 1

Children read all the sentences. They match up the sentences and the pictures and number the pictures in order.

Reading comprehension

- 1 Read. Look at the pictures. Number the pictures in order.
- 1 Ned gets up at seven o'clock.
- 2 In the morning, he cleans the space station.
- 3 At one o'clock, he eats lunch.
- 4 In the afternoon, he walks in space.
- 5 In the evening, he listens to CDs and he reads.
- 6 At ten o'clock, Ned goes to bed.



2 Draw the times.

Unit 5 Reading comprehension: sequencing pictures from elements

Exercise 2

They draw the times on the clocks according to the correct sentences.

Summary box

Lesson aim: Reading

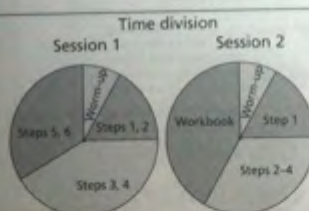
Lesson targets: Children:

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

Key structure: present simple of regular verbs

Key words: astronaut, space station, phone, people, talk

Materials: PB pp62-63; CD1 track 61; flashcards 69-72; WB p46; clock face on website/DVD



Resource box

* Use these questions or any of your own: What has Ned got? **A computer, a phone.** Who can he talk to? **People on Earth.** How far does he walk on the walking machine? **10 km.** When does he have lunch? **One o'clock.** What does Ned do in the afternoon? **Walks in space.** Does he walk quickly? **No, he walks slowly.** When does Ned go to bed? **Ten o'clock.** Do the machines stop at night? **No, they don't.**

PB answers

Activity 1: 2A 3B 4B 5A 6A 7B

WB answers

Exercise 1: A4 B6 C5 D1 E3 F2

Exercise 2: B 10 o'clock, D 7 o'clock, E 1 o'clock

Warm-up

Write a word. Put up cards for **br**, **sw** and **n**, and endings **own**, **ee**, **ed**, **y** and **ue**. Children use the cards to make words.

Mr Jolly's box

Children look at the box and listen. Play CD1 track 62. Children listen the first time. Then they repeat in the pairs.

Activity 1

1 Say each word. Class repeats. Do this until they say them accurately and confidently.

Activity 1

Give children a few moments to look at the pictures. Ask what the time is in each picture. Ask children to read the signs in pictures C, E and F. Point out Billy and name Pam and Joe.

Activity 2

Play CD1 track 64. Children listen and point to the picture they think matches the sentence they hear.

See Resource A box for audiotext.

Activity 3

Play track 64 again. Children listen and draw lines from the pictures of the children to the activities they do. Play track 64 again if necessary.

Phonics

Look and listen!

cr crown

1 Look and say.

br sw n brown

cr sw n crown

cr ee n green

cr ee tree

2 Listen, read and say.

I can draw a brown crown.
I can draw a green tree.
I can draw a green crown.
I can draw a brown tree.
Clever me!

Reading comprehension Phonics: consonant blends (br, cr, dr, gr, tr) Unit 5

2 Write the words on the board. Class reads. Ask volunteers to come forward and circle the first two consonants in each word. Class says each word again. The focus in this lesson is on the consonant blends, not on any other phonemes in other parts of the word.

Activity 2

1 Ask who or what is in the picture.

2 Play CD1 track 63. Class listens and follows. Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Listening

Here are Billy, Pam and Joe.

1 Look!

Billy

Pam and Joe

afternoon

evening

morning

1 2 3 4 5

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

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Make sure that children understand the tasks before they begin. They need colours to do this page.

Exercise 1

Children write the consonant blends that start the words and the complete word.

Exercise 2

Children read the sentences and colour the pictures in Exercise 1 accordingly.

Exercise 3

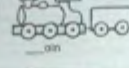
Children draw and colour according to the sentences.

Phonics

1 Write the letters. Write the words. Read the words.

1  _____

2  _____

3  _____

2 Read and colour.

Colour the grapes green. Colour the brick brown.
Colour the tree green. Colour the train grey.

3 Read and draw.

Draw a crown in the box.
Colour it green and grey.



Phonics: consonant blends gr, br, tr Unit 5

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 Exercise 1, ask different children to say the whole word.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- say, read and write words beginning with consonant blends br, cr, gr, tr
- listen to a description of routines
- listen to and learn a song

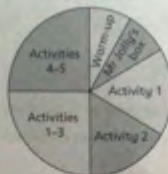
Key language Vocabulary and structures from Unit 5

Key words crown, brown, green, tree, grapes, grey, brick, train

Materials PB pp63-64; CD1 tracks 62-66; WB p47

Preparation Make cards for fl, bl, cl, pl; and endings own, ane, oud, y, ue for the Warm-up.

Time division



Resource box

Activity 2 audioscript (CD1 track 64)

Billy gets up at seven o'clock. He goes to school at eight o'clock. He comes home at three o'clock.

In the evening he plays computer games. He goes to bed at nine o'clock.

Pam and Joe get up at six o'clock. In the morning they play with their toys. In the afternoon they go to the park. They go to bed at seven o'clock.

PB answers

Activity 4: 1A 2E 3C 4H 5D; 1G 2I 3F 4B

Session 1 Warm-up

Ask questions around the class using different question words, e.g. *Who is next to you? What day is it today? Where is your pencil?*, etc.

Dan's box

- 1 Ask a child to read the sentences.
- 2 Write them on the board. Class reads.
- 3 Ask volunteers to underline the question words.

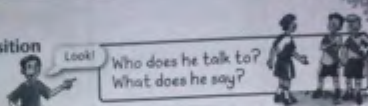
Activity 1

- 1 Read the instruction to the children. Ask different children to read the questions about Ted. Children look at the pictures. Ask what he is doing in each one. Write notes on the board.

Activity 2

- 1 Read the first question again. Elicit the first sentence. Write it on the board.
- 2 Continue in the same way with the other pictures. If children cannot think what to say, point out the notes on the board. Elicit sentences. Write them on the board. Class reads.

Class composition



1 Ted plays football on Saturdays. Read the questions.

2 Look at the pictures. Write about what Ted does.

What does he do in the morning?

Where does he run?



Who does he talk to?

When does he eat lunch?



When does he play football?
What does he wear?

What does he do in the evening?



Class composition: an account of a routine Unit 5 65

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

4 Children write sentences in their books. The target writing in this activity is straightforward. If possible, rub off all the sentences before children write. 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 page 6.

Grammar Practice Book

Children complete Unit 5.

Session 2 Warm-up

Ask each child / When / Where questions around the class.

Warm-up task

Write six sentences on the board. Ask children to underline the question words.

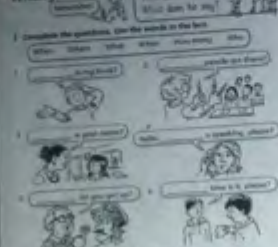
Exercise 1

Children complete the questions. Ask different children to read out their completed questions.

Exercise 2

Children read the answers and think of the questions.

Writing skills



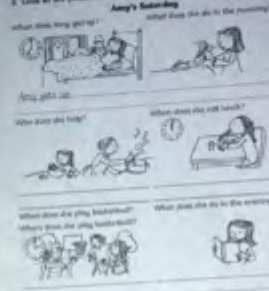
Read the answers. Write the questions.

