

# Family and Friends 1

## Teacher's Book

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# Scope and sequence

All core language is recycled regularly throughout the course.

	Words	Grammar	PH
<b>Starter: Hello!</b>	Core: <i>Rosy, Tim, Billy, Miss Jones, one, two, three, four, five, six, seven, eight, nine, ten, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, red, yellow, pink, green, purple, orange, blue</i> Extra: <i>Hello, Goodbye, Hi, class, cousin, sorry, come on, sing, rainbow, everyone, come, fun, too</i>	<i>Hello. Goodbye. How are you?</i> <i>I'm fine, thank you.</i> <i>What's your name?</i> <i>My name's...</i> <i>How old are you?</i> <i>I'm...</i>	
<b>1 What's this? p22</b>	<b>School things</b> Core: <i>pen, rubber, pencil, ruler, book, bag, door, window</i> Extra: <i>look at, train, school things, open (v), close (v), pencil case, see, like (v), school bag, OK</i>	<i>What's this?</i> <i>It's a pen.</i>	Init a b Aa: Bb: Cc: Dd:
<b>2 Playtime! p26</b>	<b>Toys</b> Core: <i>doll, ball, teddy, puzzle, car, kite, bike, train</i> Extra: <i>toy, big, love (v), favourite, furry, fat, lovely, animal, colour (n)</i>	<i>my / your</i> <i>This is my bag.</i> <i>Is this your teddy?</i> <i>Yes, it is. / No, it isn't.</i>	Init efg Ee: Ff: Gg: Hh:
<b>3 This is my nose! p32</b>	<b>My body</b> Core: <i>arms, nose, face, legs, ears, fingers, hands, eyes</i> Extra: <i>Let's, put on, point to, now, that's right, all, Oops!, mess, make, colour (v), then, body, cut (out), fold (v), paper, paw, stick (v), tail, long</i>	<i>arm / arms</i> <i>This is...</i> <i>These are...</i>	Init ijk Ii: Jj: Kk: Ll: Ii:
<b>Review 1</b>	<b>Revision of vocabulary and structures from Units 1-3</b>		
<b>4 He's a hero! p44</b>	<b>Jobs</b> Core: <i>teacher, pupil, housewife, fireman, pilot, doctor, policeman, farmer</i> Extra: <i>hero, Grandma, Grandpa, meat, kind, meet, lane, again, eat, write, brother, happy, family, uncle</i>	<i>She's / He's a teacher.</i> <i>Is she / he a teacher?</i> <i>Yes, she is. / No, he isn't.</i>	Init m n Mm: Nn: Oo: Pp:
<b>5 Where's the ball? p50</b>	<b>The park</b> Core: <i>seesaw, slide, net, swing, tree, pool, ice cream, frisbee</i> Extra: <i>good try, under, on, in, goal, where, park, nice, cool, play (v), boy, girl, football, help (v)</i>	<i>Where's the ball?</i> <i>It's in / on / under the bag.</i>	Init q r s Qq: Rr: Ss: Tt: Uu:
<b>6 Billy's teddy! p56</b>	<b>My family</b> Core: <i>mum, dad, sister, brother, grandma, grandpa, aunt, uncle, cousin</i> Extra: <i>find, the others, know, family, lots of, love (n), look (out of), photo, throw, still, flying, into, at, they</i>	<b>Possessive 's</b> <i>This is Mum's book.</i>	Init v w: Vv: Ww: Xx: Yy: Zz: Zz:
<b>Review 2</b>	<b>Revision of vocabulary and structures from Units 1-6</b>		

Phonics	Skills	Values
	<p>/ Listening: identifying numbers (listening for specific information)</p> <p>Speaking: <i>What's your name?</i> (asking and answering questions about names); <i>How old are you?</i> (asking and answering questions about age)</p>	Understanding that people belong to various groups and communities, such as family and school
<p>Initial sounds: <b>a b c d</b></p> <p>Aa: <i>apple</i> Bb: <i>bird</i> Cc: <i>cat</i> Dd: <i>dog</i></p>	<p>Reading: a description (reading and understanding descriptions of objects; recognizing specific words)</p> <p>Listening: identifying objects (listening for specific information)</p> <p>Speaking: <i>What's this? It's...</i> (asking and answering questions)</p> <p>Writing: identifying and counting words in a sentence; Workbook - writing about my school things (guided writing)</p>	Helping in the classroom (contributing to the life of the class)
<p>Initial sounds: <b>e f g h</b></p> <p>Ee: <i>egg</i> Ff: <i>fish</i> Gg: <i>goat</i> Hh: <i>hat</i></p>	<p>Reading: a poem: 'My favourite...' (reading and understanding a poem)</p> <p>Listening: identifying favourite things (matching people to their favourite things)</p> <p>Speaking: <i>What's your favourite...?</i> (asking and answering questions about favourite things)</p> <p>Writing: dividing sentences into words (identifying words within a sentence); Workbook - writing about my favourite toys (guided writing)</p>	<p>Be kind to people (sharing and playing cooperatively)</p> <p>Helping each other at home</p>
<p>Initial sounds: <b>i j k l</b></p> <p>Ii: <i>ink</i> Jj: <i>jam</i> Kk: <i>kite</i> Ll: <i>lion</i></p>	<p>Reading: instructions for making a paper toy (reading and following instructions; reading a text and putting pictures in the correct order)</p> <p>Listening: identifying different animals (listening and ordering pictures)</p> <p>Speaking: describing an animal's features</p> <p>Writing: identifying full sentences; Workbook - writing about my body (guided writing)</p>	Take care in the sun (dress appropriately, put on sun cream and drink water to stay safe)
<p>Initial sounds: <b>m n o p</b></p> <p>Mm: <i>mum</i> Nn: <i>nurse</i> Oo: <i>orange</i> Pp: <i>pen</i></p>	<p>Reading: an autobiography (reading and understanding a family description; developing inferring and comprehension skills)</p> <p>Listening: identifying people by their jobs (listening for specific information)</p> <p>Speaking: <i>Is he a doctor?</i> (asking and answering questions about jobs)</p> <p>Writing: identifying capital letters and full stops; Workbook - writing about my family (guided writing)</p>	<p>People who help us (helping others in need)</p> <p>Looking out for health and safety hazards at home</p>
<p>Initial sounds: <b>q r s t u</b></p> <p>Qq: <i>queen</i> Rr: <i>rabbit</i> Ss: <i>sofa</i> Tt: <i>teddy</i> Uu: <i>umbrella</i></p>	<p>Reading: a puzzle text (reading and understanding a text about a picture)</p> <p>Listening: identifying objects by location (numbering things in a picture)</p> <p>Speaking: <i>Where's the kite?</i> (asking and answering questions about where things are)</p> <p>Writing: identifying capital letters at the start of names; Workbook - writing about the park (guided writing)</p>	Take care in the park (understanding what improves and harms your local, natural and built environments and about ways of looking after them)
<p>Initial sounds: <b>v w x y z</b></p> <p>Vv: <i>van</i> Ww: <i>window</i> Xx: <i>box</i> Yy: <i>yo-yo</i> Zz: <i>zebra</i></p>	<p>Reading: a caption story (reading a text that describes pictures; finding specific information)</p> <p>Listening: distinguishing details (identifying pictures from their descriptions)</p> <p>Speaking: <i>Who's this?</i> (asking and answering questions about people)</p> <p>Writing: identifying question marks and sentences; Workbook - writing about my family's things (guided writing)</p>	My family (family and friends should care for each other)

7	<b>Are these his trousers?</b>	p62	<b>My clothes</b> Core: dress, socks, T-shirt, trousers, shorts, shoes, coat, hat Extra: basket, clothes, every, day, try on, team, his, her, what about	This is <i>her / his</i> T-shirt. Are these <i>his</i> socks? Yes, <i>they are</i> . / No, <i>they aren't</i> .
8	<b>Where's Grandma?</b>	p68	<b>My house</b> Core: kitchen, living room, dining room, bedroom, bathroom, garden, upstairs, downstairs, house, flat Extra: certificate, we/I done, good, work, show (v), surprise, follow, go, through, table, chair, want, little, next door, balcony, TV	Is she in the kitchen? Yes, <i>she is</i> . / No, <i>she isn't</i> . Are they in the garden? Yes, <i>they are</i> . / No, <i>they aren't</i> .
9	<b>Lunchtime!</b>	p74	<b>My lunch box</b> Core: lunch box, sandwich, drinks, apple, banana, biscuit, tomato, pear, grapes Extra: lunchtime, choose, share, cheese, water, get, lunch, chirp, say, today, inside	I've got two sandwiches. I haven't got my lunch box. an apple (an + a, e, i, o, u)
<b>Review 3</b>			<b>Revision of vocabulary and structures from Units 1-9</b>	
10	<b>A new friend!</b>	p80	<b>My friends</b> Core: long, short, blond, brown, curly, straight <b>Shapes</b> Core: square, circle, triangle, rectangle Extra: hair, over there, new, friend, side, the same, smooth, round, just, count, dear, picture, great, best, tall, tell, from, jumper	He's / She's / It's got... He / She / It has n't got...
11	<b>I like monkeys!</b>	p86	<b>The zoo</b> Core: elephant, giraffe, monkey, big, tall, little, tiger, snake, parrot Extra: zoo, funny, hip hooray, growl, hiss, squawk, hear, listen, true, top, leaves, tongue, guess, wrong, on top of, head, neck, at a / I, there, food, pretty, next, first	I like monkeys. I don't like elephants. They're big. I'm little.
12	<b>Dinnertime!</b>	p92	<b>Food</b> Core: rice, meat, carrots, yogurt, fish, bread <b>Drinks</b> Core: milk, juice, water Extra: finished, dinnertime, drink (v), late, school, cafe, dessert, hungry, menu, because	Do you like carrots? Yes, I do. / No, I don't. What do you like? I like yogurt.
<b>Review 4</b>			<b>Revision of vocabulary and structures from Units 1-12</b>	
13	<b>Tidy up!</b>	p98	<b>My bedroom</b> Core: rug, bed, cupboard, shelf, pillow, blanket <b>Numbers 11-20</b> Core: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty Extra: tidy up, tidy (adj), room, more, get in, put, star (adj), letter, magazine	There's... There are...
14	<b>Action Boy can run!</b>	p104	<b>Verbs</b> Core: run, fly, walk, talk, swim, climb, write, draw, sing Extra: can (v), clever, silly, do anything, alphabet, song, smile (v), sitting, jump, very, fast, stripes, fruit, nuts, pet, live (v), beautiful	He can / can't fly. Can he talk? Yes, he can. / No, he can't.
15	<b>Let's play ball!</b>	p110	<b>The beach</b> Core: sandcastle, beach, crab, the sea, boat, shell, sun, cream, bat, ice lolly Extra: good idea, wait, together, another, wonderful, welcome, sandy, rockpool, clean, hotel, stall, alone, litter, enjoy, flavour, forget	Let's + verb
<b>Review 5</b>			<b>Revision of vocabulary and structures from Units 1-15</b>	

<p>The alphabet: the alphabet letter names and their sequence</p>	<p>Reading: a caption story (reading and understanding a story; reading for specific details)</p> <p>Listening: identifying clothes (identifying pictures from their descriptions)</p> <p>Speaking: <i>What colour are these trousers?</i> (asking and answering questions about colours)</p> <p>Writing: identifying 's in sentences; matching full and abbreviated forms with the contraction 's; Workbook - writing about my favourite clothes (guided writing)</p>	<p>Warm clothes and cool clothes (taking care to stay healthy in different seasons)</p> <p>Helping with jobs at home</p>
<p>Digraphs: sh</p> <p>shoes</p> <p>sheep</p> <p>fish</p>	<p>Reading: a description on a webpage (reading and understanding a description of a flat; finding specific information in a text)</p> <p>Listening: listening to a description of a flat (numbering items in the correct order)</p> <p>Speaking: <i>Where are the bedrooms?</i> (asking and answering questions with <i>Where's...</i>)</p> <p>Writing: identifying vowels within words; Workbook - writing about my home (guided writing)</p>	<p>My house (noticing safety hazards around the home)</p> <p>Family and friends caring for each other</p>
<p>Digraphs: ch</p> <p>chair</p> <p>teacher</p> <p>chick</p>	<p>Reading: information texts (reading and understanding descriptions of lunch boxes; matching lunch boxes with their descriptions)</p> <p>Listening: identifying key words (ticking items that are heard)</p> <p>Speaking: <i>I've got a banana...</i> (asking and answering questions about lunch boxes)</p> <p>Writing: completing sentences with <i>a</i> or <i>an</i>; Workbook - writing about my lunch box (guided writing)</p>	<p>Healthy food (understanding the basics of healthy eating)</p> <p>Sharing with friends and family</p>
<p>Digraphs: th</p> <p>three</p> <p>bath</p> <p>teeth</p>	<p>Reading: a descriptive letter (reading and understanding a letter; matching children with their descriptions)</p> <p>Listening: identifying different friends (numbering items in the correct order)</p> <p>Speaking: <i>She's got blond hair. What's it?</i> (asking and answering questions about appearance)</p> <p>Writing: matching full and abbreviated forms with the contractions 've and 's; Workbook - writing about my friend (guided writing)</p>	<p>Good friends (bullying and excluding people is wrong)</p> <p>Identifying and respecting the similarities and differences between people</p>
<p>CVC words: a</p> <p>cat</p> <p>man</p> <p>fan</p>	<p>Reading: a poem: 'What am I?' (reading and understanding a poem; reading for specific information)</p> <p>Listening: identifying preferences (listening for specific details)</p> <p>Speaking: <i>It's got four legs. It's black and orange.</i> (describing animals)</p> <p>Writing: identifying adjectives in sentences; Workbook - writing about animals I like (guided writing)</p>	<p>Be kind to animals (understanding that living creatures should be respected and treated with care)</p>
<p>CVC words: e</p> <p>bed</p> <p>pen</p> <p>red</p>	<p>Reading: information texts (reading and understanding a menu; finding specific details in a text)</p> <p>Listening: identifying food preferences (listening for specific details)</p> <p>Speaking: <i>What do you like?</i> (asking and answering questions about food likes and dislikes)</p> <p>Writing: matching full and abbreviated forms of the negative contraction <i>n't</i>; Workbook - writing about food I like (guided writing)</p>	<p>Good for you! (taking care of what you eat to stay healthy)</p>
<p>CVC words: i</p> <p>bin</p> <p>fig</p> <p>tin</p>	<p>Reading: a descriptive letter (reading and understanding a letter to a magazine; reading for specific details)</p> <p>Listening: distinguishing details (identifying different rooms from their descriptions)</p> <p>Speaking: <i>Where are the shoes?</i> (asking and answering questions about where things are)</p> <p>Writing: question marks and full stops (differentiating between sentences and questions); Workbook - writing about my bedroom (guided writing)</p>	<p>Neat and tidy (understanding ways of looking after your home environment)</p>
<p>CVC words: o</p> <p>dog</p> <p>fox</p> <p>log</p>	<p>Reading: descriptions (reading and understanding a text about animals; reading for specific details)</p> <p>Listening: identifying animals (numbering items in the correct order)</p> <p>Speaking: <i>It can run. It's brown and big.</i> (asking and answering questions about animals)</p> <p>Writing: matching full and abbreviated forms of <i>can't</i>; Workbook - writing about what I can do (guided writing)</p>	<p>Keep fit (understanding that physical exercise is important to stay healthy)</p>
<p>CVC words: u</p> <p>rug</p> <p>jug</p> <p>sum</p>	<p>Reading: an information poster (reading and understanding a poster; reading for specific details)</p> <p>Listening: distinguishing details (identifying pictures from their descriptions)</p> <p>Speaking: <i>Let's play ball!</i> (making and responding to suggestions)</p> <p>Writing: identifying verbs; Workbook - writing about the beach (guided writing)</p>	<p>Take care on the beach (taking care of the natural environment and respecting the needs of others)</p> <p>Working together as a team</p>

# Introduction

*Family and Friends* is a complete six-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. *Family and Friends* combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinaesthetic learners). *Family and Friends* uses all of these approaches to help every child realize his or her potential.

*Family and Friends* also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *Family and Friends* includes the following:

Class Book with Student MultiROM

Workbook

Teacher's Book

iTools (digital class resources)

Audio CD

Alphabet Book

Readers

Teacher's Resource Pack containing:

- Photocopy Masters Book
- Testing and Evaluation Book
- Words flashcards
- Phonics cards
- Story posters

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *Family and Friends*. The grammar is presented within everyday contexts familiar to pupils from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

## Methodology

### Words and grammar

New words are introduced in relation to each unit's topic or theme. They are presented in the Class Book with support from the flashcards and recordings and are then practised with chants, songs, and motivating classroom games and activities.

The children are first exposed to the new grammar items alongside the key words in the unit stories. They then move on to focused grammar practice, which is reinforced with a range of spoken and written activities.

### Skills

Each unit of *Family and Friends* contains two pages dedicated to the development of reading, listening, speaking, and writing skills.

The reading texts in this section expose children to a balance of both familiar and new language. With a range of different text types of increasing complexity, children develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence.

The writing skills section provides a complete course in English punctuation, syntax, and text structuring. The syllabus that resembles that used with children who are native English speakers.

### Phonics

Phonics teaches the relationship between letters / letter combinations and the sounds they make. The study of phonics enables children to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

*Family and Friends* draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words (i.e. synthesis).

Every unit of *Family and Friends* contains a phonics lesson. In the first half of Level 1, the alphabet letters are reviewed with their most common sound values (/æ/ for A, /b/ for B, etc). Children see the relationship between the shapes of upper- and lower-case letters, the letter names, and the sounds they make.

From midway through Level 1, children learn that letters can be combined to form new sounds. They learn the consonant digraphs 'sh', 'th', and 'ch'. They then progress to learn how to construct simple CVC (consonant-vowel-consonant) words: 'a' (as in *cat*), 'e' (*bed*), 'i' (*bin*), 'o' (*fox*) and 'u' (*rug*).

From Level 2 onwards, children learn to pronounce and spell common consonant blends at the beginning and ending of words and then see how vowels are combined to form long vowel sounds. By the end of Level 4, children will be able to identify and spell all of the most common sounds in the English language and recognize that many sounds can be spelled in different ways.

### Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. In Levels 1 and 2 we meet a happy extended family and see the amusing adventures of Rosy, her cheeky two-year-old brother Billy, and her cousin Tim.

The stories also provide ideal scenarios for practising and reviewing language structures and key words in a cyclical manner.

## Songs and chants

Every unit in *Family and Friends* contains a song for children to practise the new language, as well as vocabulary and phonics chants.

Melody and rhythm are an essential aid to memory. By singing children are able to address fears and shyness and practise the language in a joyful way together. They are also fun and motivating activities and are a good opportunity to add movement to the lessons.

## Drama and Total Physical Response (TPR)

Students of any age, especially kinesthetic learners, benefit from associating language with movement and actions. The more the body is involved in the learning process, the more likely the student is to absorb and retain the information.

For this reason, children are taught series of actions to accompany the stories and songs.

In *Family and Friends* the children are also given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for children to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps children to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

## Games and optional activities

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required, all the games in *Family and Friends* can take place at the children's desks with a minimum of classroom disruption.

Suggestions for optional activities are included in the teacher's notes for every lesson. They can be used according to the timing and pace of the lesson and their appropriacy to the children in the class.

Typically, optional activities in Lessons 1-4 are games and TPR activities that allow children to respond to the new vocabulary and sounds they are learning in a way that is fun and motivating. Games used frequently as optional activities are detailed on the *Flashcards and games* pages.

The optional activities suggested in the teaching notes for Lessons 5 and 6 concentrate on personalization, writing practice, posters, and class projects. For activities which involve drawing and colouring in, it is suggested that children work in groups to share craft materials.

## Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary and structures presented in the three preceding units. No new material is presented or practised in these units. They can be used as a progress test to check that children have remembered what they have learned. A complete answer key can be found on page 116 of the Teacher's Book.

## Values

Values, which can also be called civic education, are a key strand in *Family and Friends*. Teaching values is important as it focuses on the whole child, not just language skills. It improves children's awareness of good behaviour, and how their behaviour and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping children to understand about:

- Community, e.g. agreeing and following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the 15 Values worksheets in the Photocopy Masters Book (PMB) - one per unit.
- In the exemplification of good behaviour throughout the course, in particular in the two class plays in the PMB, in the Class Book stories and their characters, and in the Class Book *Skills Time!* pages.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

## Testing and evaluation

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing.

The Testing and Evaluation Book offers:

- suggestions for ongoing classroom evaluation.
- an evaluation sheet to keep a record of children's progress.
- suggestions for encouraging children to self-evaluate.
- 16 unit tests.
- 5 summative tests (for use after every 3 units).
- 5 skills tests (for use after every 3 units).

## The Test Builder (*Family and Friends* iTools)

The Test Builder is part of the *Family and Friends* iTools disc (see below). It provides practice task types for Cambridge and Trinity-style young learner examinations, enabling the teacher to choose task types and create practice materials for these tests. Even if you are not preparing for these examinations, you can still use the tasks to create extra practice and revision tests or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the Testing and Evaluation Book.

## Multimedia

### Student MultiROM

The Student MultiROM contains:

- *Listen at home* target language, songs, and phonics chants for children to practise at home. They can be played on a CD player, or on a computer using the audio player. (A full list of tracks can be found on page 123 of the Teacher's Book.)
- Computer-based interactive activities which practise the vocabulary, grammar, and phonics from each unit, and karaoke versions of the songs for children to sing along to.

### Family and Friends iTools

**Family and Friends iTools** is a CD-ROM which contains digital class resources and 'make your own' resources.

All the digital class resources on the iTools can be used interactively, either on an Interactive Whiteboard (IWB) or on a projector. These include:

- vocabulary presentation and practice.
- frame-by-frame story presentation.
- grammar presentation and practice.
- phonics presentation and practice.
- skills texts and writing skills presentation.

The 'make your own' resources include:

- A Worksheet Builder, which enables you to make extra practice worksheets for each unit.
- A Test Builder, to create worksheets or practice tests using task types from Cambridge Young Learner and Trinity College examinations.

## Readers

Research shows that the more you read, the better you become at English. The dedicated reading sections in the Class Book and Workbook focus on reading shorter texts *intensively*, but it is also important for students to learn to read *extensively*, approaching longer texts at their own pace. Students should read at the right level, with language that is appropriate for their abilities and knowledge.

The **Family and Friends Readers** are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children's lives today. They contain approximately 100 core headwords (approximately 600 words in total), and correspond with the vocabulary and grammar syllabus of the course books. They also contain integrated activities which can be used either in the classroom or for homework.

## Picture dictionary

A picture dictionary is provided on pages 108–115 of the Workbook for children to colour in and then refer to whenever necessary. A suitable point to use the Picture dictionary would be at the end of Lesson 3 of each unit, after children have been exposed to all of the vocabulary from the unit. (Where there are two lexical sets in a unit, notes in the Teacher's Book direct teachers to the Picture dictionary at the end of each set.) This could be done in class or set for homework.

## Alphabet Book

The Alphabet Book provides structured, contextualized practice in recognizing and forming upper- and lower-case letters. It can be used before starting Level 1 for children who are less familiar with the alphabet, or alongside Level 1 for children who need extra practice working with letters.

### Handwriting

The handwriting section on pages 116–119 of the Workbook provides an opportunity to practise writing the upper- and lower-case forms of all the letters of the alphabet and the numbers in digit form. As with the Picture dictionary, these pages can be used in class or at home.

Children can practise writing numbers after Lesson 3 of the Starter Unit, then start writing letters after learning the letters of the alphabet in the first six phonics lessons, i.e. after Lesson 4 in Unit 1 children would practise writing the letters a to d. Alternatively, children could work on these pages after learning a wider set of letters, i.e. after completing Reviews 1 and 2.

## Drama in the classroom

### How to present the stories

Each story is spread across two lessons and has a receptive and a productive stage. In the first lesson (receptive stage), children listen to the story and follow it in their Class Books. In the second lesson (productive stage) the children recall the story, listen to it again, and act it out.

### Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

### Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (children may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one child to play each character. To keep disruption to a minimum, children could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Children practise the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

### Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which children can do at their desks without standing up (e.g. they could 'walk' their fingers to show that the character is walking).
- Play the recording to practise reciting the lines. Children mime the actions for each character as they speak.
- Play the recording again for children to give their final performance.

### Acting with a 'lead group'

This is a combination of the two previous procedures:

- Decide on actions for the story as above.
- Divide the class into groups so that there is one child in each group to play each character. Children should all be facing the front of the class, and not the other people in their groups. They won't need to leave their seats.
- Ask one of the groups to come to the front of the class.
- Play the recording. The group at the front demonstrate the actions to the class.
- Play the recording again for the rest of the children to join in with the actions.

### Class plays

The Photocopy Masters Book contains two plays for the whole class to act out, one at the end of each semester. Teaching notes can be found at the end of the Teacher's Book.

Preparing the plays will take several lessons: discussing the play and allocating parts, deciding on and organizing props and costumes, and finally, rehearsing. If possible, arrange a performance of the plays for parents.

## Classroom management

Children learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

- Success is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as *Good boy / girl, Good work, Well done! Excellent try! You did that very well.*
- Errors need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as No or *That's wrong*, as these can create negative associations to learning.
- Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.
- Ensure that you are well prepared for every lesson. Read the lesson notes and prepare any materials you will need before the lesson.

## Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.
- Encourage extra practice at home using the MultiROM, especially the *Listen at home* sections. The children can enjoy singing the songs at home and performing the stories and plays to their families and friends.

- Show parents the completed Values worksheets from the Photocopy Masters Book.
- Show parents the children's completed Evaluation Sheet from the Testing and Evaluation Book at the end of each semester.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays from the PMB, and the songs they have learnt, along with their actions.
- Organize an Open Day where parents can come into the classroom with their children to see displays of their work and share any feedback or concerns with you in a relaxed environment.

## Lesson One Words and Story

Lesson 1 teaches and practises the first new vocabulary set. It also exposes the children to the story and grammar points they will be studying in Lesson 2.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with **flashcard** activities.



The children practise the words with a rhythmic chant.




The children listen to the story and point to the pictures, using the Story poster. They find key words in the story.






### 9 Lunchtime!

#### Lesson One Words

1 Listen, point and repeat.

2 Listen and chant.

3 listen and read.

1 It's lunchtime. Get your lunch boxes.

Oh no! I haven't got my lunch box.

2 I've got two sandwiches and two drinks. Here you are.

Thank you, Tim.

3 I've got an apple. And I've got a banana. Choose one.

Mm Nn Oo

Thanks. The apple, please.

4 Look! NOW I've got ten sandwiches and six drinks. Please share my lined!

## Teaching the words and presenting the story

### Words

- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Class Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.
- Teach the chant. You can ask children to perform actions as they chant, for example eating an apple or drinking.

### Story

- Prepare the children for the story. Display the Story poster and talk about each frame with the class. Ask simple questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through. Point to the corresponding speech bubbles on the poster as the children listen.
- Play the recording again. The children point to the pictures as they hear the text. Ask some comprehension questions about the story.
- Ask the children to look in their Class Books and find and point to the words from Exercises 1 and 2 that appear in the story.

## Workbook

The children practise recognizing and writing the new words from the lesson.

### 9 Lunchtime!

#### Lesson One Words

1 Find and circle the words.

lunchbox sandwich drink

apple banana biscuit

2 Look at the pictures and write above.

1 This is a lunch box.

2 This is a sandwich.

3 This is a drink.

4 This is an apple.

5 This is a banana.

6 This is a biscuit.

## Lesson Two Grammar

Lesson 2 teaches and practises the grammar points presented in the story. The children also practise the language by acting out the story.

The children listen to the story again and now produce the language by repeating and then acting out the story (see page 8).



The children practise writing the grammar structure.

The children practise the unit's words along with the grammar structure in a speaking activity.

The children study the grammar structure that was presented in the story.

**Lesson Two Grammar**

**1 Listen to the story again and repeat. Act.**  
**2 Look and say.**

**Let's learn!**

I've got two sandwiches.  
 I haven't got my lunch box.  
 I've got an apple.

I've got = I have got  
 haven't got = have not got

**3 Write.** I've got I haven't got

1 I haven't got a drink.  
 2 a lunch box.  
 3 a sandwich.  
 4 a banana.  
 5 two drinks.  
 6 an apple.

**4 Look at the pictures again. Say and answer.**

a sandwich an orange a drink a Lunch box an apple a banana

I've got two drinks. Number 5!

I've got / I haven't got ... Unit 9 61

## Acting out the stories and teaching the grammar

### Story

- Display the Story poster to see what children can remember about the story from the previous lesson.
- Play the recording. Pause after each dialogue for the children to repeat.
- Play the recording again. This time ask the children to mime actions as they speak (there are suggested actions in the lesson notes). Allow the children to make suggestions and demonstrate the actions.
- Divide the class into groups, with each child having a different role in the story. Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

### Grammar

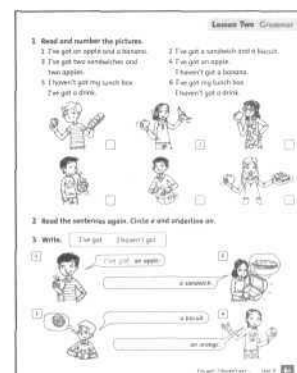
- Teach the grammar through example rather than explanation.
- Read the grammar examples. The class repeats chorally. Write them on the board. Reinforce meaning with actions.

- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Do the first question in each exercise with the class, then encourage them to work independently. Check answers with the whole class.
- Model the dialogue with one of the children, then let the class practise the dialogue in open pairs.

Children use the Student MultiROM at home to practise the new grammar structures.

## Workbook

The children practise recognizing and writing the new grammar points from the lesson.



## Lesson Three Words and Song

Lesson 3 teaches a further vocabulary set. The unit's core language is then practised with a song and Total Physical Response activities.

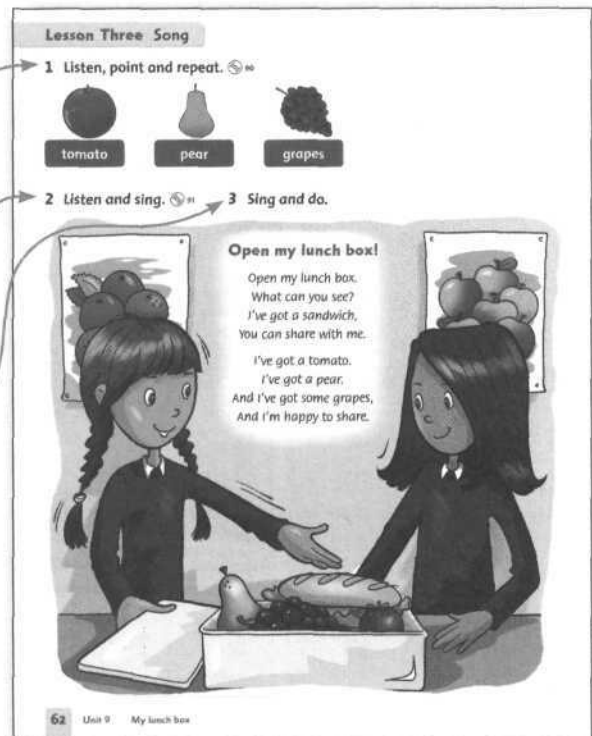
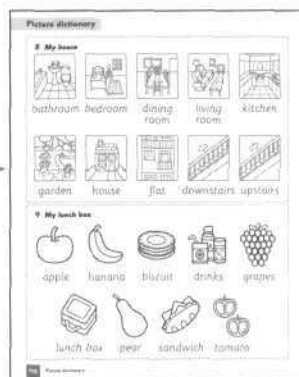
The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children learn and sing the song.

The children perform actions as they sing the song.

The children can colour in the new words in the Picture dictionary in the Workbook.



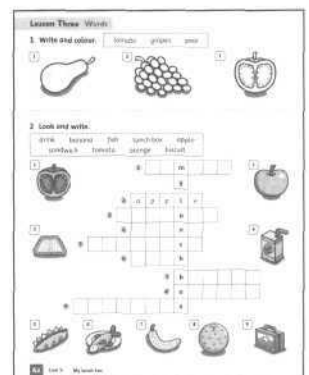
### Teaching songs

- Teach children a further vocabulary set, often an extension of the set from Lesson 1. Play games using the flashcards to consolidate learning.
- Play the song to the class. The children listen and point to the pictures to show understanding of the words.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.
- Now sing the song with the class a number of times with the recording.
- Teach actions to accompany the song (see the suggested actions in the lesson notes, or ask the children to suggest their own).
- Sing the song again, this time with the actions.
- You could allow some children to provide accompaniment with drums, shakers, etc.

Children use the Student MultiROM at home to practise the two vocabulary sets and the song.

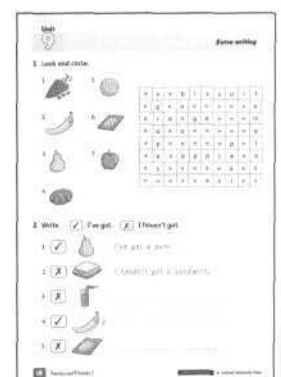
### Workbook

The children practise recognizing and writing all the new words from the unit, with a particular focus on the new words from this lesson.



### Photocopy Masters Book (PMB)

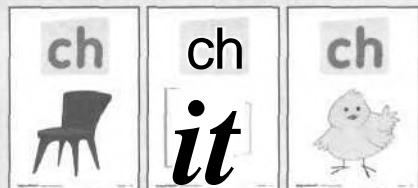
There is extra written practice for the vocabulary and structures from the unit on the PMB Extra writing worksheet.



## Lesson Four Phonics

Lesson 4 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it.

The children listen to the sound *and* point to the letters *that form* it. They read *and repeat* words that contain the sound and letters, with the help *of* phonics cards.



The children see these words in sentences and learn a chant. The chant provides targeted pronunciation practice within an engaging context.

The children look at the chant again and identify the letters that create the phonics sounds.

The children choose the correct letters *for* certain words.

Lesson Four Phonics

1 Listen, point and repeat.

ch chair teacher chick

2 Listen and chant.

My name's Charlie.  
This is my teacher.  
She's on a chair.  
She's got a little chick.  
Chirp, chirp, chirp, says the chick.  
Chirp, chirp, chirp, says the chick.  
My teacher's on a chair.  
She's got a little chick.

3 Read the chant again. Circle the *ch* sounds.

4 Look at the picture and circle the correct sound.

1 ch h c 2 c k ch

3 ch c h 4 s c ch

Diagrams ch Unit 9 63

## Teaching phonics

- Introduce the new *sound* and its letter or *letters*. Show the class the phonics card and say, for example, *Letters C and H make the sound /tʃ/*. Model the sound a number of times for children to repeat.
- For new alphabet letters, draw the letter on the board in both the upper- and lower-case form. Teach both the letter name and *sound*, e.g. *This is letter T. It says the sound IV*.
- introduce the new phonics words with the flashcards and recordings.
- Encourage the children to clap the rhythm of the chant as they repeat. Talk about the picture to ensure the meaning is clear.
- Repeat the chant, this time asking the children to clap their hands (or perform another action) every time they say a word that contains the target sound.
- For Exercise 4, complete the first example as a whole class *activity*. Then encourage the children to work independently. Finally, check the answers with the whole class.
- In the Review sections the children distinguish the new sounds from others they have learned previously.

Children use the Student MultiROM at home to practise phonics exercises.

## Workbook

The children practise recognizing and writing the words containing the phonics sound and letters.

Lesson Four Phonics

1. Help Charlie find the chick. Take the letters *ch*.

ch h e h ch c  
h ch h ch h ch  
h c ch c h h

2. Write.

1 2 3 4

3. Read and write.

My name's Charlie.  
This is my teacher.  
She's on a chair.  
She's got a little chick.  
Chirp, chirp, chirp, says the chick.  
Chirp, chirp, chirp, says the chick.  
My teacher's on a chair.  
She's got a little chick.

Diagrams ch Unit 9 63

## Lesson Five Skills Time! Reading

Lessons 5 and 6 provide a focused study of skills. Lesson 5 concentrates on reading comprehension, looking at a variety of text types.

The children look at the reading text and illustrations. They identify key words and features in the text as preparation for reading.

The children read and listen to the text for the first time.

The children read the text again, this time looking for details that will enable them to complete the comprehension activity.

**Lesson Five Skills Time!**

**Reading**

1 Point to the food. Say the words.  
2 Listen and read.

In my lunch box I've got a cheese sandwich and a banana. I've got an orange. I haven't got a biscuit. I haven't got a drink today.

In my lunch box I've got a cheese and tomato sandwich. I haven't got a banana but I've got an apple. I've got a drink today.

I've got a pear and a biscuit in my lunch box. I've got two sandwiches. They're egg. My drink is water. I haven't got an apple today.

A B C

3 Read again. Write A, B or C.

1 Her lunch box is A.  
2 Her lunch box is B.  
3 His lunch box is C.

54 Unit 9 Reading: information texts

### Teaching reading

- Approach a new text in three stages: *pre-reading*, *reading for gist*, and *reading for detail*. Explain that children do not have to understand every word to do this. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.
- Pre-reading (Exercise 1)*: This stage is about looking for clues to help the children piece together the meaning of the text. This includes looking at the pictures and text style to guess what type of text it is and what it is likely to be about. Ask the children to give suggestions about what they think the text will say before they start to read.
- Reading for gist (Exercise 2)*: Play the recording twice while the children follow the text in their books. They do not need to be able to read every word independently, but be able to read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general points.
- Reading for detail (Exercise 3)*: Go through the comprehension activity with the class so that the children know what information to look for in the text. Give them time to read the text again to find the answers. Have a class feedback session.

### Workbook

The children read a related text and complete comprehension activities.

**Lesson Five Skills Time!**

**Reading**

1 Read.  
Hello! I'm Sally and I'm a pupil. This is my lunch box. Let's look inside.  
I've got two sandwiches. One is an egg sandwich. And the other sandwich is pork. I've got a drink. It's apple juice. I've got an orange and figs and grapes. I haven't got a biscuit today. And I haven't got a glass, but it's a very nice lunch!

2 What's in Sally's lunch box? Tick (✓) or cross (X).

1 an egg sandwich	✓	2 a pork sandwich	
3 a drink	✓	4 a glass	
5 a pear		6 an orange	
7 figs		8 a banana	
9 grapes		10 a biscuit	

3 Write.

I haven't got a  today.

I've got a .

54 Unit 9 Reading: information texts

## Lesson Six Skills Time! Listening and Speaking (Class Book)

Lesson 6 focuses first on listening comprehension, and then on speaking and writing skills in the Class Book. The writing section is developed further in the corresponding Workbook page.

The children listen to a recording and complete a listening comprehension activity.









The children practise speaking in pairs, using a context that is similar to the reading and listening activities.

The children do exercises to develop their writing skills. They will learn how to structure their writing into sentences with correct punctuation and word order. Their writing is then developed in the Workbook in personalized writing activities (see next page).

Lesson Six

**Listening**

1 Listen and tick (✓).

								
1								
2								
3								

**Speaking**

2 Look at the pictures again. Ask and answer.

a sandwich
an egg
an apple
a pear
a banana

an orange
a biscuit
eight grapes

I've got an orange. I've got a pear. What colour is my lunch box?  
 Your lunch box is blue.

**Writing**

3 Write.

an + a, e, i, o, u
This is an orange.
This is a pear.

1 This is a biscuit.
2 I've got apple.

3 I've got egg.
4 This is hat.

5 It's sandwich.
6 I haven't got umbrella.

Listening, speaking, writing Unit 9 65

## Teaching listening and speaking

### Listening

- To follow a listening text, the children should be aware that they do not need to understand every word. As with reading, they listen for the words they do know, and then use clues and logic to work out the rest.
- Pre-listening:** Ask the children to look at the pictures in the activity and to guess what the recording will be about. Elicit as many relevant words as possible.
- Listening for gist:** Play the recording right through. The children listen and point to the pictures in their books. Play it again, pausing after each phrase to check comprehension with some simple questions.
- Listening for detail:** Play the recording, pausing for children to complete the activity in their books.

Children use the *Listen at home* section of the Student MultiROM to practise listening skills. They can listen to phrases using the new vocabulary and structures they have learnt, as well as the phonics chant and the song from the unit.

### Speaking

- The speaking task aims to develop speech that is clear and fluent. The children will also learn to speak expressively and with confidence.
- To make the speaking task more meaningful, talk about the context: *What are the people talking about? Where are they? Why are they talking?*
- Call a volunteer to the front and demonstrate how to ask and answer the questions using the dialogue in the speech bubbles. Use different examples from the vocabulary set.
- Ask the children to repeat chorally, emphasizing correct intonation in the questions and answers. Check that the words are flowing together, without unnecessary pauses.
- The children then carry out the speaking activity in pairs. Move around the class while they are speaking and give models where necessary on how they can make their speech sound more fluent.

## Lesson Six Skills Time! Writing (Workbook)

In Lesson 6, the children learn key writing and literacy skills and carry out personalization activities on the Workbook page.

The children practise producing sentences using the target literacy skill.

In preparation for the personalization activity, the children identify words they will use in their writing texts.

The children write a simple text in which they apply what they have learnt in the unit to their own lives.

Lesson Six

**Writing**


1 Circle the correct word.


1 This is a / an banana.      2 This is a / an apple.

3 I've got a / an egg.      4 I've got a / an orange.

5 I haven't got a / an sandwich.      6 I haven't got a / an yogurt.

2 Write a or an.

1  Is this a ball?      No, it isn't.      It's apple.

2  Is this orange?      No, it isn't.      It's ball.


**About me!**

3 Circle the food in your lunch box today.

apple   yogurt   orange   fig   grapes   banana   tomato

pear   biscuit   sandwich   egg   drink

4 Draw and write about the food in your lunch box.



In my lunch box, I've got \_\_\_\_\_

I've got \_\_\_\_\_

I've \_\_\_\_\_

I haven't got \_\_\_\_\_

I \_\_\_\_\_

Writing   Unit 9   65

## Teaching writing

- Demonstrate the new writing skill by writing one or more example sentences on the board. Circle or underline the target punctuation or word.
- Write additional sentences on the board and call children to the front to circle or underline the new punctuation or literacy feature.
- Work through the first example as a whole class activity, then encourage the children to work independently. Move around the class while they are working to offer help as required.
- Encourage the children to find examples of the writing skill in the reading text in Lesson 5 or the story in Lesson 1.
- In preparation for the writing task, they circle or write the words in Exercise 3 that are relevant to them.
- They then draw a very simple picture of the thing they are going to write about.
- Ensure that the children understand what type of sentences they need to produce in the writing task. Read the example sentence and elicit further examples from the class. Write them on the board.
- When the children have finished, call volunteers to the front to read their texts to the class and show their drawings.
- Children could copy their illustrations and writing texts onto clean pieces of paper to be displayed around the classroom.

## Workbook

### Writing

- The children now move from recognizing the new writing skill to producing it.
- Do the first example as a whole class activity. Encourage the class to complete the rest of the activity independently.

### About me!

- Explain to the children that they will be writing about themselves and there are no right or wrong answers. Contrast the different answers, emphasizing that as everyone is different, their answers may be different too.

### PMB


The PMB Values worksheet highlights ways in which children can take care of themselves and their community.

### Test

There is a test at the end of every unit in the Testing and Evaluation Book to help monitor children's assimilation of the language.

**Unit 9**      **Values**      **Healthy Food**

1 Find and colour the healthy food.




2 Read, draw and colour:

Two yellow bananas.

One green apple.

Three red apples.

Four green grapes.



# Classroom language

Saying what you are going to do at the beginning of a unit, lesson, or activity

Today we're going to... Now we're going to...	do some listening / speaking / colouring / writing. listen and point. sing a song. play a game. listen carefully.
--	---

Showing children how to do something

We'll... We can...	start like this. do it this way. point to the...
I'm going to show you... Let's do some together first so you'll see...	what I mean. what to do. how to do it.

Giving instructions for moving around and helping in class

Everybody,... Now everyone,... I want you to... (name / names), can you... (name / names), would you...	stand up, please. come out here to the front, please. stand beside your desks / tables. go back to your places. hold this flashcard?
---	--

Giving encouragement and praise

Well done, (name)... That's very good, (name)... Excellent, (name)...	you're really good at this! you know the first letters of words. your picture is really neat.
That's...	very nice. very neat work. really good. fantastic!

Asking for recall of words, phrases, and activities

Now, who can...	show me the cat? tell me what this is?
Let's see. Can you remember...	what Billy says? who / what this is? what happens next? what happened last time?
What's...	this? his / her name?
Can you...	do the actions and sing the song? see Tim climbing the tree? count the oranges? tell me what Rosy says? help me tell the story? remember six things?

Encouraging good behaviour

Quiet everyone,...	settle / calm down. that's good, (name / s). thank you, (name / s).
--------------------	---

Setting up pairs and groups

Are you ready? You're going to do this... OK, everyone. You're going to work...	in pairs / in twos: in small groups. in groups of three / four.
We're going to...	play this together. make four groups. share the colouring pencils.

Ending an activity / a lesson

OK,...	we're going to stop now. just one more time before we finish.
Now let's...	pick up all our things. put the flashcards here.

# Flashcards and games

## Words flashcards

1	Rosy	Hello
2	Tim	Hello
3	Billy	Hello
4	Miss Jones	Hello
5	one	Numbers
6	two	Numbers
7	three	Numbers
8	four	Numbers
9	five	Numbers
10	six	Numbers
11	seven	Numbers
12	eight	Numbers
13	nine	Numbers
14	ten	Numbers
15	red	Colours
16	yellow	Colours
17	pink	Colours
18	green	Colours
19	purple	Colours
20	orange	Colours
21	blue	Colours
22	pen	School things
23	rubber	School things
24	pencil	School things
25	ruler	School things
26	book	School things
27	bag	School things
28	door	School things
29	window	School things
30	doll	Toys
31	ball	Toys
32	teddy	Toys
33	puzzle	Toys
34	car	Toys
35	kite	Toys
36	bike	Toys
37	train	Toys
38	arms	My body
39	nose	My body
40	face	My body
41	legs	My body
42	ears	My body
43	fingers	My body
44	hands	My body
45	eyes	My body
46	teacher	Jobs
47	pupil	Jobs
48	housewife	Jobs
49	fireman	Jobs
50	pilot	Jobs
51	doctor	Jobs
52	policeman	Jobs
53	farmer	Jobs
54	seesaw	The park
55	slide	The park
56	net	The park
57	swing	The park
58	tree	The park

59	pool	The park
60	ice cream	The park
61	frisbee	The park
62	mum	My family
63	dad	My family
64	grandma	My family
65	grandpa	My family
66	aunt	My family
67	uncle	My family
68	dress	My clothes
69	socks	My clothes
70	T-shirt	My clothes
71	trousers	My clothes
72	shorts	My clothes
73	shoes	My clothes
74	coat	My clothes
75	hat	My clothes
76	kitchen	My house
77	living room	My house
78	dining room	My house
79	bedroom	My house
80	bathroom	My house
81	garden	My house
82	upstairs	My house
83	downstairs	My house
84	house	My house
85	flat	My house
86	lunch box	My lunch box
87	sandwich	My lunch box
88	drinks	My lunch box
89	apple	My lunch box
90	banana	My lunch box
91	biscuit	My lunch box
92	tomato	My lunch box
93	pear	My lunch box
94	grapes	My lunch box
95	long	My friends
96	short	My friends
97	blond	My friends
98	brown	My friends
99	curly	My friends
100	straight	My friends
101	square	Shapes
102	circle	Shapes
103	triangle	Shapes
104	rectangle	Shapes
105	elephant	The zoo
106	giraffe	The zoo
107	monkey	The zoo
108	big	The zoo
109	tall	The zoo
110	little	The zoo
111	tiger	The zoo
112	snake	The zoo
113	parrot	The zoo
114	rice	Food
115	meat	Food
116	carrots	Food
117	yogurt	Food
118	fish	Food

119	bread	Food
120	milk	Drinks
121	juice	Drinks
122	water	Drinks
123	rug	My bedroom
124	bed	My bedroom
125	cupboard	My bedroom
126	shelf	My bedroom
127	pillow	My bedroom
128	blanket	My bedroom
129	eleven	Numbers 11-20
130	twelve	Numbers 11-20
131	thirteen	Numbers 11-20
132	fourteen	Numbers 11-20
133	fifteen	Numbers 11-20
134	sixteen	Numbers 11-20
135	seventeen	Numbers 11-20
136	eighteen	Numbers 11-20
137	nineteen	Numbers 11-20
138	twenty	Numbers 11-20
139	run	Verbs
140	fly	Verbs
141	walk	Verbs
142	talk	Verbs
143	swim	Verbs
144	climb	Verbs
145	write	Verbs
146	draw	Verbs
147	sing	Verbs
148	sandcastle	The beach
149	beach	The beach
150	crab	The beach
151	the sea	The beach
152	boat	The beach
153	shell	The beach
154	sun cream	The beach
155	bat	The beach
156	ice lolly	The beach

## Phonics cards

1	Aa	apple
2	Bb	bird
3	Cc	cat
4	Dd	dog
5	Ee	egg
6	Ff	fig
7	Gg	goat
8	Hh	hat
9	Ii	ink
10	Jj	jam
11	Kk	kite
12	Ll	lion
13	Mm	mum
14	Nn	nurse
15	Oo	orange
16	Pp	pen
17	Qq	queen
18	Rr	rabbit
19	Ss	sofa
20	Tt	teddy

21	Uu	umbrella
22	Vv	van
23	Ww	window
24	Xx	box
25	Yy	yo-yo
26	Zz	zebra
27	sh	shoes
28	sh	sheep
29	sh	fish
30	ch	chair
31	ch	teacher
32	ch	chick
33	th	three
34	th	bath
35	th	teeth
36	a	cat
37	a	fan
38	a	man
39	e	bed
40	e	pen
41	e	red
42	i	bin
43	i	fig
44	i	tin
45	o	dog
46	o	fox
47	o	log
48	u	rug
49	u	jug
50	u	sum

## Warmers, games, and optional activities

The purpose of warmers is to stimulate the class at the beginning of a lesson and prepare them for learning. An interactive activity such as a song or game, especially one involving movement, is often a very **successful** way of achieving alertness.

The lesson notes suggest warmers for each **lesson**. **These** are often songs or chants learned previously, along with their corresponding actions. A second song or chant can also be chosen for review.

Children also **enjoy** Total Physical Response activities, especially when there is a competitive element. These could include some of the activities below. Many of these games can also be used as optional activities in the lessons.

### Flashcard games

#### Listen, point and say

- Place flashcards or objects for the key vocabulary around the classroom.
- Call **out** a vocabulary word, e.g. *bag*. The children point to the correct flashcard or object. Alternatively, play the chant from Lesson 1 **of** the unit. Children point **to** the correct flashcard when they hear the word.
- Now point **to** the flashcard or object. The children say the word.

Option: Describe the location of the card, e.g. *It's next to the door*. *What is it?* **The** children then say the word.

### Word chain

- Place four or five flashcards on the board in a given sequence, e.g. *bag, pencil, pen, ruler*.
- Point to a child. He / She says the first word in the sequence, i.e. *bag*.
- Point to another child. He or she says the next word in the sequence, i.e. *pencil*.
- Continue with each child saying the next word in the sequence, returning to the beginning when necessary.

Option: Remove one **flashcard**. **The** class repeats the sequence, including the missing word. Remove one more flashcard each time, until children are saying the whole sequence from memory.

### Jump

- Ask the children to stand at their desks.
- Hold up a flashcard from the vocabulary set and say a word.
- If the word **is** the same as the flashcard, **they** jump. If it isn't, they keep still.
- Alternatively, ask children to put their hands up **if** the word you say and the flashcard are the same.

### Snap!

- Write one of the items from the vocabulary set on the board, e.g. *doll*. Say the word aloud.
- Put the flashcards in a pile and hold them up so that the children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the *doll*, they shout *Snap!*
- Repeat with the rest of the words in the set.

### Musical cards

- Play lively music, ideally the target unit's song.
- Hand the unit flashcards out to different children around the **class**. **They** pass the cards to children next to them around the class while the music is playing.
- Stop the music suddenly. Ask the children who are holding cards, *What's this?* (or another appropriate question) to elicit the words.
- Play the music and continue in this way.

### Whispers

- Organise children in groups of at least six. Show a flashcard to the first child in each group. This child whispers the word to the child next to him / her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word aloud, and the first child holds up the flashcard to see whether the word and the flashcard are the same.

### Where was it?

- Lay a number of flashcards face up on your table or on the board. Give the class five seconds to look at the cards.
- Now turn all the cards over so that they are face down.
- Ask *Where's the **dress**?* **The** children try to remember the position of the card.
- Give several children an opportunity to guess. Ask them to say the word before they point to the card.

### What have I got?

- Use the flashcards to elicit the vocabulary for the game.
- Hold up one card so that the class can only see the back of it.
- Ask *What have I got?* for children to make guesses.
- When the card has been guessed correctly, put it on the board.
- Hold up a second card and repeat the procedure.
- Continue until all the cards are on the board.

Variation: To **make** the game more exciting, limit children to three guesses. If they name the card within three guesses, the class win the card. If they don't, the teacher wins the card. Put the cards the class has won and the cards the teacher has won on opposite sides of the board. At the end of the game add up the scores with the class.

### What's missing?

- Display the flashcards from the vocabulary set on the board. Point to each one in turn for children to say the words. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a card.
- Display the cards again and ask *What's missing?*
- When children have identified the missing card, shuffle the cards again and repeat the procedure.

Option: To make the game harder, add a new card from a related lexical set each time.

### Slow reveal

- Put a **flashcard** on the board and cover it with a piece of paper or card.
- Very slowly move the paper to reveal the picture, bit by bit.
- Ask *What's this?* or another appropriate question, such as *What does he like?* The first child to guess correctly comes to the front to choose the next card.
- Continue the game until you have practised all of the words from the vocabulary set.

### Order the letters

- Show the class a flashcard and elicit the word. Hide the card. Write the **jumbled-up** letters of that word on the board, followed by the correct number of lines for the number of letters.
- Call children to come to the board to write one letter at a time to complete the word.

## Phonics card games

### Point to the correct card

- Display some phonics cards on the board, one of which contains the target sound. Say the target sound, e.g. /g/. The children point to the flashcard that contains the sound. Elicit the words from the class chorally.

### Phonics matching

- Display the phonics sound cards on the board. Place the phonics picture cards on your table. Call children to come to the front of the class to match the cards to the correct sounds on the board.

### Find your partner

- Give phonics sound cards to individual children around the class. Give the corresponding phonics picture cards to different children.
- Ask the children with the sound cards to stand up one at a time and say the sounds on their cards.
- The children with the picture cards listen. If the sound is in their word, they stand up, show the card to the class, and say the word.

## More games

### Do it!

- You can play this game with any vocabulary set.
- Assign each child a word from the vocabulary you are covering, e.g. *blue, green, red, yellow*, etc.
- Give instructions, e.g. *Yellows, jump! Blues, stamp your feet!* Children who have that word assigned to them do the action.

### Freeze

- **Ask** the children to stand at their desks.
- Give a series of instructions, e.g. *wave, run, jump*. Children mime the actions.
- When you say *Freeze!*, the children must stop what they are doing and stand still.
- The children who are slowest to stop are out and have to sit down.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

### Simon says...

- Ask the children to stand at their desks.
- Explain that you are going to give instructions. If the instruction begins with the words *Simon says...*, children must do as you ask. If not, they should stand still and wait for the next instruction. Any child who gets this wrong is out of the game and has to sit down.
- Give an instruction that is relevant to the unit's language, e.g. *Simon says... point to your nose; Simon says... point to something red; Simon says... eat an apple.*
- Intermittently insert an instruction which is not preceded by *Simon says...* to see which children are really paying attention.
- Continue the game until there is one winner left standing, or a group of winners if you prefer.

### Mime the word

- Ask the children to stand at their desks.
- **Say** a word or sentence, e.g. *It's a lion*. The children repeat and perform a simple action, i.e. children say *It's a lion* and mime being lions for a few seconds.

Note: This activity is particularly suitable for animal words, job words, body words (children point to the correct body part) and action words (e.g. *jump, swim*, etc.) or any vocabulary set in which mime is possible.

## Smiley face

- This game can be played as a whole-class activity, or in teams or pairs.
- Think of a word and draw a short line for each letter on the board, one next to the other.
- Ask the children to guess the letters that are in the secret word, one by one.
- If a child guesses a letter correctly, write the letter on the correct line.
- If a child guesses incorrectly, write the letter on the board with a cross through it, and draw a large circle to represent a face. With each letter that is guessed incorrectly, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the word or the face is complete. If the word is completed, the class have won; if the face is completed, the teacher has won.

## What's the picture?

- Invite a child to come to the front of the class and whisper the name of an object he / she has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child to guess the object correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

## A long sentence

- Say a sentence that ends with a word from the vocabulary set that you want to practise, e.g. *My coat is red.*
- Choose a child to continue the sentence, adding a new word to the end, e.g. *My coat is red and blue.* This child then chooses another child, who says the sentence, adding another word to the end of it.
- Continue the game until you have practised all the words from the vocabulary set, or until someone forgets the words in the chain.

## Bingo

- Ask the children to draw a grid, three by three (or three by two) squares. In each of the squares, they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The children cross off the words in their grids as they hear them. The first child to complete a line of three shouts *Bingo!*

## Forwards and backwards

- Make sure the children are in rows so that they can count around the class.
- Ask the children to start counting, with each child saying the next number.
- Before they get to ten, say *Change!* The children then have to start counting backwards from whatever number they reached.
- Say *Change!* again and the children start counting forwards again.

## Lesson One

CB PAGE 4

Oxford  
Tools

Digital classroom • Starter • Words/Story

### Lesson objectives

To become familiar with the Class Book characters and common greetings \_\_\_\_\_

To understand a short story \_\_\_\_\_

### Language

Core: *Rosy, Tim, Billy, Miss Jones* \_\_\_\_\_

Extra: *Hello, Hi, Goodbye, everyone, come, fun, class, cousin, who, this, sorry, come on* \_\_\_\_\_

### Materials

CD 01-03; Starter story poster; Hello flashcards 1-4

### Warmer

- As children come into the class, say *Hello* and smile. Encourage them to say *Hello* in response.
- Ask one child to stand up and say *Hello* to him / her. Encourage the child to respond with *Hello*.
- Children turn to speak to the children next to them and say *Hello*.
- Point to yourself and say *My name's...* Ask a child *What's your name?* He / she answers *My name's...*
- Say *Hello. My name's...* and then encourage children to do the same in pairs, greeting each other and saying their names.
- Say *Stand up!* and indicate to the class to stand at their seats. Say *Sit down!* and indicate for them to sit again.

### Optional activity

- Play a short game with children, where they have to follow your instructions. Shout out *Stand up!* and *Sit down!* several times. The last child to complete the action is 'out' each time.

### Lead-in

- Put flashcards 1-4 in an envelope. Bring them out one at a time and say the names for children to repeat in chorus.
- Once children have learnt the characters' names, model the greeting *Hello, Rosy!* etc. and ask children to repeat.
- As you bring out each flashcard, children respond with *Hello, Tim!* etc.
- Divide the class into two. When you reveal a flashcard, half of the class says *What's your name?* The other half responds with *My name's Billy,* etc.

### 1 Listen, point and repeat. 01

- Say *Open your books* and model the action for children to open their Class Books. Point to the characters.
- Play the first part of the recording (*Listen and point*). Hold your book up and demonstrate that you are pointing to the pictures along with the audio. Children listen and point to the appropriate picture.

**NOTE:** The first time through, the recording follows the order of the pictures on the page; the second time the order is out of sequence. This is also true in subsequent word presentation.

- Play the second part of the recording (*'Listen and repeat'*) for children to repeat the names in chorus.
- Play the recording all the way through for children to point to the pictures and then repeat the names again.
- Bring out the Hello flashcards from the envelope one at a time and ask different children to say the names.

### Transcript

Listen and point.

Rosy, Tim, Billy, Miss Jones

Tim, Rosy, Miss Jones, Billy

Listen and repeat.

Rosy, Tim, Billy, Miss Jones

### 2 Listen and chant. 02

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat (more than once if necessary).
- Children say the chant as a class, without the recording.
- Divide the class into groups of four, one for each character. Give each child a character's name. Say the chant with the class. Every time a child hears *their name* they stand up quickly and sit down again.

### Optional activity

- Write the chant on the board, replacing the names of the children with gaps and the name of the teacher with your own name. Read the chant with the class. Each time you come to a gap, point to a different child for the class to say the name in chorus.
- If your class is quite confident, ask children to work in groups of three. They say the chant together, putting their own names into the gaps. Each time they say a name, they point to the appropriate person.

### 3 Listen and read. 03

- Say *Now close your books* and model the action. Say *Let's read the story.* Use the Starter story poster to present the story. Point to the different characters for children to say the names.
- Ask *What's happening?* for children to tell you what they think is happening in the story.
- Play the recording and point to each speech bubble as children listen and look.
- Ask children to look at the story in their Class Books. Play the recording for them to listen and point to the pictures.
- Ask questions to check comprehension, e.g. *Who is in the class? How old is Billy? Is Billy in the class?*
- Play the recording again for children to listen and follow the text in their books with their finger.

**Further practice**  
Workbook page 4

### Objectives

To greet people \_\_\_\_\_

To ask and answer the question *What's your name?* \_\_\_\_\_

To act out a story \_\_\_\_\_

### Language

Core: *What's your name? My name's... How are you? I'm fine, thank you.* \_\_\_\_\_

### Materials

CD 03-04; Starter story poster; Hello flashcards 1-4

### Warmer

- Begin the class by saying *Hello* and smiling at children. Encourage them to reply *Hello* and then to greet each other in pairs.
- Do the chant from page 4 of the Class Book to energize the class and remind children of the story characters' names.
- Play *Listen, point and say* with the class (see the list of games on page 19 of the Teacher's Book for details).

### Lead-in

- Hold up each of the Hello flashcards 1-4 in turn for children to say the names of the characters.
- Ask children if they can remember what happened in the story in the last lesson.
- Show the story poster to reveal if children remembered correctly and to encourage further ideas.

### 1 Listen to the story again and repeat. Act. 03

- Ask children to turn to the story on page 4 of their Class Books. Say *Let's read the story again.*
- Play the recording once through. Play again, pausing after each phrase for children to repeat.
- Divide the class into groups of five. One child is Rosy, one is Tim, one is Miss Jones, one is Billy, and one is Billy's mum.
- Focus attention on the pictures from the story. As a class, decide on the actions for each part of the story (see suggestions below).
- Children can remain in their seats as they practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

### Story actions

Picture 1: Miss Jones holds out her hand as she talks to Rosy and Tim. Rosy and Tim wave as they introduce themselves.

Picture 2: Billy runs into the class. Miss Jones holds out her arms, looking surprised.

Picture 3: Miss Jones bends down to ask Billy how old he is.

Picture 4: Billy's mum beckons him with her arm. Billy is waving as he leaves the classroom.

### 2 Ask and answer.

- Say *Look at the pictures*, indicating the pictures of the boys. Read the dialogue, pausing for children to repeat. Model the dialogue with one of the stronger children in the class.
- Read the dialogue a second time for children to repeat again.
- Ask children to work in pairs. Allow time for children to practise saying the dialogue with their partner.
- Ask some of the pairs to come to the front of the class and act out the dialogue.
- Say to different children *Hello. What's your name?* Children respond saying their own names.

### Optional activity

- Ask a child to stand up. He / She chooses another child, who also stands up.
- The two children act out the dialogue from Exercise 2.
- Repeat the activity with other children.

### 3 Listen and sing your name. 04

- Ask children to look at the pictures in their Class Books. Ask what they can see, and elicit words they think they might hear in the song.
- Play the song for children to listen and follow in their books.
- Play the recording a second time. Children listen and sing along, saying their own name in the appropriate place.
- Ask children to look at the pictures. Ask them to copy what the girls are doing in each of the pictures (see below).
- Play the song for children to sing along and perform the actions that they can see in their Class Books.

### Song actions

- 1 The girls greet each other by smiling and waving.
- 2 The girls talk to each other.
- 3 One girl points to herself. (She is saying her name.)
- 4 The girls wave to each other to say goodbye.

### Optional activity

- Ask two children to come to the front of the class. They do the actions while everyone else sings the song.
- Repeat the activity with other pairs of children.

### Further practice

Workbook page 5

Student MultiROM • Starter Unit • Grammar, Song 1

# Lesson Three CB PAGE 6

**ITools** D Digital classroom • Starter • Words

## Lesson objectives

To recognize and use numbers one to ten

To ask and answer the question *How old are you?*

To say the days of the week

## Language

Core: one, two, three, four, five, six, seven, eight, nine, ten;  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday,  
Saturday

## Materials

CD 05-07; Numbers flashcards 5-14 (one to ten)

## Warmer

- Sing *Hello, hello!* from page 5 of the Class Book to energize the class and revise the language children have learnt so far.

## Lead-in

- Use the number flashcards to elicit numbers one to ten. Put the flashcards on the board, in order. Point to each one for children to say the number in chorus.
- Take down the flashcards, shuffle them, and hold them up one at a time for children to say the number.
- Give out the flashcards to different children around the class. Ask the class to count together from one to ten. When the children hear their number, they hold their flashcard in the air.

## 1 Listen, point and repeat. 05

- Ask children to look at the pictures. Explain that each child is one year older than the next and that all the children have their ages written above them.
- Play the first part of the recording for children to listen and point to the pictures as they hear the ages.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and then repeat.
- Point to different people in the pictures and ask individual children to say the numbers.

## Transcript

Listen and point.

one, two, three, four, five, six, seven, eight, nine, ten  
eight, six, nine, one, three, ten, two, four, five, seven

Listen and repeat.

one, two, three, four, five, six, seven, eight, nine, ten

## Optional activity

- Ask ten children to come to the front. Give each one a number flashcard and ask them to stand in order.
- The rest of the class points to each child in turn and says the number.
- Children then shuffle themselves into a different order. The class calls out the numbers in the new order.
- Repeat with ten different children.

## 2 Listen and tick (✓). 06

- Tell children to look at the picture again. Point and say *Look, he's six. Look, she's eight.* Then point to the first boy again and ask *How old is he?* Tell the class they are going to hear some of the children talking about their age – but not all. They must tick the children they hear.
- Play the recording, pausing after the first dialogue. Show children the picture of the boy above the number seven in the picture, and show them the tick in the box.
- Play the rest of the recording, pausing at appropriate intervals for children to tick the children whose ages they hear.
- Play the recording again for children to complete or check their answers.
- Check answers by asking children which ages they heard.

## Transcript

How old are you? / I'm seven.

How old are you? / I'm two.

And how old are you? / I'm eight.

How old are you? / I'm five.

How old are you? / I'm six.

## ANSWERS

two ✓ five / six / seven / eight /

## 3 Look at the picture again. Point, ask and answer.

- Read the question and answer, pausing after each for children to repeat.
- Ask children to look back at the children in Exercise 1. Tell them they are going to practise being the children in the pictures.
- Children work in pairs. They point to a person and ask *How old are you?* Their partner answers as though they were that child. They might want to put on a babyish voice for a young child or a more grown-up voice for an older child.
- Ask some of the pairs to stand up and ask and answer questions while the other children listen.

## Optional activity

- Ask two children to stand up. Give each a number flashcard. They take turns to ask and answer the question *How old are you?* using the numbers on their cards.

## 4 Listen and point. Listen and chant. 07

- Ask children to look at the calendar. Tell them that they are going to learn the days of the week in English.
- Play the chant once through for children to listen and point at the words in their books.
- Play the chant again for children to join in.

## Transcript

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

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

## Further practice

Workbook page 6

## Lesson FOUR CB PAGE 7

Tools D Digital classroom • Starter • Song

### Lesson objectives

To identify different colours

To use different colours in the context of a song

### Language

Core: red, yellow, pink, green, purple, orange, blue

Extra: sing, rainbow, too

### Materials

CD 08-09; Colours flashcards 15-21; set of coloured pencils or strips of paper in the colours red, yellow, pink, green, purple, orange and blue for each group of seven children

### Warmer

- Play *Word chain* with the class to revise the numbers one to ten (see the list of games on page 19 of the Teacher's Book for details).

### Lead-in

- Use flashcards 15-21 to elicit colours. Hold up one flashcard at a time for children to say the colour. When children have named the colour correctly, put the card on the board and write the word below it. Repeat with all of the flashcards.
- Take the flashcards off the board, leaving the words. Shuffle the cards and give them to seven different children. Ask the children to come to the front of the class one at a time and put their flashcard in the appropriate place on the board.
- When the flashcards are all in the correct place, point to each one in turn for children to say the word.

### 1 Listen, point and repeat. 08

- Ask children to look at the colours in their Class Books.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the colours in chorus.
- Play the recording all the way through for children to point at the colours and then repeat the words.

### Transcript

Listen and point.

red, yellow, pink, green, purple, orange, blue

yellow, blue, purple, red, pink, green, orange

Listen and repeat.

red, yellow, pink, green, purple, orange, blue

### Optional activity

- Practise colour vocabulary further by calling out the names of colours for children to point to objects in the room that are the same colour.
- Reverse the activity. Point to different objects for children to call out the name of the colour.

### 2 Listen and sing. 09

- Ask children to look at the picture of the rainbow in their books.
- Elicit the colours they can see. Tell them that they are going to sing a song about the colours of a rainbow. Elicit the colours they think they will hear.
- Play the recording while children follow the words.
- Play the recording a second time for children to sing along.

### 3 Sing and do.

- Divide the class into groups of seven. Give each child a different coloured pencil or strip of paper in the colours from the song. If your class does not divide exactly into groups of seven, two children can have the same colour in some of the groups.
- Play the song again while children sing along. When they hear their colour they hold up their pencil or paper.
- Play the song one more time. Children stand up when they hear their colour.
- Alternatively, children could point to something of that colour in the room when they hear the word.

### Optional activity

- Children close their books. Call seven children to the front of the class and give each of them a colour flashcard. The rest of the class help put the children in a line in the order the colours appear in the song.
- Ask children to open their books and check the song to see if they were correct.

### 4 Match.

- Ask children to look at the paint pots and the words below. Point to each of the words for children to read them aloud in chorus.
- Ask children to match the paint pots to the correct colour words.
- Go through the answers with the class. Call out the numbers for children to say the colours.

### ANSWERS

- |          |          |
|----------|----------|
| 1 purple | 5 yellow |
| 2 green  | 6 pink   |
| 3 red    | 7 orange |
| 4 blue   |          |

### Culture note: Rainbows

Superstitions and legends about rainbows exist in lots of different countries. A famous Irish fairy story says that there is always a box of treasure buried in the ground at the end of a rainbow. Many tales and legends are told where characters travel for days trying to find the end of the rainbow, only to find that by the time they get there the rainbow has disappeared.

### Further practice

Workbook page 7

Picture dictionary, Workbook page 108


Hello! test, Testing and Evaluation Book page 6

Student MultiROM • Starter Unit • Words, Song 2

Student MultiROM • Listen at home •

- Track 1 (Words and phrases), Track 2 (Chant), Track 3 (Song), Track 4 (Chant), Track 5 (Song)

## Lesson One CB PAGE 8

iTools  Digital classroom • Unit 1 • Words/Story

### Words

#### Lesson objectives

To identify common school things \_\_\_\_\_


To understand a short story \_\_\_\_\_

#### Language

Core: *pen, rubber, pencil, ruler, book* \_\_\_\_\_

Extra: *school things, train, OK, look at* \_\_\_\_\_

#### Materials

CD  10–12; Story poster 1; School things flashcards 22–26; school objects (book, pen, pencil, rubber, ruler)

### Warmer

- Energize the class and revise the colours by singing *Sing a rainbow!* from page 7 in the Class Book.

### Lead-in

- Use the school objects to present the vocabulary. Hold up each object in turn and say the words for children to repeat.
- Reinforce vocabulary using flashcards 22–26. Hold them up one at a time and ask *Is it a pen / book / rubber?* The class answer *Yes* or *No*.
- Play a memory game. Show two cards to the class and then put them face down on your table. Point to each card and ask *Is it a...* ? Repeat with other pairs of cards.

### 1 Listen, point and repeat. 10

- Ask children to open their Class Books and look at the pictures of the school things.
- Play the first part of the recording while children listen and point to the appropriate picture. Repeat if necessary.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Hold up flashcards 22–26 one at a time and ask individual children to say the words.

### Transcript

#### Listen and point.

pen, rubber, pencil, ruler, book

pencil, book, pen, ruler, rubber

Listen and repeat.

pen, rubber, pencil, ruler, book

### 2 Listen and chant. 11

- Play the recording for children to listen to the chant once through.
- Play the chant a second time for children to say the words.

- Ask children to put one of each item out on their desks. This time they can point to, or pick up, the school things on their desks when they hear them. Repeat (more than once if necessary).

### Transcript

pen, pen, pen

rubber, rubber, rubber

pencil, pencil, pencil

ruler, ruler, ruler

book, book, book

### Optional activity

- Display the flashcards in different places around the room.
- Say the chant again. Children point to the correct card as they say the word.
- Ask five children to come to the front of the class. Give each one a different school object.
- Repeat the chant. The child at the front jumps up when his / her word is said.

### 3 Listen and read. 12

- Use Story poster 1 to present the story. Point to Rosy and ask *Who's this?* Do the same for Billy. Point to the different school things. Ask *What's this?*
- Talk about each frame in turn with the class. Ask simple questions, e.g. *Who's this? What's this? Is it a pencil?*
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Play the recording again for children to listen and point to the pictures.
- Ask comprehension questions, e.g. *What's the train? (It's a rubber, a ruler, a pen, and a pencil.) Who made the train? Are they Billy's school things?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercises 1 and 2 that appear in the story.

### Optional activity

- Ask children to close their books. As a class, ask children to recall what is said in each frame.
- Ask children to open their books and read the story again. How well did they remember the story?

### Further practice Workbook page 8

## Grammar

### Objectives

To ask and answer the question *What's this?*

To write answers to the question *What's this?*

To act out a story

### Language

Core: *What's this? It's a ...*

### Materials

CD 12; Story poster 1; School things flashcards 22–26; school objects

### Warmer

- Play *What have I got?* with the class using the vocabulary children learnt in the previous lesson (see the list of games on page 20 of the Teacher's Book for details).

### Lead-in

- Talk about the previous lesson with children. Point to Story poster 1 and ask children what happened in the story. Ask *Who is in the story? What happened in the story? Can you remember what school things were in the train?* Don't tell children the answers at this stage.

### 1 Listen to the story again and repeat. Act. 12

- Ask children to turn to the story on page 8 of their Class Books. Play the recording to check their answers to the comprehension questions in the lead-in.
- Play the story again, pausing for children to repeat each line.
- Divide the class into pairs. One child is Rosy and the other is Billy.
- Ask children to look at the pictures and decide together on the actions for the story (see suggestions below).
- Children practise acting out the story in pairs. Monitor the activity, checking for correct pronunciation.
- Ask some of the pairs to come to the front of the class to act out the story.

### Story actions

Picture 1: Billy makes his train using different classroom objects. Rosy writes at the table.

Picture 2: Rosy holds up her pen. Billy puts his finger to his mouth to show that he is thinking.

Picture 3: Rosy holds up a rubber.

Picture 4: Billy gives the classroom objects back to Rosy one by one.

### 2 Look and say.

- Ask children to look at the picture in their Class Books. Read the question and answer out loud, holding up a pen to reinforce *meaning*. The class repeats chorally.
- Read the question again. Point to a child to give the answer. Repeat with another child.

- Ask pairs of children to ask and answer the question for the class.
- Draw attention to the grammar box. Show children how we make the short forms *What's* and *It's* by writing the long and short forms on the board.

### Optional activity

- Use the flashcards to ask more questions. Hold each one up in turn and ask *What's this?*
- Ask children to work in pairs to do the activity using their own school *things*. They take turns to hold up an object and ask their partner *What's this?*

### 3 Write.

- Put flashcards 22–26 on the board. Below each one, write a gapped sentence like the ones in the Class Book, for example, *\_\_\_\_\_ a pen; \_\_\_\_\_ a rubber.*
- Point to each of the flashcards in turn and ask the class *What's this?* to elicit *It's a pen*, etc.
- Ask children which word is missing (*It's*). Write *It's* in the gap at the beginning of the first sentence.
- Invite different children to come to the front of the class to do the same with the other sentences.
- Ask children to look at the sentences in their Class Books. Ask one child to read the example sentence for the class.
- Children complete the rest of the sentences individually. Monitor the activity and check in particular that children are forming the apostrophes correctly.
- Go through the answers; ask children to say the sentences in chorus.
- Ask individual children to read the sentences aloud to the class.

### ANSWERS

- It's a pen.
- It's a rubber.
- It's a pencil.
- It's a ruler.

### 4 Point, ask and answer.

- Ask children to look at the picture in their Class Books. Ask children *What can you see?* (*a face made up of different school things*).
- Point to an object. Ask *What's this?* for the class to answer.
- Model the question and answer with a child in the class. Children take turns to point to the pictures and ask questions for their partner to answer.
- Monitor and help where necessary.
- When children have finished speaking, hold up the flashcards one at a time and ask the class, *What's this?*

### Optional activity

- Ask children to make their own face picture made up of different school things. Children take turns with their partners to point to different parts of the 'face' and ask *What's this?*

### Further practice

Workbook page 9

Grammar reference, Class Book page 108

Student MultiROM • Unit 1 • Grammar

# Lesson Three CB PAGE 10

**ITools** D Digital classroom • Unit 1 • Song

## Song

### Lesson objectives

- To identify more school things \_\_\_\_\_
- To understand the meaning of open and *close*
- To use school words in the context of a song

### Language

Core: *bag, door, window*

Extra: *dose, open*

Recycled: school things words \_\_\_\_\_

### Materials

CD 13-14; School things flashcards 22-29

### Warmer

- Play *Slow reveal* (see Teacher's Book page 20) with flashcards 22-26 to revise the vocabulary children have learnt so far. Say *What's this?* as you begin to reveal each one.

### Lead-in

- Use flashcards 27-29 to introduce the three new words. Hold up the cards one at a time and say the words for children to repeat.
- Put the flashcards in different places around the room. Call out the words for children to point to the flashcards.

### 1 Listen, point and repeat. 13

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Hold up flashcards 27-29 one at a time and ask individual children *What's this?*

### Transcript

Listen and point.  
bag, door, window  
window, door, bag  
Listen and repeat.  
bag, door, window

### Optional activity

- Mime the action of putting a bag over your shoulder. Ask the class. *What's this?* to elicit *It's a bag*. Repeat with the actions of knocking on a door and opening a window.
- Ask one child to stand up. He / She mimes an activity using one of the school things and asks *What's this?*
- Repeat the activity with other children.

### 2 Listen and sing. 14

- Ask children to look at the pictures. Point to objects in the different pictures and ask the class *What's this?* Elicit *It's a book / bag / door / window*.
- Teach the verbs *open* and *close*. Pick up your bag and open it to elicit *open*. Close it to elicit *close*. Do the same with the door and, if possible, the window.
- Ask what the children are doing (1 *The girl is reading a book*. 2 *The boy is opening a door*. 3 *The boy is opening his bag*. 4 *The girl is opening or closing a window*).
- Play the recording for children to listen and point to the pictures when they hear the three new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

### 3 Sing and do.

- Tell children that they are going to sing the song again but this time they are going to do the actions.
- Ask children to look at the pictures and see what the actions should be for this song.
- Practise the actions with the class.
- Play the recording for children to sing the song and do their actions.

### Song actions

Verse 1 - Open and close a book

Verse 2 - Open and close a door

Verse 3 - Open and close a bag

Verse 4 - Open and dose a window

### Optional activity

- Say and mime *Open a book / Close the door / Open the bag / Close the window*. Then say them again for the class to mime the actions.
- Ask children to give instructions for their partner to mime.

### Culture note: Schools in Britain

Children start primary school at the age of four or five (depending on when their birthday is) and stay there until they are eleven or twelve. At primary school, children usually stay with the same class all day and are taught by the same teacher for all subjects. The average class size is around 26 or 27 pupils.

When children leave primary school, they go to secondary school. These schools are usually much bigger and children have different teachers for all their subjects. The average class size is around 21 pupils.

Around 93 per cent of children in Britain go to comprehensive (government funded) secondary schools. These are usually mixed-sex and are close to where the children live.

### Further practice


Workbook page 10

Picture dictionary, Workbook page 108

Extra writing worksheet, PMB page 2

Student MultiROM • Unit 1 • Words, Song

## Lesson FOUR CB PAGE 11

tools  Digitalclassroom • Unit 1 • Phonics

### Phonics

#### Lesson objectives

To recognize the upper- and lower-case forms of the letters *a*, *b*, *c*, and *d* and associate them with their corresponding sounds \_\_\_\_\_

To pronounce the sounds /æ/, /b/, /k/, and /d/ on their own and at the beginning of words \_\_\_\_\_


To learn the names of the letters *a*, *b*, *c*, and *d* \_\_\_\_\_

#### Language

Core: *apple, bird, cat, dog*

Extra: *here, like (v)*

#### Materials

CD  15–17; Phonics cards 1–4 (Aa, Bb, Cc, Dd) \_\_\_\_\_

#### Warmer

- Tell children that you are going to look at the first four letters of the alphabet. Draw dotted outlines of the letters *a*, *b*, *c*, and *d* in upper- and lower-case on the board. Ask different children to come and join the dots.