1. The girl is at six o'clock.
2. The class is in the park.
3. There are three pens.
4. This is my brother.

Composition practice

1. Amy plays basketball on Saturday. Read the questions.

2. Look at the pictures. Write about Amy.



If you wish, go through this orally before children write.

Exercise 1

Explain the task. Ask different children to read the questions.

Exercise 2

1. Children should be able to try this task without further help as the questions and pictures help them to compose sentences about Amy.

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 5 WB pp50-51
(Answers on page 93)

Summary box

Lesson aim: Writing

Lesson targets: Children:

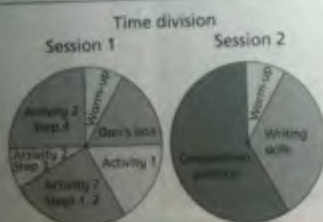
- write about routines
- practice questions beginning with question words

Task type: Account of daily events

Key structure: present simple

Key words: Vocabulary from Unit 5

Resources: WB p45; WB pp46-49



Resource box

Class composition: example sentences

In the morning, he eats breakfast. He runs in the park. He talks to his friends. He eats lunch at one o'clock. He plays football at three o'clock. He wears a football shirt, shorts, long socks and boots. In the evening, he plays computer games.

Composition practice: example sentences

Amy gets up at seven o'clock. In the morning, she cleans her trainers. She helps her mother. She eats lunch at twelve o'clock. She plays basketball at two o'clock. She plays in the park. In the evening, she watches TV.

WB answers

p48 Exercise 1: 1 Where 2 How many 3 What 4 Who 5 When 6 What

Exercise 2: 1 When does she get up? 2 Where does she play? 3 What does she wear? 4 How many pens are there? 5 Who is this?

Portfolio

Children may make neat copies of the WB writing for inclusion in their portfolio. If they wish, they may illustrate it.

6 Who is the winner?

Warm-up

Use flashcards 3, 4 and 10 to introduce Mr Goody, Kate and Jon. Revise all the other characters too, if you wish.

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 73-78. Name the objects and action. Class repeats.
- 3 Ask different children to find and point to the objects and action on the poster.



4 Ask questions about the picture. Use the questions in the Resource box or any of your own.*

5 Play CD1 track 67. Children listen and look at the poster. Point to each of the characters when they speak.

Check understanding of the small picture: Ask *Who is the winner? Biffa.*

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 action.
- 3 Name the objects and action. Children point to the objects and action in the box. Show flashcards. Children check they are pointing to the correct object or action.
- 4 Name five objects and action in a different order. Children find them in the big picture in their books.



Activity 2

Play CD1 track 67. Children listen and follow the dialogue. Ask questions about the story.**

Activity 3

- 1 Play CD1 track 68. Children follow and repeat in the pauses.
- 2 Play track 68 again. Class listens and follows.
- 3 Children read on in the dialogue.

Unit 6: Learning to learn (WB pp52-53)

Unit 6: Learning to learn
Children draw lines to sort the pictures into parts of the body or parts of a house.

Exercise 1
Children draw lines to sort the pictures into parts of the body or parts of a house.

Exercise 2
Children read the words for parts of the body and parts of the house and write them in the correct list.

6 Words

1 Write the words.

2 Count and write.

3 How many heads has it got? *It has got two heads.*

4 How many arms has it got?

5 How many legs has it got?

6 How many hands has it got?

7 How many feet has it got?

8 How many noses has it got?

9 How many eyes has it got?

Learning to learn

1 Draw lines to the leg and the house.

2 Find the words. Write the words.

Parts of the body: foot, hand, hair, eye, arm, head, foot, leg.

Parts of the house: door, kitchen, bathroom, stairs, garden, window, nose.

Exercise 1
Children draw lines to sort the pictures into parts of the body or parts of a house.

Exercise 2
Children read the words for parts of the body and parts of the house and write them in the correct list.

Summary box

Lesson aim Speaking

Lesson targets Children:

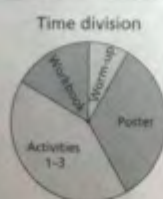
- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- act the dialogue
- practise writing skills

Key structure possessive adjectives *my, your, his, her, our, their*

Key language *Whose ... is this?*

Key words *arm, leg, foot, feet, head, nose, winner, ride*

Materials PB pp46-57; poster 6; flashcards 3, 4, 10, 73-78; WB pp52-53; 2011 words 83, 84



Resource box

* Poster questions before listening:

What is Pirate Jack wearing? Trousers, jacket, hat, boots. What is Mrs Goody carrying? A cake. Where is the parrot? On Pirate Jack's arm. Who is wearing a new dress? Princess Bella. What are Dan and Lily doing? Watching.

** PB dialogue questions after listening:

What is the parrot doing? Dancing. What are the boys doing? Walking on their hands. What is the dog wearing? A hat. What is Biffo riding? A bike. Who is very funny? Biffo.

WB answers

p52 Exercise 2: 2 It has got six arms. 3 It has got eight legs. 4 It has got five hands. 5 It has got nine feet. 6 It has got six eyes. 7 It has got four noses.

p53 Exercises 1 and 2: Parts of the body: foot, hair, arm, leg, hand, nose; Parts of the house: door, kitchen, bathroom, stairs, garden, window

Activity 2 Grammar (PB p68) Session 1 Grammar in conversation (PB p69) Session 2

Session 1 Warm-up

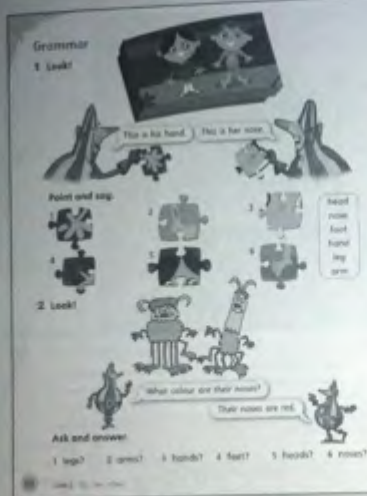
Use flashcards 73-76 to revise parts of the body.

Activity 1

1 Children look at the picture. Point out first pieces of it are below. Ask one or two children to read out the bubbles.

2 Point to piece 1 and say *This is her hand*. Class repeats. Continue with the other pieces.

3 Children practise sentences in pairs.*



Grammar in conversation

1 Listen and read.

Look at all these things!
 What are they?
 I don't know. What jacket is that?
 It's Ben's jacket.
 What crigons are these?
 They're Mag's crigons.
 Are these your books?
 Show me. Yes, they're our books.
 Are those your pens?
 Yes, they're our pens.
 Here you are.
 Thanks!

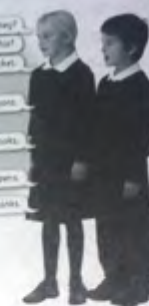
2 Listen and say.

3 Now you!

4 Listen, read and say.

Listen to my riddle. One, two, three.
 Listen to my riddle. Can you answer me?
 Its legs are four grey trees.
 Its nose is a long, grey snake.
 Its ears are grey flags flapping in the wind.
 What is it?

Listen to my riddle. One, two, three.
 Listen to my riddle. Can you answer me?



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Activity 1

1 Explain that the girl is holding a box of lost school items. Tell the class to listen to the children in the photos.

2 Play CD1 track 69. Children listen and follow in their books.

Activity 2

Play CD1 track 70. Children listen and repeat in the pauses.

Activity 3

Children practise the conversation in pairs.

Activity 2

1 Give children time to look at the monsters. Volunteers read the bubbles.

2 Ask the questions, or prompt individuals to ask the questions of the rest of the class. Elicit answers.

3 Children practise in pairs.**

Go to Workbook Session 1

Activity 4

1 Play CD1 track 71. Children listen the first time.

2 Play track 71 again. Children listen and answer the question.

3 If necessary explain that the riddle describes the elephant: thick grey legs, a long grey nose (trunk), big grey ears. Play the track again. Children join in.

Go to Workbook Session 2

Grammar

1 Look, read and write the names.



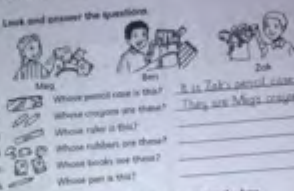
1. Who's tall is short? 2. Who's short is tall?
3. Who's short is fat? 4. Who's fat is short?
5. Who's short is long? 6. Who's long is short?
7. Who's short is white? 8. Who's white is short?

2 Complete the sentences with his, her or their.

1. Look! Jane is talking to her children.
2. Billy is talking to his sister.
3. The boys are drinking orange juice.
4. They are playing computer games.
5. The girls are reading books.
6. Greg is writing a letter to his friend.

Grammar in conversation

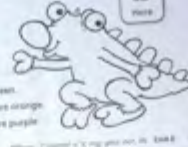
1 Look and answer the questions.



2 Complete the conversation. Use the words in the box.

1. Are there any books? Yes, they are. Books are red.
2. Are there any books on desk? Yes, they are.
3. Are there any books? Yes, they are.
4. Are there any books? Yes, they are.

3 Read and colour.
Look at the funny monster!
Its eyes are red and its nose is green.
Its arms are blue and its hands are orange.
Its legs are yellow and its feet are purple.



Exercise 1

Children look at the small pictures and read the questions. They look at the pictures of Meg, Ben and Zak and find the objects. They answer the questions using name + 's.

Exercise 2

Remind the class there is only one correct word for each space. Children read the dialogue and complete using words in the box.

Exercise 3

Children colour to match the description.

Summary box

Lesson aim Grammar

Lesson targets Children:

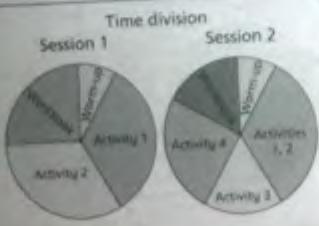
- recognise the target language
- listen to a conversation
- read and repeat the conversation
- practice the conversation
- learn and say a rhyme

Key structure This is his/her hand. Their noses are red.

Key language Whose jacket is this? It's Ben's jacket.

Key words Vocabulary from this and previous units

Materials PB pp54-63; CD1 tracks 69-71; flashcards 73-76; WB pp54-55;



Resource box

• Children take turns to point and make statements about the picture pieces, e.g. **This is his leg.** Alternatively, individuals point and say the sentences. Class repeats.

• If your class is used to independent pair work, let them take turns to ask the questions and answer. If you wish to demonstrate the activity first, bring a pair forward. One child asks the question and the other answers. Do the same with other pairs and other questions, if you wish, before the whole class works in pairs.

WB answers

p54 Exercise 1: 1 Jane 2 Bonzo 3 Ted, May 4 Greg 5 Jane, Greg 6 May 7 Ted 8 Jane Exercise 2: 1 her 2 his 3 their 4 his 5 their 6 her

p55 Exercise 1: 3 It is Ben's ruler. 4 They are Zak's rubbers. 5 They are Meg's books. 6 It is Ben's pen. Exercise 2: your, Our, my, Here, Thank

Grammar Practice Book Unit 6

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.

Session 1 Warm-up

Practice counting round the class from 1-20. When 20 is reached start again from one.*

Activity 1

1. Review hands, feet and arms using flashcards 73, 76. Teach the new words using flashcards 79-82.
2. Children open their books. Give them time to look at the whole page. Ask them to find and point to the new objects in the pictures.
3. Point out the title. Play CD1 track 72. Children listen and follow.

Reading

Here's the band!

Can you hear the drums?
Twenty-one drums!
They are yellow, red and blue.
They are big and noisy too.
Here they come!

Clap your hands,
Stamp your feet,
Wave your arms,
Shout 'Hurra'!
Here's the band!

Can you hear the trumpets?
Thirty-seven trumpets!
Some are big and some are tiny.
All of them are gold and shiny.
Here they come!

Clap your hands,
Stamp your feet,
Wave your arms,
Shout 'Hurra'!
Here's the band!

Can you hear the flutes?
Fifty silver flutes!
On Dad's shoulders, holding tightly,
Flutes and trumpets, shining brightly,
Here they come!

Clap your hands,
Stamp your feet,
Wave your arms,
Shout 'Hurra'!
Here's the band!



70 Reading: a poem

4. Read the first verse. Ask *How many drums are there? What colours are they?*
Read the chorus. Demonstrate the actions.***
Read the other verses and ask questions.***

5. Explain *holding tightly, shining brightly*. Play track 72 again. Encourage children to join in with the chorus and do the actions.

6. Let children who wish to, read a verse or part of a verse, to the class.

Optional homework tasks

Learn vocabulary words on p7 of Dictionary 2.
Continue Grammar Practice Book Unit 6.

Session 2 Warm-up

Children count from 21-50.

Activity 1

1. Play CD1 track 72 or read *Here's the band!* again to the class.

2. Review and ask. Ask a child to read the first sentence. Elicit an answer.

3. Ask it with the class. Children write. Compare with the other sentences.

Reading comprehension

1 Read the sentences. Write Yes or No.

1. There are thirty-one drums. _____
2. The drums are yellow, red and blue. _____
3. All the trumpets are silver. _____
4. Some trumpets are tiny. _____
5. There are fifty gold flutes. _____

2 Correct the wrong sentences.

Activity 2

1. Children write the sentences with No correctly.
2. When the activity has been completed, children do the Writing Reading comprehension page in class or for homework.

Unit 6 Reading comprehension (WB p56) Session 2

Children read all the sentences in the boxes. They decide which sentences apply to each object. They write three sentences under each one.

Children read all the sentences in the boxes. They decide which sentences apply to each object. They write three sentences under each one.

Reading comprehension

1 Choose the correct word to complete each sentence.

- open clap run stamp wave
- We _____ our hands.
 - We _____ our feet.
 - We _____ our arms.
 - We _____ our eyes.
 - We _____ with our legs.

2 Read. Write three sentences under each picture.



- It is big. It is thin. It is noisy.
- It is long. It is thin. It is long.
- It is round. It is gold. It is silver.

Unit 6 Reading comprehension: class matching materials to objects

Exercise 2

Children read all the sentences in the boxes. They decide which sentences apply to each object. They write three sentences under each one.