#### Lead-in

- Point to each letter on the board in turn and say the letter name and then the sound for both upper- and lower-case letters for children to repeat.
- Say the sounds again for children to draw the upper-case letters in the air. Say the sounds several times for children to draw the lower-case letters. Make sure children understand that there are two forms of each letter, which make the same sound.
- Elicit the words on the phonics cards. Say the letter names, sounds, and then the words for the pupils to repeat.
- Write the corresponding words *apple, bird, cat, dog* next to the letters on the board. Circle the first letter of each word. Point to the words and say the beginning sound (not the whole word) for children to repeat.
- Hold up phonics cards 1–4, one at a time. Say the words for children to repeat. Hold up the cards in a different order and repeat.

#### 1 Listen, point and repeat. 15

- Ask children to look at the letters in their Class Books.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part of the recording for children to repeat the letter names, sounds, and words in chorus. Play the recording as often as necessary.
- Play the recording all the way through for children to point to the words and repeat them.

#### Transcript

Listen and point.

Letter A /æ/ apple, Letter B /b/ bird, Letter C /k/ cat, Letter D /d/ dog

Listen and repeat.

Letter A /æ/ apple, Letter B /b/ bird, Letter C /k/ cat, Letter D /d/ dog

#### Optional activity

- Play the recording a further time. The children draw lower-case letters in the air as they hear them.

#### 2 Listen and chant. 16

- Play the recording for children to listen to the chant.
- Put the four cards in different places around the room. Play the recording again for children to point to the cards as they hear the words.
- Play the recording again, stopping the CD after each line for children to repeat. Repeat, as children follow the chant in their books.

#### 3 Listen to the sounds and join the letters. 17

- Elicit the three images in the activity (*dog, cat, and bird*). Ask *What has the dog got?* Tell children they can find out the answer by listening. Explain that they are going to hear different sounds and words from the lesson. They have to follow the sounds in the maze and draw a line to connect the letters to find out what the dog has got - a bird or a cat.
- Play the beginning of the recording and follow the blue answer line with your pencil to demonstrate.
- Play the recording for children to listen and link the letters.
- Play it again for children to check their answers. Repeat.
- Ask *What has the dog got? (a cat)*. To check the answers, ask children to look at their mazes and call out the letters they heard in turn as you write them on the board.

#### Transcript

/æ/ apple /d/ dog /b/ bird /b/ bird /k/ cat /d/ dog /k/ cat

#### ANSWER

The dog *has got* a cat.

#### 4 Read and circle the sounds *a*, *b*, *c*, *d* at the start of the words.

- Ask children to look at the pictures. Ask *What does the cat like?* and *What does the dog like?*
- Read the text for children to follow in their books. Write the first line on the board.
- Ask children to look at the circled *c* at the beginning of *cat*. Draw a circle around the *c* on *cat* on the board. Elicit the next sound to circle (/b/). Ask them to find and circle other examples of *a*, *b*, *c*, or *d* at the beginning of words in their books.
- Children find and circle the starting letters for the rest of the chant. As they are working, write the rest of the chant on the board. Go through the answers, asking children to come up and circle letters on the board.

#### ANSWERS

The cat likes birds.

The dog likes apples.

Here's the cat with the bird.

Here's the dog with the apple.

#### Further practice

Workbook page 11

 Student MultiROM • Unit 1 • Phonics

## Skills Time!

### Skills development

Reading: read and understand descriptions of objects;  
recognize specific words \_\_\_\_\_

### Language

Recycled: vocabulary and structures seen previously

Extra: *school bag, pencil case*, see \_\_\_\_\_

### Materials

CD 18: school objects; a bag \_\_\_\_\_

### Warmer

- Energize the class by singing *Open the book!* from page 10 in the Class Book.

### Lead-in

- Ask children to name all the school things they have learnt in this unit. Use real objects as examples.
- Ask children to look at the pictures in their Class Books and predict what the text is about (*it's about a girl describing what is in her school bag*). Tell the class that the girl is called Emma.

### 1 Point to four school things. Say the words.

- Ask children to look at the pictures and find four school things.
- Go through the activity with the class. Point to each object and ask *What's this? What colour is it?*

### ANSWERS

(any from) pencil case, rubber, pencil, pen, bag

### 2 Listen and read. 18

- Explain to children that you are going to play a recording. They should listen and follow the words in their books carefully. It doesn't matter if they don't understand all the words.
- Play the recording for children to listen and follow the text in their books with their finger.
- Play the recording a second time. Answer any questions they have.
- Check comprehension by asking simple questions, e.g. *What's the girl's name? Is there a ruler / rubber / bag in the bag? Is the pencil case black? Has Emma got three pens?*
- Describe some of the objects for the class to guess, e.g. *It's green (the pencil case); It's red (the pencil).*

### Optional activity

- Hold up a selection of school objects, e.g. a red pen, a blue rubber, a green ruler.
- Ask *Is there a pencil? (No). Is there a pen? (Yes). Is there a green pen? (No)*, etc. for children to answer.
- Children can do the same exercise in pairs.

### 3 Read again. Tick (✓) or cross (X).

- Ask children to look at the list of objects. Explain that they are going to read the text again and tick the objects that appear in the text and cross those that don't.
- Play the recording again as children follow in their books. Stop after *And this is my pencil*. Say *Pencil? Yes or no? (Yes)*. Show children the tick on the line next to the word *pencil*.
- Explain that if Emma doesn't have the object, they should draw a cross.
- Go through the answers with the class; write the names of the objects on the board and invite individual children to come to the front of the class and draw a tick or a cross next to them.
- Name other objects for children to tell you whether they appear in the text or not, e.g. *Window (No) / Pencil case (Yes)*.

### ANSWERS

1 pencil (X) 2 pen (✓) 3 book (X) 4 ruler (X)  
5 door (X) 6 rubber (✓)

### Optional activity

- Put a bag filled with four school items on the table in front of you. Tell children that they have to guess which items are in the bag.
- Children work in small groups to make a list of four items that they think you have in your bag.
- Invite guesses from different children. Take out the objects as they are guessed.
- Find out from the class whether any of the groups guessed all of the objects correctly.

**NOTE** You can make this activity more difficult by asking for colours too, for example, a green pen.

### I Further practice

I Workbook page 12

## Skills Time!

### Skills development

Listening: identify objects; listen for specific information

Speaking: ask and answer *What's this?* —

Writing: identify and count words in a sentence; write about school things (Workbook) —

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 19; a piece of plain paper for each child; a large piece of coloured paper, a glue stick, a pair of scissors, and a selection of coloured pencils for each group of six children (optional)

### Warmer

- Play *What's the picture?* (see Teacher's Book page 21) to energize the class and revise vocabulary from this unit.

### Lead-in

- Ask children what they can remember from the reading text in the previous lesson. Encourage them to name as many objects from Emma's bag as they can.
- Focus attention on the pictures on page 13. Point to different objects in turn and ask *Is it a pencil/door/rubber/bag/book?*

### 1 Listen and tick (/) the correct picture. 19

- Explain to children that they are going to hear a recording in which one of the objects from each pair will be mentioned. They have to tick the object they hear.
- Make sure children are aware that they don't need to understand every word they hear in order to do the exercise. Encourage them to listen for words they do know.
- Play the recording, pause after the first item, and tell children to look at the example answer. Continue the recording as children point to the pictures as they hear the words.
- Play the recording a second time, pausing at appropriate intervals for children to tick the objects.
- Play the recording a final time for children to complete or check their answers.
- Go through the answers with the class. Ask *What's number 1/2/3/4 for* children to say the objects in chorus.

### Transcript

- What's this? / It's a ruler.
- What's this? / It's a rubber.
- What's this? / It's a pen.
- What's this? / It's a bag.

### ANSWERS

- ruler
- rubber
- pen
- bag

### 2 Open your bag. Ask and answer.

- Ask children to look at the picture of the two girls. Point to the ruler and ask *What's this?* Ask *What are they talking about?*
- Call a child to the front to demonstrate the dialogue. Hold up a ruler and ask *What's this?* The child answers *It's a ruler.* Change the ruler for a book and repeat the dialogue.
- Ask the children to repeat chorally, emphasizing correct intonation in the questions and answers. Check that the words are flowing together, without unnecessary pauses.
- Ask children to take out all of the objects they can name from their bags and put them on their desks. Allow children time to take turns to ask and answer questions about each other's school things.
- Move around the class as they are working to check intonation.
- Point to some of the objects you can see and ask different children *What's this?*

### 3 Count the words in each sentence.

- Copy the sentences from Exercise 3 onto the board.
- Look at the first sentence with the class and count the number of words. Number the words as in the example. Repeat with the second sentence.
- Ask children to look at the rest of the exercise by themselves. Allow time for them to count the number of words in each sentence and write the answers.
- Go through the answers with the class by counting the words in the sentences on the board.

### ANSWERS

- four
- three
- two
- three
- five
- three

### Optional activity

- Ask children to choose three of the sentences from the reading text on page 12 and count the words in each.

### Optional activity

- Tell children they are going to make a poster. Divide the class into groups of six.
- In their groups the children decide on six school objects for their poster.
- Give each child a piece of plain paper and give each group a large piece of coloured paper, a glue stick, a pair of scissors, and a selection of coloured pencils.
- Each child draws a different school object and then carefully writes the word for the object below the picture.
- Children then cut out their words and pictures and stick them onto the large piece of paper.
- Display the work on the classroom walls.

**NOTE:** Now go to Workbook page 13 for children to practise writing about their school things.

### Further practice

Workbook page 13

Values worksheet, PMB page 3

Unit 1 test, Testing and Evaluation Book page 7

Student MultiROM • Listen at home •

- Track 6 (Words and phrases), Track 7 (Song), Track 8 (Phonics)

## LeSSOn One

CB PAGE 14

Oxford  
iTools D Digital classroom • Unit 2 • Words/Story

## Words

## Lesson objectives

- To identify common toys \_\_\_\_\_
- To understand a short story \_\_\_\_\_

## Language

Core: *doll, ball, teddy, puzzle, car* \_\_\_\_\_

## Materials

CD 20-22; Story poster 2; Toys flashcards 30-34;  
a pencil case and a pupil's bag (optional) \_\_\_\_\_

## Warmer

- To energize the class and revise vocabulary from the last unit, ask children to turn to page 10 in their Class Books and sing *Open the book!*

## Lead-in

- Use flashcards 30-34 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children don't know.
- Give flashcards 30-34 to five different children. Ask them to stand up, one at a time. They show their card for the class to shout out the word.

## 1 Listen, point and repeat. 20

- Ask children to open their Class Books and look at the pictures of the different possessions.
- Play the first part of the recording for children to listen and point to the appropriate picture. Repeat if necessary.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Put flashcards 30-34 in different places around the room. Say the words for children to point to the correct cards and repeat.

## Transcript

Listen and point.

doll, ball, teddy, puzzle, car  
puzzle, ball, teddy, doll, car  
Listen and repeat.  
doll, ball, teddy, puzzle, car

## Optional activity

- Play a guessing game with the class. Tell children that they are going to guess which flashcards you are holding up, without seeing them. If they name the object within three guesses, they get one point. If they don't, you get one point.
- Hold up each flashcard in turn so that children can only see the back. Ask different children *What's this?* until the object has been guessed correctly. Keep a record of the score on the board.

## 2 Listen and chant. 21

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. This time they can point to the correct flashcard when they hear it. Repeat (more than once if necessary).

## Transcript

doll, doll, doll  
ball, ball, ball  
teddy, teddy, teddy  
puzzle, puzzle, puzzle  
car, car, car

## 3 Listen and read. 22

- Use Story poster 2 to present the story. Point to Rosy and ask *Who's this?* Do the same for Tim. Ask children to name as many things in the picture as they can.
- Hold up a pencil case so that the class can see it. Ask *What's this?* Do the same with a pupil's bag. Ask the pupils to point to the pencil case and the bag in the picture.
- Talk about each frame in turn with the class. Ask *What's happening?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Play the recording again as children listen and point to the pictures.
- Ask comprehension questions, e.g. *What is lost? Where's the teddy? Who finds the teddy?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercises 1 and 2 that appear in the story.

## Optional activity

- Give flashcards 30-34 to five different children. Play the recording again. Each time the children hear their object mentioned, they hold the flashcard in the air.
- Repeat with five more children.

Further practice  
Workbook page 14

## Grammar

### Objectives

To ask and answer questions with *my* and *your*

To write answers to the question *Is this your...?* 1

To act out a story

### Language

Core: *my/your*; *Is this your teddy?* Yes, it is. / No, it isn't.

### Materials

CD 22; Story poster 2; Toys flashcards 30-34; real classroom objects, e.g. pencil case, bag, pen

### Warmer

- Play *Snap!* with the class using flashcards 30-34 to revise the toys words from the previous lesson (see page 19).

### Lead-in

- Point to Story poster 2 and ask children what happened in the story.
- Cover up the poster and ask children which toys and possessions appeared in the story. Write their answers on the board (*a doll, a ball, a pencil case, a bag, a teddy, a puzzle, and a car*).

### 1 Listen to the story again and repeat. Act. 22

- Ask children to turn to the story on page 14 of their Class Books. Check how many objects they remembered in the lead-in activity and tick them on the board.
- Play the recording once through. Play again, pausing for children to repeat.
- Divide the class into pairs. One child is Rosy and the other is Tim.
- Ask children to look at the pictures and decide together on the actions for the story (see suggestions below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the pairs to come to the front of the class to act out the story.

### Story actions

Picture 1: Tim picks up two objects to give to Rosy.

Picture 2: Tim passes Rosy a pencil case. She unzips it.

Picture 3: Tim picks up Rosy's bag. Rosy looks round.

Picture 4: Rosy opens the bag.

### 2 Look and say.

- Look at the pictures and ask what's happening in each one. Copy the sentences and questions from the Class Book onto the board, leaving spaces where the toy words are.
- Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *This is my doll. Is this your puzzle?*
- Children repeat the new sentences chorally.

- Ask individual children to come to the front and substitute a flashcard to make a new sentence.
- Ask children to look at the pictures in their Class Books. Say the sentences in pictures 1 and 2 for children to repeat after you. Then say the questions and answers in pictures 3 and 4 for children to repeat.
- Point to yourself and ask children which word we use to show something belongs to me (*my*). Point to somebody else and ask which word we use to show that it belongs to the person we are talking to (*your*).

### Optional activity

- Ask children to re-read the story on page 14 and find the sentences and questions from the *Let's learn!* box.

### 3 Write.

- Write three or four gapped sentences on the board, using classroom objects, e.g. *This is \_\_\_\_\_ pencil case.*
- Hold up your pencil case and clutch it to yourself to indicate that it is yours. Elicit *This is my pencil case.*
- Hold up the pen and give it to a pupil. Elicit *This is your pen.*
- Repeat the process with other objects and children.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example sentence for the class.
- Children complete the rest of the sentences individually. Go through the answers with the class. Children say the sentences together.

### ANSWERS

- |                      |                      |
|----------------------|----------------------|
| 1 This is your ball. | 3 This is your car.  |
| 2 This is my bag.    | 4 This is my puzzle. |

### 4 Write.

- Ask children to look again at the story on page 14 of their Class Books. Point out the questions in pictures 2 and 3. Read them aloud for children to repeat.
- Ask children to look at the pictures on page 15 of their books. Ask a child to read the example answer to the class.
- Children write answers to the questions, using the phrases in the word pool as a model.
- Go through the exercise with the class. Ask the questions for the class to say the answers in chorus.

### ANSWERS

- 1 No, it isn't. 2 Yes, it is. 3 No, it isn't.

### Optional activity

- Call one child to the front and give him / her the doll and ball flashcards to hold up. Hold the teddy, puzzle, and car flashcards yourself.
- Say *This is my teddy*. The class call out *Yes!* Then indicate the child standing next to you and say *This is your teddy*. The class call out *No!*
- Repeat with *This is my doll*. The class call out *Wo!* Then say *This is your doll*, indicating the child next to you, for the class to call out *Yes!*
- Repeat the activity with other children.

### Further practice

Workbook page 15

Grammar reference, Class Book page 108

Student MultiROM • Unit 2 • Grammar

# Lesson Three CB PAGE 16

Oxford  
iTools D Digital classroom • Unit 2 • Song

## Song

### Lesson objectives

To identify more words for toys \_\_\_\_\_

To use toy words in the context of a song \_\_\_\_\_

### Language

Core: kite, bike, train

Extra: big, love (v) \_\_\_\_\_

Recycled: toys words \_\_\_\_\_

### Materials

CD 23-24; Toys flashcards 35-37

### Warmer

- Ask children to turn to page 14. Play the CD and say the chant together to revise all the toys words they have learnt so far.

### Lead-in

- Use flashcards 35-37 to introduce the three new words. Hold them up one at a time and say the words for children to repeat.
- Put the flashcards in different places around the room. Say the words for children to point to the correct flashcard and repeat.

### 1 Listen, point and repeat. 23

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 35-37 one at a time and ask individual children *What's this?*

### Transcript

Listen and point.

kite, bike, train

bike, train, kite

Listen and repeat.

kite, bike, train

### Optional activity

- Play a miming game with the class. Mime the action of riding a bike for children to shout out the word *bike*.
- Ask a child to stand up. He / she mimes an activity using an object from this lesson or the first lesson of the unit. Show him / her a flashcard if necessary. Other children guess what the object is.
- Repeat the activity with other children miming.

### 2 Listen and sing. 24

- Ask children to look at the pictures for the song and see whether they can guess what the song is about (toys). Point to the toys on the page one at a time and ask different children *What's this?*
- Play the recording for children to listen and point to the pictures when they hear the three new words. Listen again and ask them to follow the words in their books.
- Recite the words of the song with the class, without the music. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see suggestions below).
- Practise the actions with the class.
- Play the recording for children to sing the song and do their actions.

### Song actions

kite - arms in the air, holding a string

bike - move hands in a pedaling motion

train - use an arm to show a train moving along a track

### Optional activity

- Assign each child a toy word from the song, so that there are several kites, bikes, and trains in the class.
- Play the song. Each time children hear their word, they jump up.
- Change the children's words. Say *Now bikes are trains, trains are kites, and kites are bikes*. Play the song again for children to jump up when they hear their new words.

### Culture note: Toys

Every year the British public spends around £2 billion on toys. Some of the most popular toys in the UK in recent years have been action figures and tamagotchis (hand-held digital 'pets'). The popularity of computer games means that children spend less time outside playing than they did in the past, although parks and adventure playgrounds are still very popular with young children. Also, despite the huge number of high-tech gadgets available, traditional toys are still popular. In 2005, 2006, and 2007, the best-selling toy was a type of car.

### Further practice

Workbook page 16

Picture dictionary, Workbook page 109

Extra writing worksheet, PMB page 4

 Student MultiROM • Unit 2 • Words, Song

## Phonics

### Lesson objectives

To recognize the upper- and lower-case forms of the letters *e, f, g*, and *h* and to associate them with their correspondingsounds\_\_\_\_\_

To pronounce the sounds */d, /h/, /g/, and /h/* on their own and at the beginning of words\_\_\_\_\_

To learn the names of letters *e, f, g*, and *h*

### Language

Core: *egg, fig, goat, hat*

### Materials

CD 25–27; Phonics cards 5–8 (Ee, Ff, Gg, Hh)

### Warmer

- Ask children which letters from the alphabet they have already learnt (*a, b, c, d*). Ask them to name any words they know that begin with these sounds.
- Play the CD and say the chant from page 11 of the Class Book to practise the sounds these letters make.

### Lead-in

- Write *Ee, Ff, Gg*, and *Hh* on the board. Point to each one in turn and say the letter name and then the sound for both upper- and lower-case letters for children to repeat.
- Say the sounds again for children to draw the upper-case letters in the air. Say the sounds several times for children to draw the lower-case letters.
- Elicit the words on the phonics cards. Say the letter names, sounds, and then the words for children to repeat.
- Write the corresponding words *egg, fig, goat, hat* next to the words on the board. Circle the first letter of each word. Point to the words and say the beginning sound (not the whole word) for children to repeat.
- Hold up phonics cards 5–8, one at a time. Say the words for children to repeat. Hold up the cards in a different order and repeat.

### 1 Listen, point and repeat. 25

- Ask children to look at the letters in their Class Books.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part of the recording for children to repeat the letter names, sounds, and words in chorus. Play the recording as often as necessary.
- Play the recording all the way through for children to point to the words and then repeat them.

### Transcript

Listen and point.

Letter E *Id* egg, Letter F *Hi* fig, Letter G */g/* goat, Letter H */h/* hat  
Listen and repeat.

Letter E *Id* egg, Letter F *Hi* fig, Letter G */g/* goat, Letter H */h/* hat

### 2 Listen and chant. 26

- Play the recording for children to listen to the chant.
- Put the cards in different places around the room. Play the recording again for children to point to the cards as they hear the words.
- Play the recording again, stopping the CD after each line for children to repeat. Repeat, as children follow the chant in their books.

### Optional activity

- Divide the class into four groups: eggs, figs, goats, and hats. Do the chant together. Each group says their own lines.

### 3 Listen to the sounds and join the letters. 27

- Elicit the three images (*goat, fig*, and *hat*). Ask *What has the goat got?* Tell children they can find out by listening.
- Ask children if they remember the maze from the phonics lesson in the previous unit. If necessary, explain that you are going to play a recording of different sounds and words from the lesson. They have to connect the sounds and words in the maze to find out what the goat has got – a fig or a hat.
- Play the recording for children to listen and link the letters.
- Play the recording again for children to check their answers. Repeat.
- Ask *What has the goat got?* (*a fig*). To check the answers, ask children to look at their mazes and call out the letters they heard in turn as you write them on the board.

### Transcript

*Hi* fig *Id* egg */h/* hat */g/* goat */g/* goat */h/* hat */f/* fig

### ANSWERS

The goat has got a fig.

### 4 Read and circle the sounds *e, f, g, h* at the start of the words.

- Ask children to look at the pictures. Ask *What has the egg got?* (*a hat*). *What has the goat got?* (*a fig*).
- Read the text for children to follow in their books. Write the first line on the board.
- Show children the circled *e* at the beginning of *egg*. Draw a circle around the *e* on *egg* on the board.
- Ask children to find and circle other examples of *e, f, g*, and *h* at the beginning of words in their books. As they are working, write the rest of the chant on the board.
- Go through the answers with the class, asking them to come up and circle letters on the board.

### ANSWERS

There's an egg with a yellow hat.

Look, the goat's got a fig.

The goat likes figs.

### Further practice

Workbook page 17

Student MultiROM • Unit 2 • Phonics

# Lesson Five CB PAGE 18

iTools  Digital classroom • Unit 2 • Reading

## SkillsTime!

### Skills development

Reading: read and understand a poem


Writing: complete sentences about favourite things

### Language

Recycled: vocabulary and structures seen previously

Extra: *favourite, furry, fat, lovely, colour(n), animal* \_\_\_\_\_

### Materials

CD  28; Toys flashcards 30-37; a piece of plain paper for each child; coloured pencils for each group of four to six children, (optional) \_\_\_\_\_

### Warmer

- Play *Listen, point and say* to revise toys words from this unit (see page 19).
- Talk about 'favourites' with children, using flashcards to demonstrate. Ask different children *What's your favourite toy / colour / animal?*

### Lead-in

- Ask children to look at the pictures and try to predict what the text is about. If possible, elicit that a boy has written a poem about his favourite toy, colour, and animal.
- Point to the name at the bottom of the poem and establish that the poem was written *by* Tom. Ask *How old is Tom?* (*seven*).

### 1 Point to an animal and a toy. Say the words.

- Ask children to look at the pictures and find an animal and a toy.
- Check the answers with the class. Ask *What's the animal?* (*a cat*) *What's the toy?* (*a ball*).

### ANSWERS

The animal is a cat.

The toy is a ball.

### 2 Read and listen to the poem. 28

- Tell children that they are going to read and listen to the poem. Remind them that they should listen and read carefully, but it doesn't matter if they don't understand all the words.
- Play the recording for children to listen and follow the text in their books with their finger.
- Play the recording a second time. Answer any questions they have.
- Ask *What's Tom's favourite toy? Is it a train?* (*No*). Ask *Is it a ball?* (*Yes*).
- Ask similar questions about Tom's favourite colour (*blue*) and his favourite animal (*a cat*).
- Play the recording again, stopping at the end of each line for children to repeat. Listen for their rhythm and intonation and drill where necessary.

### Optional activity

- Ask children to close their books. Read the poem aloud, pausing at the key toy, colour, and animal words. Encourage children to call out the 'missing' words.

### 3 Read again and write.

- Write the following gapped sentences on the board:  
*My favourite toy is a \_\_\_\_\_.*  
*My favourite colour is \_\_\_\_\_.*  
*My favourite animal is a \_\_\_\_\_.*
- In the space at the end of the first sentence, draw a toy. At the end of the second sentence, make a coloured square with a board pen. At the end of the third sentence draw a picture of an animal that children are familiar with. Alternatively, you could stick flashcards on the board instead of drawing the objects.
- Ask the class to complete the sentences. Write in the words as the children say them. Say the sentences aloud for children to repeat.
- Ask children to look at the sentences in their Class Books. Explain that the boy in the picture is Tom and the sentences are about his favourite things.
- Focus attention on the example sentence and ask a child to read it for the class.
- Ask children to re-read the text and complete the remaining sentences.
- Ask children to compare their answers with their neighbour and invite individuals to read out the sentences.

### ANSWERS

My favourite toy is a ball.

My favourite colour is blue.

My favourite animal is a cat.

### Optional activity

- Ask children to look at the sentences in Exercise 3 and think about how they would complete them for themselves.
- Give each child a plain piece of paper. Each child chooses one sentence from Exercise 3 and copies it carefully onto their piece of paper, finishing it with their own word.
- Give each group a set of coloured pencils. Children decorate their work, sharing pencils with the rest of their group.

### Further practice

Workbook page 18

## Skills Time!

### Skills development

Listening: match people to their favourite things

Speaking: ask and answer questions about favourite things

Writing: identify words within a sentence; write about favourite toys (Workbook)

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 29; Toys flashcards 30-37; Colours flashcards 15-21

### Warmer

- Play *Whispers* using toys words (see page 19).

### Lead-in

- Ask children *what* they can remember from the reading text in the previous lesson. Ask *What's Tom's favourite toy / colour / animal?* Allow children to look back at page 18 to check their answers.
- Ask children to look at the pictures and the matching lines on page 19. Ask them to guess what the listening is about.
- Point to the pictures of different toys and colours for children to name them.

### 1 Listen and match. 29

- Explain that you are going to play a recording of four children talking about their favourite toys and colours.
- Play the recording, pausing after item 1 to point out the example answer line in the book. Ask questions to check children understand what they have heard.
- Play again while children listen and point to the correct picture each time.
- Explain that they should listen again and draw a line connecting the child with his / her favourite toy and then his / her favourite colour, as in the example. Remind children that they don't need to understand every word they hear in order to do the exercise. Encourage them to listen for words they do know.
- Play the recording again for children to draw the lines.
- Play the recording a third time for children to check their answers. Go through the answers with the class.

### Transcript

- What's your favourite toy? / It's my teddy.  
What's your favourite colour? / It's red.
- What's your favourite toy? / It's my car.  
And what's your favourite colour? / It's orange.
- What's your favourite toy? / My puzzle.  
What's your favourite colour? / My favourite colour is blue.
- What's your favourite toy? / It's my kite.  
What's your favourite colour? / It's purple.

### ANSWERS

- teddy - red
- car - orange
- puzzle - blue
- kite - purple

### 2 Ask and answer about you.

- Draw attention to the questions in the Class Book. Read the first question aloud for children to repeat. Begin to read the answer, but stop before you name the toy and hold up a flashcard. Let children finish the answer by saying the name of the toy on the card.
- Read the second question. Begin to say the answer but stop and hold up a colour flashcard for children to complete the sentence.
- Repeat the procedure using different flashcards.
- Ask children to work in pairs. They take turns to ask and answer the questions in their books, choosing their own favourite toys and colours to answer the questions.
- Ask one child to stand up. Ask, *What's your favourite toy?* The child answers and then he / she asks a question to a different child.
- Continue the activity with several more children.

### Optional activity

- Ask children to work in groups of four to six. They make three columns in their notebooks. In the first column they write the names of each person in their group. At the top of the next column, they write *toy*, and at the top of the final column they write *colour*.
- Children ask and answer questions with the other children in their group about their favourite toys and colours. They fill in the information in their charts.

### 3 Circle the words.

- Copy the sentences from Exercise 3 onto the board without gaps between the words.
- Look at the first sentence together. Circle the words as the children say them. Repeat with the second sentence.
- Ask children to look at the exercise in their Class Books. Allow time for children to say the words in each sentence and then circle them.
- Go through the answers with the class. Ask individual children to come to the front and circle the words in each remaining sentence.

### ANSWERS

- This is my teddy.
- This is your car.
- It's your red bike.
- It's my yellow ball.
- It's my bag.
- Close the door.

### Optional activity

- Children look back at the text on Class Book page 18 and count the words in different lines of the poem.

**NOTE** Now go to Workbook page 19 for children to practise writing about their favourite toys.

### Further practice

Workbook page 19

Values worksheet, PMB page 5


Unit 2 test, Testing and Evaluation Book page 8

Student MultiROM • Listen at home •

- Track 9 (Words and phrases), Track 10 (Song), Track 11 (Phonics)

## Lesson One

CB PAGE 20

iTools  Digital classroom • Unit 3 • Words/Story

## Words

## Lesson objectives


To identify different parts of the body

To understand a short story

## Language

Core: *arms, nose, face, legs, ears*Extra: *Let's, put on, point to, now, that's right*

## Materials

CD  30–32; Story poster 3; My body flashcards 38–42

## Warmer

- Tell children that in this lesson they will be learning the names of some parts of the **body**. Tell them **that** they will **practise** 'warming up' their bodies **at** the start **of** the class.
- Model some simple instructions, e.g. *stand up, sit down, turn around* as children follow your lead. Call out different directions in turn as children respond at their seats.

## Lead-in

- Point to your arms, ears, nose, face, and legs to elicit the vocabulary for this lesson. Point to them one at a time and ask *What's this?* Model any words that children don't know. Follow up using flashcards 38–42.
- Ask a child to point to his / her own nose and say the word. Repeat with other children and other words.
- Say the word *ears*, then model the sentence *Point to your ears*. (Make sure children are pointing to both ears for the plural word.) Repeat with the rest of the new words.

1 Listen, point and repeat.  30

- Ask children to open their Class Books and look at the pictures of the different parts of the body.
- Play the first part of the recording for children to listen and point to the appropriate picture. Repeat if necessary.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put flashcards 38–42 in different places around the room. Say the words for children to point to the correct flashcards and repeat.

## Transcript

## Listen and point.

arms, nose, face, legs, ears

ears, nose, legs, arms, face

Listen and repeat.

arms, nose, face, legs, ears

## Optional activity

- Write the words *arms, nose, face, legs, and arms* on separate pieces of paper and stick them to the board.
- Give flashcards 38–42 to five children. Ask them to come to the front of the class and put the flashcards next to the correct word on the board.
- When the flashcards are all in the correct place, take off the words and give them to five different **children**. They come to the front of the class and put them next to the correct flashcard. Repeat with different children.

2 Listen and chant.  31

- Play the recording for children to listen **to** the chant.
- Play the chant a second time for children to point to the correct part of their own body when they hear it. Play the chant again for them to say the words. Repeat (more than once if necessary).

## Transcript

arms, arms, arms

nose, nose, nose

face, face, face

legs, legs, legs

ears, ears, ears

3 Listen and read.  32

- Use Story poster 3 to present the story. Ask some questions about the story, e.g. *Who can you see?*
- Focus attention on the first picture. Point to the various parts of the body (Rosy's *arms / legs / nose*, Billy's *face / legs / arms*) and elicit the words.
- Talk about each frame in turn with the class. Ask *What's happening?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Play the recording again as children point to the pictures.
- Ask comprehension **questions**, e.g. Does Rosy put sun cream on her arms? Does *Rosy* put sun cream on her nose? Where does Billy put sun cream?
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Play another version of the warmer for this lesson. Give instructions with *Point to your...* followed by the different parts of the body children have learnt.

Further practice  
Workbook page 20

# Lesson Two CB PAGE 21

OXFORD  
Tools Digital classroom • Unit 3 • Grammar

## Grammar

### Objectives

To say sentences with *this* and *these*

To complete sentences with *this* and *these*

To recognize the difference between singular and plural forms of nouns

To act out a story

### Language

Core: *This is my nose. These are my arms.*

### Materials

CD 32; Story poster 3; My body flashcards 38-42

### Warmer

- Play a game of *Simon says...* (see page 20) to revise vocabulary from the previous lesson and the phrases *stand up*, *sit down*, and *turn around*. Include the phrase *Point to your...* and the body words they have learnt.

### Lead-in

- Hold up Story poster 3. Ask children what happened in the story. Prompt if necessary with questions, e.g. *What does Rosy put on her arms?* (*sun cream*).
- Children check if they remembered correctly by looking at the poster.

### 1 Listen to the story again and repeat. Act. 32

- Ask children to turn to the story on page 20 of their Class Books.
- Play the recording, pausing for children to repeat each line.
- Divide the class into pairs at their seats. One child is Rosy [ and the other is Billy.
- Ask children to look at the pictures. As a class, decide on the actions for the story (see suggestions below).
- Children practise acting out the story as they listen to the recording again. Monitor the activity, checking for correct pronunciation.
- Ask some of the pairs to come to the front of the class to act out the story.

### Story actions

Picture 1 Rosy puts the sun cream on her arms. Billy holds out his arms.

Picture 2: Rosy puts some sun cream on her nose. Billy points to his nose.

Picture 3: Rosy passes the sun cream to Billy without looking at him.

Picture 4: Billy covers himself in sun cream. Rosy looks shocked.

### 2 Look and say.

- Look at the pictures and ask children what they can see in each one in turn.

- Copy the sentences from the Class Book onto the board. Read them out loud, pointing to your arms and nose to reinforce meaning. The class repeats chorally.
- Rub out the body words in the sentences. Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *This is my face. These are my legs*. Children repeat the new sentences chorally. Write *This is* next to the single nouns and *These are* next to the plural nouns.
- Ask individual children to come to the front and substitute a flashcard to make a new sentence.
- Write some single nouns on one side of the board and plural nouns on the other side (e.g. *pen, pens*). Ask children to tell you the difference between the two sides of the board.

### 3 Write.

- Write *This is* and *These are* on either side of the board. Hold up flashcards 38-42 in turn and ask children to point to the correct phrase.
- Put the flashcard of the legs on the board. Write the gapped sentence \_\_\_\_\_ *my legs*. Elicit *These are my legs*. Complete the sentence on the board.
- Ask children to look at the exercise in their Class Books. Ask one child to read the example sentence for the class.
- Children complete the rest of the sentences individually.
- Go through the answers with the class. Children say the sentences together.

### ANSWERS

- These are my legs.
- These are my arms.
- (a) This is my face.  
(b) This is my nose.  
(c) These are my ears.

### Optional activity

- Chant the sentences from Exercise 3 with the class. When children say *This is* they clap their hands once. When they say *These are* they clap their hands twice.

### 4 Circle.

- Write the words *book* and *books* on the board. Hold up two books so that the whole class can see them. Ask children to point to the correct word. Repeat until you are sure that children have understood that 's' is used for plural objects.
- Repeat the procedure with other classroom objects, for example, a bag, a ruler, and two rubbers.
- Invite individual children to come to the front of the class and circle the plural s in the words on the board.
- Ask children to look at the exercise in their Class Books. They circle the correct words.
- Go through the activity with the class.

### ANSWERS

- legs 2 arms 3 leg 4 arm

### Further practice

Workbook page 21

Grammar reference, Class Book page 108

Student MultiROM • Unit 3 • Grammar

# Lesson Three CB PAGE 22

iTools D Digital classroom • Unit 3 • Song

## Song

### Lesson objectives

To identify more body words

To use body words in the context of a song

### Language

Core: *fingers, hands, eyes* \_\_\_\_\_

Extra: *all* \_\_\_\_\_

Recycled: body words \_\_\_\_\_

### Materials

CD 33-34; My body flashcards 43-45

### Warmer

- Ask children to turn to page 20. Play the CD and say the chant together to revise the words for parts of the body.

### Lead-in

- Use your own body or flashcards 43-45 to introduce the three new words. Hold up the flashcards one at a time and say the words for children to repeat.
- Ask three children to *come* to the front of the class. Give each one a different flashcard and ask him / her to hold it in the air. Say the body words one at a time. The class points to the correct flashcard.

### 1 Listen, point and repeat. 33

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 43-45 one at a time. Say *These are...* for children to complete the sentences.

### Transcript

Listen and point.

fingers, hands, eyes

hands, fingers, eyes

Listen and repeat.

fingers, hands, eyes

### Optional activity

- Put flashcards 38-45 one below the other on the left-hand side of the board so that there is room to write a sentence next to each one.
- Point to the first flashcard for children to say the word, e.g. *ears*. Ask *This is or These are?* for children to shout out the answer. Then elicit the complete sentence *These are (my) ears*, and write it on the board.
- Repeat the process with the rest of the flashcards on the board. Point to the sentences in turn for the class to read them. Rub out all but the last word and ask the class to say the sentences again.

### 2 Listen and sing. 34

- Ask children to look at the pictures. Point to the different pictures and ask what they think the children are doing.
- Play the recording for children to listen and point to the pictures when they *hear* the three new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures to see what the actions should *be* for this song.
- Practise the actions with the class.
- Play the recording for children to sing the song and do the actions.

### Song actions

ten fingers - stretch out fingers and hold out arms

two eyes - point to eyes

one nose - point to nose

### Culture note: Body language

#### Gestures

In Britain people usually wave to acknowledge each other from a distance. They nod their heads to *mean* 'yes' and shake them from *side* to *side* to *mean* 'no'. A shrug of the shoulders *means* 'I don't know'.

It is not offensive to point your feet at someone but it is considered rude to point to someone directly using your index finger.

#### Greetings

How people greet each other in Britain depends upon their gender, their age, and the situation.

People usually shake someone's hand when they are meeting them *for* the first time, or *if* they are in a formal situation. When greeting someone they already know, men shake other men's hands, or kiss women once on the cheek. Women also kiss other women on the cheek, or if they know each other very well, they may give each other a hug. Many people also hug young children. It's less usual for men to hug each other.

#### Jewellery

In adults, a ring on the third finger of a person's left hand signals that they are engaged or married. It's common for both men and women to wear wedding rings, but usually only women wear engagement rings.

Rules vary, but some schools allow children to wear jewellery. Pupils may be allowed to wear one earring in each ear, a simple chain necklace, and a ring on their finger.

### Further practice

Workbook page 22

Picture dictionary, Workbook page 109

Extra writing worksheet, PMB page 6

Student MultiROM • Unit 3 • Words, Song

S

## Objectives

Recognize the upper- and lower-case forms of letters i, j, k, and l, and associate them with their corresponding sounds.

Pronounce the sounds /i/, /dʒ/, /k/, and /l/ on their own and at the beginning of words.

• On the names of letters i, j, k, and l.

## Usage

ink, jam, kite, lion

Oops!, mess

## Materials

File 35-37; Phonics cards 5-8 (for revision) and 9-12 (Kk, Ll)

## Procedure

Ask children to write the letters of the alphabet on the board and children to continue the list (up to the letter h) from their previous phonics lessons. Then ask them to give you words that began with the letters e to h (egg, fig, goat, etc.). Use phonics cards 5-8 to prompt if necessary.

Play the CD and say the chant from page 17 to practise the most recent sounds.

## 1-in

Write /i/, Jj, Kk, and Ll on the board. Point to each one in turn and say the letter name and then the sound for both upper- and lower-case letters for children to repeat. Say the sounds again as children draw the letters in the air. Below the letters, write the corresponding words ink, jam, kite, lion. Circle the first letter of each word. Point to the words and say the beginning sound (not the whole word) for children to repeat.

Hold up phonics cards 9-12, one at a time. Say the words for children to repeat. Hold up the cards in a different order.

## Listen, point and repeat. 35

Ask children to look at the letters in their Class Books.

Play the first part of the recording for children to listen and point to the letters.

Play the second part of the recording for children to repeat the letter names, sounds, and words in chorus.

Play the recording a final time for individual children to say the sounds and words for the class.

## Transcript

Listen and point.

Letter I /i/ ink, Letter J /dʒ/ jam, Letter K /k/ kite, Letter L /l/ lion

Listen and repeat.