Summary box

Lesson aim: Reading

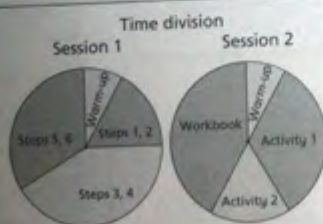
Lesson targets: Children:

- listen to and follow a poem
- understand the poem
- read with good pronunciation
- answer simple comprehension questions

Key structures: revision of imperative; present simple

Key words: band, trumpet, drum, flute, shoulders; tiny, gold, shiny; tightly, brightly, hear, shine; numbers 21–50

Materials: FB pp70–71; CD1 track 72; flashcards 73, 76, 79–82; WB p56



Resource box

* If your class is very familiar with numbers 1–20, ask them to count down from 20–19, 18, etc.

** Line 1: clap hands; line 2: stamp feet; lines 3 and 4: wave arms above heads

*** Use these questions or any of your own: (Chorus) *What do you clap with? Hands. What do you stamp with? Feet. What do you shout? Hurray!* (Verse 2) *How many trumpets are there? Thirty-seven. What colour are they? Gold.*

(Verse 3) *How many flutes are there? Fifty. What colour are they? Silver. Where is the boy sitting? On Dad's shoulders.*

PB answers

Activity 1: 1 No 2 Yes 3 No 4 Yes 5 No

Activity 2: There are twenty-one drums. All the trumpets are gold. There are fifty silver flutes.

WB answers

Exercise 1: 1 clap 2 stamp 3 wave 4 open 5 run

Exercise 2: (flute) It is silver. It is thin. It is long. (drum) It is big. It is round. It is noisy. (trumpet) It is gold. It is tiny. It is shiny.

Warm-up

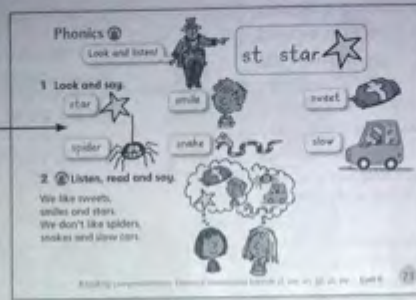
Show word cards from previous units, e.g. make, ride, nose, cube, crown, etc. Class reads.

Mr Jolly's box

- 1 Children point to the box and listen.
- 2 Play CD1 track 73. Children listen the first time. Then they repeat in the pauses.

Activity 1

- 1 Say each word. Class repeats. Do this until they say them accurately and confidently.
- 2 Write the words on the board. Class reads.



- 3 Volunteers come forward and circle s + consonant in each word. Class says each word again. Make sure they pronounce the consonants as a blend, not separate letters. The focus in this lesson is on the consonant blend, not on any other phonemes in other parts of the word.

Activity 2

- 1 Ask who or what is in the picture. Play CD1 track 74. Class listens and follows.
- 2 Read each line. Class repeats. Class says the whole rhyme. They may learn it if you wish.

Activity 1

Play CD1 track 75. Children listen the first time. Play it again. They repeat in the pauses.

Activity 2

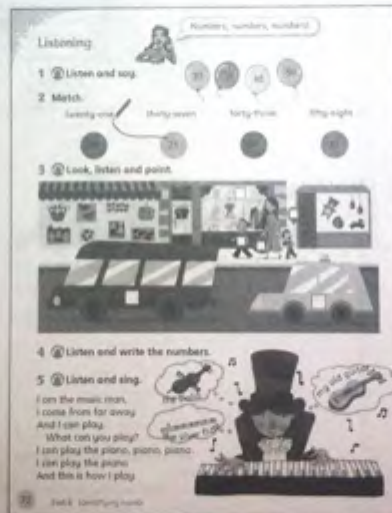
Children match the numbers in words and figures.

Activity 3

Play CD1 track 76. Children listen and point to the people and objects as they are mentioned.

Audioscript (CD1 track 76)

Look at the town. Can you see the shops? There's a shop, a car and there's a yellow taxi. Can you see the policeman? Carrying a big bag. Can you see the bus? It's wearing a green T-shirt. Can you see the park? It's a big pink ball.



Activity 4

Play CD1 track 77. Children listen the first time. Play it again. Children write the numbers. See Resource box for audioscript.

Activity 5

- 1 Children look at the picture. Ask what the man is playing a piano. Name the other instruments.
- 2 Play CD1 track 78. Children listen.
- 3 Play it again. Encourage children to join in.
- 4 Play CD1 track 79 (music only). Children sing. If you wish, sing three more verses about the other instruments.

Make sure that children understand the tasks before they begin.

Exercise 1

Children write the consonant blends then the whole word.

Exercise 2

Children use words on the page to complete the sentences.

Phonics

1 Write the letters. Write the words. Read the words.

st _____ 
 reet _____ 
 op _____ 
 ke _____ 
 ar _____ 
 eet _____ 
 us _____ 
 ile _____ 
 ay _____ 
 ider _____ 

2 Complete the sentences. Use words on this page.

- You can see the _____ at night.
- I like lollipops and _____.
- _____ is cold and white.
- _____ before you cross the _____.
- _____ can _____ in water.

Phonics (Worksheet) Words: st, re, op, ke, ar, eet, us, ile, ay, ider. Task 6

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 Exercise 1, ask different children to say the whole word.

For Exercise 2, ask different children to read complete sentences.

Summary box

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write words beginning with st, sn, sw, sm, sl and sp
- listen to a description of a scene and follow instructions
- listen to and sing a song

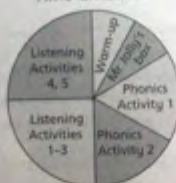
Key language Vocabulary and structures from Unit 6

Key words star, street, stop, snake, snow, sweet, swim, smile, slow, spider

Materials PB pp71-72; CD1 tracks 73-79; WB p57

Preparation Make or find word cards for words from previous units, e.g. make, ride, nose, cube, crown, glasses, tube, cloud to use in the Warm-up.

Time division



Resource box

Activity 4 audioscript (CD1 track 77)

Can you see the clothes shop? Write number 55 on the window.

Look at the bus. Write number 26 on the bus.

Look at the taxi. Write number 39 on its door.

The woman has got a big bag. Write number 58 on the bag.

Look at the boy. Write number 46 on his T-shirt.

Look at the girl. Write number 21 on her pink balloon.

WB answers

Exercise 2: 1 stars 2 sweets 3 Snow 4 Stop, street 5 Snakes, swim

Session 1 Warm-up

Sing the song from PB p72, CD1 track 78.

Don's box

- 1 Ask a child to read the sentence.
- 2 Write it on the board. Class reads.
- 3 Write up *Here's = Here ...* Invite a volunteer to write the next word is.

Activity 1

- 1 Read the title of the poem. Explain *brass band* a band with different kinds of trumpets. Point out the picture. Ask *Do the children like the band?*

- 2 Write the first line on the board. Write the second line leaving a gap for the missing word.

Children look in their books. Point out *jumping and swimming*. Ask *Which word completes the line? Jumping*. Write the word.

Continue in the same way with the other verses.

Class composition



Here's the band!
Here's = Here is



- 1 Read the poem. Choose a word for each line.