Letter I /i/ ink, Letter J /dʒ/ jam, Letter K /k/ kite, Letter L /l/ lion

## Optional activity

- Draw a grid on the board with three rows and four columns. Each grid square must be as least as big as a phonics card. In the first row write a, b, c, d, in the second write e, f, g, h, and in the third write i, j, k, l.
- Ask a child to choose any letter. Children then have to say a word that begins with this letter. When children have done this correctly, put the appropriate card in that square on the grid. Repeat until the grid is full.

## 2 Listen and chant. 36

- Play the recording for children to listen to the chant.
- Put phonics cards 9-12 in different places around the room. Play the recording again for children to point to the cards as they hear the words.
- Play the chant once more, stopping the CD after each line for children to repeat. Repeat, and encourage children to follow the chant in their books.

## 3 Listen to the sounds and join the letters. 37

- Elicit the three images in the activity (lion, jam, and ink). Ask What has the lion got? Tell children they can find out the answer by listening.
- Remind children that they will listen and draw a line to connect the letters.
- Play the recording for children to listen and link the letters.
- Play the recording again for children to check their answers. Repeat.
- Ask What has the lion got? (jam). Then elicit the sounds children heard one by one, and write them on the board so they can check their maze.

## Transcript

/i/ lion /i/ ink /dʒ/ jam /l/ lion /k/ kite /dʒ/ jam /dʒ/ jam

## ANSWER

The lion has got the jam.

## 4 Read and circle the sounds i, j, k, l at the start of the words.

- Ask children to look at the pictures and tell you what they can see.
- Read the text for children to follow in their books. Write the first line on the board.
- Ask children to look at the circled / at the beginning of lion. Draw a circle around the / on lion on the board. Ask them to find and circle other examples of i, j, k, or l at the beginning of words in their books.
- Children circle the starting letters for the chant in their books. As they are working, write the rest of the chant on the board. Go through the answers, asking children to come up and circle letters on the board.

## ANSWERS

The lion's got some jam.

The lion's got some ink.

Look! Here is a kite.

Oops! The lion is a mess.

## Further practice

Workbook page 23

Student MultiROM - Unit 3 • Phonics

## Lesson Five CB PAGE 24

Oxford  
iTools Digital classroom • Unit 3 • Reading

### Skills Time!

#### Skills development

Reading: read and follow instructions; read a text and put pictures in the correct order \_\_\_\_\_

#### Language

Recycled: vocabulary and structures seen previously

Extra: *make, body, cut (v), fold (v), paper, paw, stick (v), colour (v), then, tail* \_\_\_\_\_

#### Materials

CD 38; a piece of plain paper for each child; colouring pencils for groups of children (optional); PMB page 36 (Cut and make 1) pages and materials (see Teacher's Book page 124) \_\_\_\_\_

#### Warmer

- Energize the class by singing *Ten fingers on my hands* from page 22.

#### Lead-in

- Draw a face on the board. Point to the face and ask *What's this?* Point to the ears, eyes, and nose and ask *What's this? / What are these?*
- Draw a stick person. Point to the body as a whole and ask *What's this?* Elicit or teach the word *body*. Point to the arms, legs, hands, and fingers and ask *What's this? / What are these?*
- Next to the stick person, draw a lion with big paws and a long tail. Teach or elicit *paws* and *tail* in the same way as above. Say them for children to repeat. Write the words on the board.

#### 1 Point to parts of the body. Say the words.

- Ask children to look at the pictures on the Class Book page. Ask children to predict what the text is about (*it is instructions for how to make a paper lion*).
- Point to different parts of the lion's *body* for children to say the words in chorus.
- If you wish, ask children to work in *pairs*. They take turns to point to different parts of the body and say the words.

#### ANSWERS

face, body, legs, paws, tail, eyes, nose, ears

#### 2 Listen and read. 38

- Play the recording for children to listen and follow the text in their books.
- Play the recording a second time. Answer any questions they have.
- Ask simple comprehension questions about the text, e.g. *What's this? Where's the tail? What colour is it? Is it a bird?*
- Look at the text again and read the captions as a class.
- Ask individual children to read different captions.

#### 3 Read again. Number the pictures in the correct order.

- Ask children to look at the pictures again. As preparation for the task, play the recording again and ask children to point to the pictures in Exercise 3 as they hear them described.
- Ask a child to read the text next to picture 1 aloud. Ask children which is the correct picture (*the second picture*). Show children the example answer / in the box.
- Allow time for children to look at the other pictures and number them in the correct order.
- Go through the answers as a class. Write up the answers on the board.

#### ANSWERS

(in order on page) 3, 1, 4, 2

#### Optional activity

- See instructions on carrying out PMB Cut and make activity 1 on Teacher's Book page 124.
- Divide the class into groups of four to six. Give each child a copy of the lion PMB page and each group some colouring pencils, scissors, and a glue stick.
- Ask children to follow the instructions from Exercise 2 and make their own lions.

#### Optional activity

- Tell children you are going to play a drawing game to practise the vocabulary from this unit and the language from the reading text.
- Give each child a piece of plain paper or ask them to take a sheet out of their notebooks. Make sure that you also have a piece of paper for yourself.
- Give the instruction *Fold your paper. Fold your paper again*. As you do this, demonstrate folding the paper widthways into three equal sections.
- Unfold the paper. Point to the top section. Say *Draw a face*. After they have drawn the face, ask children to fold the paper backwards (so that the face is on the back and can't be seen) and pass it to the child on their right.
- Repeat the process. Ask children to draw a body and arms in the second section and some legs in the third section.
- When they have finished, children unfold their paper to see the complete pictures.
- You could extend this activity by giving colouring instructions, e.g. *Colour the eyes blue*.

#### Further practice

Workbook page 24

PMB page 36 (Cut and make 1)

# Lesson Six CB PAGE 25

**Tools D** Digital classroom • Unit 3 • Writing

## Skills Time!

### Skills development

Listening: listen and order pictures

Speaking: describe an animal's features \_\_\_\_\_

Writing: identify full sentences; count sentences; write about your body (Workook) \_\_\_\_\_

### Language

Recycled: vocabulary and structures seen previously

Extra: long

### Materials

CD 39; a paper lion puppet from the previous lesson (optional); a piece of plain paper for each child; a set of colouring pencils for each group of four to six children; two or three flashcards from previous units \_\_\_\_\_

### Warmer

- Ask the class to stand up. Give instructions, e.g. *Point to your eyes / nose / legs / hand.*
- Now tell the class *You are lions.* Give the instructions *Point to your legs / tail.* Ask *Where are your paws?* Children should show you all four of their 'paws'.

### Lead-in

- Point to the picture of the lion on Class Book page 24 and ask *What is it? What colour is the lion? What colour are the lion's eyes?* Alternatively, use one of the puppets from the previous lesson.
- Ask children to look at the pictures on page 25. Point to the different animals in turn and ask *What's this? What colour is it?*

### 1 Listen and number. 39

- Explain that you are going to play a recording of people describing the different animals. The descriptions will be given in a different order from the pictures in the Class Books. Play the recording through once.
- Explain that children have to listen and number the pictures in the order that they hear the animals described.
- Play the first part of the recording, then ask *Which picture is it?* Children point to the goat. Show them the example answer in their books.
- Play the rest of the recording, pausing after each description for children to number the picture.
- Play the recording again for children to complete their answers. Go through the answers with the class.

### Transcript

- 1 It's brown. It's got green eyes and two ears. It's a ... goat.
- 2 It's brown and white. It's got a black nose and brown eyes. It's a ... dog.
- 3 It's yellow. It's got a brown nose and a yellow face. It's a ... lion.
- 4 It's got black legs and green eyes. It's got a long tail. It's a ... cat.

### ANSWERS

(in order on page) 2, 3, 1, 4

## 2 Look at the pictures again. Ask and answer.

- Draw attention to the speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask two children to read them for the class.
- Ask children to look at the picture of the dog. Elicit the following description from the class: *It's brown. The nose is black. The tail is brown.*
- Ask children to work in pairs. They take turns to describe the animals for their partner to guess.
- Monitor the activity, checking for intonation. Encourage children to give as much information as they can about each animal.
- Ask some of the children to describe animals for the rest of the class to guess.

### Optional activity

- Divide the class into groups of four to six. Tell children that they are going to draw an animal they know in English (a bird, cat, dog, goat, or lion).
- Give each child a piece of paper and each group a set of colouring pencils. Children draw their animals and colour them in (they don't have to be their 'real' colours).
- Children take turns to describe their animals to other members of their group.

## 3 Circle each sentence. Then count.

- Copy the first two sentences from Exercise 3 onto the board.
- Look at the example together on the board. Ask the class to read out the first sentence, then circle it. Do the same with the second sentence. Count the circled sentences on the board and write the number (2).
- Ask children to look at the exercise in their Class Books. Allow time for children to circle the sentences and then count them.
- Go through the answers with the class. Ask individual children to come to the front and circle the sentences. Then count up the total number of sentences together.

### ANSWERS

This is my paper toy (It's a lion.)  
Colour the face and the body. (Fold the face and the tail.)  
Cut out the four legs. Stick on the legs and the paws)  
 There are 6 sentences.

**NOTE:** Now go to Workbook page 25 for children to practise writing about their body.

## Review 1 CB PAGES 26-27

REVIEW ANSWER KEY, TB PAGE 116

### Further practice

Workbook page 25

Values worksheet, PMB page 7

Testing and Evaluation Book

• Unit 3 test, page 9

• Summative test 1, page 10

• Skills test 1, page 12

• Student MultiROM • Listen at home •

• Track 12 (Words and phrases), Track 13 (Song), Track 14 (Phonics)

## Lesson One

CB PAGE 28

Oxford  
iTools  
ID Digital classroom • Unit 4 • Words/Story

## Words

## Lesson objectives

- To identify different jobs
- To understand a short story

## Language

Core: *teacher, pupil, housewife, fireman, pilot*Extra: *Grandma, Grandpa, meat, hero*

## Materials

CD 40-42; Story poster 4; Jobs flashcards 46-50

## Warmer

- Sing *Ten fingers on my hands* from page 22 to warm up the class.

## Lead-in

- Use flashcards 46-50 to introduce the vocabulary. Hold up each card in turn and say the words. Say the words again so that children can repeat after you.
- Hold up each card again. Ask *Who's this?* for children to say the word.

## 1 Listen, point and repeat. 40

- Ask children to open their Class Books and look at the job pictures.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Hold up flashcards 46-50 one at a time and ask individual children to say the words.

## Transcript

Listen and point.

teacher, pupil, housewife, fireman, pilot

pilot, housewife, fireman, pupil, teacher

Listen and repeat.

teacher, pupil, housewife, fireman, pilot

## 2 Listen and chant. 41

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat (more than once if necessary). This time they can point to the correct flashcard as they hear it.

## Transcript

teacher, teacher, teacher

pupil, pupil, pupil

housewife, housewife, housewife

fireman, fireman, fireman

pilot, pilot, pilot

## Optional activity

- Ask children to close their books. Encourage the class to say the chant from memory. Help if necessary. Control the tempo so that children speak slowly from beginning to end.
- Begin the chant again, slightly faster than before.
- Continue in this way until the chant is so fast that children can't keep up.

## 3 Listen and read. 42

- Use Story poster 4 to present the story. Point to different characters and ask *Who's this?*
- Ask pupils if they can find any jobs words in the story (*teacher, pupil, housewife, fireman*).
- Talk about each frame in turn with the class. Ask *What's happening?*
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *Is Tim a pilot? Is Grandma a housewife? Who's a hero?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Give each child in the class a number from one to five.
- Explain that each of the number ones are housewives, twos are firemen, threes are pupils, fours are teachers, and fives are pilots.
- Tell children that you are going to play the story again. They should listen without looking at their books. Every time they hear their job word, they clap their hands.
- Play the story for children to listen for their words and clap at the right times.

## Further practice

Workbook page 28

## Grammar

### Objectives

To say what people's jobs are

To choose between *he* and *she* for describing people

To act out a story

### Language

Core: *He's / She's a teacher. Is he / she a teacher?*

*Yes, he is. / No, she isn't.*

### Materials

CD 42; Story poster 4; Jobs flashcards 46-50; pictures of boys and girls (optional)

### Warmer

- Play a miming game with the class to revise jobs words. Pretend that you are putting out a fire with a hose. Ask the class to guess *your* job.
- Invite a child to come to the front of the class. Give him / her one of the jobs flashcards. *He / She* mimes for the class to guess the job.
- Repeat with other children.

### Lead-in

- Hold up Story poster 4 and ask *What happened in the story? Can you remember the jobs?*

### 1 Listen to the story again and repeat. Act. 42

- Ask children to turn to the story on page 28 of their Class Books.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of five. Each child chooses a different role: *Billy, Tim, Rosy, Grandma, or Grandpa*. If your class doesn't divide equally into groups of five, children in some groups could have more than one *role*: *Tim* doesn't have a speaking part, so could double up with another character.
- Ask children to look at the pictures again. As a class, decide on the actions for each part of the story (see *suggestions* below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

### Story actions

**Picture 1:** Rosy points to Billy, who is writing on the board. Tim puts up his hand.

**Picture 2:** Billy points to Grandma. Grandma adds salt to the pan.

**Picture 3:** Rosy and Billy point to the pan, horrified.

**Picture 4:** Grandpa puts out the fire with the extinguisher. Billy holds up his hands and cheers. Grandma looks shocked.

## 2 Look and say.

- Look at each picture in turn and ask children what they can see.
- Copy the sentences and questions from the Class Book onto the board, leaving spaces for the jobs words.
- Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *She's a pilot. Is she a housewife?* Children repeat the new sentences chorally.
- Ask individual children to come to the front and substitute a flashcard to make a new sentence.
- Practise the sentences and questions with the class.
- Ask children to look at the pictures in their Class Books. Say the sentences and questions for children to repeat.
- Draw attention to the grammar box. Show children how we make the short forms *She's* and *He's* by writing the words first in the long form (*He is*) and then in the short form (*He's*) on the board.

## 3 Write.

- Write the words *He* and *She* on the board. Point to each word and then to boys and girls in the class as *appropriate*. Then point to children and the class say either *He* or *She*. If the class isn't mixed, show children pictures of a boy and girl and carry out the same exercise.
- Show a picture of a female nurse and say *He or she?* Children reply with the correct pronoun. Go on to say *He's a nurse. Yes or no?* The class responds with *No*, then corrects the sentence to *She's a nurse*.
- Ask a child to read the example answer in the Class Book. Children write *He's* or *She's* at the beginning of the other sentences.
- Go through the answers. Ask children to say the sentences in chorus.
- Ask individual children to read the sentences aloud to the class.

### ANSWERS

- |                      |                   |
|----------------------|-------------------|
| 1 She's a housewife. | 3 He's a fireman. |
| 2 He's a pilot.      | 4 She's a pupil.  |

## 4 Say and answer.

- Model the dialogue with a child. Put children in pairs. Ask one of the pairs to read the example for the class.
- Describe another picture for the children to say the number.
- Ask children to work with their partners, taking turns to point to the pictures and describe them for their partners to guess. Monitor and help where necessary.
- Ask different children to describe pictures for the class to say the number.

### Optional activity

- Ask children to turn back to the story on page 28 of their Class Books.
- They take turns to describe the characters for their partners to guess, e.g. Child 1: *She's a housewife.* Child 2: *Grandma!*

### Further practice

Workbook page 29

Grammar reference, Class Book page 108

Student MultiROM • Unit 4 • Grammar

# Lesson Three CB PAGE 30

iTools D Digital classroom • Unit 4 • Song

## Song

### Objectives

- To identify more jobs words \_\_\_\_\_
- To use different jobs words in the context of a song \_\_\_\_\_

### Language

Core: *doctor, policeman, farmer*

Extra: *kind, meet, lane, again*

Recycled: Jobs words \_\_\_\_\_

### Materials

CD 43-44; Jobs flashcards 46-53; one coloured pen for each child; one large piece of paper for each group of four to six (optional); PMB page 37 (Cut and make 2) pages and materials (see Teacher's Book page 125)

## Warmer

- Play *Mime the word* (see page 20) with flashcards 46-50 to revise the jobs words that children have learnt so far.

## Lead-in

- Use flashcards 51-53 to introduce the three new jobs words. Hold up the cards one at a time and say the words for children to repeat.

### 1 Listen, point and repeat. 43

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 51-53 one at a time and ask individual children *What's this?*

## Transcript

Listen and point.

doctor, policeman, farmer

farmer, policeman, doctor

Listen and repeat.

doctor, policeman, farmer

### 2 Listen and sing. 44

- Ask children to look at the pictures. Point to the different people and ask who they are. Ask what they think the people are doing (*they are meeting and greeting each other*).
- Explain the unfamiliar words or phrases (*to meet in a lane*). Explain that the plural form of *policeman* is *policemen*.
- Play the recording for children to listen and point to the pictures when they hear the three new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

## 3 Sing and do.

- Ask children to look at the pictures of the people. Point to each one in turn for children to tell you their jobs. Then look at the boy to see what he's doing.
- Explain that to do the actions for the song children have to move their fingers up and down as if they were the different people. They start with their thumbs, which are the doctors.
- If you wish, give each child a coloured pen and allow them to draw faces on their fingers as the boy in the picture has done.
- Play the recording for children to sing the song and do their actions.

### Optional activity

- See instructions on carrying out the PMB Cut and make activity 2 on Teacher's Book page 125.
- Divide the class into groups of four to six. Give each child a copy of the PMB page and each group a glue stick and some scissors. Children make the puppets in their groups. If you wish, each child could colour and cut out one of the puppets on the page.
- Children sing the song again using the puppets.

**NOTE:** Collect the puppets in at the end of the lesson to use again in Lesson 5.

### Optional activity

- Divide the class into groups of four to six. Children can turn their chairs around to work with the children behind them.
- Give each group a large piece of paper and a flashcard (use the flashcards from this lesson and from Lesson 1) and some coloured pens.
- The groups write a verse of the song for the job shown on their flashcard. Children then illustrate their posters with a picture of the two people meeting.
- Collect in the posters and display them on the wall. Use them to revise the song in future lessons.

### Culture note: Family and work in Britain

In a typical British family, both parents work, often with mothers working part-time, especially if their children are below school age. Employers are required by law to do their best to offer flexible or part-time working arrangements for women with children wherever possible.

Employers must also offer six months' paid maternity leave, followed by a further six months' unpaid leave if the woman chooses to take it. Because of this, many women return to work some time between six months and a year after their child is born. However, the rising cost of nursery care has meant that some mothers are choosing not to return to work until their children reach pre-school age.

### Further practice

Workbook page 30

Picture dictionary, Workbook page 110

Extra writing worksheet, PMB page 8

Cut and make 2, PMB page 37

Student MultiROM • Unit 4 • Words, Song

## Lesson Four

CB PAGE 31

Oxford  
iTools 1 Digital classroom • Unit 4 • Phonics

### Phonics

#### Objectives

To recognize the upper- and lower-case forms of the letters *m*, *n*, *o*, and *p* and associate them with their corresponding sounds \_\_\_\_\_

To pronounce the sounds /m/, /n/, /o/, and /p/ on their own and at the beginning of words \_\_\_\_\_

To learn the names of the letters *m*, *n*, *o*, and *p* \_\_\_\_\_

#### Language

Core: *mum*, *nurse*, *orange* (*n*), *pen* \_\_\_\_\_

Extra: *eat*, *write* \_\_\_\_\_

#### Materials

CD 45-47; Phonics cards 9-12 (for revision) and 13-16 (Mm, Nn, Oo, Pp) \_\_\_\_\_

#### Warmer

- Put phonics cards 9-12 on the board and see whether children can remember the words which go with them.
- Play the CD and say the chant from page 23 to revise the sounds that *i*, *j*, *k*, and *l* make.

#### Lead-in

- Write *Mm*, *Nn*, *Oo*, and *Pp* on the board. Point to each one in turn and say the letter name and then the sound for children to repeat.
- Say the sounds again as children draw the letters in the air.
- Below the letters, write the corresponding words *mum*, *nurse*, *orange*, *pen*. Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat.
- Hold up phonics cards 13-16, one at a time. Say the words for children to repeat. Hold up the cards, one at a time, showing the sounds. Say the sound for children to repeat.

#### 1 Listen, point and repeat. 45

- Ask children to look at the letters in their Class Books.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part of the recording for children to repeat the letter names, sounds, and words in chorus.
- Play the recording a final time for individual children to say the sounds and words for the class.

#### Transcript

Listen and point.

Letter M /m/ mum, Letter N /n/ nurse, Letter O /o/, orange,

Letter P /p/ pen

Listen and repeat.

Letter M /m/ mum, Letter N /n/ nurse, Letter O /o/, orange,

Letter P /p/ pen

#### 2 Listen and chant. 46

- Play the recording for children to listen to the chant.
- Put phonics cards 13-16 in different places around the room. Play the recording again for children to point to the cards as they hear the words.
- Play the chant once more for children to repeat each line. Repeat, and encourage children to follow the chant in their books.

#### 3 Listen to the sounds and join the letters. 47

- Elicit the three images in the activity (*mum*, *pen*, and *orange*). Ask *What has the nurse got?*
- Play the recording for children to listen and link the letters.
- Play the recording again for children to check their answers. Repeat.
- Ask *What has the nurse got? (an orange)*. Then elicit the sounds children heard one by one, and write them on the board so they can check their maze.

#### Transcript

/m/ mum /n/ nurse /o/ orange /m/ mum /p/ pen /p/ pen M orange

#### ANSWER

The nurse has got an orange.

#### 4 Read and circle the sounds *m*, *n*, *o*, *p* at the start of the words.

- Ask children to look at the pictures and tell you what they can see.
- Read the text for children to follow in their books. Write the first line on the board.
- Ask children to look at the circled *m* at the beginning of *mum*. Draw a circle around the *m* on *mum* on the board. Ask them to find and circle other examples of *m*, *n*, *o*, and *p* at the beginning of words in their books.
- Children find and circle the starting letters for the rest of the chant in their books. As they are working, write the rest of the chant on the board. Go through the answers, asking children to come up and circle letters on the board.

#### ANSWERS

My mum is a nnurse.

She's got an orange and a pen.

She can eat the orange.

She can write with the pen.

#### Optional activity

- Tell children that you are going to say some sentences containing words beginning with the sounds from this lesson: *My dad is a pilot. Is this an orange? What's your name? This is my mum.*
- Read out each sentence in turn. When they hear words beginning with /m/, /n/, /o/, or /p/, they should tap the table. They then say the sound and repeat the word.

#### Further practice

Workbook page 31

Student MultiROM • Unit 4 • Phonics

## Skills Time!

### Skills development

Reading: read and understand a description of a family; develop reading skills (inferring, comprehension)

### Language

Recycled: vocabulary and structures seen previously

Extra: *brother, family, happy, uncle*

### Materials

CD 48; Jobs flashcards 47, 49, 51; Phonics card 14; red, blue, green and yellow pencils for each group of four children; PMB finger puppets from Lesson 3

### Warmer

- Energize the class by singing *Two kind doctors* from page 30.
- If your class made the finger puppets in Lesson 3, bring them out to 'act' out the song.

### Lead-in

- Ask children to look at the pictures. Explain that the first picture shows a girl called *Milly*. Ask who children think are in the other pictures.
- Encourage children to predict what the text is about (*Milly is talking about photos of the members of her family*).

### 1 Point to the jobs. Say the words.

- Point to the picture of *Milly's* mum. Say *She's a nurse*.
- Ask children to work in pairs and look at the different jobs in the pictures. They take turns to point to the pictures and say the jobs words.
- Go through each picture in turn. Children say the job word for each one.

### ANSWERS

fireman, nurse, doctor, pupil

### 2 Listen and read. 48

- Point to the first picture and say *This is Milly. She has got some photos of her family*. Explain that they are going to read and listen to her talking about her family.
- Play the recording for children to listen and follow the text in their books.
- Play the recording a second time. Answer any questions they have.
- Check comprehension by asking simple questions, e.g. *Is Dad a policeman? Is Mum a housewife? Is Grandpa a doctor? Are they a happy family?*

### 3 Read again. Write Yes or No.

- Ask children to look at the pictures again. Ask more questions about the family, e.g. *Is Milly eight? Is Dad a fireman? Is Joe a pupil?* Children answer Yes or No.

- Ask children to look at the exercise in their Class Books. Ask a pair of children to read the example question for the class.
- Allow time for children to re-read the text and answer the rest of the questions and answer individually.
- Monitor the activity and help where necessary.
- Go through the answers with the class. Read the questions for children to say the answers in chorus.

### ANSWERS

1 No 2 Yes 3 No 4 Yes

### Optional activity

- Ask children to close their books and tell them that they are going to play a memory game.
- Write the words *Milly, Joe, Dad, Mum, and Grandpa* on the board.
- Give out the fireman, pupil, nurse, and doctor flashcards to four different children.
- The children come to the front of the class and put the cards next to the correct names on the board.
- Allow the rest of the class to say whether they agree or disagree and then ask children to look at the story again to check whether they were right.

### Optional activity

- Use the finger puppets to play more games.
- Children work in groups of five with each child using one finger puppet.
- The child with the pupil finger puppet 'introduces' the other puppets in turn, saying e.g. *This is my dad. He's a policeman. The puppets 'nod' when they are introduced.*
- Swap puppets so that new children are introducing the others.

### I Further practice

| Workbook page 32

# Lesson Six CB PAGE 33

Oxford  
Tools Digital classroom • Unit 4 • Writing

## Skills Time!

### Skills development

Listening: identify people by their jobs; listen for specific information

Speaking: ask and answer questions about jobs

Writing: identify capital letters and full stops; write about your family (Workbook)

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 49; Jobs flashcards 46-53

### Warmer

- Play *Musical cards* (see page 19) with the jobs flashcards. When the music stops, children have to hold up the picture they are holding and say, e.g. *She's a housewife*.

### Lead-in

- Ask children *What can you remember about Milly and her family from the last lesson?*
- Ask children to look at the pictures on page 33. Ask who they can see, and what their jobs are.

### 1 Listen and number. 49

- Tell children that they are going to hear four sentences about the people. Explain that they have to listen and number the pictures in the order they hear the people described. Play the whole recording through once.
- Play the first part of the recording, then ask *Which picture is it?* Children point to Grandpa. Show them the example answer in their books.
- Play the rest of the recording, pausing after each description for children to number the picture.
- Play the recording again for children to complete their answers. Go through the answers with the class.

### Transcript

- 1 This is Milly's grandpa. He's a doctor.
- 2 Milly is happy. She is seven. She's a pupil.
- 3 And there is Milly's dad. He's a fireman.
- 4 Milly's mum is a nurse.

### ANSWERS

- 1 grandpa 2 Milly 3 dad 4 mum

### 2 Point, ask and answer.

- Draw attention to the questions in the Class Book. Read the first question aloud for children to repeat. Then read the answer for children to repeat.
- Say the question again, but hold up a different job flashcard for children to complete the new sentence.
- Repeat the procedure using different flashcards. Encourage the class to make the questions themselves.

- Put children in pairs. Tell them that they are going to ask and answer questions about the pictures.
- Ask one pair to read out the example for the class. Choose a second pair and ask them to ask and answer questions about picture 2.
- Children take turns to point to the pictures and ask questions for their partner to answer.

### Optional activity

- Play a guessing game with the class. Take one of the jobs flashcards and hold it so that the picture is facing you. Children have to make guesses, e.g. *Is it a teacher?* until they name the job correctly.
- Repeat with other cards.

### 3 Circle the capital letters and full stops.

- Copy the example sentence onto the board. Circle the capital letter at the beginning of the sentence and the full stop at the end.
- Write another sentence on the board. Ask a pupil to come up to the board and circle the capital letter and full stop.
- Rub out the capital letter and full stop. Ask a different pupil to come to the front and write them back in.
- Ask children to look at the exercise in their Class Books. Allow time for them to circle the capital letters and full stops in the sentences.
- Go through the answers on the board.

### ANSWERS

- 1 We're pupils.
- 2 He's a farmer.
- 3 This is my mum.
- 4 She's a nurse.
- 5 We're a happy family.
- 6 This is my uncle.

### Optional activity

- Ask children to choose two more sentences from the text on page 32 of their Class Books.
- Children copy down the sentences and circle the capital letters and the full stops.

**Now** Now go to Workbook page 33 for children to practise writing about their family.

### Further practice

Workbook page 33

Values worksheet, PMB page 9

Unit 4 test, Testing and Evaluation Book page 14

Student MultiROM • Listen at home •

- Track 15 (Words and phrases), Track 16 (Song), Track 17 (Phonics)

## Lesson One CB PAGE 34

Oxford  
iTools Digital classroom • Unit 5 • Words/Story

## Words

## Lesson objectives

To identify things in the park \_\_\_\_\_

To understand a short story \_\_\_\_\_

## Language

Core: *seesaw, slide, net, swing, tree* \_\_\_\_\_Extra: *goal, good try, under, on, in, where* \_\_\_\_\_

## Materials

CD 50–52; Story poster 5; The park flashcards 54–58

## Warmer

- Energize the class by singing *Two kind doctors* from page 30.

## Lead-in

- Use flashcards 54–58 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words children don't know.

## 1 Listen, point and repeat. 50

- Ask children to open their Class Books and look at the pictures of things from the park.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Hold up flashcards 54–58 one at a time for individual children to say the words.

## Transcript 50

Listen and point.

seesaw, slide, net, swing, tree

net, seesaw, tree, slide, swing

Listen and repeat.

seesaw, slide, net, swing, tree

## 2 Listen and chant. 51

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat (more than once if necessary).
- Put the flashcards around the room. This time children can point to the correct flashcard as they hear it.

## Transcript

seesaw, seesaw, seesaw

slide, slide, slide

net, net, net

swing, swing, swing

tree, tree, tree

## Optional activity

- Ask children to choose different actions for each of the things in the chant (e.g. they could hold their hands out like branches for a tree and jump to save a goal in the net).
- Children do the chant again with the actions they have invented.

## Optional activity

- Play a game to practise the vocabulary from this unit and revise the grammar structures from the last unit.
- Ask a child to stand up. Hold the flashcards face down and ask him / her to choose one without showing the rest of the class. Tell the class they have to ask questions to find out what the flashcard is, e.g. *Is it a swing?*
- When children have guessed the word, take the card, shuffle it with the others and place them face down for a different child to choose one. Play the game again.


## 3 Listen and read. 52

- Use Story poster 5 to present the story. Ask children to name as many things in the pictures as they can.
- Talk about each frame in turn with the class. Ask children *What's happening?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen and point to the pictures. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *What game are Tim and his dad playing? Where's the ball? Where does it go? Who gets a goal?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Further practice

Workbook page 34

## Lesson Two CB PAGE 35

Tools  Digital classroom • Unit 5 • Grammar

### Grammar

#### Objectives

To ask questions with *Where's...* \_\_\_\_\_

To describe positions using *in, on, and under* \_\_\_\_\_

To act out a story \_\_\_\_\_

#### Language

Core: *Where's the ball? It's in/on/under the bag.* \_\_\_\_\_

#### Materials

CD 52; Story poster 5; The park flashcards 55, 57, 58; classroom objects - pencil, rubber and ruler (optional)

#### Warmer

- Play a game of *Word chain* (see page 19) to revise vocabulary from the previous lesson.

#### Lead-in

- Point to Story poster 5 and ask children what happened in the story.
- Cover the poster and ask children which new words about the park appeared in the story (*slide, seesaw, net*).

#### 1 Listen to the story again and repeat. Act. 52

- Ask children to turn to the story on page 34 of their Class Books. Check how many objects they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into pairs. One child is Tim and the other is Dad.
- Ask children to look at the different actions that Tim and Dad do in the story (see below for suggestions).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the pairs to come to the front of the class to act out the story.

#### Story actions

Picture 1: Tim kicks the ball.

Picture 2: Dad looks about, confused, looking for the ball. Tim looks under the seesaw.

Picture 3: Dad points to the slide. Tim and Dad watch the ball rolling down the slide, following it with their heads.

Picture 4: Dad and Tim throw their hands into the air.

#### Optional activity

- Show children how to create the scene on their desks using their school things, i.e. a ruler balancing over a pencil can be a seesaw; another ruler or a book can be a slide; a rubber can be the football.
- Children act out the story in pairs, using their fingers to represent Tim and his dad running and kicking the ball.

#### 2 Look and say.

- Put a pen on top of your bag. Ask *Where's the pen?* to elicit *It's on the bag*. Repeat, placing the pen inside the bag, then underneath it, to elicit *It's in the bag* and *It's under the bag*. Repeat with other objects.
- On the board, write *Where's the ball?* followed by three answers with flashcards for the final words, i.e. *It's in the (tree flashcard)*. *It's on the (swing flashcard)*. *It's under the (slide flashcard)*.
- Point to each sentence for children to read it aloud, finishing it with the flashcard word.
- Ask children to look at the pictures in their books and ask what they can see. Then they look at the questions and answers. Read them aloud, pausing for children to repeat.
- Draw attention to the grammar box. Show children how we make the short form *Where's* by writing the words separately and then together on the board.

#### 3 Write.

- Draw a tree on the board. Draw a ball on top of it, another one in its branches and a third one under it. Number the balls 1 to 3. Below the tree, write three identical sentences numbered 1 to 3: *The ball is \_\_\_\_\_ the tree.*
- Point to the first ball and ask *Where's the ball?* to elicit *It's on the tree*. Write the missing word in your first sentence.
- Repeat with the other balls to elicit the second and third sentences.
- Ask children to look at the exercise in their Class Books. Read the example together.
- Allow time for children to complete the rest of the sentences individually.
- Go through the answers with the class.

#### ANSWERS

- It's under the tree.
- It's on the seesaw.
- It's under the swing.

#### 4 Point, ask and answer.

- Draw attention to the speech bubbles. Model the question and answer with a child in the class.
- Ask children to work in pairs to ask and answer similar questions using the pictures in Exercise 4.
- Monitor and help where necessary.

#### ANSWERS

- Where's the ball? It's under the tree.
- Where's the ball? It's under the slide.
- Where's the ball? It's on the net.
- Where's the ball? It's on the slide.
- Where's the ball? It's in the net.

#### Optional activity

- Draw a slide, a net, and a swing on the board.
- Ask a child to come to the front. Say *The ball is under the slide*. Invite them to draw the ball in the correct place.
- Invite other children to come and draw the ball somewhere else, e.g. tell them *The ball is on the swing*.

#### Further practice

Workbook page 35

Grammar reference, Class Book page 108

 Student MultiROM • Unit 5 • Grammar

# Lesson Three CB PAGE 36

iTools D Digital classroom • Unit 5 • Song

## Song

### Lesson objectives

To identify more park words

To use park words in the context of a song

### Language

Core: *pool, ice cream, frisbee*

Extra: *cool, nice, park (n), play (v)*

Recycled: park words

### Materials

CD 53-54; The park flashcards 54-61

## Warmer

- Ask the class to tell you as many park words as they can remember from the first vocabulary set. As they say the words, put the appropriate flashcards on the board.
- Play *Where was it?* with the class (see page 19).

## Lead-in

- Use flashcards 59-61 to introduce the three new words. Hold up the cards one at a time and say the words for children to repeat.
- Put the flashcards in different places around the room. Say the words for children to point to the correct flashcard and repeat.

## 1 Listen, point and repeat. 53

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Ask individual children to say the words for the class.

## Transcript

Listen and point.

pool, *ice cream, frisbee*

ice cream, frisbee, pool

Listen and repeat.

pool, *ice cream, frisbee*

### Optional activity

- Play *What's missing?* with the class to practise all the vocabulary from the unit (see page 20).
- Shuffle flashcards 54-61 together. Take one of the cards out and put it face-down on the table.
- Put the rest of the cards on the board. Explain to the class that one card is missing. The children have to guess the missing item.
- Take the cards down from the board, shuffle and repeat.

## 2 Listen and sing. 54

- Ask children to look at the pictures. Point to the things in the pictures one at a time and ask different children *What's this?*
- Play the recording for children to listen and point to the pictures when they hear the three new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

## 3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see suggestions below).
- Practise the actions with the class.
- Play the recording for children to sing the song and do their actions.

## Song actions

seesaw - move forearm up and down from the elbow

pool - swimming action

ice cream - hold and eat an ice cream

frisbee - throw a frisbee with one hand

ball - catch a ball with two hands

slide - use hand to mime going down a slide

### Optional activity

- Go around the class, assigning different park words from the song to the children so that there are several seesaws, pools, ice creams, frisbees, balls, and slides around the room.
- Play the song again. When children hear their word they wave their arms in the air.

### Culture note: Parks in Britain

Town planners in Britain consider it very important that the public have access to open areas which aren't built up, and most towns in Britain have at least one park. These are typically used for sports such as jogging, for picnics, and especially for children to play in. There is usually a children's play area with swings, slides, seesaws, and climbing frames. There may also be a sand pit for younger children. You can often buy ice creams from the park cafe or kiosk, or there may be an ice cream van that visits the park. Some of the large city parks, such as Hyde Park and Hampstead Heath in London, have lakes or lidos that the public can swim in.

### Further practice

Workbook page 36

Picture dictionary, Workbook page 110

Extra writing worksheet, PMB page 10

Student MultiROM • Unit 5 • Words, Song

## Lesson Four CB PAGE 37

Oxford  
Tools Digital classroom • Unit 5 • Phonics

### Phonics

#### Lesson objectives

To recognize the upper- and lower-case forms of the letters *q*, *r*, *s*, *t*, and *u* and associate them with their corresponding sounds

To pronounce the sounds /kw/, /r/, /s/, /t/, and /ʌ/ on their own and at the beginning of words

To learn the names of letters *q*, *r*, *s*, *t*, and *u*

#### Language

Core: *queen*, *rabbit*, *sofa*, *teddy*, *umbrella*

#### Materials

CD 55..... 57; Phonics cards 13–16 (for revision) and 17–21 (Qq, Rr, Ss, Tt, Uu)

#### Warmer

- Start to write the letters of the alphabet on the board and ask children to continue the list (up to the letter *p*) from their previous phonics lessons. Then ask them to give you the words that began with the letters *m* to *p* (*mum*, *nurse*, *orange*, *pen*). Use phonics cards 13–16 to prompt if necessary.
- Play the CD and say the chant from page 31 to practise the most recent sounds.

#### Lead-in

- Write *Qq*, *Rr*, *Ss*, *Tt*, and *Uu* on the board. Point to each one in turn and say the letter name and then the sound for children to repeat.
- Say the sounds again as children draw the letters in the air.
- Below the letters, write the corresponding words *queen*, *rabbit*, *sofa*, *teddy*, *umbrella*. Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat.
- Hold up phonics cards 17–21, one at a time. Say the words for children to repeat. Hold up the cards, one at a time, showing the sounds. Say the sound for children to repeat.

#### 1 Listen, point and repeat. 55

- Ask children to look at the letters in their Class Books.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part of the recording for children to repeat the letter names, sounds, and words in chorus.
- Play the recording all the way through for children to point to the words and then repeat them.

#### Transcript 55

Listen and point.

Letter Q /kw/ queen, Letter R /r/ rabbit, Letter S /s/ sofa,

Letter T /t/ teddy, Letter U /ʌ/ umbrella

Listen and repeat.

Letter Q /kw/ queen, Letter R /r/ rabbit, Letter S /s/ sofa,

Letter T /t/ teddy, Letter U /ʌ/ umbrella

#### 2 Listen and chant. 56

- Play the recording for children to listen to the chant.
- Put phonics cards 17–21 in different places around the room. Play the recording again for children to point to the cards as they hear the words.
- Play the chant once more for children to repeat each line. Play the chant again for them to follow the chant in their books.

#### Optional activity

- Give phonics cards 17–21 to five different children. Tell the class that they are going to do the chant again. When children hear their word they hold up their card. The rest of the class points to it.

#### 3 Listen to the sounds and join the letters. 57

- Elicit the three images in the activity (*queen*, *teddy*, and *rabbit*). Ask *What has the queen got?*
- Play the recording for children to listen and link the letters to find out what the queen has got.
- Play the recording again for children to check their answers. Repeat.
- Ask *What has the queen got? (a teddy)*. Then elicit the sounds children heard one by one, and write them on the board so they can check their maze.

#### Transcript

/kw/ queen /ʌ/ umbrella /t/ teddy /s/ sofa /r/ rabbit /kw/ queen /t/ teddy

#### ANSWER

The queen has got a teddy.

#### 4 Read and circle the sounds *q*, *r*, *s*, *t*, *u* at the start of the words.

- Ask children to look at the pictures. Point to the different things and say *What's this?*
- Read the text for children to follow in their books. Write the first line on the board.
- Ask children to look at the circled *q* at the beginning of *queen*. Draw a circle around the *q* on *queen*.
- Children find and circle other examples of *q*, *r*, *s*, *t*, and *u* at the beginning of words in their books. Write the rest of the chant on the board. Go through the answers with the class, asking them to come up and circle letters on the board.

**NOTE** If necessary, remind children that you are asking them to find the letters that sound like /t/. If they highlight the *t* in *the*, explain that this is a different sound from /θ/ which they will see later.

#### ANSWERS

The Queen is on the sofa.

The Queen has got a rabbit.

The teddy is on the sofa.


The teddy has got an umbrella.

#### 1 Further practice

1 Workbook page 37

2 Student MultiROM • Unit 5 • Phonics

## Lesson Five CB PAGE 38

**iTools**  Digital classroom • Unit 5 • Reading

### Skills Time!

#### Skills development


Reading: read and understand a text about a picture

#### Language

Recycled: vocabulary and structures seen previously

Extra: *boy, girl, football, help (v)* \_\_\_\_\_

#### Materials

CD  58; Toys flashcards 30–37; The park flashcards 54–61

### Warmer

- Sing *Toys, toys, toys, toys!* from page 16 to revise toys vocabulary.

### Lead-in

- Ask children to look at the picture and name as many objects as they can. Point out, if necessary, that there are toys in the picture as well as park objects.
- Ask children to try to predict what the text is about (*children in a park*).

### 1 What can you see in the park? Point and say.

- Ask children to look at the picture again. Point to different things in the park for children to say the words in chorus.
- If you wish, ask children to work in pairs. *They* take turns to point to different things in the park and say the words.

#### ANSWERS

Park things: net, swing, slide, trees, frisbee

Toys: doll, kite, car

### 2 Listen, read and point. 58

- Ask how many children are in the park. Ask what they are doing. Tell the class they are going to read about children describing their toys.
- Play the recording for children to listen and follow the text in their books.
- Play the recording a second time. Answer any questions children have.
- Ask questions to check comprehension, e.g. *Where are the children? Who's in the park? Where's Toby's / Sara's / Pete's / Anna's toy?*

**NOTE:** Don't ask the children to tell you which toy belongs to which child *yet*. *They* will need to do this in the next exercise.

### 3 Read again. Match the children and toys.

- Ask children to look at the pictures and text from Exercise 2 again.
- Explain that they are going to read the text carefully and decide which toy belongs to which *person*. *They* will then draw a line to *link* the picture of the child to the name of their toy.

- Read the first text *about* Toby again. Ask which is Toby's toy (*the car*). Ask them to point to the picture of Toby at the bottom of the page. Show them the example line between Toby and the word *car*.
- Give children time to complete the rest of the exercise individually.
- Go through the answers with the class. Ask them first *What's Toby's / Sara's / Pete's / Anna's toy?* and then *Where's Toby's / Sara's / Pete's / Anna's toy?*

#### ANSWERS

1 car 2 kite 3 frisbee 4 doll

### Optional activity

- Tell the class they are going to play a memory game. Ask them to study the *picture* from Exercise 2 for a few *moments*. Then *ask* them to close their books.
- Ask questions about the picture, e.g. *What's on the slide? Where's the car? What's under the swing?*
- Ask children to open their books again and see how many answers they got right.

### Optional activity

- Clean the board and tell the class that they are going to draw a big picture of a park on it.
- Invite six children to come to the front, one at a time, and draw a swing, a slide, a seesaw, a net, a tree, and a pool.
- Give *out* Toys flashcards 30–37 to eight different children. *Ask* them to *come to* the front *of* the class and put their flashcards somewhere in the park.
- Point to one of the flashcards. Ask *Where's the...?* to elicit a sentence, e.g. *It's under the slide*.
- Repeat with the rest of the flashcards.
- Ask children to work in pairs. *They* take turns to *ask* and answer questions about where the different things in the *park* are.

### Further practice Workbook page 38

# Lesson Six CB PAGE 39

ITools D Digital classroom • Unit 5 • Writing

## Skills Time!

### Skills development

Listening: number the things in a picture

Speaking: ask and answer questions about where things are

Writing: identify capital letters at the start of names; write about the park (Workbook)

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 59; Toys flashcards 30–37; The park flashcards 54–61; Story poster 5; two pieces of paper for each child; scissors, glue stick, a large piece of paper and coloured pencils for each group (optional)

## Warmer

- Play Jump using the toys and park flashcards (page 19).

## Lead-in

- Use Story poster 5 to revise the structure *Where's the...? It's in/on/under...*
- Point to Picture 2. Ask *Where's Tim?* to elicit *He's under the seesaw*. Point to Pictures 3 and 4 in turn. Ask *Where's the ball?* to elicit *It's on the slide / It's in the net*.

## 1 Listen and number. 59

- Explain that you are going to play a recording of people describing where the different objects and people are. They must listen, find, and number the object or person.
- Play the recording the whole way through. Children point to each word as they hear it.
- Play the recording again, pausing after item 1 to show the example answer in their books. Ask questions to check that they understand. Continue, pausing after each sentence for children to write the numbers.
- Play the recording a third time for children to check their answers. Go through the answers with the class.

## Transcript

- 1 It's on the slide.      4 It's in the bag.
- 2 She's under the tree.      5 It's in the net.
- 3 It's in the tree.

## ANSWERS

- 1 teddy   2 girl   3 kite   4 book   5 ball

## 2 Ask and answer.

- Draw attention to the two speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model and drill correct intonation for the class.
- Ask children to look at the pictures. Explain that they have to ask and answer questions about where these people and things are in the picture from Exercise 1.
- Children take turns to ask and answer questions in pairs. Monitor the activity, checking for intonation.

- Go through the activity. Ask a different pair to ask and answer each question for the class.

## ANSWERS

- 1 Where's the girl? She's under the tree.
- 2 Where's the kite? It's in the tree.
- 3 Where's the book? It's in the bag.
- 4 Where's the ball? It's in the net.
- 5 Where's the teddy? It's on the slide.

## Optional activity

- Divide the class into groups of six. Tell children that they each have to draw two pictures: a toy, and something from the park. Point out that the toy should be much smaller than the item from the park.
- Give each child two pieces of plain paper and give each group one large piece of coloured paper, a pair of scissors, a glue stick, and a set of coloured pencils.
- Children draw, colour, and cut out their pictures. Ask them to stick the pictures onto the large piece of paper, putting the toys in different locations in the park.
- Children write sentences below the pictures, e.g. *The ball is in the tree.*

## 3 Circle the capital letters at the start of the names.

- Copy the example sentence from Exercise 3 onto the board. Look at the example together. Ask one child to come to the board and point to the capital letters. Ask children which of these letters is the start of someone's name. *The* child draws a circle around that letter.
- Repeat with the next sentence and a different pupil.
- Ask children to look at the exercise in their Class Books. Explain that they are only going to draw circles around the capital letters that are for someone's name, not at the beginnings of sentences.
- Go through the answers with the class. Ask individual children to come to the front and circle the capital letters at the start of names.

## ANSWERS

- |   |  |
|---|--|
| 1 My <u>n</u> ame's <u>B</u> osy.         | 4 Good try, <u>T</u> im.                   |
| 2 <u>T</u> his is <u>B</u> illy.          | 5 <u>B</u> illy is two.                    |
| 3 Look at <u>B</u> illy and <u>B</u> osy. | 6 <u>B</u> osy and <u>T</u> im are pupils. |

## Optional activity

- Children look back at the text on page 38. Point to the picture of Toby and copy the sentence *This is Toby* onto the board. Ask children where the capital letter at the start of a name is. Circle the letter on the board.
- Copy the sentences *Her name is Sara*. *His name is Pete* and *This is Anna*. Ask different children to come and circle the capital letters at the beginning of the names.
- If you wish, add other sentences using the names of the children in the class and repeat the process.

**NOTE:** Now go to Workbook page 39 for children to practise writing about the park.

## Further practice

Workbook page 39


Values worksheet, PMB page 11

Unit 5 test, Testing and Evaluation Book page 15

Student MultiROM • Listen at home •

- Track 18 (Words and phrases), Track 19 (Song), Track 20 (Phonics)

## LeSSOn One CB PAGE 40

iTools  Digital classroom • Unit 6 • Words/Story

## Words

## Lesson objectives


To identify different members of the family \_\_\_\_\_

To understand a short story \_\_\_\_\_

## Language

Core: *mum, dad, sister, brother, grandma, grandpa* \_\_\_\_\_Extra: *find, the others, know, they* \_\_\_\_\_

## Materials

CD  60-62; Story poster 6; My family flashcards 62-65; Hello flashcards 1, 3 \_\_\_\_\_

## Warmer

- Sing *At the park!* from page 36 to warm the class up.
- Ask children to name all the people they have met in the story so far.
- Write the names in a list on the board (*Rosy, Billy, Tim, Miss Jones, Grandma, Grandpa, Dad*).
- Talk about the relationships between the people. Establish that with the exception of Miss Jones, all of the characters are from the same family.

## Lead-in

- Use flashcards 62-65, 1, and 3 to elicit the vocabulary for this lesson. Hold them up one at a time and say the words for children to repeat. Model any words that children do not know.
- Hold up each flashcard again in turn for children to say the words in chorus.

1 Listen, point and repeat.  60

- Ask children to open their Class Books and look at the pictures of the family members.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Put the flashcards on the board. Point to the different family members for individual children to say the words aloud.

## Transcript

Listen and point.

mum, dad, sister, brother, grandma, grandpa

dad, grandpa, sister, mum, grandma, brother

Listen and repeat.

mum, dad, sister, brother, grandma, grandpa

## Optional activity

- Divide the flashcards into pairs: mum and dad, sister and brother, grandma and grandpa. Put one card from each pair on the board and write the name next to it.
- Point to the first flashcard. Say *Mum and...?* to elicit *Dad*. Put the flashcard for 'dad' on the board next to the flashcard for 'mum'. Repeat with the other flashcards.
- Remove the flashcards from the board. Give them to six different children.
- Ask the children to come to the front of the class and put the cards on the board in the appropriate place.

2 Listen and chant.  61

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat (more than once if necessary). This time they can point to the correct flashcards as they hear the words.

## Transcript

Listen and chant.

mum, mum, mum

dad, dad, dad

sister, sister, sister

*brother, brother, brother*

grandma, grandma, grandma

grandpa, grandpa, grandpa

## Optional activity

- Ask six children to come to the front to be different family members. Give each of them a flashcard.
- Do the chant again. When a child's family member is mentioned, they put the card over their face with one hand and wave the other hand in the air, as if to introduce themselves to the class.


3! Listen and read.  62

- Use Story poster 6 to present the story. Point to the different people and ask *Who's this?* Ask children to name as many things in the picture as they can.
- Talk about each frame with the class. Ask *What's happening in the story?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *Where are Tim and Rosy? What do they find? What has Mum got?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Further practice

Workbook page 40

## Lesson Two CB PAGE 41

**Tools**  Digital classroom • Unit 6 • Grammar

### Grammar

#### Objectives


To write sentences with *'s* to show possession

To act out a story

#### Language

Core: *This is Mum's pen. It's my brother's book.*

#### Materials

CD  62; Story poster 6; School things flashcards 22–26; Toys flashcards 30–37; Hello flashcards 1, 3; My family flashcards 62–65

#### Warmer

- Play *Snap!* using flashcards 1, 3, and 62–65 to revise the vocabulary from the previous lesson (see page 19).

#### Lead-in

- Point to Story poster 6 and ask children to tell you what happened in the story.
- Cover the poster and ask children which family members appeared in the story.

#### Listen to the story again and repeat. Act. 62

- Ask children to turn to the story on page 40 of their Class Books. Check how many family members they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Tim, Rosy, Mum, Grandma, and Billy. (If the class does not divide exactly into groups of five, you could have some smaller groups, as Grandma and Billy do not speak.)
- Ask children to look at the different actions that the people do in the story. Elicit a set of actions to use when acting out the story (see below for suggestions).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

#### Story actions

Picture 1: Tim kicks a ball. Rosy wipes her forehead to show that it's hot.

Picture 2: Rosy picks up the book and the teddy. Tim opens the umbrella.

Picture 3: Rosy looks in one direction and Tim looks in the other.

Picture 4: Rosy and Tim smile towards Mum, Billy, and Grandma. Billy licks an ice cream. Mum holds the other ice creams.

#### 2 Look and say.

- Look at each picture in turn and ask questions to check comprehension. Copy the sentences from the Class Book

onto the board, leaving spaces where the words *book* and *teddy* are.

- Use flashcards 22–26 and 30–37. Put them in the spaces to elicit sentences with the same pattern, e.g. *This is Mum's pen. This is Billy's train.*
- Ask children to look at the pictures in their Class Books. Say the sentences in the pictures for children to repeat.
- Draw children's attention to the *'s* in each sentence and the way it is connected to a person's name. Point to one of the school items on a child's desk and say, e.g. *This is (name)'s pencil.* Repeat with several other children.
- Ask different children to come to the front of the class and circle *'s* in the sentences on the board.

#### Optional activity

- Put more gapped sentences on the board, this time replacing the names with blanks.
- Put flashcards 62–65 in the gaps to elicit sentences with *'s*.

#### 3 Follow and write.

- Write three or four gapped sentences on the board, using classroom objects or toys, e.g. *This is \_\_\_\_\_ bike.*
- Ask a child to stand up. Tell the class that the first object belongs to him / her. Ask children what should go in the gap. Elicit, e.g. *This is Julia's bike.*
- Repeat the process with the rest of the sentences.
- Ask children to look at the pictures in their Class Books. Explain that they have to follow the lines to find out which object belongs to which person and then write the name + *'s* in the appropriate gap. Ask a child to read the example sentence aloud.
- Allow time for children to follow the lines and complete the sentences.
- Go through the answers with the class. Ask children to chorus the sentences. Make sure that they are pronouncing the *'s* at the end of the names.

#### ANSWERS

- |                     |                            |
|---------------------|----------------------------|
| 1 It's Mum's book.  | 4 It's Grandma's umbrella. |
| 2 It's Dad's bag.   | 5 It's Grandpa's pen.      |
| 3 It's Rosy's kite. |                            |

#### Optional activity

- Give flashcards 62–65 to four children, and flashcards 22–26 to six different children. Ask all ten children to come to the front and stand in two separate teams.
- Ask one child from each team to stand together and show their flashcards to the class, e.g. one shows Mum and the other shows a bag. The rest of the class have to make the sentence *It's Mum's bag.*
- Repeat with the rest of the children in the teams.

#### Further practice

Workbook page 4

Grammar reference, Class Book page 109

 Student MultiROM • Unit 6 • Grammar

# Lesson Three CB PAGE 42

iTools D Digital classroom • Unit 6 • Song

## Song

### Lesson objectives

To identify more family words

To use family words in the context of a song

### Language

Core: *aunt, uncle, cousin*

Extra: *love (n), lots of*

Recycled: family words

### Materials

CD 63-64; Hello flashcards 1 -3; My family flashcards 62-67

## Warmer

- Play *Whispers* (see page 19) using the family words children have learnt so far.

## Lead-in

- Use flashcards 66, 67, and 2 to introduce the three new words (*aunt, uncle, and cousin*). Hold up the cards one at a time and say the words for children to repeat.
- Put the flashcards in different places around the room. Say the words for children to point to the correct flashcard and repeat.
- Use flashcards of mum, dad, grandma, and grandpa to help describe what *aunt, uncle, and cousin* mean. Stick them on the board and draw lines to show the relationships between them (husband and wife, parent and child, and brother and sister).

## 1 Listen, point and repeat. 63

- Ask children to look at the pictures. Draw attention to the picture of Rosy. Ask a child to read the speech bubble for the class.
- Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words. Ask children how the people in the pictures are related to Rosy.
- Play the recording all the way through again for children to listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 66, 67, and 2 one at a time. Say *This is Rosy's...* for children to complete the sentences.

## Transcript

### Listen and point.

aunt, uncle, cousin

uncle, cousin, aunt

### Listen and repeat.

aunt, uncle, cousin

## Optional activity

- Give different children a flashcard of a family member and encourage them to say that person's name in their own family, e.g. *My sister's Helena*.

## 2 Listen and sing. 64

- Ask children to look at the pictures and to name as many family members as they can.
- Play the recording for children to listen and point to the pictures when they hear the three new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music or recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

## 3 Sing and do.

- Decide with the class what the actions of the song should be (see suggestions below).
- Practise the actions with the class.
- Play the recording for children to sing the song and do their actions.

## Song actions

mum and dad - raise thumbs

sister and brother - raise index fingers

grandma and grandpa - raise middle fingers

aunt and uncle - raise ring fingers

cousins - raise little fingers

## Optional activity

- Assign family words to different children, i.e. some boys are dads, grandpas, uncles, and brothers; some girls are mums, grandmas, aunts, and sisters.
- Play the song again. Children stand up when they hear their word.

## Culture note: Families in Britain

A typical family in Britain has two children. Large families (four children or more) are very unusual, and more and more couples are choosing to have only one child.

People in Britain usually share a house with their immediate family only. It is unusual for grandparents to live with the rest of the family. Traditionally, British parents tend to encourage their children to leave the family home and become independent when they finish their schooling (at around 18). However, children are now living with their parents for longer than ever before; around 40 percent of 20-24 year olds still live in the family home.

## Further practice


Workbook page 42

Picture dictionary, Workbook page 111

Extra writing worksheet, PMB page 12

Student MultiROM • Unit 6 • Words, Song

# Lesson Four CB PAGE 43

iTools  Digital classroom • Unit 6 • Phonics

## Phonics

### Lesson objectives

To recognize the upper- and lower-case forms of the letters *v, w, x, y, and z* and **associate** them with their corresponding sounds

To pronounce the sounds /v/, /w/, /j/, and /z/ on their own and at the beginning of words; to **pronounce** /ks/ on its own and at the end of words


To learn the names of letters *v, w, x, y, and z*

### Language

Core: *van, window, box, yo-yo, zebra*

Extra: *look (out of)*

### Materials

CD  65-67; Phonics cards 1-21 (for revision) and 22-26 (Vv, Ww, Xx, Yy, Zz)

### Warmer

- Tell children **that** you are coming **to** the end **of** the alphabet. Ask which letters you have looked at so far. Put the phonics cards 1-21 on the board, in the correct order, as children **say** the letters.
- Play the CD and say the chant from page 37 to revise the sounds that *q, r, s, t, and u* make.

### Lead-in

- Write *Vv, Ww, Xx, Yy, and Zz* on the board. Point to each one in turn and say the letter name and then the sound for children to repeat.
- Say the sounds again as children draw the letters in the air.
- Below the letters, write the corresponding words *van, window, box, yo-yo, zebra*. Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat (or the end sound in the case of *box*).
- Hold up phonics cards 22-26, one at a time. Say the words for children to repeat. Hold up the cards in a different order and repeat.

### 1 Listen, point and repeat. 65

- Ask children to look at the letters in their Class Books.
- Play the first part of the recording for children to listen and point to the letters.
- Play the second part of the recording for children to repeat the letter names, sounds, and words in chorus.
- Play the recording all the way through for children to point to the words and then repeat them.

### Transcript 65

Listen and point.

Letter V /v/ van, Letter W /w/ window, Letter X /ks/ box, Letter Y /j/ yo-yo, Letter Z /z/ zebra

Listen and repeat.

Letter V /v/ van, Letter W /w/ window, Letter X /ks/ box, Letter Y /j/ yo-yo, Letter Z /z/ zebra

### 2 Listen and chant. 66

- Play the recording for children to listen to the chant.
- Put phonics cards 22-26 in different places around the room. Play the recording again for children to point to the cards as they hear the words. Repeat.
- Play the chant once more for children to repeat each line. Play again for them to follow in their books.

### Optional activity

- If you did the warmer and the letters are still on the board, put up phonics cards 22-26 to complete the alphabet.
- Point to each of the letters in turn for children to say them in chorus. Point to them in a random order for individual children to say them.
- Repeat with the sounds and the words on the cards.

### 3 Listen to the sounds and join the letters. 67

- Elicit the three images in the activity (*van, zebra, and window*). Ask *What is in the van?*
- Play the recording for children to listen and **link** the letters to find out what is in the van.
- Play the recording again for children to check their answers. Repeat.
- Ask *What is in the van? (a zebra)*. Then elicit the sounds children heard one by one, and write them on the board so they can check their maze.

### Transcript

/z/ zebra /w/ window /j/ yo-yo /ks/ box /v/ van /w/ window  
/z/ zebra

### ANSWER

A zebra is in the van.

### 4 Read and circle the sounds *v, w, x, y, z*.

- Ask children to look at the pictures and tell you what they can see.
- Read the text for children to **follow** in their books. Write the first line on the board.
- Ask children to look at the circled *w* at the beginning of *window*. Draw a circle around the *w* on the board.
- Children find and circle more examples of *v, w, x, y, and z* at the beginning of words in their books. As they are working, write the rest of the text on the board. Go through the answers with the class, asking them to come up and circle letters on the board.

**NOTE:** If children notice the *w* at the end of *window*, explain that it is silent and doesn't need to be circled.

### ANSWERS

Look out of the window.

What can you see?

I can see a zebra in a van,


And a yo-yo on a box.

### Further practice

Workbook page 43

 Student MultiROM > Unit 6 • Phonics

## Lesson Five CB PAGE 44

Oxford iTools  Digital classroom • Unit 6 • Reading

### Skills Time!

#### Skills development


Reading: read a text that describes pictures; find specific information \_\_\_\_\_

#### Language

Recycled: vocabulary and structures seen previously

Extra: *throw, still, photo*

#### Materials

CD  68; a piece of plain paper for each child; a set of coloured pencils for each group of four to six children (optional)

#### Warmer

- Sing *In my family* from page 42 to energize the class and revise the vocabulary from this unit.
- Ask children how many family words they can remember from the song. Write the words on the board as children say them.
- Allow children to look back at page 42 to see if they have remembered all of the words.

#### Lead-in

- Ask children to look at Class Book page 44 and point out the picture of the boy at the top of the page. Explain that this is Oli.
- Ask children to look at the pictures and tell you what they can see (*photos of Oli's family at the park*).
- Ask children to look at the photos and predict what happened to Oli and his family *at the park* (*the kite got stuck in the tree and they tried to get it out*).

#### 1 Point to the boy's family. Say the family words.

- Ask children to *look at* the pictures *again*. This time ask them to guess who the family members are in relation to Oli.
- Point to the picture of Oli's sister in the first picture and ask *Who's this?* to elicit the word *sister*. If children are not sure, point to the relevant word in the text. Continue with the other family words, pointing to the words in the text. Children say the words in chorus.
- Ask children to work in pairs, taking turns to point to the people and say the family words.
- Point to the pictures again for individual children to say the family words.

#### ANSWERS

sister, dad, aunt, uncle

#### 2 Listen and read. 68

- Focus attention on the picture of Oli. Tell children that they are going to read about something that happened to Oli's family.
- Play the recording for children to listen and follow silently in their books.

- Play the recording a second time. Answer any questions children have.
- Ask simple comprehension questions, e.g. *Where's the family? What's in the tree? Who throws a ball/hat? What has the bird got?*

#### Optional activity

- Tell children that you are going to describe different pictures from Exercise 2 for them to find. Say the following sentences (not taken from the text) for children to point to the pictures.  
*My dad, sister, aunt, and uncle are in the park.* (Picture 3)  
*My sister isn't happy. The kite is in the tree.* (Picture 1)  
*I can see a bird in the tree.* (Picture 4)  
*My sister's got the kite.* (Picture 5)  
*Look at my happy family.* (Picture 6)  
*The kite is in the tree. Can my dad help?* (Picture 2)

#### 3 Read again. Write T (true) or F (false).

- Ask children to look at the sentences in their Class Books. Explain that they are going to read some sentences and say whether they are true or not.
- Focus attention on the first picture. Ask a child to read the sentence to the class. Ask *Is this true?* (Yes). Children re-read the first part of the text to be sure.
- Establish that it is true and point out the letter *T* next to the sentence. Do the same with the second sentence; ask *Is this true?* Children re-read the text and answer No. Say *No, it's false* and explain that they write *F* next to the sentence.
- Ask children to read the remaining sentences and write *T* if they *are* true or *F* if they are false.
- Monitor the activity, helping children with the meanings of sentences where necessary.
- Go through the answers. Ask one child to read out a sentence for the rest of the class to chorus *true* or *false*.

#### ANSWERS

1 T 2 F 3 F 4 T

#### Optional activity

- Put children into groups *offour* to six at their seats. Tell them that they are going to draw a picture of themselves and / or their families at the park and then talk about it.
- Give each child a piece of paper and each group a set of coloured pencils.
- Children draw their pictures, sharing the coloured pencils with the rest of their group.
- Children take turns to tell the rest of their group something they can see in the picture, e.g. *My dad is under the tree.*
- Collect the pictures and display them on the wall. Point to different pictures and ask individual children to tell you something about them, e.g. *The ball is in the net / Jasmine's mum throws a ball.*

#### Further practice

Workbook page 44

## Skills Time!

### Skills development

Listening: identify pictures from their descriptions

Speaking: ask and answer the question *Who's this?*

Writing: identify question marks and sentences; write about your family's things (Workbook) \_\_\_\_\_

### Language

Recycled: vocabulary and structures seen previously

Extra: *flying, into, at*

### Materials

CD 69; Hello flashcards 1–3; My family flashcards 62–67; a plain piece of paper for each child; a set of coloured pencils for each group of four to six children (optional)

### Warmer

- Play *What's missing?* to revise family words (see page 20).

### Lead-in

- Ask children what they can remember from the reading text in the previous lesson. Ask *Who's in the park? Who has got a kite? Where's the kite? Who helps Oli's sister? Ask low children to look back at page 44 to check their answers.*
- Ask children to look at the pairs of pictures on page 45. They name as many things as possible. Ask them to tell you what is different between each pair of pictures.

### 1 Listen and tick (✓) the correct picture. 69

- Explain that you are going to play a recording of descriptions of different pictures. Children must listen and tick the picture in each pair that is being described.
- Play the recording the whole way through once.
- Play the recording again and pause after item 1. Elicit the answer and show children the tick in their books. Tell them to listen and point to the correct picture each time.
- Play the recording again, pausing after each description for children to tick the correct picture.
- Play the recording a third time for children to check their answers. Go through the answers with the class.

### Transcript

- Look at the ball in the tree.
- A boy throws a hat at the tree.
- Look at the bird flying into the tree.
- The cat is in the tree. It's got the ball!

### ANSWERS

- 1 ball 2 boy 3 bird 4 cat

### 2 Point, ask and answer.

- Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask two children to read the question and answer in the speech bubbles for the class. Ask the other children to tell you which picture they are talking about.

- Children work in pairs. They take turns to point to the pictures and ask each other *Who's this?* They can look at the pictures on page 44 to help them.
- Ask pairs to ask and answer questions for the class.

### ANSWERS

- Who's this? It's Oli's dad.
- Who's this? It's Oli's sister.
- Who's this? It's Oli's aunt.
- Who's this? It's Oli's uncle.

### 3 Circle the question marks and underline the sentences.

- Copy the example question and answer from Exercise 3 onto the board. Ask children to draw question marks in the air.
- Look at the example together. Ask *Where's the question mark? Where's the sentence?* Circle the question mark and underline the sentence that follows it. Write another sentence on the board and ask a child to come up and circle the question mark and underline the sentence.
- Ask children to look at the exercise. Allow time for them to circle the question marks and underline the sentences.
- Go through the answers. Ask individual children to come to the front to circle question marks and underline sentences.

### ANSWERS

- How old are you? I'm seven.
- Who's this? It's Oli's aunt.
- How are you? I'm fine, thank you.
- What's this? It's a bird.
- Where's the kite? It's in the tree.
- Where's Oli? He's at the park.

### Optional activity

- Ask children to work in groups. Give each child a piece of plain paper and each group some coloured pencils.
- Ask children to draw a member of their family on their piece of paper.
- Ask children to swap their pictures with someone else from their group. The child writes a sentence below the picture they have been given, describing who the person is, e.g. *This is Manuel's aunt.*

**NOTE:** Now go to Workbook page 45 for children to practise writing about their family's things.

## Review 2 CB PAGES 46–47

REVIEW ANSWER KEY, TB PAGE 116

### Further practice

Workbook page 45

Values worksheet, PMB page 13

Testing and Evaluation Book

- Unit 6 test, page 16
- Summative test 2, page 17
- Skills test 2, page 19
- Student MultiROM • Listen at home •
- Track 21 (Words and phrases), Track 22 (Song), Track 23 (Phonics)

## Lesson One

CB PAGE 48

Oxford  
iTools D Digital classroom • Unit 7 • Words/Story

## Words

## Lesson objectives

To identify different clothes \_\_\_\_\_

To understand a short story \_\_\_\_\_

## Language

Core: *dress, socks, T-shirt, trousers, shorts*Extra: *basket, clothes, his, her*

## Materials

CD 70-72; Story poster 7; My clothes flashcards 68-72

## Warmer

- Sing *In my family* from page 42 to warm the class up and revise the words for family.
- Ask children what they can remember about the last story. Ask them if they can name all of the family members who appeared in the story (*Rosy, Billy, Tim (Rosy's cousin), Mum, and Grandma*).

## Lead-in

- Use flashcards 68-72 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Say the word *trousers*. Children who are wearing trousers point to them. Repeat with the other items of clothing.

## 1 Listen, point and repeat. 70

- Ask children to open their Class Books and look at the pictures of the different clothes.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Put the flashcards in different places around the room. Say the words for children to point to the cards and repeat.

## Transcript •

## Listen and point.

*dress, socks, T-shirt, trousers, shorts**T-shirt, trousers, shorts, socks, dress*

## Listen and repeat.

*dress, socks, T-shirt, trousers, shorts*

## 2 Listen and chant. 71

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. This time they can point to any clothes they are wearing when they hear the word. Repeat (more than once if necessary).

## Transcript

*dress, dress, dress**socks, socks, socks**T-shirt, T-shirt, T-shirt**trousers, trousers, trousers**shorts, shorts, shorts*

## Optional activity

- Ask five children to come the front of the class. Tell each one that they are wearing a wonderful new dress / T-shirt, or wonderful new socks / trousers / shorts. They are very proud of their new clothes.
- Ask the class to say the chant again. When the children hear their item of clothing mentioned, they show it off to the class (e.g. the girl with the dress might do a twirl or hold out the hem, and the child with the socks might lift up his / her leg and point to his / her feet).

## 3 Listen and read. 72

- Use Story poster 7 to present the story. Point to Mum and then Dad and ask *Who's this?* Ask children to name as many things in the picture as they can.
- Talk about each frame with the class. Ask *What's happening?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *Which clothes are Rosy's / Billy's / Dad's? Where does Mum put Rosy's / Billy's clothes?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Give flashcards 68-72 to five different children. Play the recording again. Each time that child hears his / her item of clothing mentioned, he / she holds the flashcard in the air.
- Repeat with five more children.

## Further practice

Workbook page 48

## Grammar

### Objectives

To make sentences with *his* and *her* \_\_\_\_\_

To ask and answer questions with *his* and *her* \_\_\_\_\_


To act out a story \_\_\_\_\_

### Language

Core: *This is his/her T-shirt. These are his/her trousers.*

Are these *his/her* socks? Yes, *they are*. / No, *they aren't*. \_\_\_\_\_

### Materials

CD  72; Story posters Starter to 7 (optional); My clothes flashcards 68-72 \_\_\_\_\_

### Warmer

- Revise the new clothes words using the flashcards.
- Draw three stick people on the board. Invite a child to come to the front of the class to 'dress' the first stick person.
- Say *Draw a T-shirt. Draw some trousers*. Repeat with the second and third stick people so that all of the items of clothing children learnt in the last lesson appear at least once. Other children can also give *instructions*.
- Point to the different items of clothing for children to chorus the words.

### Lead-in

- Point to Story poster 7 and ask children what happened in the story.
- Cover the poster and ask children to name the items of clothing that appeared in the story (*Rosy's dress, Rosy's socks, Billy's T-shirt, and Dad's shorts*).

### 1 Listen to the story again and repeat. Act. 72

- Ask children to turn to the story on page 48 of their Class Books. They check how many things they remembered correctly from the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into pairs. One child is Mum and the other is Dad.
- Ask children to look at the different actions that Mum and Dad do in the story. Ask the class to decide on the actions for the story (see suggestions below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the pairs to come to the front of the class to act out the story.

### Story actions

Picture 1: Mum pulls Rosy's dress down from the line. Dad holds up a sock in each hand.

Picture 2: Dad passes a T-shirt to Mum. Mum is holding a basket.

Picture 3: Mum holds up Dad's shorts.

Picture 4: Dad takes the shorts, smiling.

### Optional activity

- Tell children that you are going to look at what has happened in the story so far. Put all the Story posters up to Unit 7 around the classroom.
- Divide the class into eight groups. Assign each group a Story poster. Ask children to talk about the corresponding episode of the story. They should say as much as they can about the story in English.

### 2 Look and say.

- Look at each picture in turn and ask children what they can see. Copy the sentences and questions from page 49 onto the board. Read them out loud, pointing to the different clothes if children in the class are wearing them.
- Rub out the clothes words in the sentences. Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *This is her T-shirt. Are these his shorts?* Say the sentences in each picture in turn for children to repeat after you.
- Ask individual children to come to the front and substitute a flashcard to make a new sentence. Practise the sentences and questions with the class.
- Draw stick images of a man and a woman on the board (or use flashcards of male and female characters) to demonstrate the use of *his* and *her*.

### 3 Write.

- Write three or four gapped sentences on the board, e.g. *This is \_\_\_\_\_ T-shirt. These are \_\_\_\_\_ socks.*
- Give the T-shirt flashcard to a boy. Ask him to stand up. Elicit the sentence *This is his T-shirt*. Write the missing word in the gap.
- Give the dress flashcard to a girl to elicit *This is her dress*. Write in the missing word. Repeat with the other sentences. Alternatively, use stick men to demonstrate.
- Ask children to look at the pictures in their books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences and write down the missing words. Check the answers as a class.

### ANSWERS

1 These are her socks. 2 This is his T-shirt. 3 This is her dress.

### 4 Point, ask and answer.

- Ask children to look at the pictures in their Class Books. Model the question and answer with a child in the class.
- Ask children to work in pairs. They take turns to ask and answer similar questions about the other pictures. Monitor the activity, helping where necessary.
- Go through the activity. Ask different pairs to ask and answer questions about the different pictures.

### ANSWERS

- 1 Are these her trousers? No, they aren't.
- 2 Are these his shorts? Yes, they are.
- 3 Are these his trousers? Yes, they are.
- 4 Are these her socks? No, they aren't.

### Further practice

Workbook page 49

Grammar reference, Class Book page 109

 Student MultiROM • Unit 7 • Grammar

# Lesson Three CB PAGE 50

**iTools D** Digital classroom • Unit 7 • Song

## Song

### Lesson objectives

To identify more words for clothes

To use clothes words in the context of a song

### Language

Core: *shoes, coat, hat*

Extra: *every, day*

Recycled: clothes words

### Materials

CD 73-74; My clothes flashcards 68-75; PMB page 38 (Cut and make 3) pages and materials (see Teacher's Book page 125)

### Warmer

- Ask children to turn to page 48. Play the CD and say the chant together to revise all of the clothes words they have learnt so far.

### Lead-in

- Use flashcards 73-75 to introduce the three new words. Hold up the cards one at a time and say the words for children to repeat.
- Put the flashcards in different places around the room. Say the words for children to point to the correct flashcard and repeat.

### 1 Listen, point and repeat. 73

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Ask individual children to say the words for the class.
- Put flashcards 73-75 on the board. Point to the different cards and ask individual children *What's this?*

### Transcript

Listen and point.

shoes, coat, hat

coat, hat, shoes

Listen and repeat.

shoes, coat, hat

### 2 Listen and sing. 74

- Ask children to look at the pictures. Point to the items of clothing and ask different children *What's this?*
- Play the recording for children to listen and point to the pictures when they hear the three new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music or recording. Say each line for children to repeat.
- Play the recording again for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures to see what the actions should be for this song.
- Practise the actions with the class.
- Play the recording for children to sing the song and do their actions.

### Song actions

In each verse, children mime putting on the items of clothing. At the end of the song, they wave goodbye.

### Optional activity

- Tell the class that they are going to sing a different version of the song. You could do this with the PMB Cut and make materials for this unit (see instructions on Teacher's Book page 125).
- Put the T-shirt, shorts, and shoes flashcards on the board.
- Point to the first flashcard and say (or sing) *Everyday I put on my T-shirt*. Then sing the first verse of your new song with the class.
- Point to the flashcard of the T-shirt and then the flashcard of the shorts. Say or sing *Every day I put on my T-shirt. Every day I put on my shorts*. Sing the second verse of your new song with the class.
- Finish the song by using the flashcard of the shoes in the same way.

**NOTE** Collect the dolls and clothes in at the end of the lesson to use them again in Lesson 5.

### Optional activity

- Play *Simon says...* (see page 20) to practise clothes vocabulary and the instructions from this lesson.
- Give the instructions (*Simon says*) *put on your coat / socks / shoes / hat / dress / trousers / T-shirt / shorts*.

### Culture note: School uniforms

Most schools in Britain have a **uniform**. The uniform reflects the school colours and usually consists of a shirt, tie, jumper, and a **pair of** trousers for boys. Girls traditionally wear skirts (at secondary school) or dresses (at primary school) but nowadays they are often allowed to wear trousers if they prefer.

Most schools have a blazer or **fleece** jacket for children to wear over their uniform when they are outside. Boys may have to wear a school cap (as seen in the pictures on page 50 of the Class Book). At some primary schools, boys are allowed to wear shorts in the summer.

It is up to individual schools to decide whether they will allow pupils to dress according to certain religion.

### Further practice

Workbook page 50

Picture dictionary, Workbook page 111

Extra writing worksheet, PMB page 14

Student MultiROM • Unit 7 • Words, Song

## Phonics

### Lesson objectives

To recognize all the letters of the alphabet in their lower-case forms \_\_\_\_\_

To say and write the alphabet \_\_\_\_\_

### Language

Recycled: letters of the alphabet; all phonics words

### Materials

CD 75; Phonics cards 1–26

### Warmer

- Remind children that in the last phonics lesson they finished the alphabet. Do the chant from page 43 to energize the class and revise the sounds that *v, w, x, y*, and *z* make.

### Lead-in

- Use the complete set of phonics cards for children to practise saying the letters of the alphabet.
- Hold up the cards in a random order, showing only the pictures. Say the name of the animal, person, or object on the front of the card. Children call out the name of the letter it begins with, e.g. *Nurse? (n)*.

### 1 Listen and sing. 75

- Tell children to look at the alphabet in their Class Books. Explain that they are going to sing a song using the letters of the alphabet.
- Write the alphabet on the board in large lower-case letters. Play the recording for children to listen and sing along. They point to the letters as they sing.
- Play the recording a second time and repeat.
- Call out letters from the alphabet in random order for children to write the lower-case forms in the air.
- Play the song once more for children to sing and follow in their books.

### 2 Write the letters.

- Use the alphabet on the board to reproduce the exercise in the Class Book. Draw socks around letters *a, b, d, f, h, j, m, o, q, s, u, w*, and *z*. Rub out the rest of the letters (you do not have to draw the blank socks).
- Point to the first missing letter on the board and ask the class what should go there, to elicit *c*.
- Draw a sock in the gap and write the letter *c* in it.
- Repeat the process with the next missing letter.
- Ask children to look at the exercise in their Class Books. Allow time for children to write the rest of the missing letters.
- Monitor the activity and help where necessary.
- Go through the activity. Ask different children to come to the front of the class one at a time to draw a sock and write the missing letter in it.

### ANSWERS

c, e, g, i, k, l, n, p, r, t, v, x, y

### Optional activity

- Rub the alphabet off the board.
- Give out the phonics cards to 26 children. (If you have fewer than 26 children in your class, some of them can have more than one card.)
- Ask children to come to the front of the class in the correct order to put the cards on the board. Do not confirm whether or not the letters are in the correct place at this stage.
- If you have more than 26 children in your class, ask some (or all) of the children who didn't get cards to come to the front. They make any changes to the alphabet they think are necessary.
- Read the alphabet aloud slowly for the class to check the order of the letters on the board.

### Optional activity

- Say the alphabet around the class. Point to a child - the child says *a*. Point to another to say *b*, and so on.

### 3 Look at the pictures. Write the letters.

- Ask children to look at the pictures in their Class Books. Point to some of the different people and things and ask *What's this?*
- Ask children to look at the example. Explain that they have to write the first letter only of the person or thing in the picture.
- Allow time for children to look at the pictures and write the letters.
- Go through the answers with the class.

### ANSWERS

t - teddy, y - yo-yo, k - kite, c - cat, r - ruler, s - sofa  
h - hat, l - lion, m - mum, v - van, z - zebra, u - umbrella

### Optional activity

- Finish the class by singing the alphabet song again.