The big brass band

We're clapping our hands.
We're _____ up and down.
The _____ brass band
is coming to _____ town.

jumping / swimming
small / big
our / her

We're _____ up and down,
We're stamping our _____
The big brass band
is coming down the _____

hopping / sitting
feet / hands
step / street

I'm waving _____ arms.
I'm _____ Hokey!
_____ the big brass band
It's here today!

my / his
shouting / stamping
Here's / His

It's going down the street.
I'm waving _____ hand.
Now I _____ hear
The big _____ band.

my / me
can't / isn't
grass / brass

- 2 Listen and say.

Class composition: completing a poem Unit 6

Activity 2

- 1 Play CD1 track 80. Children follow the words on the board. Play it again. Children repeat in the pauses. Read the poem with the class.
- 2 Rub the words off the board. Children complete the lines in their books.
- 3 Ask different children to read a line or a verse aloud to the class.
- 4 If you wish, children may learn the poem as a homework task. They may also make neat copies of the poem as a handwriting task.

Homework tasks

Dictionary

Children revise all words on page 7.

Grammar Practice Book

Children complete Unit 6.

Session 2 Warm-up

Children say some or all of the poem on PB p70, CD1 track 72.

Don's box

Write the sentence on the board. Remind the class of the long form for Here's.

Exercise 1

Ask different children to read the words in the box. Read the short forms to the class. Children match.

Exercise 2

Children write the complete long form sentences.

Exercise 3

Children write complete short form sentences.

Writing skills

Here's the band. Here's a Here's.

1 Write the long form under the correct short form.

1 I've 2 can't 3 cannot 4 I am 5 you are 6 what is 7 does not 8 doesn't

2 Write each sentence using the long form.

1 They are not jumping. 2 They're meeting. 3 It isn't raining.

4 They are not in bed. 5 She's not a cat.

3 Write each sentence using the short form.

1 She does not like frogs. 2 There's my pen.

3 He has got a bike. 4 She's reading a book.

Composition practice

1 Read the poem. Choose a word for each line.

What do you like?

Do you like the drum? Yes, I do. / No, I don't.

I can't read the... I can't read the... I can't read the...

There are thirty... There are thirty... There are thirty...

Do you like the drum? Yes, I do. / No, I don't.

I can't read the... I can't read the... I can't read the...

There are thirty... There are thirty... There are thirty...

Do you like the drum? Yes, I do. / No, I don't.

I can't read the... I can't read the... I can't read the...

There are thirty... There are thirty... There are thirty...

2 Listen and say.

Exercise 1

1 Children should be able to complete this task independently. Explain that they must choose the word that makes sense in the line.

2 Go around helping and monitoring as they work.

Exercise 2

1 When they have finished play CD1 track 81, Children listen.

2 Play track 81 again. Children repeat in the pauses. Children say the poem on their own.

Homework tasks

Portfolio see Resource box
Check-up 6 WB pp60-61
(Answers on page 93)

Summary box

Lesson aim Writing

Lesson targets Children:

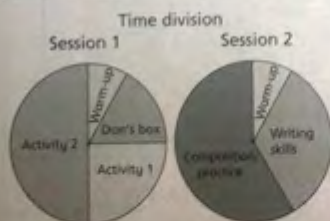
- complete poems
- match and write long and short forms

Text type Poems

Key structure short forms

Key words Vocabulary from Unit 6

Materials PB p73; WB pp58-59; CD1 tracks 72, 78, 80, 81



Resource box

Class composition: missing words

(Verse 1) jumping, big, our (Verse 2) hopping, feet, street (Verse 3) my, shouting, Here's (Verse 4) my, can't, brass

Composition practice: missing words

(Verse 1) do, noisy, two (Verse 2) Do, they're, shiny, eight (Verse 3) like, fun, flutes, thirty

WB answers

p58 Exercise 1: 1 I have 2 cannot 3 you are 4 I am 5 what is 6 does not

Exercise 2: 1 are not 2 They are 3 is not 4 They have 5 She has

Exercise 3: 1 doesn't 2 Here's 3 He's 4 She's

Portfolio

If children have made neat copies of the PB Class composition poem, or the WB poem they may include them in their portfolios as a record of handwriting work.

Activity 1

1 Give children time to look at the main picture for a few moments. Ask: *Who is in the pictures on the wall? His mum, an astronaut.*

2 Point out the first small picture. Ask: *What are they? They are trousers. Whose are they? Children look at the main picture and find the person wearing them. They are Pirate Jack's.*

3 Continue with the other small pictures: parrot's hat, mum's dress, parrot's feet, Jack's sandals, Jack's shoes.

4 Ask a child to read what the parrot says. Ask different children to read the daily routine pinned on the wall.

Ask questions, e.g. *What does he do at six o'clock? At six o'clock he eats dinner. Ask about other times.*

Revision 2



1 Look! What are these? Whose are they?



2 What are these? Where are they?



3 Read.

It is nine o'clock. The sea is blue and the sun is shining. Jack is cleaning the ship. The parrot is dancing and talking. Jack has got two pictures. There is an astronaut and a space station. Jack has got a picture of his mum, too. At two o'clock Jack plays the piano and he sings. Jack likes his ship.

74 Revision 2 (Unit 4)

Activity 2

Ask children to name the objects. Ask them to say where each object is in the picture: photo of mum – on the piano; lamp – on the table; trumpet – on the wall; phone – on the table; flute – on the chair.

Activity 3

1 Ask different children to read a sentence or two. If your class needs reading practice, ask other children to read, then ask the whole class to read one or two sentences together. Continue with the other sentences.

2 Let volunteers read sentences aloud again. Other children listen and follow.

Extra activities

Class game

Say a time e.g. *Two o'clock*. Children look at the list of activities and times on the wall and answer *Pirate Jack plays the piano*. Continue in the same way with other times.

This could be played in teams with points for correct answers.

Pair work

Children take turns to make statements about an object or person, e.g. *It is long and thin, it is silver*. The other child guesses. *The flute*. Children change roles. *It is wearing a hat, it is dancing*. The parrot.

Project 2 My day (PB p75)

Activity 1

Ask students: Pirate Jack's day with the class. Ask: What does he do at seven o'clock? He gets up, etc.

Activity 2

Children look at the pictures. Ask: What is each child doing? Ask around the class: Do you watch TV? play football? read books?, etc.

Activity 3

Ask what the children are doing in the pictures.

Children write what they themselves do against each time. Encourage them to write true activities. They write notes only as shown in Activity 1.

Project 2

1 Look at Pirate Jack's day.



07.00 get up
08.00 breakfast
09.00 clean the ship
11.00 swim
12.00 lunch
02.00 play the piano
04.00 talk to the parrot
06.00 dinner
08.00 read a story
09.00 sleep

2 What are these children doing?



3 What do you do? Write.



07.00	
08.00	
09.00	
11.00	
12.00	
02.00	
04.00	
06.00	
08.00	
09.00	

4 Write sentences. Draw pictures.

My day
I get up at six o'clock. I have breakfast at seven o'clock. At eight o'clock I go to school. At nine o'clock I write in my book. At



Project 2: Units 6-10

Activity 4

1 Children use their notes to write complete sentences about their day.

Look at the example with the class. Ask volunteers to read the sentences. Children may follow the example to help them begin.

2 Children make a small book and write about their day. They may draw pictures of what they do.

3 Alternatively, they may write on a single sheet of paper or make a large poster. When they have finished let children read out their descriptions of their day. Display all the work if possible and encourage children to look at each other's writing and drawings.

Summary box

Lesson aim: Revision

Lesson targets: Children:

- identify objects and say who they belong to
- talk about a person's daily routine
- read a text describing a person's home and routine
- make a book or poster and write about their day

Resource box

Portfolio

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

1 When children have completed all the work in Units 4, 5 and 6, they turn to p131 in their WB.

2 This page allows children to make their own assessment of what they have learned in Units 4, 5 and 6.

3 They colour in the parts of the body and the objects when they know the words.

4 They colour the clothes when they know the words. They colour the actions they know. They colour the clocks when they know the times.

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 a little longer to feel confident with the work that has been 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 5-7 of the Dictionary to help them learn and revise.

It is not necessary for the whole class to complete everything on this page before moving on to Unit 7.

Portfolio 2: Units 4, 5, 6

1 I know words.

2 I know words for clothes.

3 I know doing words.

4 I know the time.

5 I can read.

at, R, M	clean	clock	cloud	fly	flower
go, be, in	fly	plane	blue	black	black
at, in, on	green	green	grey	tree	tree
at, up	star	street	snake	snake	snake
	rain	rain	rain	rain	rain

Diploma 2: Units 4, 5, 6

1 Write the words.

2 Write the clothes words.

3 Write the time.

4 Write.

1 When children are confident with all the elements of the work on p131, they may 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 WB and kept in children's individual portfolios of work along with a few examples of children's best work from Units 4, 5 and 6.

Check-up 4 (WB pp40-41)

Exercise 1: 2 Does Lisa like tennis? 3 Do you like oranges? 4 Does the dog like cakes? 5 Do the children like cakes? 6 Does Ben like sweets? 7 Do the girls like cakes too?

Exercise 2: 1 No, Meg does not like tennis. 3 No, the boys do not like beans. 4 No, the girls do not like bananas. 5 No, the cat does not like the dog. 6 Ben Grandpa does not like swimming. 7 No, Mum and Dad do not like the car. Exercise 3: 2 Ned and Kay like carrots. They do not like beans. 3 Harry likes bananas. He does not like cakes. 4 Sam and Ross like oranges. They do not like apples. 5 Lucy likes apples. She does not like bananas.

Check-up 5 (WB pp50-51)

Exercise 1: 2 She plays the piano in the evening. 3 They go to school in the morning. 4 They watch TV in the evening. 5 He swims in the afternoon. Exercise 2: 2 Do they read books? 3 Does he play tennis? 4 Does she sing? 5 Do they swim?

Exercise 3: 2 No, Lisa and Meg do not swim in the sea. 3 No, Grandpa does not play the piano. 4 No, the parrot does not sing songs. 5 No, the children do not walk to school.

Exercise 5: Children write their own sentences about their day.

Check-up 6 (WB pp60-61)

Exercise 1: 2 These are Ted's shoes. 3 This is May's T-shirt. 4 These are May's shoes. 5 This is Ted's hat. 6 These are May's socks.

Exercise 2: 1 your 2 their 3 its 4 our 5 his 6 My 7 her

Exercise 4: Sam and Amy are in their living room. Their mother is not in the living room. Sam's computer is on the desk. His cars are under the chair. Meg's books are on the table. Her cat is in her bag. Its tail is very long.

Check-up 4

1. Listen and write.

Do you like...? Yes/No

2. Listen and write.

Do you like...? Yes/No

3. Listen and write.

Do you like...? Yes/No

4. Listen and write.

Do you like...? Yes/No

5. Listen and write.

Do you like...? Yes/No

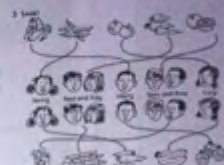
6. Listen and write.

Do you like...? Yes/No

7. Listen and write.

Do you like...? Yes/No

3. Listen



Write about the children.

Sam, Lisa, Meg, Ned, Kay, Harry, Ben, Grandpa.

What do they like? What do they not like?

Write about your day.

Check-up 5

1. Listen and write.

What time do you...? (at school, at home, at work)

2. Listen and write.

What time do you...? (at school, at home, at work)

3. Listen and write.

What time do you...? (at school, at home, at work)

4. Listen and write.

What time do you...? (at school, at home, at work)

5. Listen and write.

What time do you...? (at school, at home, at work)

6. Listen and write.

What time do you...? (at school, at home, at work)

7. Listen and write.

What time do you...? (at school, at home, at work)

4. Listen and write.

What time do you...? (at school, at home, at work)

5. Listen and write.

What time do you...? (at school, at home, at work)

6. Listen and write.

What time do you...? (at school, at home, at work)

7. Listen and write.

What time do you...? (at school, at home, at work)

8. Listen and write.

What time do you...? (at school, at home, at work)

9. Listen and write.

What time do you...? (at school, at home, at work)

10. Listen and write.

What time do you...? (at school, at home, at work)

Check-up 6

1. Listen and write.

What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

2. Listen and write.

What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

3. Listen and write.

What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

4. Listen and write.

What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

5. Listen and write.

What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

6. Listen and write.

What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

7. Listen and write.

What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

2. Listen and write.

What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

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What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

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What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

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What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

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What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

7. Listen and write.

What is...? (a cat, a dog, a bird, a fish, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard, a snake, a spider, a worm, a frog, a toad, a turtle, a lizard)

7 A trip in a balloon

Warm-up

Show flashcards 3, 4 and 10 to remind the class of the new characters.

Lesson 1 New words and speaking (PB pp76-77)

Poster 7

- 1 Show poster 7. Read the title. Class looks for a few moments.
- 2 Show flashcards 83-91. Name the objects. Class repeats.
- 3 Ask different children to find and point to the objects on the poster.

7 A trip in a balloon



- 4 Ask questions about the picture. Use the questions in the Resource box or any of your own.*

- 5 Play CD2 track 1. Children listen and look at the poster. Point to each of the characters when they speak.
- Check understanding of the small picture: Ask *Who is going for a trip in a balloon?* **Don, Lily, Kate, Jon.** *Who is with them?* **Mr Goody.** *Who is he?* **He is Kate and Jon's father.**

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 random order. Children find them in the big picture in their books.

7 A trip in a balloon

1 Listen and say.

2 Listen and read.

Come on, children!

We're coming! Don!

What time you got in those bags?

There's food in the blue bag.

And clothes in the red bag.

There are apples in the yellow bag.

There are sandwiches in the pink bag.

And in the basket there's a lovely cake!

What... children?

What's in those baskets?

There's milk in the white bottle.

And orange juice in the green bottle.

Have we got plates and cups?

Yes, all here! They're in the basket.

Are you wearing your jumpers, children?

Yes, always! It's time to go!

Come on, children! It's time to go!

3 Listen and say.

Activity 2

- 1 Play CD2 track 1. Children listen and follow the dialogue. Ask questions about the story.**

Activity 3

- 1 Play CD2 track 2. Children follow and repeat in the pauses.
- 2 Play track 2 again. Class listens and follows.
- 3 Individuals read or act the dialogue.