### Further practice

Workbook page 51

Student MultiROM • Unit 7 • Phonics

## Lesson Five CB PAGE 52

**OXFORD** **iTools** Digital classroom • Unit 7 • Reading

### Skills Time!

#### Skills development

Reading: read and understand a story; read for specific details

#### Language

Recycled: vocabulary and structures seen previously

Extra: *try on, team*

#### Materials

CD 76; a set of coloured pencils, a glue stick, and a large piece of paper for each group of four to six children; pictures of clothes from magazines (optional); PMB doll and clothes from Lesson 3; a long piece of string and some pegs (optional)

### Warmer

- Sing *Sing a rainbow!* from the Starter Unit to revise colours with the class.
- Check children can remember the colours by asking, e.g. *What colour is Marion's T-shirt / Leyla's pencil?*
- Ask individual children *What's your favourite colour?*
- Check children's memory by asking, e.g. *What's Hamid's/ Asha's favourite colour?*

### Lead-in

- Ask children to look at the pictures. Point to the picture of the boy and explain that his name is Max. Point to the lady and ask who the class think she is (*Max's mum*).
- Children try to predict what the text is about (*Max is looking for new clothes in a shop with his mum*).
- Ask children to tell you what colours they can see in the pictures.

### 1 Point to the clothes. Say the words.

- Ask children to look at the pictures again. Point to different items of clothing for children to say the words.
- If you wish, ask children to work in pairs, taking turns to point to different clothes and say the words.
- Point to the different items of clothing and ask *Are these trousers orange / blue? Is this T-shirt green / blue / orange?*

#### ANSWERS

trousers, coat, socks, T-shirt, hat

### 2 Listen and read. 76

- Ask children to look at the pictures. Tell them that they are going to hear a conversation between Max and his mum in a shop.
- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions children have.

- Ask simple questions to check comprehension, e.g. *Which clothes does Mum / Max like? What is Max's favourite colour? Why does Max like orange?*

### 3 Read again. Circle the wrong word and write the correct word.

- Ask children to close their books. Copy the sentences from Exercise 3 onto the board. Explain that in each sentence there is one word that is wrong and that the class has to tell you which word it is.
- Look at the first sentence together. Ask children which word in the sentence is incorrect (*girl*). Ask what the word should be (*boy*). Draw a circle around the word *girl* on the board. Write *boy* at the end of the sentence. Point out the example answer in their Class Books.
- Ask children to look at the exercise in their books. Allow time for children to circle the incorrect words and write the correct words at the end of the sentence.
- Go through the answers. Ask different children to come to the front of the class, circle the incorrect word in the sentence and write the correct word at the end of the sentence.

#### ANSWERS

- Max is a girl. (boy)
- All Max's shoes are orange. (clothes)
- Max's favourite colour is green. (orange)

#### Optional activity


- If your class made the doll and clothes from the PMB in Lesson 3, bring them out again.
- Make the 'clothes line', following the instructions on Teacher's Book page 125.

#### Optional activity

- Divide the class into groups of four to six. Tell children that they are going to make a poster with pictures of their favourite clothes.
- Give each group a set of coloured pencils, a glue stick, a large piece of coloured paper, and some magazines with pictures of clothes.
- Children write the title *My favourite clothes* at the top of their picture. They cut out pictures of the clothes they like from magazines and stick them on to the paper.
- They can then label each item of clothing, e.g. *green T-shirt / white shorts / red socks*.
- Collect in the posters and display them on the wall.
- Note: You may wish to use these posters again in the next lesson.

#### Further practice Workbook page 52

# Lesson Six CB PAGE 53

**iTools**  Digital classroom • Unit 7 • Writing

## Skills Time!

### Skills development

Listening: identify pictures from their descriptions

Speaking: ask and answer questions about colours


Writing: identify 's in a sentence; match full and abbreviated forms with the contraction 's; write about favourite clothes (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: *what about*

### Materials

CD  77; colour pictures of different types of clothing from magazines (at least two for each child) (optional); PMB doll and clothes from Lesson 5 (optional)

### Warmer

- Play *Do it!* with the class (see page 20) to revise colours.
- Point to the different items of clothing you are wearing. Ask *What's this? What colour is it? / What are these? What colour are they?* Repeat with children's clothing.

### Lead-in

- Ask children how many items of clothing they can remember from the story, and what colours they were. Write their answers on the board. Allow children to look back at page 52 to check.
- Ask children to look at the pictures on page 53. Point to each item of clothing for children to name it.

### 1 Listen and number. 77

- Explain that you are going to play a recording of a girl and her mum talking about the different clothes. They have to listen and number the items in the order they hear them.
- Play the recording the whole way through. Children point to each picture as they hear the word.
- Play the recording again, pausing after item 1 to show the example answer in the children's books. Ask questions to check they understand. Continue listening, pausing after each person has spoken for children to number the pictures
- Play the recording a third time for children to complete their answers.

### Transcript

1 Mum This blue coat is nice. Try it on.

2 Girl But I like this red coat, Mum.

3 Mum What about these pink trousers? They're nice.

4 Girl But look at these red trousers. My favourite colour is red.

5 Mum OK. Well, these shoes are red.

Girl Yes, I like them too.

### ANSWERS

(in order on page) 2, 5, 3, 1, 4

### 2 Look at the pictures again. Point, ask and answer.

- Draw attention to the questions and answers in the book. Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read them aloud for the class.
- Ask children to take turns to point to the different pictures in Exercise 1 and ask and answer the questions in pairs.
- Ask pairs to ask and answer questions for the class.
- Children work in pairs again. They take turns to point to their own clothes and ask and answer the questions.

### Optional activity

- Divide the class into groups of four to six. Give each child at least two pictures of different clothes from magazines. (Alternatively, they could use the doll and clothes they made from the PMB page in Lesson 5.)
- Children take turns to hold up a picture and ask *What colour is this...? What colour are these...?* for the rest of the group to answer.

### 3 Circle 's and match.

- Copy the first question from Exercise 3 onto the board.
- Look at the example together. Ask children to point to the 's, then circle it. Ask children to tell you the long form for *What's*. Write *What is* beside it on the board. Point out the example answer in the exercise.
- Repeat with the second sentence. Ask children to tell you what *Where's* is short for.
- Ask children to look at the exercise in their Class Books. Children find and circle the 's in each one.
- Go through the answers with the class. Ask individual children to come to the front and circle the 's in the remaining sentences, and then say the long form.
- Write 's on the board. Ask *What letter is missing? Elicit /*. Children complete the answer in their Class Books.

### ANSWERS

- 1 What's this? d
  - 2 Where's my hat? a
  - 3 It's under the seesaw. e
  - 4 She's eight. b
  - 5 He's my brother. c
- 's = is

### Optional activity

- Write the following on the board: *Where is Billy? / It is green. / She is my mum. / What is this?*
- Invite different children to come to the front of the class, rub out *is* and write in 's in each sentence.

**NOTE:** Now go to Workbook page 53 for children to practise writing about their favourite clothes.

### Further practice

Workbook page 53

Values worksheet, PMB page 15

Unit 7 test, Testing and Evaluation Book page 21

® Student MultiROM • Listen at home •

- Track 24 (Words and phrases), Track 25 (Song), Track 26 (Phonics)

## Lesson One CB PAGE 54

Oxford  
iTools Digitalclassroom • Unit 8 • Words/Story

## Words

## Lesson objectives

To identify different places in a home \_\_\_\_\_

To understand a short story \_\_\_\_\_

## Language

Core: kitchen, living room, dining room, bedroom, bathroom, garden

Extra: certificate, show (v), surprise, good, work, well done

## Materials

CD 78-80; Story poster 8; My house flashcards 76-81

## Warmer

- Sing *Every day!* from page 50 to warm the class up.
- Draw a picture of a home on the board to establish the theme of the unit. Talk about children's homes. Ask *Where do you live? Who lives with you?*

## Lead-in

- Use flashcards 76-81 to elicit the vocabulary for this lesson. Hold up the rooms flashcards one at a time and ask *What's this room?* Then hold up the flashcard of the garden and say *What's this?* Model any words that children do not know.
- Put the flashcards on the board and point to each one in turn for children to say the words again.

## 1 Listen, point and repeat. 78

- Ask children to open their Class Books and look at the pictures of the different home words.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Draw the outline of a house on the board and put the flashcards inside (and the garden flashcard outside) in appropriate places. Say the words for children to point to the correct cards and repeat.

## Transcript 78

Listen and point.

kitchen, living room, dining room, bedroom, bathroom, garden  
bathroom, kitchen, garden, living room, bedroom, dining room

Listen and repeat.

kitchen, living room, dining room, bedroom, bathroom, garden

## 2 Listen and chant.

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. This time they can point to the correct flashcard as they hear the word. Repeat (more than once if necessary).

## Transcript 79

kitchen, kitchen, kitchen

living room, living room, living room

dining room, dining room, dining room

bedroom, bedroom, bedroom

bathroom, bathroom, bathroom

garden, garden, garden

## Optional activity

- Play a miming game with the class. Mime the action of making a sandwich. Children call out *Kitchen!*
- Ask a child to come to the front of the class and mime something he / she might do in one of the other rooms. The other children guess the room.
- Repeat with the other house words from today's lesson.

## 3 Listen and read. 80

- Use Story poster 8 to present the story. Point to the different family members and ask *Who's this?*
- Talk about each frame with the class. Ask *What's happening? What room are they in?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *What has Rosy got? Is Grandma in the kitchen? Is Dad in the living room? Where's Rosy's family?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Ask children to look at the pictures again. Name the rooms in the story in random order. Children listen and point to the correct pictures.

## Further practice

Workbook page 54

## Grammar

### Objectives

To ask and answer questions about where people are

To write *Is* and *Are* at the beginning of questions

To act out a story \_\_\_\_\_

### Language

Core: *Where's Grandma? She's in the bedroom. Where are Dad and Billy? They're in the kitchen. Is she in the garden?*

*Yes, she is. Are they in the living room? No, they aren't.* \_\_\_\_\_

### Materials

CD 80; Story poster 8; Hello flashcards 1-3; My family flashcards 62-67

### Warmer

- Draw the outline of a house on the board and invite children to come and draw the rooms and garden.
- Ask the class to name the different rooms and the garden. Keep the picture on the board for later in the lesson.

### Lead-in

- Point to Story poster 8 and ask children what happened in the story.
- Cover the poster and ask children which rooms appeared in the story (*kitchen, living room, dining room*).

### 1 Listen to the story again and repeat. Act. 80

- Ask children to turn to the story on page 54. They check whether they remembered the rooms correctly.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of six to play Rosy, Mum, Dad, Grandma, Grandpa, and Billy.
- Ask children to look at the different actions in the story. Decide together on the actions for the story (see suggestions below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

### Story actions

Picture 1: Rosy opens the door, looking happy. Mum holds out her hand towards the kitchen.

Pictures 2 and 3: Rosy opens the door, looking for her family. Mum shakes her head.

Picture 4: Mum and Rosy walk through the door, smiling. Grandma holds out a cake. Billy, Dad and Grandpa throw their hands in the air.

### 2 Look and say.

- Look at each picture in turn and ask children what they can see. Copy the sentences and questions from the Class Book onto the board, leaving spaces where the room words are.

- Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *Where's Grandma? She's in the garden. Is she in the bathroom?* Children repeat the new sentences and questions chorally.
- Ask individual children to come to the front and substitute a flashcard to make a new sentence.
- Children look at the pictures in their books. Ask different pairs of children to read out the questions and answers.
- Focus attention on the red letters. Elicit *what's* and *'re* are short for (*is* and *are*). Show children how we make the short forms *She's* and *They're* by writing the words separately and then together on the board.
- Put the grandma flashcard on one side of the board and flashcards of at least two other family members on the other side. Write *She's* next to the picture of Grandma, and *They're* next to the pictures of the family. Exchange the picture of grandma for grandpa, and write the word *He's*.
- Write *Is* next to the singular and *Are* next to the plural. Elicit that we use *Is* at the beginning of a question when we are asking about one person and *Are* when we are asking about two or more people.

### Optional activity

- Ask children to look at the story on page 54, or point to Story poster 8.
- Ask questions, e.g. *Is Grandma in the kitchen? Are Dad and Billy in the dining room? Where's Grandpa?*

### 3 Write.

- Write the first sentence from the Class Book on the board.
- Ask the class whether *Is* or *Are* should go in the gap. Write *Is* in the gap.
- Ask children to look the exercise in their Class Books and complete the sentences individually.
- Go through the activity with the class.

### ANSWERS

- 1 Is Billy in the bedroom? Yes, he is.
- 2 Are Mum and Dad in the garden? No, they aren't.
- 3 Are Rosy's aunt and uncle in the dining room? Yes, they are.
- 4 Is Rosy in the bathroom? No, she isn't.

### 4 Look at the pictures again. Point, ask and answer.

- Model the question and answer with a child in the class.
- Ask children to work in pairs. They take turns to ask and answer questions about the other pictures in Exercise 3.
- Ask some pairs to ask and answer questions for the class.

### Optional activity

- If you did the warmer, put one of the family flashcards (1-3, 62-67) in each room of the house on the board.
- Ask questions about the people in the house for the class to answer, e.g. *Is Grandma in the bedroom? Is Dad in the kitchen? Where's Mum? Where's Grandpa?*
- Ask children to work in pairs to ask and answer similar questions.

### Further practice

Workbook page 55

Grammar reference, Class Book page 109

Student MultiROM • Unit 8 • Grammar

## Skills Time!

### Skills development

Reading: read and understand a description of a flat; find specific information in a text

### Language

Recycled: vocabulary and structures seen previously

Extra: *balcony, little, next door*

### Materials

CD 85; My house flashcards 76-85; a plain piece of paper for each child; a set of coloured pencils for each group of four to six children (optional)

### Warmer

- Play *Order the letters* to revise houses vocabulary (see page 20).
- Talk about homes with the class. Ask individual children to name the rooms in their *house / flat*. Encourage them to tell you something about them, e.g. *My bedroom is pink*.

### Lead-in

- Ask children to look at the pictures and ask what kind of text it is. Elicit that this is Andy's webpage. Point to the photo of the family and show them Andy at the bottom right of the photo.
- Without children reading the article, ask *Where does Andy live - in a house or in a flat?*

### 1 Point to the rooms. Say the words.

- Look at the pictures together. Point to the different rooms for the class to chorus the words.
- Model the word *balcony* as you point to the picture of the balcony.
- Ask children to work in pairs. They take turns to point to the rooms and say the words with their partners.

### ANSWERS

living room, dining room, bedroom

### 2 Listen and read. 85

- Play the recording for children to listen and follow the text in their books.
- Play the recording a second time. Answer any questions children have.
- Ask simple questions to check comprehension, e.g. *Is the dining room big? Is the big bedroom for Andy? Has the flat got a balcony? What can you see from the balcony?*
- Ask children to look at the question at the end of the webpage. Ask children to point to the photo with Andy's sister in it (*Photo 1*) and then to find Andy's sister (*she's kneeling down next to Andy*).

### Optional activity

- Write the following words in a list on the board:  
*a living room*  
*four bedrooms*  
*a balcony*  
*a garden*  
*two dining rooms*  
*a bathroom*
- Ask a child to come to the front of the class. Ask *Has Andy's flat got a living room?* to elicit *Yes*. The child puts a tick next to *living room*.
- Repeat the process with different children.

### 3 Read again and write.

- Explain to children that now they are going to look at some sentences and complete them.
- Write the example answer on the board, with a blank for the final word and the list of four options from the word pool. Ask children to choose the best word to complete the sentence (*flat*).
- Ask a child to read the complete sentence aloud for the class. Point out the example answer in their books.
- Play the recording once more as children listen. Ask them to read the article again and complete the rest of the sentences.
- Monitor the activity and help where necessary.
- Go through the answers. Ask individual children to read the sentences aloud.

### ANSWERS

- 1 There are photos of Andy's flat.
- 2 The sofa is in the living room.
- 3 The dining room is little.
- 4 One bedroom is big.

### Optional activity

- Divide the class into groups of four to six. Give each child a piece of plain paper and each group a set of coloured pencils.
- Ask children to draw a picture of their favourite room in their *house / flat*.
- Children take turns to hold up their pictures and tell the other children in their groups about the room they have chosen.
- Ask some of the children to come to the front and tell the class about their favourite room.

### Further practice

Workbook page 58

## SkillsTime!

### Skills development

Listening: number items in the correct order

Speaking: ask and answer questions beginning with *Where's*.

Writing: identify vowels within words; write about your home (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: TV

### Materials

CD 86; My house flashcards 82–83; Phonics cards 1, 5, 9, 15, 21

## Warmer

- Sing *Come into my house* from page 56 to energize the class and revise vocabulary from this unit.

## Lead-in

- Ask children what they can remember from the reading text from the previous lesson. Ask them to name the rooms in Andy's flat and to tell you what they can remember about them.
- Ask children to look at the picture on page 59. Point to the different rooms for children to say the words. Ask them to name as many things in the rooms as they can.

## 1 Listen and number. 86

- Explain that you are going to play a recording of a girl talking about the rooms in her house. They must listen and number the rooms in the order they hear them mentioned.
- Play the recording the whole way through, while children point to the rooms they hear.
- Play the recording again, pausing after item 1 to show the example answer in the box. Ask questions to check comprehension.
- Continue playing, pausing at appropriate places for children to number the rooms.
- Play the recording a third time for children to complete their answers. Go through the answers with the class.

## Transcript

- Look, this is my house. It's got an upstairs and a downstairs. Upstairs, you can see two bedrooms.
- Also upstairs, you can see two bathrooms.
- Downstairs, there is a kitchen.
- Look, this is the living room. It's got a TV and a sofa.
- And here is the dining room. The family can eat here.

### ANSWERS

- bedroom
- bathroom
- kitchen
- living room
- dining room

## 2 Look at the picture again. Ask and answer.

- Ask children to look at the questions and answers in the speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model and drill correct intonation.
- Ask two children to read them aloud for the class.
- Hold up the upstairs and downstairs flashcards. Say the name of each room in the picture and *ask Upstairs or downstairs?* Children look at the picture and say whether each room is upstairs or downstairs.
- Ask children to work in pairs. They take turns to ask and answer questions about the rooms in Exercise 1.
- Monitor the activity and help where necessary.
- Ask some of the pairs to ask and answer questions for the class.

## 3 Say the vowel letters. Circle the vowels in the words.

- Copy the vowels and the example sentence from the Class Book onto the board. Point to each vowel in turn for children to say the letter names in chorus.
- Look at the example sentence. Ask children to call out the vowels. Circle the letters as children say them.
- Ask children to look at the exercise in their books. Allow time for them to circle the vowels in the rest of the sentences. While they are working, write the remaining sentences on the board.
- Go through the answers with the class. Ask individual children to come to the front and circle the vowels in each remaining sentence.

### ANSWERS

- This is a kitchen.
- She's in the dining room.
- Here are two bathrooms.
- Well done, Rosy.
- Where's Grandma?
- The bedrooms are upstairs.

### Optional activity

- Ask children to look back at page 58. Pick a sentence and ask children to tell you which letters are vowels.

### Optional activity

- For further practice of the vowel letters, write the following chant on the board:  
*A, e, i, o, u. We are vowels and we help you.*  
Do the chant with the class.
- Call five children to the front of the class. Give each one a different vowel phonics card. Do the chant again. Children hold up their letters when they hear them.

**NOTE:** Now go to Workbook page 59 for children to practise writing about their home.

### Further practice

Workbook page 59

Values worksheet, PMB page 17

Unit 8 test, Testing and Evaluation Book page 22

© Student MultiROM • Listen at home •

• Track 27 (Words and phrases), Track 28 (Song), Track 29 (Phonics)

## Lesson One

CB PAGE 60

Oxford  
iTools Digitalclassroom • Unit 9 • Words/Story

## Words

## Lesson objectives

To identify different foods in a lunch box \_\_\_\_\_

To understand a short story \_\_\_\_\_

## Language

Core: *lunch box, sandwich, drinks, apple, banana, biscuit*Extra: *lunch, lunchtime, choose, share, get*

## Materials

CD 87-89; Story poster 9; My lunch box flashcards  
86-91; real food items from the vocabulary list (optional)

## Warmer

- Sing *Come into my house* from page 56 to warm up the class.
- Ask children to tell you what they can remember about the last story.
- Tell children that today's story is about sharing. Talk about the importance of sharing and helping others.

## Lead-in

- Use flashcards 86-91 (or real food items) to elicit the vocabulary for this lesson. Hold the flashcards / foods up one at a time and ask *What's this?* Model any words children do not know.
- Hold the flashcards / foods up in a different order and repeat.

## 1 Listen, point and repeat. 87

- Ask children to open their Class Books and look at the pictures of different food items.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.

## Transcript

## Listen and point.

lunch box, sandwich, drinks, apple, banana, biscuit

drinks, sandwich, apple, biscuit, lunch box, banana

## Listen and repeat.

lunch box, sandwich, drinks, apple, banana, biscuit

## Optional activity

- Play *What have I got?* with the class (see page 20). If they name the object within three guesses, they get one point. If they don't, you get one point.
- Children ask *Is it a...?* until the object has been guessed correctly. Keep the score on the board.

## 2 Listen and chant. 88

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words.
- Put the flashcards around the room. This time children can point to the correct flashcards as they hear the words. Repeat (more than once if necessary).

## Transcript

lunch box, lunch box, lunch box

sandwich, sandwich, sandwich

drinks, drinks, drinks

apple, apple, apple

banana, banana, banana

biscuit, biscuit, biscuit

## 3 Listen and read. 89

- Use Story poster 9 to present the story. Ask children to name as many things in the picture as they can.
- Talk about each frame with the class. Ask *What's happening in the story?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *Where are Rosy and Tim? What time is it? Has Rosy got her lunch box? Who helps Rosy? Is there enough for Rosy?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Draw the outline of a big lunch box on the board. Invite individual children to come to the front of the class and fill it with different things. Say, e.g. *Draw three bananas.* Continue until the lunch box is full.
- Point to the different foods in the box for children to say them aloud, e.g. *two sandwiches, five drinks...*

## Further practice

Workbook page 60

## Lesson Two CB PAGE 61

iTools ED Digital classroom • Unit 9 • Grammar

### Grammar

#### Objectives

To make sentences with 've got / haven't got

To act out a story

#### Language

Core: I've got an apple / two sandwiches. I haven't got my lunch box.

#### Materials

CD 89; Story poster 9; My lunch box flashcards 86-91; a piece of plain paper for each child (optional); an apple

#### Warmer

- Play *Snap!* using flashcards 86-91 to energize the class and revise the vocabulary from the previous lesson (see page 19).

#### Lead-in

- Point to Story poster 9 and ask children what happened in the story.
- Cover the poster and ask which foods appeared in the story.

#### 1 Listen to the story again and repeat. Act. 89

- Ask children to turn to the story on page 60 of their Class Books. They check how many items of food they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Miss Jones, Rosy, Tim, and the girl from Rosy's class.
- Ask children to look at the different actions that Tim and Rosy do in the story. As a class, decide on the actions for the story (see suggestions below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the pairs to come to the front of the class to act out the story.

#### Story actions

Picture 1: Miss Jones points to school bags. Rosy holds up her empty hands, looking sad.

Picture 2: Tim passes a sandwich to Rosy.

Picture 3: The girl hands Rosy an apple.

Picture 4: Rosy stands up and extends both arms to show that the table is covered with food.

#### 2 Look and say.

- Look at each picture in turn and ask children what they can see. Copy the sentences from the Class Book onto the board, leaving spaces where the food words are.
- Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *I've got two apples. I haven't got my sandwich. I've got a biscuit.*

- Hold up an apple and say *I've got an apple*. Hide it, shake your head and *show* your empty hands and say *I haven't got an apple*. Do the same with some classroom objects.
- Look again at the three sentences. Tell children you are going to tick sentences where the child has got something, and cross sentences where the child hasn't. Ask them to tell you which ones to tick (/ and 3) and which to cross (2).
- Ask children to look at the pictures in their Class Books. Ask different children to say each sentence.
- Point out the box showing the long and short forms of *have got*. Show children how we make the short forms *'ve got* and *haven't got* by writing both forms on the board.
- Focus attention on the third sentence. Ask why we say *an apple* (because *'apple' begins with a vowel*).

**NOTE:** There will be more practice of *a* and *an* in Lesson 6.

#### 3 Write.

- Write three or four gapped sentences on the board, using food words, e.g. \_\_\_\_\_ a banana / drink.
- Hold up the banana flashcard and nod your head to show you have got it. Ask children what should go in the gap. Elicit *I've got a banana*.
- Hold up the drinks flashcard and shake your head. Elicit *I haven't got a drink*.
- Repeat the process with the other flashcards and sentences.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences individually and write down the missing words.
- Go through the answers with the class. Children say the sentences together.

#### ANSWERS

- |                             |                           |
|-----------------------------|---------------------------|
| 1 I haven't got a drink.    | 4 I've got a banana.      |
| 2 I've got a lunch box.     | 5 I've got two drinks.    |
| 3 I haven't got a sandwich. | 6 I haven't got an apple. |

#### 4 Look at the pictures again. Say and answer.

- Ask children to look at the pictures again. Point to the different pictures and ask *What has he / she got?*
- Model the dialogue with a child in the class.
- Ask children to work in pairs. They take turns to point to the pictures and say what one of the people in the pictures has or hasn't got.
- Ask some of the children to tell the class about what the children in the pictures have / haven't got.

#### Optional activity

- Ask children to get out their lunch boxes and work in pairs to say what they have / haven't got.
- If it's after lunchtime, or children don't have lunch boxes, give them each a piece of plain paper. They draw lunch boxes and use their pictures to do the activity above.

#### Further practice

Workbook page 61

Grammar reference, Class Book page 110

 Student MultiROM • Unit 9 • Grammar

# Lesson Three CB PAGE 62

Oxford  
iTools D Digital classroom • Unit 9 • Song

## Song

### Lesson objectives

To identify more types of food

To use food words in the context of a song

### Language

Core: *tomato, pear, grapes*

Recycled: lunch box words

### Materials

CD 90-91; My lunch box flashcards 86-94; real food items from the vocabulary list (optional)

### Warmer

- Play *Do it!* (see page 20) to revise vocabulary from the unit.

### Lead-in

- Use flashcards 92-94 or real food items to introduce the three new words. Hold up the cards or foods one at a time and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again.

### 1 Listen, point and repeat. 90

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Give flashcards to different children and ask them to tell the class what they have got.

### Transcript

Listen and point.

tomato, pear, grapes

pear, tomato, grapes

Listen and repeat.

tomato, pear, grapes

### Optional activity

- Put the three flashcards in different places around the room.
- Play the recording again. Ask children to point to the different types of food as they are mentioned.

### 2 Listen and sing. 91

- Ask children to look at the pictures and say who is in the picture. Ask what they think the song will be about. Point to the different types of food in the pictures one at a time and ask children *What's this? / What are these?*
- Play the recording for children to listen and point to the pictures when they *hear* the three new words. Then play it again as they follow the words in their books.

- Recite the words of the song with the class, without the music or recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

### Optional activity

- Give the sandwich, tomato, pear, and grapes flashcards to four different children. Ask them to come to the front of the class.
- Sing the song again. When the four children hear their words, they hand their flashcards to a different child from the class.
- The four children who now have the flashcards come to the front of the class and sing the song again.

### 3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see suggestions below).
- Practise the actions with the class.
- Play the recording for children to sing the song and do their actions.

### Song actions

*Open my lunch box* – mime opening a box or bag

*What can you see?* – point to eye

*I've got* – mime holding up the different types of food

*You can share with me / I'm happy to share* – Offer 'food' to classmates

### Further practice

Workbook page 62

Picture dictionary, Workbook page 112

Extra writing worksheet, PMB page 18

Student MultiROM • Unit 9 • Words, Song

## LeSSOn FOUR CB PAGE 63

Oxford  
iTools D Digital classroom • Unit 9 • Phonics

### Phonics

#### Lesson objectives

To pronounce the sound /tʃ/ on its own and in words

To differentiate between the sounds /tʃ/, /k/, and /h/

#### Language

Core: *chair, teacher, chick*

Extra: *chirp, say*

#### Materials

CD 92-93, Phonics cards 30-32 (ch)

#### Warmer

- Ask children which pair of letters they looked at in the previous phonics lesson (*sh*) and which sound these letters represent (/ʃ/).
- Ask children if they can remember the words from the lesson that contained the sound (*shoes, sheep, and fish*).
- For each word, ask children whether the /ʃ/ sound comes at the beginning or the end. Write the words on the board for different children to come to the front and circle *sh*.
- Play the CD and say the chant from page 57 to revise the sound /ʃ/.

#### Lead-in

- Tell children that today they will be looking at the letters *ch* that represent the sound /tʃ/.
- Write *ch* on the board in large letters. Model the sound for children to repeat.
- Hold up phonics cards 30-32 one at a time, saying the words for the class to repeat. Hold them up in a different order and repeat.

#### 1 Listen, point and repeat. 92

- Ask children to look at the words that contain the letters *ch* in their Class Books.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through (more than once if necessary) for children to point to the words and then repeat them.

#### Transcript

Listen and point.

C and h say /tʃ/.

/tʃ/ chair /tʃ/ teacher /tʃ/ chick

Listen and repeat.

/tʃ/ chair /tʃ/ teacher /tʃ/ chick

#### 2 Listen and chant. 93

- Ask children to look at the picture. Ask *Who's this?* to elicit *a teacher*, and *What's she got?* to elicit *a chick*. Ask where she is sitting (mime sitting) to elicit *on a chair*.
- Play the recording for children to listen to the chant.

- Put the three cards in different places around the room. Play the recording again for children to point to the cards as they hear the words.
- Repeat the chant line by line and ask children to repeat after you. Then play the chant again and pause after each line for them to repeat.
- Play the chant once more for children to follow in their books.

#### Optional activity

- Tell children that they are chicks. Every time they hear a /tʃ/ sound, they must flap their wings.
- Do the chant again.

#### 3 Read the chant again. Circle the *ch* sounds.

- Ask children to look at the chant in Exercise 2.
- Focus attention on the circled *ch* at the beginning of *Charlie*. Ask them to find and circle other examples of *ch* at the beginning or ending of words.
- Go through the exercise with the class. Read the text together, emphasizing each of the /tʃ/ sounds in the words.

#### ANSWERS

My name's Charlie.

This is my teacher.

She's on a chair.

She's got a little chick.

Chirp, chirp, chirp, says the chick.

Chirp, chirp, chirp, says the chick.

My teacher's on a chair.

She's got a little chick.

#### Optional activity

- Put the three phonics cards on the board. Write a new chant on the board: *Teacher, chair, teacher, chair, chick, chick, chick!*
- Point to the cards as you say the words for children to say them. Point to the cards more quickly so that the chant gets faster.
- Repeat until children can no longer keep up.

#### 4 Look at the picture and circle the correct sound.

- Point to the first picture. Ask *What's this?* to elicit *a chair*. Ask *What's the sound?* to elicit /tʃ/. Show children how the /tʃ/ sound is circled.
- Ask children to look at the rest of pictures and circle the sounds that the words begin with.
- Go through the answers with the class. Write the words from Exercise 4 on the board. Invite different children to come to the front of the class to circle the letters that represent the sounds they begin with.

#### ANSWERS

1 ch 2 c 3 h 4 ch

#### Further practice

Workbook page 63

Student MultiROM • Unit 9 • Phonics

## Skills Time!

### Skills development

Reading: read and understand descriptions of lunch boxes; match lunch boxes with their descriptions\_\_\_\_\_

### Language

Recycled: vocabulary and structures seen previously

Extra: *cheese, water, today*\_\_\_\_\_

### Materials

CD 94; My lunch box flashcards 86-94\_\_\_\_\_

### Warmer

- Play *Jump* (see page 19) to energize the class and revise vocabulary from the unit.

### Lead-in

- Talk about lunch boxes with the class. Ask *Have you got a lunch box?* Count how many children say yes. Ask *What colour is your lunch box? What have you got in it today?*
- Ask children to look at the pictures and try to predict what the text is about (*three children are describing what they've got in their lunch boxes*).

### 1 Point to the food. Say the words.

- Ask children to look at the pictures again. Point to the different types of food for children to say the words.
- If you wish, ask children to work in pairs, taking turns to point to different types of food and say the words.

### ANSWERS

sandwich, apple, drink, orange, banana, pear, biscuit

### 2 Listen and read. 94

- Explain that each of the three children is going to describe what they've got in their lunch box today. They are going to describe one of the lunch boxes A, B, or C.
- Play the recording for children to listen and follow the text in their books.
- Play the recording a second time, stopping after each person. Answer any questions children have.
- Ask simple comprehension questions, e.g. *Has he got an orange? Has she got a banana? Has he got two sandwiches?*
- Talk about the lunch boxes with the class. Ask *Do you like lunch box A/B/C? What is your favourite food in lunch box A/B/C?*

### Optional activity

- Tell children to close their books. Tell them *that* you are going to play the recording again.
- Explain that children have to listen very carefully. If the child on the recording says that he / she has got one of the foods, the children nod their heads. If the child says that he / she doesn't have that kind of food, the children shake their heads.

### 3 Read again. Write A, B or C.

- Look at the picture of the girl and read the sentence *Her lunch box is A*. Look at the picture of lunch box A and ask children to tell you what they can see. Then read the girl's description of her lunch box.
- Tell children to read about the boy and the other girl and choose their lunch boxes by looking at the pictures and reading the text carefully again. They write the letters of the correct lunch boxes in the gaps.
- Go through the answers with the class.

### ANSWERS

1 A 2 C 3 B

### Optional activity

- Draw the outlines of three lunch boxes on the board, and label them A, B, and C. Fill the lunch boxes with 'food' using flashcards 86-94.
- Describe one of the lunch boxes for the class to guess which one it is.
- Ask children to work in pairs. They take turns to describe the lunch boxes for their partner to guess.
- Ask some of the children to describe a lunch box for the class to guess.

### Culture note: Food at school

Lunchtime in most schools usually starts at around twelve o'clock and lasts for an hour. Children eat first, and then go outside and play in the playground until afternoon classes resume. Many schools have a canteen where hot food is available, but a lot of children bring in their own packed lunches.

In their school lunch boxes, children often have sandwiches, a piece of fruit, a bag of crisps, a drink, and perhaps a piece of cake or a biscuit. Healthier alternatives to cake and crisps, such as boxes of dried fruit and tubes of yogurt, are increasingly available in supermarkets.

In 2005, celebrity chef Jamie Oliver made a series of TV programmes aiming to improve the standard of school food. As a result, schools now offer healthier food with a variety of fruit and vegetables.

### Further practice

Workbook page 64

## Lesson Six CB PAGE 65

tools D Digital classroom • Unit 9 • Writing

### Skills Time!

#### Skills development

Listening: identify items as they are heard

Speaking: ask and answer questions about lunch boxes

Writing: complete sentences with *a* or *an*; write about lunch boxes (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *inside*

#### Materials

CD 95; a piece of plain paper for each child (optional)

### Warmer

- Play *A long sentence* (see page 21) to revise all the types of food children know.
- Say *In my lunch box I've got an apple*. Choose a child to continue, e.g. *In my lunch box I've got an apple and an orange*. Continue until children can't think of any more foods.

### Lead-in

- Ask children to look at the chart in Exercise 1 and predict what they are going to hear (*three children talking about what's in their lunch boxes*).
- Ask children to look at the photos of food. Point to the different types of food for children to name them.









### 1 Listen and tick (✓). CD 95

- Explain that you are going to play the recording and children will have to decide whether the speaker has got the item in their lunch box today. If they have, they should tick the correct box.
- Play the recording the whole way through. Ask children to point to each food word as they hear it.
- Play the recording again, pausing after the first item. Show them the example tick in the box on the page. Ask what other items the speaker has got (*an egg and a biscuit*). Tell them to tick the boxes for *egg* and *biscuit* in the first row.
- Play the second part of the recording for children to tick the words in the second row. Repeat with the third part of the recording.
- Play the recording all the way through a third time for children to check their answers. Go through the answers with the class.

### Transcript

- 1 I've got a red lunch box. What's in my lunch box? Let's see. In my lunch box I've got a sandwich. I've got an egg and a biscuit.
- 2 My lunch box is blue. Look inside! I've got an orange, I've got a sandwich, and I've got a pear. I haven't got a biscuit today.
- 3 I've got a purple lunch box. Let's see what's inside. Ah, I've got an apple. Mm, that's good. I've got an egg and I've got some grapes. I've got eight grapes!

### ANSWERS

								
1			✓	✓		✓		
2	✓		✓		✓			
3		✓		✓				✓

### Optional activity

- Children work in small groups. On the left side of the paper they write the names of the other people in the group in a vertical list. They then draw six columns next to the list of names. At the top of each column they draw a different type of food, as in the chart in Exercise 1.
- Children take turns to tell the rest of their group what they have got in their lunch boxes. The other children put a tick in the appropriate place each time they hear a type of food mentioned.

### 2 Look at the pictures again. Ask and answer.

- Ask individual children to read the words in the word pool aloud, then the whole class repeats each word in chorus. Model correct intonation for the class.
- Children work in pairs. They take turns to ask and answer similar questions, using the words in the box.
- Ask some pairs to ask and answer questions for the class.

### 3 Write.

- Write the five vowels on the left-hand side of the board. Write some singular nouns beginning with vowels that children know below them. Write some nouns beginning with consonants on the right-hand side.
- Write *an* before the nouns beginning with vowels, and *a* before the nouns beginning with consonants. Read them out with their articles as children repeat in chorus. Rub off the articles, then say words and ask children to say *a* or *an*.
- Write the example sentences on the board with gaps for the articles. Ask children to tell you which word should go in the gaps. Write *an* and then *a* in the gaps.
- Ask children to look at the exercise. Allow time for children to write *a* or *an* in each of the gaps. Then ask individual children to come to the front and write the correct words.

### ANSWERS

1 a 2 an 3 an 4 a 5 a 6 an

**NOTE:** Now go to Workbook page 65 for children to practise writing about their lunch box.

## Review 3 CB PAGES 66–67

REVIEW ANSWER KEY, TB PAGE 116

### Further practice

Workbook page 65


Values worksheet, PMB page 19

Testing and Evaluation Book

- Unit 9 test, page 23
- **Summative** test 3, page 24
- Skills test 3, page 26

 Student **MultiROM** • Listen at home •

- Track 30 (**Words** and phrases), Track 31 (Song), Track 32 (**Phonics**)

Lesson One CB PAGE 68iTools  Digitalclassroom • Unit 10 • Words/Story

## Words


## Lesson objectives

- To identify adjectives for describing hair \_\_\_\_\_
- To understand a short story \_\_\_\_\_

## Language

Core: *brown, blond, curly, long, short, straight*Extra: *over there, hair, new, friend*

## Materials

CD  96-98; Story poster 10; My friends flashcards 95-100

## Warmer

- Sing *Open my lunch box!* from page 62 to warm the class up.
- Ask children to tell you what they can remember about the last story.
- Tell children that today's story is about friends. Ask several children to tell you the name of one of their friends.

## Lead-in

- Put your hands on your own hair, or point to the hair of one of the children. Say the word *hair* and write it up on the board.
- Use flashcards 95-100 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *Long or short hair? Blond or brown hair? Curly or straight hair?*
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat.  96

- Ask children to open their Class Books and look at the pictures of the different kinds of hair.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up flashcards 95-100 one at a time for individual children to say the words.

## Transcript

Listen and point.

long, short, blond, brown, curly, straight

curly, long, brown, blond, straight, short

Listen and repeat.

long, short, blond, brown, curly, straight

## Optional activity

- Play the recording again. Each time a child hears a word that describes their own hair, they stand up.

2 Listen and chant.  97

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. This time they can point to someone who has this kind of hair when they hear the word. Repeat (more than once if necessary).

## Transcript

long, long, long

short, short, short

blond, blond, blond

brown, brown, brown

curly, curly, curly

straight, straight, straight

## Optional activity

- Ask six children to come to the front of the class. Give each child one of the flashcards from Exercise 1.
- Play the recording again. The children at the front stamp their feet when their hair type is mentioned.
- If you wish, ask six different children to come to the front of the class and repeat the activity doing a different action.

3 Listen and read.  98

- Use Story poster 10 to present the story. Ask children to name as many things in the picture as they can.
- Look at each character in the story and ask children to describe that person's hair.
- Talk about each frame with the class. Ask *What's happening?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *Who's Rosy's new friend? What's Alice got? Who's Tim's new friend? Are the new friends cousins?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Further practice

Workbook page 68

Picture dictionary, Workbook page 113

## Grammar

### Objectives

- To **make** sentences with *has / hasn't got* to describe appearance \_\_\_\_\_
- To act out a story \_\_\_\_\_

### Language

Core: *He's / She's / It's got blue eyes. He / She / It hasn't got black eyes.* \_\_\_\_\_

### Materials

CD 98; Story poster 10; My friends flashcards 95–100

### Warmer

- Revise vocabulary from the previous lesson. Put flashcards 95–100 on the board. Say the words for children to point to the appropriate flashcards.
- Play the CD and say the chant from Lesson 1 again. Each time children hear a word describing their own hair they stand up.