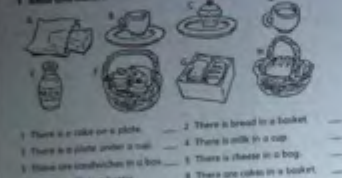
Read the dialogue and match the pictures to the words.

Exercise 1
Listen to the audio and match the pictures to the words. Write the words in the boxes.

Exercise 2
Listen to the audio and write the words in the boxes. Explain why you think the words are in the boxes.

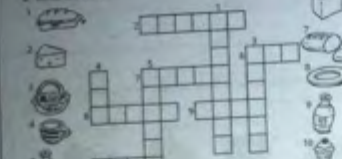
7 Words

1 Read and match.



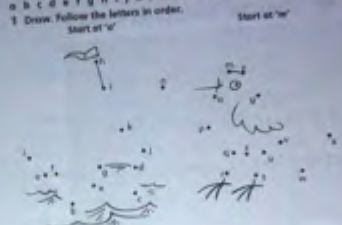
1 There is a cake on a plate. 2 There is bread in a basket. 3 There is a plate under a cup. 4 There is milk in a cup. 5 There are sandwiches in a box. 6 There is cheese in a bag. 7 There is milk in a bottle. 8 There are cakes in a basket.

2 Write the words.

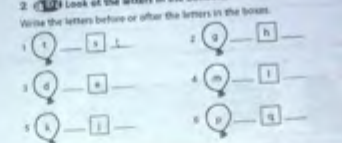


Learning to learn

1 Draw. Follow the letters in order. Start at 'a'.



2 Look at the letters in the balloons.



Exercise 1

Children join the letters in alphabetical order to create the pictures. The alphabet is given to help them.

Exercise 2

Children look at the letter in the balloon and the letter in the box. They decide whether the first letter should go before or after the letter in the box. Point out how the first one is done.

Summary box

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- imitate the dialogue
- act the dialogue
- practice scanning and thinking skills

Key structures There is ... There are ...

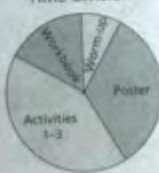
Key language always, sometimes, often

Key words bread, cheese, milk, sandwich, basket, bottle, plates, cups, jumper

Materials PB pp76-77; poster 7; flashcards 3, 4, 10, 83-91; WB pp62-63;

134 sticks 1, 2

Time division



Resource box

- Poster questions before listening: Who is carrying a pink box? Kate. What is Mrs Goody carrying? A basket. What is the weather like? Cold. Where are the cups and plates? In Lily's basket. What colour is the balloon? Pink and blue.
- PB dialogue questions after listening: What is in the blue bag? Bread. Where are the sandwiches? In the pink box. Is there a cake? Yes. Where is it? In Mrs Goody's basket. What is in the green bottle? Orange juice. Is it always hot in the balloon? No. What is it always like in the balloon? Cold.

WB answers

p62 Exercise 1: 1C 2H 3B 4D 5G 6A 7E 8F

Exercise 2: 1 sandwich 2 cheese 3 basket 4 cup 5 bottle 6 box 7 bread 8 plate 9 milk 10 cake

p63 Exercise 2: 2 gh 3 de 4 lm 5 jk 6 pq

Session 1 Warm-up

Use flashcards 83-86 to revise the words for food and drink.

Activity 1

1 Show the flashcards. Ask two children to read out the bubbles.

2 Ask the class to name all the food items. Point and say *There is milk in the bottle*, etc. Class repeats.

3 Children practise sentences in pairs.*

Grammar

1 Look! There's water in the jug. There are sandwiches on the plate.

Point and say:

2 Look! Is there juice in the cup? Yes, there is. No, there isn't.

Ask and answer:

3 Listen and say:

4 Move your!

5 Listen and say:

Grammar in conversation

1 Listen and say.

2 Listen and read.

What have you got in your lunchbox?

Sandwiches. I always get sandwiches for lunch.

I always eat sandwiches, too. What else have you got?

I've got an apple and a banana.

I sometimes eat fruit. Today I've got an apple.

Have you got a drink?

Yes, I've got milk.

Right. I can't drink milk. I don't like it.

Here's a big glass of juice.

Thank you.

Activity 2

1 Ask two pairs to read out the questions and answers.

2 Ask what the first question should be. Help a child to form it if necessary. Class repeats. Do the same with the other pictures.

3 Children practise in pairs.**

Go to Workbook Session 1

Session 2 Warm-up

Ask around the class *What time do you eat lunch?*
What do you eat for lunch?

Activity 1

Play CD2 track 3. Children listen and repeat in the pauses.

Activity 2

Tell the class to listen to the children in the photos talking about lunch. Play CD2 track 4. Children listen and follow.

Activity 3

Play CD2 track 5. Children listen and repeat in the pauses.

Activity 4

Children practise the conversation in pairs.

Activity 5

1 A child reads the boy's bubble. Ask *What is he eating?*

2 Play CD2 track 6. Children listen the first time and follow the words on the picture. Encourage them to join in the second time. With a little practice they will be able to say the whole chant without books.

Go to Workbook Session 2

Unit 7 Grammar: Grammar in conversation

Exercise 1
Read through the sentences with the class. Make sure children understand the rule: the adverb comes after the verb to be; it comes before all other verbs. Children rewrite the sentences according to the rule.

Exercise 2
Remind the class that there is one word in the box for each space, always appears twice in the conversation.

Grammar in conversation

1 Look! I can always find it in the morning.

The boy is sometimes tired. The children are never quiet.

The boy always waits for his bus sometimes. I can always find it.

Write the sentences again. Use the word in brackets (2).

1 Linda is happy, (seldom) Linda is seldom happy.

2 The street is quiet, (never) The street is never quiet.

3 The girl got sweets, (never) The girl never got sweets.

4 I walk to school, (sometimes) I sometimes walk to school.

5 The boys play football, (always) The boys always play football.

2 Complete the conversation. Use the words in the box.

Have you got in your lunchbox?

Fruit, I never eat fruit for lunch.

I've got always crisps.

Ugh! I sometimes eat crisps.

I've got sandwiches and a never.

I always eat crisps but not today.

My mum's cakes are sometimes delicious. Mmm!

always, always, sometimes, never, never, never, crisps

Exercise 1
Read through the sentences with the class. Make sure children understand the rule: the adverb comes after the verb to be; it comes before all other verbs. Children rewrite the sentences according to the rule.

Exercise 2
Remind the class that there is one word in the box for each space, always appears twice in the conversation.

Summary box

Lesson plan: Grammar

Lesson targets: Children

- practise the target language
- take part in a conversation
- read and repeat the conversation
- practise the conversation
- join and say a rhyme

Key sentences: There is ... There are ...

Key language: I always eat sandwiches for lunch.

Key words: food and drink; always, sometimes, never

Materials: PB pp 76-79; CD2 tracks 3-6; flashcards 83-86; WB pp 64-65

Time division

Session 1

Session 2

Resource box

- * Ask individuals around the class to point to pictures and say sentences. Class repeats. Children practise again in pairs.
- ** Children repeat the activity in pairs, taking turns to point and ask the question. Ask one or two pairs to ask about a picture while the class listens.