### Lead-in

- Hold up Story poster 10 and ask children what happened in the story.
- Cover the poster and ask children questions about the story, e.g. *Has Adam got curly or straight hair? Has Alice got blue or green eyes? Who are brother and sister - Alice and Adam, or Rosy and Tim?*

### 1 Listen to the story again and repeat. Act. 98

- Ask children to turn to the story on page 68 of their Class Books. They check whether their answers from the lead-in activity were right.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Alice, and Adam.
- Ask children to look at the different actions that the children do in the story. As a class, decide on the actions for the story (see suggestions below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

### Story actions

Pictures 1 and 2: Rosy holds up a photo (the child could use a piece of paper or a book). Tim looks at it.

Picture 3: Tim points to Adam. The other children all wave at each other.

Picture 4: The children smile and put their hands in front of their faces to show they are laughing.

### 2 Look and say.

- Look at each picture in turn and ask children to describe what they can see.

- Copy the sentences from the Class Book onto the board. Read them out loud, pointing to your own eyes and hair, or indicate children in the class with different coloured eyes or lengths of hair to reinforce meaning.
- Rub out the adjectives in the sentences. Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *He's got long hair. She hasn't got green eyes.* Children repeat the new sentences chorally.
- Ask children to look at the pictures in their Class Books. Ask different children to read each box aloud for the class.
- Ask children which sentences say what the person looks like, and which sentences say what the person doesn't look like. Point out the box showing the full and abbreviated forms of *has got*.
- Call a boy to come to the front of the class. Say, e.g. *He's got short hair. He hasn't got long hair.*
- Call a girl to the front of the class and do the same.
- Show children how we **make** the short forms *'s got* and *hasn't got* by writing the words separately and then together on the board.

### 3 Write.

- Put three of the flashcards on the board and write a gapped sentence next to each one, e.g. *She \_\_\_\_\_ long hair. He \_\_\_\_\_ brown hair. She \_\_\_\_\_ straight hair.*
- Point to each sentence in turn for children to tell you what goes in the gaps: *'s got* or *hasn't got*.
- Ask children to look at the pictures in their books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences and write down the missing words.
- Go through the answers with the class.

### ANSWERS

- |                            |                             |
|----------------------------|-----------------------------|
| 1 He's got blond hair.     | 3 It hasn't got blue eyes.  |
| 2 She's got straight hair. | 4 He hasn't got curly hair. |

### 4 Look at the pictures again. Say and answer.

- Ask children to look at the pictures from Exercise 3 again. Say *curly hair, blond hair, straight hair, short hair, brown eyes.* Children point to the appropriate pictures.
- Model the dialogue with a child in the class.
- Ask children to work in pairs. They take turns to point to the pictures and say what each person has got / hasn't got. Their partner guesses the number.
- Ask some of the children to tell the class about what the children in the pictures have / haven't got. The other children chorus the number.

### Optional activity

- Ask children to work in groups of four to six. They take turns to describe a member of the group while the rest of the group guess who it is.
- Ask some of the children to describe a member of their group for the class to guess.

### Further practice

Workbook page 69

Grammar reference, Class Book page 110

Student MultiROM • Unit 10 • Grammar

# Lesson Three CB PAGE 70

**iTools** D Digital classroom • Unit 10 • Song

## Song

### Lesson objectives

To identify shapes

To use shapes in the context of a song

### Language

Core: *circle, rectangle, triangle, square*

Extra: *side, the same, smooth, round, just*

### Materials

CD 99–100; Shapes flashcards 101–104; one piece of paper for each pupil; a selection of coloured shapes and a **gluestick** for each group of four to six (optional)

## Warmer

- Play *Simon says...* (see page 20) to warm up the class, using instructions children have already learnt.

## Lead-in

- Use flashcards 101–104 to introduce the four new words. Hold up the cards one at a time and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again.
- Draw one of the shapes on the board, with one side missing (in the case of a circle, leave about a quarter of the shape un-drawn). Ask a child to come to the front and **draw** the missing **side**. The class calls **out** the name of the shape.
- Repeat with the rest of the shapes.

## 1 Listen, point and repeat. CD 99

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up the flashcards one at a time, for individual children to say the words.

## Transcript

Listen and point.

square, circle, triangle, rectangle

rectangle, **triangle**, square, circle

Listen and repeat.

square, circle, triangle, rectangle

### Optional activity

- Play the recording again. Children draw the shapes in the air as they hear them.

## 2 Listen and sing. CD 100

- Ask children to look at the pictures. Point to the different shapes in the pictures one at a time and ask children *What's this?*

- Play the recording for children to listen and point to the pictures when they hear the three new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music or recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

## 3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see suggestions below).
- Practise the actions with the class.
- Play the recording for children to sing the song and do their actions.

## Song actions

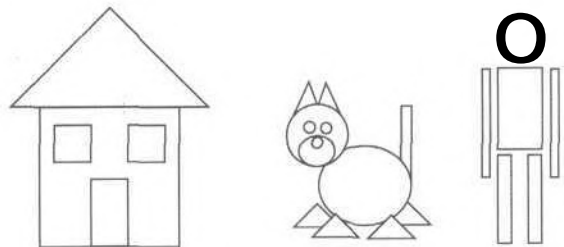
*It's got three / four sides* - hold up right number of fingers

*It hasn't got sides* - shake heads

*It's a square / circle / rectangle / triangle!* - draw shapes in the air

### Optional activity

- Tell children that they are going to make pictures out of the shapes in this lesson.
- Divide the class into groups of four to six. Give each child a piece of plain paper and each group a selection of coloured shapes and a glue stick.
- Children make pictures by sticking the shapes onto their piece of paper, as in these examples:



- Children label their pictures with the name of the thing they have drawn. Underneath, they can write about the shapes they have used, e.g.

*This is a house. It's a square and a triangle. The windows are squares and the door is a rectangle.*

*My cat has got two (pink) circles, four (blue) triangles and an (orange) rectangle.*

*This is a man. His head is a circle. His body is a rectangle. His legs and arms are rectangles too.*

### Further practice

Workbook page 70

Picture dictionary, Workbook page 113

Extra writing worksheet, PMB page 20

**Student MultiROM** • Unit 10 • Words, Song

## Phonics

### Lesson objectives

To pronounce the sound /θ/ on its own and in words

To differentiate between the sounds /θ/, /t/, and /h/

### Language

Core: *three, bath, teeth*

Extra: count \_\_\_\_\_

### Materials

CD 101–102; Phonics cards 33–35 (th)

### Warmer

- Ask children which pair of letters they looked at in the previous phonics lesson (*ch*) and which sound these letters represent (/tʃ/).
- Ask children if they can remember the words from the lesson that contained the sound (*chair, teacher, and chick*).
- For each word, ask children where the /tʃ/ sound comes - at the beginning, in the middle, or at the end of the word. Write the words on the board for different children to come to the front and circle the *ch*.
- Play the CD and say the chant from page 63 to revise the sound /tʃ/.

### Lead-in

- Tell children that today they will be looking at the letters *th* that represent the sound /θ/.
- Write *th* on the board in large letters. Model the sound for children to repeat.
- Hold up phonics cards 33–35 one at a time, saying the words for the class to repeat. Hold them up in a different order and repeat.

### 1 Listen, point and repeat. 101

- Ask children to look at the words that contain the letters *th* in their Class Books.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through (more than once if necessary) for children to point to the words and then repeat them.

### Transcript

Listen and point.

T and h say /θ/.

/θ/ three /θ/ bath /θ/ teeth

Listen and repeat.

/θ/ three /θ/ bath /θ/ teeth

### Optional activity

- Ask three children to come to the front of the class. Give each one a different phonics card and ask them to stand in a line, holding the cards in front of them.
- Say the words in random order. The other children point to the correct pictures.

### 2 Listen and chant. 102

- Ask children to look at the picture of the baby. Explain that the baby's name is *Theo*. Ask where Theo is (*in the bath*).
- Play the recording for children to listen to the chant.
- Put the three phonics cards in different places around the room.
- Play the recording again for children to point to the cards as they hear the words.
- Repeat the chant line by line and ask children to repeat after you. Then play the chant again and pause after each line for them to repeat.
- Play the chant once more for children to follow in their books.

### Optional activity

- Do the chant again. Every time children hear a /θ/ sound, they punch the air with their fists.

### 3 Read the chant again. Circle the *th* sounds.

- Ask children to look at the chant in Exercise 2.
- Focus attention on the circled *th* at the beginning of *Theo*. Ask them to find and circle other examples of *th* at the beginning or ending of words.
- Go through the exercise with the class. Read the text together, emphasizing each of the /θ/ sounds in the words.

### ANSWERS

Baby Theo's in the bath,

One, two, three.

Baby Theo counts his teeth,

One, two, three.

### 4 Look at the picture and circle the correct sound.

- Point to the first picture. Ask *What's this?* to elicit *Theo*. Ask *What's the sound?* to elicit /θ/. Show children how the *th* sound is circled.
- Ask children to look at the rest of pictures and circle the sounds that the words begin with.
- Go through the answers with the class. Write the words from Exercise 4 on the board. Invite different children to come to the front of the class to circle the letters that represent the sounds they begin with.

### ANSWERS

1 th 2 t 3 th 4 s

### Further practice

Workbook page 71

Student MultiROM • Unit 10 • Phonics

# Lesson Five CB PAGE 72

iTools  Digital classroom • Unit 10 • Reading

## Skills Time!

### Skills development


Reading: read and understand a descriptive letter; match children to their descriptions

### Language

Recycled: vocabulary and structures seen previously

Extra: *dear, best, tall, picture, great, tell, from*

### Materials

CD  103; My friends flashcards 95–100; a piece of plain paper for each child (optional); a set of coloured pencils for each group of four to six (optional)

### Warmer

- Play *Slow reveal* (see page 20) with the class using flashcards 95–100 to revise vocabulary from the unit.
- Talk about writing letters with the class. Ask *Do you write letters? Who do you write to? What do you write about? Do you prefer letters or emails?*

### Lead-in

- Ask children to look at the page and tell you what they can see (*a letter and a picture*). Ask them to look at the bottom of the letter to see who wrote it (*Sally*).
- Ask children to look at the picture and tell you what they can see. Ask *Where are the children?* Encourage children to name the park things in the background.
- Ask them to predict what they think the letter is about (*Sally is describing her friends*).

### 1 How many friends can you see?

- Ask children to look at the picture again and to count the friends in the foreground of the picture.

### ANSWER

There are five friends.

### 2 Listen and read. 103

- Explain that children are going to listen to Sally reading her letter. Play the recording for them to listen and follow silently in their books.
- Play the recording a second time. Answer any questions children have.
- Ask *questions* for individual children to reply to, e.g. *Who is the letter to/from? Who is Sally's best friend? Is Toby short? Where is Sally in the picture?*

### Optional activity

- Ask children to draw a table in their *notebooks*. They make five rows and three columns.
- In the left-hand column, they write the names of the children (including Sally). Above the other two columns, they write the words *hair* and *eyes*.
- Children read the letter again and complete the information for all of the children.

## ANSWERS

	hair	eyes
Sally	red, curly	grey
Polly	long, blond	blue
Toby	short, blond	blue
Peter	curly, brown	green
Isabel	straight, black	brown

### 3 Read again. Write the names.

- Ask children to look at the picture from Exercise 2 again. Point to the girl on the left. Ask the class to describe her (*She's got black hair and brown eyes*). Ask *Who's she?* (*Isabel*).
- Ask children to look at the pictures in Exercise 3. They read the letter again (or look at the information in their charts, if they did the optional activity) and write down the names of the other children.
- Go through the answers with the class.

### ANSWERS

1 Peter 2 Isabel 3 Polly 4 Toby 5 Sally

### Optional activity

- Do a picture dictation with the class. Give out blank pieces of paper to each pupil.
- Read a description of a boy slowly, e.g. *He's small. He's got blue eyes. He's got short, curly hair. It's brown*. Children listen to the description and draw and colour what they hear.
- Repeat with a description of a girl. Children turn over their papers to use the back.
- At the end, children compare their pictures.

### Culture note: National characteristics


Britain has a multi-cultural society, in which around eight percent of people described themselves as non-white in the census of 2001. Ethnic mix varies from region to region, with large cities such as London and Birmingham having a more diverse population than small towns and villages.

The 'English *rose*' complexion (fair skin, blond hair, and blue eyes) is not truly representative of the average person living in Britain today. Blond and red hair is becoming less common in Britain and there have even been reports that these hair colours may die out over the next two centuries as a result of the way that genes are passed down through the generations.

### Further practice

Workbook page 72

# Lesson Six CB PAGE 73

iTools  Digital classroom • Unit 10 • Writing

## Skills Time!

### Skills development

Listening: number items in the correct order \_\_\_\_\_

Speaking: ask and answer questions about appearance \_\_\_\_\_


Writing: match full and abbreviated forms with the contractions 've and 's; write about friends (Workbook) \_\_\_\_\_

### Language

Recycled: vocabulary and structures seen previously \_\_\_\_\_

Extra: jumper \_\_\_\_\_

### Materials

CD  104; Shapes flashcards 101–104 \_\_\_\_\_

## Warmer

- Ask a child to come to the front of the class. Ask the class to describe him / her, e.g. *She's got blond hair. She's got blue eyes. She's tall.*
- Repeat with other children.

## Lead-in

- Ask children what they can remember from the reading text in the previous lesson. Ask children the names of Sally's friends and what they look like. Allow children to look back at page 52 to check. Write their answers, or draw the friends, on the board.
- Ask children to look at the picture on page 53. Point to the different children for the class to describe them. Explain that they are the same children from the previous lesson. Ask what their names are.

## 1 Listen and number. 104

- Tell children that they are going to hear a recording of people describing the children in the picture. They must number the children in the order that they hear them described.
- Play the recording the whole way through once.
- Play the recording again, pausing after the first description to show the example answer. Continue playing, pausing after each description for children to find and number the child.
- Play the recording again for children to complete their answers. Go through the answers with the class.

## Transcript

- 1 Can you see Sally's friends? This friend has got blond hair. Her eyes are blue. It's Polly.
- 2 Can you see the boy with brown, curly hair? He's got a blue jumper. It's Peter.
- 3 This friend has got blond hair and blue eyes. He is tall. It's Toby.
- 4 This girl has got black hair. It's straight. She's got brown eyes. It's Isabel.

## ANSWERS

- 1 Sally 2 Peter 3 Toby 4 Isabel

## Optional activity

- Revise shapes vocabulary from Lesson 3 (using the flashcards if you wish). Ask children to identify the squares, triangles, rectangles, and circles that they see in the picture.

## 2 Look at the picture again. Ask and answer.

- Ask children to look at the question and answer in the speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read the dialogue aloud for the class.
- Ask children to work in pairs. They take turns to ask and answer similar questions about the children in Exercise 1.
- Monitor the activity and help where necessary, checking especially for intonation.
- Ask some of the pairs to ask and answer questions for the class.

## 3 Circle 's and 've and match.

- Copy the example sentences *I've got blue eyes* and *She's got black hair* onto the board. Circle *I've* and *She's*. Ask children what the long forms are. Write the long forms next to each sentence.
- Ask children to look at the exercise in their Class Books. Allow time for them to read the sentences on the left and match them with the sentences containing the long forms on the right.
- Go through the answers. Read the sentences on the left for the class to chorus the corresponding sentence on the right.
- Ask children what words *'s* and *'ve* are short for (has and have). They fill in the answers in their books.

## ANSWERS

- 1 b 2 d 3 a 4 c

's = has, Ve = have

## Optional activity

- If children have trouble pronouncing *'s* or *Ve*, ask them to work in pairs, taking turns to say the sentences from Exercise 3.
- Ask individual children to say the sentences aloud for the class.

**NOTE:** Now go to Workbook page 73 for children to practise writing about their friend.

## Further practice

Workbook page 73

Values worksheet, PMB page 21

Unit 10 test, Testing and Evaluation Book page 28

 Student MultiROM • Listen at home •

- Track 33 (Words and phrases), Track 34 (Song), Track 35 (Phonics)

Lesson One CB PAGE 74iTools  Digital classroom • Unit 11 • Words/Story

## Words

## Lesson objectives

To identify zoo animals


To understand a short story

## Language

Core: elephant, giraffe, monkey, big, tall, little

Extra: zoo, funny

## Materials

CD  105–107; Story poster 11; The zoo flashcards 105–110

## Warmer

- Warm the class up by singing *It's a square!* from page 70.
- Talk about zoos with children. Ask *Do you like zoos? What animals can you see at the zoo?*

## Lead-in

- Use flashcards 105–107 to elicit the zoo animals for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Use flashcards 108–110 to elicit the adjectives. Hold them up one at a time for children to say the words.
- Shuffle the flashcards and hold them up in a different order for children to chorus the words.

1 Listen, point and repeat.  105

- Ask children to look at the flashcards of the different animals and the adjectives.
- Play the first part of the recording for children to listen and point to the appropriate card.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Put the flashcards in different places around the room. Say the words for children to point to the correct flashcards and repeat.

## Transcript

## Listen and point.

elephant, giraffe, monkey, big, tall, little  
monkey, tall, giraffe, big, elephant, little

## Listen and repeat.

elephant, giraffe, monkey, big, tall, little

2 Listen and chant.  106

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. This time they can point to the correct flashcards when they hear the words. Repeat (more than once if necessary).

## Transcript

elephant, elephant, elephant  
giraffe, giraffe, giraffe  
monkey, monkey, monkey  
big, big, big  
tall, tall, tall  
little, little, little

## Optional activity

- As a class, decide on actions for the chant (they can be ways of miming animals or using hands to show sizes).
- Do the chant again. Children do their actions as they listen.

3 Listen and read.  107


- Use Story poster 11 to present the story. Ask some questions about the story, e.g. *Who can you see? Where are they?*
- Talk about each frame with the class. Ask children to name the animals in frames 1, 2, and 4. Ask *What's happening?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *Where is Rosy and her family? Does Billy like elephants / giraffes / monkeys? Why? / Why not?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Put the animal flashcards (105–107) on the board, one below the other. Give the adjective flashcards (108–110) to three children.
- Ask the children to come to the front of the class one at a time, and put the flashcard next to the animal it describes in the story.
- Take the animal flashcards from the board and give them to three different children. Shuffle the adjective flashcards and put them back on the board.
- Ask children to come to the front and put the animals next to the adjectives that describe them.

Further practice  
Workbook page 74

## LeSSOn TWO CB PAGE 75

**iTools**  Digital classroom • Unit 11 • Grammar


### Grammar

**ffjectives** if  
To make sentences with *like* and *don't like*  
To act out a story \_\_\_\_\_

### Language

Core: *I like lions. I don't like elephants. They're big. I'm little.*

### Materials

CD  107; Story poster 11; The zoo flashcards 105–110

### Warmer

- Play *What's missing?* with the flashcards (see page 20) to revise the vocabulary from the previous lesson.

### Lead-in

- Point to Story poster 11 and ask children what happened in the story.
- Cover the poster and ask children which animals appeared in the story.

### 1 Listen to the story again and repeat. Act. 107

- Ask children to turn to the story on page 74 of their Class Books and check that they remembered it correctly.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of seven to play the parts of Rosy, Billy, Mum, Dad, an elephant, a giraffe, and a monkey. If the class doesn't divide exactly, have some larger groups with *more* than one of each type of animal.
- Ask children to look at the different actions that the people and animals do in the story. As a class, decide on the actions for the story (see suggestions *below*).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act *out* the story.

### Story actions

Picture 1: Rosy points to the elephants, smiling. The elephants swing their trunks. Billy extends his arms to show how big they are.

Picture 2: Dad points to the giraffes. The giraffes stand up tall and eat leaves from a tree. Billy puts his hand above his head to show how tall they are.

Picture 3: Mum shakes her head. Billy points excitedly to the monkeys.

Picture 4: Rosy and Billy laugh at the *monkeys*. The monkeys play in their cage.

### 2 Look and say.

- Ask children to look at the pictures and ask some simple comprehension questions. Ask different children to say each sentence.
- Copy the sentences and questions from the Class Book onto the board, leaving spaces where the animal words are.

- Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *I like giraffes. I don't like monkeys. They're little. I'm tall.*
- Read them out *loud*. The class repeats chorally.
- Ask individual children to come to the front and replace the animal words with different flashcards. Chorus the new sentences. Do the same replacing the adjectives.
- Ask children to open their Class Books. Read the sentences for children to repeat in chorus.
- Write *I* on the board, *he/she/it* on a new line, and *they* on a third line. Point to yourself and say *I am (tall)*. Point to the whole class and say *You're little*. Ask children which form of *be* we use after each of the words on the board (*am, is, and are*) and write them next to the words on the board.
- Show children how we make the short forms *You're* and *They're* by writing the words *You/They* and *are* separately and then together on the board.

### 3 Write.

- Write three or four gapped sentences on the board, using animal words, e.g. *I \_\_\_\_\_ chicks / zebras / dogs.*
- Next to each sentence, draw a smiley or a sad face. Point to each sentence in turn and ask children what should go in the gaps. Complete the sentences on the board with *like* or *don't like*.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences and write down the missing words.
- Monitor the activity and help where necessary.

### ANSWERS

- |                           |                          |
|---------------------------|--------------------------|
| 1 I like lions.           | 3 I don't like giraffes. |
| 2 I don't like elephants. | 4 I like monkeys.        |

### Optional activity

- Ask children to work in pairs. They take turns to say whether or not they like the animals from Exercise 3. If possible, they should give reasons, e.g. *I don't like lions. They're big.*

### 4 Say and answer.

- Ask children to look at the pictures. Point to the different animals for children to name them.
- Model the dialogue with a child in the class.
- Ask children to *work in pairs*. They take turns to describe the animals for their partner to guess.
- Ask some of the children to describe an animal for the class to guess.

### Optional activity

- Call *out* the names of animals from Exercise 4 for individual children to describe, e.g. Teacher: *Zebras.* / Child: *They're black and white.*

### Further practice

Workbook page 75

Grammar reference, Class Book page 110

 Student MultiROM • Unit 11 • Grammar

# Lesson Three CB PAGE 76

Oxford  
iTools Digitalclassroom • Unit 1 • Song

## Song

### Lesson objectives

To identify more zoo animals

To use zoo animals in the context of a song

### Language

Core: tiger, snake, parrot

Extra: hip, hooray!, growl, hiss, squawk, hear

Recycled: zoo words

### Materials

CD 108–109; The zoo flashcards 111–113

## Warmer

- Revise the vocabulary from the previous lesson. Describe animals for the class to guess, e.g. *It's big. It's grey. What is it? It's an elephant.*
- Start drawing an animal on the board, quite slowly. Children have to shout out when they think they know what animal it is. The first child to guess correctly gets a point.

## Lead-in

- Use flashcards 111–113 to introduce the three new words. Hold up the cards one at a time and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again.

## 1 Listen, point and repeat. 108

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Point to the flashcards on the board for individual children to repeat.

## Transcript

Listen and point.

tiger, snake, parrot

snake, tiger, parrot

Listen and repeat.

tiger, snake, parrot

## 2 Listen and sing. 109

- Ask children to look at the pictures. Point to the different animals one at a time and ask *What are these?*
- Play the recording for children to listen and point to the pictures when they hear the three new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music or recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

## 3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see suggestions below).
- Practise the actions with the class.
- Play the recording for children to listen and do their actions.

## Song actions

tiger - hold fingers up like claws

snake - wiggle one arm like a snake

parrot - flap arms like wings

## Optional activity

- Revise the animals vocabulary with a miming activity.
- Hold your arm in front of your nose and wave it around. Ask the class *What am I?* to elicit *an elephant*.
- Ask different children to do a mime for the rest of the class to guess. If they like, they can use the actions from the song.

## Optional activity

- Play a game with children using animal sounds. Ask children to make the sounds for the parrot, snake, and tiger from the song. Then ask them what sounds elephants, monkeys, cats, dogs, and birds make.
- Call out the name of one of these animals. All the children have to make the sound of that animal.
- Choose different children each time to call out the name of an animal for the rest of the class to make their sound.

## Culture note: Zoos in Britain

There are zoos and safari parks throughout Britain. The difference between them is that in zoos animals are kept in cages, while in safari parks animals are free to move around the land and visitors must stay in their cars.

Typical zoo animals include lions, tigers, elephants, parrots, zebras, monkeys, and giraffes, but most zoos will have many more types of animal, big and small, from all around the world.

In 1984, the Zoo Licensing Act came into force in Britain. The Act aims to protect the welfare of animals by ensuring that they live in an environment that is suitable to them and they are allowed to express the kind of behaviour

they would in the wild. Many of the country's zoos and safari parks also belong to BIAZA (the British and Irish Association of Zoos and Aquariums) which demands additional standards of animal welfare and supports conservation work.

## Further practice

Workbook page 76

Picture dictionary, Workbook page 113

Extra writing worksheet, PMB page 22

Student MultiROM • Unit 11 • Words, Song

## Lesson FOUR CB PAGE 77

Oxford iTools Digital classroom • Unit 11 • Phonics

### Phonics

#### Lesson objectives

To pronounce the sound /æ/ on its own and in words

To identify the letter a in the middle of words and associate it with the sound /æ/

To blend the vowel a with consonants to form simple CVC words

#### Language

Core: cat, man, fan

#### Materials

CD 110–111, Phonics cards 36–38 (cat, fan, man) and 1, 3, 6, 13, 14, 20

#### Warmer

- Ask children which pair of letters they looked at in the previous phonics lesson (*th*) and which sound these letters represent (/θ/).
- Play the CD and say the chant from page 71 to revise the sound /θ/.

#### Lead-in

- Tell children that they are no longer looking at sounds at the beginning of words; they are now looking at sounds in the middle of words.
- Hold up the *cat*, *fan*, and *man* phonics cards one at a time, saying the words for the class to repeat. Ask children what today's letter is (a) and what sound it makes (/æ/).
- Call three children to come to the front of the class. Give them the phonics cards for c, a, and f. Ask children to stand a little distance from each other. Point to the letters for the class to name them.
- Ask the children with the cards to move closer together. Encourage the class to say the sounds again and run them together to pronounce the word *cat*.
- Tell children that saying the sounds separately and putting them together can help them say and read new words.
- Use the same process with different children holding new cards. Children say *f-a-n* and *m-a-n*.
- Ask children *What's the vowel?* to elicit *a*.

#### Language note: CVC words

'Blending' is saying individual sounds and then running them together in order to 'sound out' a word.

'CVC' words are three-letter words which follow the pattern consonant-vowel-consonant. The last five phonics lessons will teach children how to blend consonants and vowels to form simple three-letter words.

#### 1 Listen, point and repeat. 110

- Ask children to look at the words that contain the vowel a in their Class Books.
- Play the first part of the recording for children to listen and point to the pictures.

- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through (more than once if necessary) for children to point to the words and then repeat them.

#### Transcript

Listen and point.

/k/ /æ/ /t/ - cat, /m/ /æ/ /n/ - man, /f/ /æ/ /n/ - fan

Listen and repeat.

/k/ /æ/ /t/ - cat, /m/ /æ/ /n/ - man, /f/ /æ/ /n/ - fan

#### Optional activity

- Hold up the flashcards one at a time for individual children to sound out the letters and say the words.

#### 2 Listen and chant. 111

- Ask questions about the picture with children to establish what they can see. Then play the recording for children to listen to the chant.
- Play the recording again for children to say the chant. The children point to the pictures in their books as they hear the words. Repeat (more than once if necessary).
- Play the chant once more for children to follow in their books.

#### Optional activity

- Ask the class to decide on actions for the chant and then to recite the chant again as they do their actions.

#### 3 Read the chant again. Circle the a in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled a in the middle of *cat*. Ask children to find and circle other examples of a in the middle of words.
- Go through the exercise with the class.

#### ANSWERS

The cat's got a hat.

The cat's got a hat.

a, a, a, a, a.

The man's got a fan.

The man's got a fan.

a, a, a, a, a.

#### 4 Write.

- Ask children to look at the pictures. Point to each one for children to say the word.
- Write *th a* on the board. Ask a child to come to the front of the class and write the correct word (*hat*).
- Children complete the questions individually.
- Go through the answers with the class.

#### ANSWERS

1 hat 2 man 3 fan 4 cat

#### Further practice

Workbook page 77

Student MultiROM • Unit 11 • Phonics

## Lesson Five CB PAGE 78

**Oxford iTools** Digital classroom • Unit 11 • Reading

### Skills Time!

#### Skills development

Reading: read and understand a poem; read for specific information \_\_\_\_\_

#### Language

Recycled: vocabulary and structures seen previously

Extra: *leaves, guess, top, tongue, wrong, there, food, head, neck, at all, listen, true, on top of* \_\_\_\_\_

#### Materials

CD 112; cut-up pictures of animals taken from magazines or the internet; one large piece of paper and a glue stick for each group (optional); PMB page 39 (Cut and make 4) pages and materials (see Teacher's Book page 125) \_\_\_\_\_

#### Warmer

- Play a game of *Mime the word* (see page 20) with animal words to energize the class and revise vocabulary from the unit.
- Say words for any of the animals children have learnt throughout the course. Children mime being that animal, e.g. for *elephant* they could put one arm in front of their faces like a trunk; for *lion* they might show their teeth and 'claws', etc.

#### Lead-in

- Ask children to look at the picture and tell you what they can see (*a giraffe*). Ask *What's the giraffe doing?* (*It's eating leaves from a tree*).
- Ask children to try to predict what the text is about (*it's a poem about the giraffe*).

#### 1 Look at the picture. Talk about the animal.

- Ask children to look at the picture again. Ask them to tell you everything they can about the giraffe in English, e.g. *It's a giraffe. It's tall. It's brown and yellow. It's got four legs.*

#### 2 Read and listen to the poem. 112

- Play the recording for children to listen to the poem.
- Play the recording a second time while children read the poem in their books. Answer any questions children have.
- Ask simple comprehension questions about the poem, e.g. *Where is the giraffe? What does the giraffe look like? What can it see? What does it eat? How does it get its food? What does the giraffe say?*

#### 3 Read again. Write T (true) or F (false).

- Write the example sentence up on the board. Say *The giraffe is tall* - yes or no? (Yes). Say *True or false?* to establish that the sentence is true. Write *T* on the board next to the sentence. Point out the example sentence in the Class Book.

- Ask children to read the other sentences and then read the poem again to see whether the sentences are true or false. They mark them accordingly. Play the recording again as they mark their answers.
- Go through the answers with the class.

#### ANSWERS

1 T 2 F 3 F 4 T

#### Optional activity

- Put the cut-up pictures of animals on the table in front of you. Pick some of them up and show them to the class. Ask questions, e.g. *What's the animal? What can you see - an arm or a leg?*
- Divide the class into groups of four to six. Distribute different parts of the animals until each group has a collection of legs, heads, bodies, and tails.
- Give each group a large piece of paper and a glue stick. They stick the body parts in the correct positions so that the animal is complete.
- Help children to write the animal's name next to the image on the paper.
- Children take turns to pretend to be the animal and say something about themselves (they can use the giraffe poem as a model), e.g. *I am a ... I've got two big ears.*

#### Optional activity

- See instructions for carrying out PMB Cut and make activity 4 on Teacher's Book page 125.
- When children have finished colouring and making the masks, children can take them home.

#### Further practice

Workbook page 78

Cut and make 4, PMB page 39

## Lesson Six CB PAGE 79

**Oxford iTools** Digital classroom • Unit 11 • Writing

### Skills Time!

#### Skills development

Listening: listen for specific details

Speaking: describe animals

Writing: identify adjectives in sentences; write about animals you like (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *pretty, next, first*

#### Materials

CD 113; The zoo flashcards 105–113

### Warmer

- Play *What's the picture?* (see page 21) using the animal words from the unit.

### Lead-in

- Put flashcards 105–113 on the board, with the animals on one side and the adjectives on the other side.
- Point to an animal. Ask different children *What's this? Do you like lions / tigers / snakes?* Encourage children to give reasons why they do or don't like the animal. They should use the adjectives on the board to help them.

### 1 Listen and draw ☺ or ☹. 113

- Look at the picture at the top left of the page. Elicit that the lady is deciding which animals to see at the zoo.
- Tell the class that they are going to hear children talking about the animals in the pictures. Children must listen and draw a smiley face if the child on the recording likes the animal, and a sad face if he / she doesn't.
- Play the recording the whole way through; children point to the pictures on the page as they hear the words.
- Play the recording again, pausing after item 1 to show the example answer. Ask questions to check comprehension. Continue playing, pausing at appropriate intervals for children to complete the faces.
- Play the recording a third time for children to check their answers. Go through the answers with the class.

### Transcript

- Look at all the animals. Let's see the giraffes first. I like giraffes.
- And then the parrots. Parrots are pretty. I like parrots.
- I don't like snakes. Let's not see the snakes, Mum. I don't like snakes.
- I like monkeys. Can we see the monkeys *next*? They're funny.
- Can we see the tigers too? I like tigers. I like their colours.
- But I don't like lions. Lions are very big. I don't like them.

#### ANSWERS

- 1 ☺ 2 ☹ 3 ☹ 4 ☹ 5 ☹ 6 ☹

### Optional activity

- Ask children to work in pairs. They imagine they are at the zoo. They take turns to talk about the animals from Exercise 1, saying whether or not they like them.

### 2 Look at the picture again. Ask and answer.

- Ask individual children to read each word in the word pool in turn, then all the children repeat in chorus.
- Ask children to look at the question and answer in the speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read the dialogue for the class.
- Ask children to work in pairs. They take turns to describe the animals in the box for their partner to guess.
- Monitor the activity and help where necessary, checking for intonation.
- Ask individual children to describe an animal for the class to guess.

### 3 Circle the adjectives.

- Copy the two example sentences onto the board.
- Explain that each sentence contains one describing word, and that this word is called an *adjective*.
- Point to each sentence in turn and ask *Where's the adjective?* Circle the adjectives in the two sentences.
- Ask children to look at the exercise in their Class Books. Allow time for them to circle the adjective in each of the sentences. While they are working, write the remaining sentences on the board.
- Go through the answers with the class. Ask individual children to come to the front and circle the adjectives in the sentences.

#### ANSWERS

- It's a yellow lion.
- It's a green snake.
- This is a brown monkey.
- They're tall giraffes.
- It's an orange and black tiger.
- It's a blue parrot.

### Optional activity

- Write a list of adjectives on the board, one below the other, e.g. *tall, little, big, yellow, nice, black, white*.
- Point to each adjective in turn and ask the class which animal they think it could describe. Write the name of the animal after the appropriate adjective.
- As a class, extend the animal descriptions to make complete sentences, e.g. *This is a tall giraffe*.

**NOTE:** Now go to Workbook page 79 for children to practise writing about animals they like.

### Further practice

Workbook page 79

Values worksheet, PMB page 23

Unit 11 test, Teaching and Evaluation Book page 29

Student **MultiROM** • Listen at home •

• Track 36 (Words and phrases), Track 37 (Song), Track 38 (Phonics)

## LeSSOn One

CB PAGE 80

iTools D Digital classroom • Unit 12 • Words/Story

## Words

## Lesson objectives

To identify more **types** of food \_\_\_\_\_To **understand** a short story \_\_\_\_\_

## Language

Core: rice, meat, **carrots**, yogurt, fish, bread \_\_\_\_\_Extra: **dinnertime**, **finished** \_\_\_\_\_

## Materials

CD 114–116; Story poster 12; Food flashcards 114–119

## Warmer

- Ask children to turn to page 62 of their Class Books and sing *Open my lunch box!* to revise the food vocabulary they already know.
- After they have finished the song, ask *What other food words do you know?* Make a list on the board.

## Lead-in

- Use flashcards 114–119 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words children don't know.
- Hold the flashcards up in a different order and repeat.

## 1 Listen, point and repeat. 114

- Ask children to open their Class Books and look at the pictures of the different food items.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Put the flashcards in different places around the room. Say the words for children to point to the correct cards and repeat.

## Transcript

Listen and point,

rice, meat, carrots, yogurt, fish, bread

fish, rice, yogurt, bread, meat, carrots

Listen and repeat.

rice, meat, carrots, yogurt, fish, bread

## 2 Listen and chant. 115

- Play the recording for children to listen to the chant. They can clap the rhythm as they listen.
- Play the chant a second time for children to say the words. This time they can point to the correct **flashcard** as they hear the word. Repeat (more than once if necessary).

## Transcript

rice, rice, rice

meat, meat, meat

carrots, carrots, carrots

yogurt, yogurt, yogurt

fish, fish, fish

bread, bread, bread

## Optional activity

- Play *What have I got?* with the class (see page 20). If they name the food within three guesses, they get one point. If they don't, you get one point.
- Hold up each flashcard in turn so that children can only see the back. Ask different children *What's this?* Children answer *Is it a...?* until the object has been guessed correctly. Keep a record of the score on the board.

## Optional activity

- Ask children to say the chant again. When they hear the name of a food they like, they rub their tummies. When they hear the name of a food they don't like, they shake their heads.

## 3 Listen and read. 116

- Use Story poster 12 to present the story. Ask children what foods they can see in the pictures.
- Talk about each frame with the class. Ask *Where are the family? What's happening?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *Does Billy like carrots? Does Billy like yogurt? Does Billy eat his carrots? Where does the yogurt go?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Further practice

Workbook page 80

## Grammar

### Objectives

To ask and answer the question *Do you like... 1*

To act out a story \_\_\_\_\_

### Language

Core: *Do you like yogurt? Yes, I do. / No, I don't. What do you like? I like fish.*

### Materials

CD 116; Story poster 12; Food flashcards 114–119

### Warmer

- Draw foods from the previous lesson on the board. As you are drawing, children have to guess what the food is. Leave the pictures on the board.
- Ask individual children to come to the front of the class. They choose a food and draw a smiley or a sad face next to it to show whether or not they like the food. Then they tell the class *I like / don't like carrots*, etc.
- Leave the work on the board for the optional activity after Exercise 2.

### Lead-in

- Point to Story poster 12 and ask children what happened in the story.
- Cover the poster and ask children which types of food appeared in the story.

### 1 Listen to the story again and repeat. Act. 116

- Ask children to turn to the story on page 80 of their Class Books. They check how many items of food they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Rosy, Billy, Mum, and Dad (Rosy and Dad don't have speaking parts).
- Ask children to look at the different actions that the people do. As a class, decide on the actions for the story (see suggestions below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

### Story actions

Picture 1: Mum offers carrots to Billy. Billy shakes his head.

Picture 2: Mum points to Billy's plate to tell him to eat his food.

Picture 3: Mum hands Billy a yogurt. Billy is smiling.

Picture 4: Billy covers himself in yogurt. Mum tries to stop him. The rest of the family laugh.

### 2 Look and say.

- Look at each picture in turn and ask children what they can see. Copy the sentences and questions from the Class Book onto the board, leaving spaces where the food words are.
- Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *Do you like meat?* The class repeats chorally. Ask individual children *Do you like meat?* to elicit *Yes, I do*, or *No, I don't*. Continue, using different foods.
- Ask children to open their Class Books and look at the pictures. Ask different children to say each sentence.
- Ask children to look at the short answers to the questions. Write on the board *do + not = don't*. Double check comprehension by asking what *don't* is short for (*do not*).

### 3 Write.

- Write two gapped sentences on the board using food words, e.g. *Do you like bread / rice?*
- Read the first question with the class and nod your head to elicit the answer *Yes, I do*. Write it on the board.
- Read the second question and shake your head to elicit the answer *No, I don't*. Write the answer on the board.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example for the class.
- Children look at the rest of the questions individually and write the answers.
- Monitor the activity and help where necessary. Go through the answers with the class.

### ANSWERS

1 Yes, I do. 2 No, I don't. 3 No, I don't. 4 Yes, I do.

### 4 Point, ask and answer.

- Ask children to look at the pictures. Point to the different types of food for children to name them.
- Model the question and answer with a child in the class.
- Ask children to work in pairs. They take turns to point to the pictures and ask their partner *Do you like...?* Their partner looks at the smiley or sad face and replies *Yes, I do* or *No, I don't*.
- Go through the answers. Ask different pairs to ask and answer each question for the class.

### ANSWERS

- 1 Do you like meat? Yes, I do.
- 2 Do you like rice? Yes, I do.
- 3 Do you like ice cream? Yes, I do.
- 4 Do you like yogurt? No, I don't.
- 5 Do you like bread? Yes, I do.
- 6 Do you like tomatoes? No, I don't.

### Optional activity

- Ask children to stay in their pairs. They take turns to ask the questions from Exercise 4 again, but this time they give answers that are true for themselves.