WB answers

p64 Exercise 1: 2 There are cakes on the plate. 3 There are apples in the basket. 4 There is milk in the cup. 5 There is bread in the basket. 6 There are sweets in the box. Exercise 2: 2 Is there juice in the bottle? 3 Is there milk in the jug? 4 Are there cakes on the plate? 5 Is there cheese in the box? 6 Are there sweets in the bag?

p65 Exercise 1: 2 This street is never quiet. 3 I am sometimes tired. 5 I sometimes walk to school. 6 The boys always play football.

Exercise 2: What, always, crisps, never, cake, sometimes, always

Grammar Practice Book Unit 7

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.

Session 1 Warm-up

Ask the class to name clothes for hot weather and clothes for cold weather. Write them on the board.

Activity 1

- 1 Teach the new words using flashcards 92, 93.
- 2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the weather in the small pictures.
- 3 Point out the title. Play CD2 track 7. Children listen and follow.

Reading

The months of the year

January In January and February it is often cold. We wear jumpers and trousers. We wear boots, coats and hats. Sometimes it snows.

February In March and April it often rains. Sometimes the sun shines, too. There is a rainbow in the sky. There are seven colours in a rainbow.

March In May and June there are flowers in our gardens. There are girls and white flowers on the trees. They are very pretty.

April In July and August it is hot. The sun shines brightly and the sky is blue. We wear shorts and T-shirts. We swim and we eat ice creams.

May In September and October it is sometimes windy. There are storms. The clouds are grey. We use lightning and we hear thunder.

June In November and December it is cold again. Sometimes it is foggy. In the evening it is dark. There are yellow lights in the streets and in the houses.

July

August

September

October

November

December

Unit 7 Reading: The months of the year

4 Read the lines for the first two months. Ask: *What is the weather like in January and February? Does it snow?* 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 p9 of Dictionary 2. Continue Grammar Practice Book Unit 7.

Session 2 Warm-up

Children say the months of the year.

Activity 1

- 1 Play CD2 track 7 or read *The months of the year* again to the class.
- 2 Ask children to read the first sentence, then the second. Tell children to look at the pictures. Ask: *What month was it?* Check with the class. Ask them to write in their books.

Reading comprehension

1 Read the sentences. Circle the correct month.

- 1 We are wearing coats and hats. The month is September, February.
- 2 There is snow. It is cold. The month is April, August.
- 3 There is a rainbow in the sky. The month is March, May.
- 4 There are pretty flowers in the garden. The month is July, June.
- 5 It is very hot. We are eating ice creams. The month is April, October.
- 6 It is windy. There is a storm. The month is November, September.
- 7 It is foggy and cold. The month is

3 Continue with the other sentences.

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

Reading comprehension (WB p66) Session 2

Before the lesson, make sure children understand the tasks before they start.

Warm-up

Read the statements and write Yes if it is correct or No if it is incorrect.

Reading comprehension

1 Read the sentences. Write Yes or No.

- 1 It often snows in July. _____
- 2 There are always storms in August. _____
- 3 It sometimes rains in April. _____
- 4 It is often hot in February. _____
- 5 It sometimes snows in January. _____
- 6 It is often cold in December. _____
- 7 It always rains in June. _____

2 Read. Write the month. Match the picture.

- 1 The month is F. _____
It is cold today.
We are wearing gloves and hats.
Picture _____
- 2 The month is M. _____
We are playing in the garden.
It is sunny and there are flowers.
Picture _____
- 3 The month is O. _____
We can hear thunder. It is windy.
A storm is coming.
Picture _____
- 4 The month is D. _____
It is dark and foggy.
We are wearing coats and boots.
Picture _____



Self 2: Reading comprehension: true/false sentences, matching descriptions to pictures

Exercise 2

Children read the short paragraphs. They write the month.
They find the picture that matches the paragraph and write the letter.

Summary box

Lesson aim: Reading

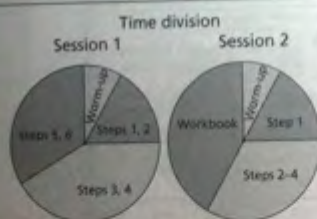
Lesson targets: Children:

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

Key structures: *It often rains in May. It is never cold in July.*

Key words: months of the year; rainbow, storm, thunder, lightning, shine, rain

Materials: PB pp80-81; CD2 track 7; flashcards 92-93; WB p66



Resource box

- Use these questions or any of your own (numbers refer to paragraphs):
2 Where can you see a rainbow? *In the sky.* How many colours are there in a rainbow? *Seven.* 3 What colours are the flowers on the trees? *Pink and white.* 4 What colour is the sky? *Blue.* What do we wear? *Shorts and T-shirts.* What do we eat? *Ice creams.* 5 What is the weather like sometimes? *Windy.* What do we see and hear? *Lightning, thunder.* 6 What is the weather like sometimes? *Foggy.* What is it like in the evening? *Dark.*

PB answers

Activity 1: 2 February. 3 April. 4 May. 5 July. 6 October. 7 November.

WB answers

Exercise 1: 1 No 2 No 3 Yes 4 No 5 Yes 6 Yes 7 No

Exercise 2: 1 February C, 2 May D, 3 October A, 4 December B

Lesson 4 Phonics (PB p81) Listening (PB p82)

Warm-up

Bring out 'magic e' words without the vowel. Put up vowel cards. Children use their memory to make words, e.g. c, ke, cake, a, ke, bake, bike, etc.

Mr. Wolf's box

1 Children point to the box and listen.

2 Play CD2 track 8. Children listen the first time. Then they repeat in the pause.

Activity 1

1 Say each word. Class repeats. Do this until they say them accurately and confidently.

2 Write the words on the board. Class reads.

Phonics

Look and listen!

1 Look and say.

pink

band

hand

2 Listen, read and say.

Here's a pink drink.

In a pink hand.

Here's a pink elephant.

Marching with the band.

Reading Comprehension: Phonics words ending with consonant blend ou, oi, oi

Unit 7

81

Listening

What are Amy and Sam doing?

1 Listen, draw and colour.



2 Listen again and check.

3 Talk about your picture.

4 Listen and sing.

January, February, March and April

— I like April. The sun shines in April.

May, June, July and August

— I like August. It's always hot and sunny.

September, October, November, December

— I like December. My birthday's in December.

Unit 7 Understanding a description

82

3 Volunteers come forward and circle n + consonant at the end of each word. Class says each word again. Make sure they pronounce the consonants as a blend, not separate letters. The focus in this lesson is on the consonant blend, not on any other phonemes in other parts of the word.

Activity 2

1 Ask who or what is in the pictures. Play CD2 track 9. Class listens and follows.

2 Read each line. Class repeats.

3 Class says the whole rhyme. They may learn it if you wish.

Activity 2

Play track 10 once more. Children listen and check that their picture matches the description.

Activity 3

Divide the class into groups. Each group takes a turn to say a sentence about the picture. See which group can say the most sentences.

Activity 4

1 Play CD2 track 11. Children listen and follow the first time. Play it again. Encourage children to join in. If you wish, divide the class into three groups. Each group sings two lines each.

2 Play CD2 track 12 (music only). Children sing.