### Further practice

Workbook page 81

Grammar reference, Class Book page 110

Student MultiROM • Unit 12 • Grammar

# Lesson Three CB PAGE 82

Oxford  
iTools  Digital classroom • Unit 12 • Song

## Song

### Lesson objectives

To identify drinks

To use drink words in the context of a song


### Language

Core: *milk, juice, water*

Extra: *drink (v), late, school*

Recycled: lunch box and food words

### Materials

CD  117–118; Food flashcards 114–119; Drinks flashcards 120–122; My lunch box flashcards 87–94

### Warmer

- Play *Bingo* (see page 21) with the food words children have learnt so far in the course.
- If children have trouble remembering enough words, show them flashcards 87–94 and 114–119 without saying the words.

### Lead-in

- Use flashcards 120–122 to introduce the three new words. Hold up the cards one at a time and say the words for children to repeat.
- Play *Slow reveal* (see page 20). Children shout out the name of the drink they see.

### 1 Listen, point and repeat. 117

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Put the flashcards on the board. Point to each one in turn for individual children to say the words.

### Transcript

Listen and point.

milk, juice, water

water, juice, milk

Listen and repeat.

milk, juice, water

### Optional activity

- Teach children the words *Yum!* (for a food or drink they like) and *Yuck!* (for a food or drink they don't like). They can make appropriate facial expressions as they practise saying the words.
- Hold up flashcards from Lessons 1 and 3. Children respond by saying *Yum!* and *Yuck!* to describe foods and drinks they like and don't like.

### 2 Listen and sing. 118

- Ask children to look at the pictures. Point to the different types of food and drink in the pictures one at a time and ask children *What's this? / What are these?*
- Play the recording for children to listen and point to the pictures when they hear the food and drink words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music or recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along

### 3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do their actions.

### Song actions

*Eat your figs / bread* – eat the different types of food

*Drink your milk/juice* – drink from a glass

*Don't be late for school* – point to watch

*Here's your water, here's your bag* – give the objects out

### Optional activity

- Tell children they are going to sing a different version of the song. Put flashcards on the board as follows:  
Verse 1: grapes, juice  
Verse 2: pear, milk  
Verse 3: apple
- Children sing the song again, substituting the food words in each verse for those shown on the board.

### Culture note: Meals in Britain

Bread is a staple of the British diet for children and adults alike. Bread is often the base of a meal (typically toast for breakfast or sandwiches for lunch), but is less often eaten alongside a meal as in many other countries.

As a general rule, the largest meal of the day in Britain is eaten in the early evening. Traditionally, this meal would consist of meat (or fish), potatoes, and another fresh vegetable, and many older people in Britain still feel most comfortable with this kind of food. However, traditional British food is less popular than it used to be, and many families now choose to eat *non-British* dishes. The most popular styles of cooking are Mediterranean (especially Italian), Indian, and Far-Eastern.

Eating out in restaurants is relatively expensive in Britain, and for a lot of people it is restricted to special occasions. However, many families regularly choose to order a takeaway meal, which can be delivered to their homes.

### Further practice


Workbook page 82

Picture dictionary, Workbook page 114

Extra writing worksheet, PMB page 24

 Student MultiROM • Unit 12 • Words, Song

## Lesson Four CB PAGE 83

Oxford  Digital classroom • Unit 12 • Phonics

### Phonics

#### Lesson objectives

- To pronounce the sound /e/ on its own and in words
- To identify the letter e in the middle of words and associate it with the sound /d/
- To blend the vowel e with consonants to form simple CVC words
- To match rhyming words
- To differentiate between the sounds /æ/ and /d/

#### Language

Core: *bed, pen, red*

#### Materials

CD 119–120; Phonics cards 39–41 (bed, pen, red) and 2, 4, 5, 14, 16, 18

#### Warmer

- Ask children which vowel they looked at in the previous lesson (a) and which sound this letter represents (/æ/).
- Ask children if they can remember the words from the lesson that contained the sound (cat, man, and fan).
- Play the CD and say the chant from page 77 to revise the sound /æ/.

#### Lead-in

- Hold up the *bed, pen, and red* phonics cards, one at a time, saying the words for the class to repeat. Ask whether the sound comes at the beginning, middle, or end of these words (the middle). Ask children what they think today's letter is (e) and what sound it makes (/d/).
- Call three children to come to the front of the class. Give them the phonics cards for *b, e, and d*. Ask children to stand a little distance from each other. Point to the letters for the class to name them.
- Ask the children to move closer together. Encourage the class to say the sounds again and run them together to pronounce the word *bed*.
- Use the same process with different children holding new flashcards. Children say *p-e-n* and *r-e-d*.
- Ask children *What's the vowel?* to elicit e.

#### 1 Listen, point and repeat. 119

- Ask children to look at the words and pictures in their Class Books.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through (more than once if necessary) for children to point to the words and then repeat them.

#### Transcript

Listen and point.

/b/ /d/ /d/ - bed, /p/ /d/ /n/ - pen, /r/ /d/ /d/ - red

Listen and repeat.

/b/ /d/ /d/ - bed, /p/ /d/ /n/ - pen, /r/ /d/ /d/ - red

#### 2 Listen and chant. © 120

- Talk about the picture with children to establish what they can see. Then play the recording for them to listen to the chant.
- Play the recording again for children to say the chant. The children point to the pictures in their books as they hear the words. Repeat (more than once if necessary).
- Play the chant once more for children to follow in their books.

#### Optional activity

- Tell children that you are going to say some sentences containing words with the /d/ sound in the middle.
- Read out the following sentences in turn: *This is my pen. The apple is red. It's my pen. Is Ken in bed? You've got ten pens.*
- When children hear a word with the /d/ sound in the middle they should tap the table. They then say the sound and repeat the word.

#### 3 Read the chant again. Circle the e in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled e in the middle of *Ken*. Ask children to find and circle other examples of e in the middle of words.
- Go through the exercise with the class.

#### ANSWERS

Ken's got a pen,  
Pen, pen, pen.  
Ken's pen is red,  
Red, red, red.

Where's Ken's pen?  
Pen, pen, pen.  
It's on Ken's bed,  
Bed, bed, bed.

#### 4 Match the words that rhyme.

- Ask children to look at the pictures. Point to each one for children to say the word. Make sure they are correctly producing and differentiating the /d/ and the /æ/ sounds each time.
- Look at the example with the *class*. Tell children that there are four pairs of rhyming words. Model the words *Ken* and *pen* to show how they rhyme.
- Ask children to draw lines to match the other rhyming words.
- Go through the answers with the class.

#### ANSWERS

1 pen 2 bed 3 hat 4 fan

#### Further practice

Workbook page 83

 Student MultiROM • Unit 12 • Phonics

# Lesson Five CB PAGE 84

iTools  Digital classroom • Unit 12 • Reading

## Skills Time!

### Skills development


Reading: read and understand a menu; find specific details in a text

### Language

Recycled: vocabulary and structures seen previously

Extra: *menu, hungry, dessert, cafe*

### Materials

CD  121; Food flashcards 114–119; Drinks flashcards 120–122; Lunch box flashcards 87–94; Paper and pencils for each pupil (optional)

### Warmer

- Play *Along sentence* (see page 21). Say, e.g. *In my lunch box I've got a sandwich.* Choose a child to continue, e.g. *In my lunch box I've got a sandwich and a banana.* Continue until children can't think of any more words.
- Talk about cafes with children. Ask *Do you go to cafes? What kind of food can you eat in a café?* Tell children to imagine they are in a cafe. What kind of food would they order?

### Lead-in

- Use the food, drink, and lunch box flashcards to revise the different types of food children have looked at so far. Hold up the flashcards in turn for the class to name them. Then ask individual children *Do you like apples/tomatoes/bread?*
- Ask them to look at the text on the black background and tell you *what* they think it is. Teach the word *menu* in English.

### 1 What food do you like? Point and say.

- Ask children to look at the menu. Check that children understand the different categories: food, desserts, and drinks. Ask whether they can think of anything else to add to each category.
- Ask children to *work* in pairs. *They* take turns to point to the types of food they like on the menu and say the words.
- Ask some of the children to tell the class which food they like.

### 2 Listen and read. 121

- Ask children to look at the photos of the two girls. Tell the class that their names are Sally and Emma. Ask what they are looking at (*menus*). Elicit that they are talking about the food they like on the menu.
- Play the recording for children to listen and follow the text in their books.
- Play the recording a second time. Answer any questions children have.
- Ask the class simple questions about the text to check comprehension, e.g. *Does Emma like ice cream/fish? Does Sally like apple juice? Who likes bananas - Emma or Sally?*





### Optional activity

- Tell children to close their books. Tell them *that* you are going to play the recording again and they have to do actions to show what the children like or don't like.
- Explain that children have to listen out for food words. When they hear a type of food that Emma and Sally like, they rub their tummies. When they hear a type of food that Emma and Sally don't like, they shake their heads.
- Alternatively, children say the words *Yum!* and *Yuck!* to show that they like or don't like foods. Play the recording again; they say *Yum!* or *Yuck!* when they hear the foods Emma and Sally like or don't like.

### 3 Read again. Tick (✓) what Emma and Sally like. Cross (X) what they don't like.

- Ask children to *look at* the different types of food in the table. Point to each one for the class to say the words.
- Read the first line of Sally's text to the class. Ask *Does Sally like meat?* (Yes). Show them the tick in the chart.
- Ask a child to read the following line aloud. Ask *Does Sally like eggs?* (No). Children put a cross under the eggs.
- Ask children to read the rest of the text and *tick the* food that the children like and cross the food they don't like.
- Go through the answers with the class. Draw the chart on the board and mark the ticks and crosses onto the chart as they say them.

### ANSWERS

						
Sally	✓	✓	✓	X	✓	
Emma		✓	X	✓	✓	X

### Optional activity

- Divide the class into groups of four to six. Give a blank piece of paper to each child and ask them to draw a table similar to the one in their Class Books. Instead of the names Emma and Sally, they put the names of the people in their group.
- Children take turns to ask someone from their group which foods they like / don't like. The rest of the group should listen. Everyone completes the information in their charts.
- Children continue until all the members of the group have described the foods they like and don't like, and the table is complete.

### Further practice Workbook page 84

## Lesson Six CB PAGE 85

Oxford  
Tools C Digital classroom • Unit 12 • Writing

### Skills Time!

#### Skills development

Listening: listen for specific details

Speaking: ask and answer questions about food likes and dislikes

Writing: match full and abbreviated forms of the negative contraction *n't*; write about food you like (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *because*

#### Materials

CD 122; Food flashcards 114–119; Drinks flashcards 120–122; My lunch box flashcards 87–94 (optional); a piece of plain paper for each child (optional); a set of coloured pencils for each group of four to six children (optional)

#### Warmer

- Ask children to name as many types of food from the menu in the last lesson as they can. Put the relevant flashcards on the board.
- Use the words on the board to play *Order the letters* (see page 20).

#### Lead-in

- Ask children to look at the photograph of the father and daughter in Exercise 1. Ask children what they think they are doing (*they are looking at a menu*).

#### 1 Listen and draw ☺ or ☹. 122

- Tell children that the girl is going to tell her dad what food she likes and doesn't like. Go through the food photos at the top right of the page, asking them to name each one.
- Explain that children must listen and draw a smiley face if the girl likes the food and a sad face if she doesn't. Play the recording once through for children to point to the foods as they hear them.
- Play the recording, pausing after the first item to show the example answer.
- Play the recording again for children to complete their answers.
- Play the recording a third time for children to check their answers. Go through the answers with the class.

#### Transcript

Dad Are you hungry, Jessie?

Girl Yes, I am.

Dad Well, let's look at the menu. What do you want?

Girl Well, I like yogurt, but I don't like ice cream. I like bread because I like sandwiches.

Dad So, you can have a sandwich. Which sandwiches do you like?

Girl Mmm, I don't like meat. Um, I want an egg sandwich. And an apple, please. I like apples.

#### ANSWERS

1 © 2 ® 3 © 4 © 5 © 6 ©

#### 2 Look at the menu on page 84. Ask and answer.

- Ask children to look at the question and answer in the speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read the dialogue for the class.
- Ask children to turn to the menu on page 84. They work in pairs, taking turns to ask and answer the question *What do you like?* using the food and drinks on the menu.
- Monitor the activity and help where necessary. Encourage children to say which kinds of food they don't like as well as the ones they do.
- Ask some of the pairs to ask and answer the question for the class.

#### 3 Circle *n't* and match.

- Copy the three examples onto the board. Point to each one in turn for children to read. Ask a child to come and circle the *n't* in each word. Then ask children what all three of the contractions are short for (*not*).
- Ask children to look at the exercise in their Class Books. Explain that they have to match the sentences with contractions to the ones with full forms, as in the examples they have seen.
- Allow time for children to read and match the sentences.
- Go through the answers with the class. Read the sentences on the left in turn for the class to chorus the corresponding sentence on the right.
- Ask children to look at the question at the bottom of the page. Ask *What letter is missing?* (o).

#### ANSWERS

1 b 2 d 3 a 4 c

*n't* = not

#### Optional activity

- Ask children to work in groups of four to six. Tell them that they are going to make menus for their own cafe.
- Give each child a piece of plain paper and each group a set of coloured pencils. Children think of a name for their cafe and write it at the top of their menus.
- Children write their menus and illustrate them.
- Collect the menus and display them on the wall.

**NOTE:** Now go to Workbook page 85 for children to practise writing about food they like.

## Review 4 CB PAGES 86–87

REVIEW ANSWER KEY, TB PAGE 116

#### Further practice

Workbook page 85

Values worksheet, PMB page 25

Testing and Evaluation Book

- Unit 12 test, page 30


- Summative test 4, page 31

- Skills test 4, page 33

Student MultiROM • Listen at home •

- Track 39 (Words and phrases), Track 40 (Song), Track 41 (Phonics)

## Lesson One CB PAGE 88

Oxford  
Tools  Digital classroom • Unit 13 • Words/Story

## Words

## Lesson objectives

To identify bedroom objects


To understand a short story

## Language

Core: rug, bed, cupboard, shelf, pillow, blanket

Extra: tidy up, tidy (adj), room

## Materials

CD  123–125; Story poster 13; My bedroom flashcards 123–128

## Warmer

- Sing *Come into my house* from page 56 to warm the class up and revise houses vocabulary.
- Ask children to tell you what they can remember about the last story.
- Tell children that today's story is about keeping your bedroom tidy. Talk about bedrooms with children. Ask *What's in your bedroom? Is it tidy or messy?*

## Lead-in

- Use flashcards 123–128 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children don't know. If you have any cupboards or shelves in the classroom, use these to demonstrate the new words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point and repeat.  123

- Ask children to open their Class Books and look at the pictures of the different bedroom objects.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Put the flashcards on the board. Point to the different bedroom objects for individual children to say the words aloud.

## Transcript

Listen and point.

rug, bed, cupboard, shelf, pillow, blanket

blanket, bed, cupboard, shelf, pillow, rug

Listen and repeat.

rug, bed, cupboard, shelf, pillow, blanket

## Optional activity

- Play a miming game with the class. Pretend to open the doors of a cupboard. The class call out *cupboard*.
- Ask a child to come to the front and mime using another bedroom object.
- Continue with other children.

2 Listen and chant.  124

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat (more than once if necessary). This time they can point to the correct flashcard or item in the classroom when they hear it.

## Transcript

rug, rug, rug

bed, bed, bed

cupboard, cupboard, cupboard

shelf, shelf, shelf

pillow, pillow, pillow

blanket, blanket, blanket

3 Listen and read.  125

- Use Story poster 13 to present the story. Ask some questions about the story, e.g. *Where are Rosy and Grandma? Where's Billy? What rooms can you see?*
- Focus attention on the first picture. Ask children to name as many toys, clothes, and bedroom objects as they can.
- Talk about each frame with the class. Ask *What's happening?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *Is Rosy's room tidy? What does Rosy do? Is the flat tidy? Why is the kitchen messy?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity


- Draw a large rectangle on the board. Tell the class that it is a bedroom.
- Invite individual children to come to the front of the class and draw the different things in the rectangle, e.g. *Max, please draw a cupboard. Rebecca, please draw a bed.*
- Continue until the bedroom is complete.

## I Further practice

I Workbook page 88

I Picture dictionary, Workbook page 114

## Lesson Two CB PAGE 89

**iTools**  Digital classroom • Unit 13 • Grammar

### Grammar

#### Objectives

- To make sentences with *There's* and *There are* \_\_\_\_\_
- To ask and answer questions with *How many...* 1 \_\_\_\_\_
- To act out a story \_\_\_\_\_

#### Language

Core: *There's a blanket on the bed. There are three T-shirts in the cupboard.* \_\_\_\_\_

#### Materials

CD © 125; Story poster 13; My bedroom flashcards 123–128

#### Warmer

- Play a game of *Snap!* (see page 19) using flashcards 123–128 to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- Point to Story poster 13 and ask children what happened in the story.
- Cover the poster and ask children which bedroom objects appeared in the story.

#### 1 Listen to the story again and repeat. Act. 125

- Ask children to turn to the story on page 88 of their Class Books. They check how many of the bedroom objects they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play the parts of Rosy, Grandma, and Billy.
- Ask children to **look at** the different actions that Grandma, Rosy, and Billy do in the story. As a class, decide on the actions for the story (see suggestions below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

#### Story actions

Picture 1: Grandma points to the things in the bedroom and shakes her head.

Picture 2: Rosy puts things away, then extends her arm and smiles to show that the room is tidy. Grandma smiles.

Picture 3: Grandma sits down looking contented. Rosy opens the kitchen door and looks horrified.

Picture 4: Billy sits on the floor and bangs his drum. Rosy and Grandma shake their heads.

#### 2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences from the Class Book onto the board, leaving spaces where the bedroom objects are.
- Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *There's a doll on the bed.*

- Ask individual children to come and replace the flashcards with other bedroom objects and read the new sentences.
- Ask children to open their Class Books and look at the pictures. Ask different children to say each sentence.
- Write *There's* and *There are* some distance apart on the board. Say different sentences using plural and singular objects, e.g. *There's a book on the desk. There are some pens on the book*, while children point to the correct phrase.
- Say *book*, and point to *There's*. Say *books* and point to *There are*. Continue giving singular and plural nouns while children point to the correct phrase.
- Draw attention to the grammar box. Ask children *What's 'There's' short for?* Ask a child to come up and write the words *There* and *is*.

#### 3 Write.

- Write three or four gapped sentences on the board using bedroom objects, e.g. \_\_\_\_\_ a cupboard. \_\_\_\_\_ two pillows. \_\_\_\_\_ a bed. \_\_\_\_\_ two rugs.
- Point to each sentence in turn and ask *There's or There are?* Complete the sentences on the board and say them with the class.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences individually and write down the missing words.
- Monitor the activity and help where necessary. Go through the answers with the class.

**NOTE:** Tell the class that the plural of *shelf* is *shelves*. Explain that this is unusual and they should learn it.

#### ANSWERS

- |                            |                       |
|----------------------------|-----------------------|
| 1 There's a blanket.       | 4 There are two beds. |
| 2 There are three pillows. | 5 There are two rugs. |
| 3 There's a cupboard.      | 6 There's a shelf.    |

#### Optional activity

- Ask children to work in pairs. They turn **back** to the story on page 88 of their Class Books.
- Children take turns to tell each other about the things they can see, e.g. *There's a shelf. There are six books.*

#### 4 Look at the pictures again. Point, ask and answer.

- Hold up three pencils. Ask the class *How many pencils?* Hold up two books, a ruler, and two bags, and ask the same question.
- Ask children to look at the pictures from Exercise 3 in their Class Books. Ask a **pair** of children to read the question and answer in the speech bubbles for the class.
- Ask children to work in pairs. They take turns to point to the pictures and ask and answer questions with *How many...*
- Ask some of the pairs to ask and answer questions for the class.


#### Further practice

Workbook page 89

Grammar reference, Class Book page 111

@ Student **MultiROM** • Unit 13 • Grammar

# Lesson Five CB PAGE 92

**iTools**  Digital classroom • Unit 13 • Reading

## Skills Time!

### Skills development


Reading: read and understand a letter to a magazine;  
read for specific details \_\_\_\_\_

### Language

Recycled: vocabulary and structures seen previously

Extra: *star (adj)*, *letter*, *magazine* \_\_\_\_\_

### Materials

CD  131; My bedroom flashcards 123–128; a hand-drawn picture of a bedroom; one blank piece of paper for each child

### Warmer

- Play *What's missing?* (see page 20) to revise house and bedroom words.
- Talk about football with the class. Ask individual children *Do you like football?*

### Lead-in

- Ask children to look at the picture of the bedroom and the photo of the boy. Explain *that* the boy's name is Jamie. Ask children to try to predict what the text is about (*Jamie is describing his bedroom*). Ask *What does Jamie like?* (football).

### 1 What's in the bedroom? Point and say.

- Ask children to look at the pictures again. Point to the different bedroom objects for children to say the words.
- Ask children to work in pairs, taking turns to point to different bedroom objects and say the words.
- Ask *How many footballs are there on the rug / blanket / pillow / in the box?*

### ANSWERS

shelf, cupboard, bed, rug, toy box, pillow, blanket, balls, books

### 2 Listen and read. 131

- Point to the words 'Star letter' at the top of the page. Explain that Jamie is writing a letter describing his bedroom. Ask children to read the first line of the text to find out who Jamie is writing to (*Junior Magazine*).
- Play the recording for children to listen and follow silently in their books.
- Play the *recording* a second time. Answer any questions children have.
- Ask simple *questions* to check comprehension, e.g. *What's the room in the picture? How many books are on Jamie's shelf? What are Jamie's favourite clothes? What's in the toy box? How old is Jamie?*

### 3 Read again. Write T (true) or F (false).

- Write the first sentence on the board. Say *There are photos on his blanket* - Yes or No? (No). Ask *Is the sentence true or false?* to establish that it is false. Write *F* next to the

sentence on the board. Point out the example answer in the Class Book.

- Ask children to read the other sentences and then read the letter again to see whether they *are* true or false. They *mark* them accordingly.
- Go through the answers with the class.

### ANSWERS

1 F 2 F 3 F 4 T 5 T 6 T

### Optional activity

- Tell children that they are going to play a memory game. Ask children to close their books.
- Make statements about Jamie's room (you must keep a record of the statements you are making). Children listen to each statement and write T (true) or F (false) in their notebooks.
- Go through the answers with the class. Ask children to add up how many they got right.

### Optional activity

- Do a picture dictation with the class using your own picture of a bedroom. Give each child a piece of paper.
- Describe the your picture, e.g. *There's a big bed. There's a teddy bear under the bed. There's a rug. There are three books on the rug.* Children draw the things as you describe them.
- When you have finished, show your picture to the class for children to compare it with their drawings.

### Culture note: Football

Football has always been popular with boys in Britain, but now girls are becoming more and more interested in the sport. Around four million children play football at school and sports clubs in Britain and almost 1.5 million of them are *girls*. This has been put down to the popularity of films such as *Bend it like Beckham* and the creation of professional women's football teams.

Children often like to decorate their rooms to show which team they support or which players they like. This can range from putting a few posters up to having bedding, curtains, and even wallpaper with their team's design.

While it's fun to support a team, being a fan can be very *costly*. The average British fan spends over £110 a year on football merchandise and over £600 on tickets. A recent report revealed that British fans are likely to spend £14,716 on the sport in their lifetime!

### Further practice

Workbook page 92

## Lesson Six CB PAGE 93

tools D Digital classroom • Unit 13 • Writing

### Skills Time!

#### Skills development

Listening: identify different rooms from their descriptions

Speaking: ask and answer questions about where things are

Writing: differentiate between sentences and questions; write full stops and question marks; write about your bedroom (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 132; My house flashcards 76-85; My bedroom flashcards 123-128; school objects

#### Warmer

- Play *Musical cards* with the class to revise house and bedroom words (see page 19).

#### Lead-in

- Ask children what they can remember about Jamie's letter from the previous lesson. Ask *What's Jamie's favourite sport? What's in his room?* Encourage children to describe Jamie's room in as much detail as they can.
- Allow children to check the picture on page 92 of their Class Books to see how accurate their descriptions were.
- Point out the two pictures, A and B, in Exercise 1. Ask children to name as many things in each one as they can.

#### 1 Listen and write A or B. 132

- Tell children that they are going to hear a recording of someone describing the things in the two pictures. After each description they write A or B in the box depending on which picture is being described.
- Play the recording the whole way through, as children point to the things they hear.
- Play the recording again, pausing after item 1 to show the example answer. Ask questions to check comprehension.
- Continue playing, pausing after each description for children to write A or B.
- Play the recording a third time for children to check their answers. Go through the answers with the class.

#### Transcript

- 1 There are two beds.
- 2 There is a toy box with lots of toys.
- 3 There's a T-shirt on a chair.
- 4 There is a book on the cupboard.
- 5 There is one bed with a teddy on top.
- 6 There is a big rug. It's green and blue.

#### ANSWERS

1 B 2 B 3 A 4 B 5 A 6 B

#### 2 Look at the pictures again. Ask and answer.

- Ask children to look at Picture A. Revise prepositions with the class. Ask questions, e.g. *Where's the teddy?* to elicit *It's on the bed.*
- Children then look at Picture B. Ask *Where are the toys?* to elicit *They're in the toy box.*
- Ask children to look at Exercise 2. First, ask individual children to read out the words in the word pool, one by one. The class repeats in chorus.
- Draw attention to the questions and answers in the speech bubbles. Read the question aloud for children to repeat, then the answer. Model correct intonation.
- Ask a pair of children to read the question and answer.
- Ask children to work in pairs. They take turns to ask and answer similar questions about the things in the box.
- Monitor the activity and help where necessary, checking especially for intonation.

#### Optional activity

- Before children do Exercise 2, revise prepositions with the class. Write the following gapped sentences on the board: *The bag is... the table. The books are... the bag. The pen is... the table.*
- Hold your bag up so that everyone can see it and put it on the table. Ask the class to tell you which word goes in the gap (on).
- Hold up two books and put them in your bag. Establish that the missing word is *in*. Hold up a pen, then put it under the table. Establish that the missing word is *under*.

#### 3 Read the questions and answers. Write ☐ or ☐

- Copy the two example questions and sentences onto the board, without the question marks or full stops.
- Ask children to tell you which ones are questions and which are sentences. Ask different children to come to the front of the class to write the question marks and full stops at the ends.
- Children look at the exercise in their books. Allow time for them to write the question marks and full stops in the boxes. As they are working, write the remaining questions on the board.
- Go through the answers with the class, calling children to come and write the answers on the board.

#### ANSWERS

- 1 There is a blanket on my bed ☐
- 2 Where's the pillow? ☐
- 3 Is it in the kitchen? ☐
- 4 What's in my bedroom? ☐
- 5 There are lots of toys ☐
- 6 His name's Jamie ☐

**NOTE:** Now go to Workbook page 93 for children to practise writing about their bedrooms.

#### Further practice

Workbook page 93

Values worksheet, PMB page 27

Unit 13 test, Testing and Evaluation Book page 35

Student MultiROM • Listen at home •

- Track 42 (Words and phrases), Track 43 (Song), Track 44 (Phonics)

Lesson One CB PAGE 94Oxford  
iTools  Digital classroom • Unit 14 • Words/Story

## Words

## Lesson objectives


To identify action verbs

To understand a short story

## Language

Core: *run, fly, walk, talk, swim, climb*Extra: *clever, silly, can (v)*

## Materials

CD  133–135; Story poster 14; Verbs flashcards 139–144

## Warmer

- Sing *Let's go to the zoo!* from page 76 to warm the class up and revise animals vocabulary.
- Ask children to tell you what they can remember about the last story.
- Tell children that today's story is about things people can or can't do. Talk about abilities with children. Ask *Can you swim / climb / run quickly?*
- Tell children that there is an action figure in the story. Ask the class if anyone has an action figure and if so, what it can do.

## Lead-in

- Use flashcards 139–144 to elicit the vocabulary for this lesson. Hold them up one at a time and say the words for children to repeat.
- Hold the flashcards up in a different order and repeat. This time, as you say each word model an action (climbing, talking, swimming etc.) for children to imitate at their desks.

1 Listen, point and repeat.  133

- Ask children to open their Class Books and look at the pictures of the different actions.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Hold up flashcards 139–144 one at a time for individual children to say the words.

## Transcript

Listen and repeat.

run, fly, walk, talk, swim, climb

walk, run, climb, talk, swim, fly

Listen and repeat.

run, fly, walk, talk, swim, climb

2 Listen and chant.  134

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat (more than once if necessary).

## Transcript

run, run, run

fly, fly, fly

walk, walk, walk

talk, talk, talk

swim, swim, swim

climb, climb, climb

## Optional activity

- As a class, decide on an action for each word from the chant. Either children can mime the actions at their desks as if they were walking, running etc. or they could use fingers to *walk / run* along the table, link thumbs and wave hands to fly, and so on.
- Play the chant again. Children do the actions as they say the words.

## Optional activity

- Play *Simon says...* (see page 20) to practise the action words. Give the instructions (*Simon says*) *run / fly / walk / talk / swim / climb* for children to mime the actions.

3 Listen and read.  135

- Use Story poster 14 to present the story. Ask some questions about the story, e.g. *What has Billy got?*
- Focus attention on each frame in turn. Ask children to name as many things in the picture as they can. Ask *Who's in the living room? Where's Tim? What's he doing? Where's Rosy? What's she doing?*
- Talk about each frame with the class. Ask *What's happening?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask simple comprehension questions, e.g. *Can Action Boy run / fly / walk / talk?*  
Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## I Further practice

I Workbook page 94

## Lesson Two CB PAGE 95

Oxford  
iTools Digital classroom • Unit 14 • Grammar

### Grammar

#### Objectives

- To make sentences with *can* and *can't*
- To ask and answer questions about what people can do
- To act out a story

#### Language

Core: *He can / can't fly. Can she play football? Yes, she can. / No, she can't.*

#### Materials

CD 135; Story poster 14; Verbs flashcards 139–144; a piece of plain paper for each child (optional)

#### Warmer

- Play *Mime the word* (see page 20) with the Verbs flashcards to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- Hold up Story poster 14 and ask children what happened in the story.
- Put down the poster and ask children which actions Billy talked about in the story.

#### 1 Listen to the story again and repeat. Act. 135

- Ask children to turn to the story on page 94 of their Class Books. They check how many of the actions they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Billy, Uncle Tim, and Rosy.
- Ask children to look at the different actions that the people do in the story. As a class, decide on the actions for the story (see suggestions below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

#### Story actions

Picture 1: Billy moves Action Boy quickly to make him run. (The child could use a pencil or a pencil case for Action Boy.) Uncle waves hello at Action Boy.

Picture 2: Billy throws Action Boy in the air. Tim kicks a football.

Picture 3: Billy moves Action Boy from side to side to make him walk. Rosy writes with a pen.

Picture 4: Rosy talks to Action Boy. Billy laughs.

#### 2 Look and say.

- Look at each picture in turn and ask children what they can see. Copy the sentences and questions from the Class Book onto the board, leaving spaces where the action words are.

- Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *He can swim. He can't fly. Can he climb?* Children repeat the sentences chorally.
- Ask children to look at the pictures in their Class Books. Ask different children to say each sentence.
- Draw attention to the grammar box. Ask children *What's 'can't' short for?* Ask a child to come up and write the words *can* and not on the board.

#### 3 Write.

- Draw a doll on the board and tell the class that it is 'Action Girl'.
- Write three or four gapped sentences on the board, using actions, e.g. *She \_\_\_\_\_ walk/talk/swim.*
- Point to each sentence in turn. Nod your head to indicate that Action Girl can do something and shake your head to show that she can't. Write the words in the gaps as children say them.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences individually and write down the missing words.
- Monitor the activity and help where necessary. Go through the answers with the class.

#### ANSWERS

- |                    |                  |
|--------------------|------------------|
| 1 She can't talk.  | 4 She can walk.  |
| 2 She can run.     | 5 She can swim.  |
| 3 She can't climb. | 6 She can't fly. |

#### Optional activity

- Give each child a piece of plain paper. They quickly draw an action figure or doll.
- Put flashcards 139–144 on the board.
- Children work in pairs and take turns to use the actions on the board to say what their toy / character can or can't do.

#### 4 Look at the pictures again. Point, ask and answer.

- Ask children to look at the pictures from Exercise 3 in their Class Books. Model the question and answer with a child in the class.
- Ask children to work in pairs. They take turns to point to the pictures and ask and answer questions about what Action Girl can do.
- Ask some of the pairs to ask and answer questions for the class.

#### Optional activity

- Ask children to look at the pictures in Exercise 2 and take turns to ask and answer questions about what Action Boy can do.

#### Further practice

Workbook page 95

Grammar reference, Class Book page 111

Student MultiROM • Unit 14 • Grammar

## Lesson Three CB PAGE 96

iTools CD Digital classroom • Unit 14 • Song

### Song

#### Lesson objectives

To identify more verbs

To use verbs in the context of a song


#### Language

Core: *write, draw, sing*

Extra: *do, anything, song, smile (v), alphabet*

Recycled: verbs \_\_\_\_\_

#### Materials

CD  136–137; Verbs flashcards 139–147

### Warmer

- Play *Freeze* with the class (see page 20) using the verbs they have learnt.

### Lead-in

- Use flashcards 145–147 to introduce the three new words. Hold up the cards one at a time and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again. They can mime the actions as they say the words.

### 1 Listen, point and repeat. 136

- Ask children to look at the actions in their Class Books. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.

### Transcript

Listen and point.

write, draw, sing

sing, write, draw

Listen and repeat.

write, draw, sing

#### Optional activity

- Invite a child to come to the front. He / She mimes one of the new words and the other children have to guess what the word is. Repeat with several different children.

### 2 Listen and sing. 137

- Ask children to look at the pictures. Point to the different actions for them to name them.
- Play the recording for children to listen and point to the pictures when they hear the three new words. Then play it again as they follow the words in their books.
- Recite the words of the song with the class, without the music or recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

### 3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see below).
- Practise the actions with the class.
- Play the recording for children to listen and do their actions.

### Song actions

*I can write* - write the letter 'a' in the air

*I can draw an elephant* - draw an elephant's trunk

*I can sing this song* - point to mouth

*I can do anything* - outstretch arms

#### Optional activity

- Write the following lines from the song on the board:

*I can write...*

*I can draw...*

*I can sing...*

Ask children to think of different endings for these lines.

- Play the song again. Children sing their new version of the song.

#### Culture note: The National Curriculum

The programme of subjects that schools in Britain have to teach is called the National Curriculum. At primary school, children must have lessons in English, maths, science, design and technology, ICT (information and communication technology), history, geography, art, music, and PE (physical education - sport).

Schools are also required to provide religious education, but parents are allowed to withdraw children from these classes, if they have reason for doing so. As well as these subjects, schools are advised to teach personal, social, and health education (PSHE). These classes cover areas such as citizenship, nutrition, physical activity, and emotional health and well-being.

#### Further practice

Workbook page 96

Picture dictionary, Workbook page 115

Extra writing worksheet, PMB page 28

 Student MultiROM • Unit 14 • Words, Song

# Lesson Four CB PAGE 97

Oxford  
iTools Digital classroom • Unit 14 • Phonics

## Phonics

### Lesson objectives

To pronounce the sound /ɒ/ on its own and in words

To identify the letter o in the middle of words and associate it with the sound /ɒ/

To blend the vowel o with consonants to form simple CVC words

To match rhyming words

To differentiate between the sounds /ɪ/ and /ɒ/

### Language

Core: dog, fox, log

Extra: sitting

### Materials

CD 138–139; Phonics cards 45–47 (dog, fox, log) and 4, 6, 7, 12, 15, 24

### Warmer

- Ask children which vowel they looked at in the previous lesson (/ɪ/) and which sound this letter represents (/ɪ/).
- Ask children if they can remember the words from the lesson that contained the sound (bin, fig, and tin).
- Play the CD and say the chant from page 91 to energize the class and revise the sound /ɪ/.

### Lead-in

- Hold up the dog, fox, and log phonics cards, one at a time, saying the words for the class to repeat. Ask children what they think today's letter is (o) and what sound it makes.
- Call three children to come to the front of the class. Give them the phonics cards for d, o, and g. Point to the letters for the class to name them.
- Encourage the class to say the sounds again and run them together to pronounce the word dog.
- Use the same process with different children holding new cards. Children say f-o-x and l-o-g.
- Ask children What's the vowel? to elicit o.

### 1 Listen, point and repeat. 138

- Ask children to look at the words and pictures in their Class Books.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through (more than once if necessary) for children to point to the words and then repeat them.

### Transcript

Listen and point.

/d/ /ɒ/ /g/ - dog, /f/ /ɒ/ /ks/ - fox, /l/ /ɒ/ /g/ - log

Listen and repeat.

/d/ /ɒ/ /g/ - dog, /f/ /ɒ/ /ks/ - fox, /l/ /ɒ/ /g/ - log

### 2 Listen and chant. 139

- Ask questions about the pictures to establish what children can see. Then play the recording for them to listen to the chant.
- Play the recording again for children to say the chant. The children point to the pictures in their books as they hear the words. Repeat (more than once if necessary).
- Play the chant once more for children to follow in their books.

### Optional activity

- Ask children to think of some actions for the chant. Play the chant again. Children do their actions as they say the words.

### 3 Read the chant again. Circle the o in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled o in the middle of dog. Ask them to find and circle other examples of o in the middle of words.
- Go through the exercise with the class.

### ANSWERS

Look at the dog.

It's sitting on a log.

Look at the fox.

It's sitting in a box.

### 4 Match the words that rhyme.

- Ask children to look at the pictures. Point to each one for children to say the word. Make sure they are correctly producing and differentiating the /ɒ/ and the /ɪ/ sounds each time.
- Tell children that there are four pairs of rhyming words. Ask children to draw lines to match the rhyming words.
- Go through the answers with the class.

### ANSWERS

1 log 2 tin 3 fox 4 big

### Optional activity

- Play a rhyming game with the class. Read out the pairs of words below, pausing between them. When children hear two words that match, they clap their hands:

box / fig

log / dog

bin / box

big / fig

fox / box

log / big


bin / tin

### Further practice

Workbook page 97

Student MultiROM • Unit 14 • Phonics

# Lesson Five CB PAGE 98

iTools  Digital classroom • Unit 14 • Reading

## Skills Time!

### Skills development


Reading: read and understand a text about animals; read for specific details \_\_\_\_\_

### Language

Recycled: vocabulary and structures seen previously

Extra: *stripes, fruit, nuts, pet, jump, fast, very, beautiful* \_\_\_\_\_

### Materials

CD  140; The zoo flashcards 105–107, 111–113; a piece of plain paper for each child; a set of coloured pencils for each group of four to six children (optional)

### Warmer

- Play a game of Jump to revise the words for zoo animals (see page 19).

### Lead-in

- Ask children to look at the pictures of the animals and try to predict what the text is about (*there are two descriptions of animals*).
- Ask *Do you like tigers / parrots?* Encourage children to give reasons for their answers.
- Children ask each other questions about animals they like and don't like in pairs.

### 1 What animals can you see? What colour are they?

- Ask children to look at the pictures again. Ask *What colour is the tiger / parrot?* Elicit or teach the word *stripes*. Ask *Which animal has got stripes? (the tiger)*.
- Ask children to name any other animals they can think of that have (or can have) stripes, e.g. zebras, cats, birds, and snakes.

### ANSWERS

tiger - orange, black, white  
parrot - blue, green, red, yellow

### 2 Listen and read. 140

- Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions children have.
- Ask simple questions to check comprehension, e.g. *Has the tiger got stripes? Can it climb trees? Can the parrot sing / write? Does it like meat / fruit and nuts?*

### 3 Read again and tick (✓).

- Explain that you are going to do an exercise to see what the animals can do. Ask *Can the parrot fly?* (Yes). Children look at the chart in their books. Explain that they will put ticks when an animal can do something. Show them the tick in the box for the parrot. Ask *Can the tiger fly?* (No). Show how there is no tick next to the tiger on the chart.

- Ask children to read the other statements and then read the text again. They tick the box if the statement is true for that animal.
- Go through the answers with the class. Ask a different child to read each sentence. The rest of the class say Yes or No.

### ANSWERS

	tiger	parrot
1 It can fly.		✓
2 It can swim.	✓	
3 It's a big cat.	✓	
4 It can talk.		✓
5 It can climb.	✓	
6 It can sing.		✓

### Optional activity

- Write the sentences *It's a tiger* and *It's a parrot* on the board and drill them with the class.
- Make statements about the different animals (see below). Children chorus *It's a tiger* or *It's a parrot*.  
*It's got stripes. (tiger)*  
*It can talk. (parrot)*  
*It's blue, green, red, and yellow. (parrot)*  
*It can run. (tiger)*  
*It eats meat. (tiger)*  
*It can be a pet. (parrot)*

### Optional activity

- Divide the class into groups of four to six. Tell children that they are going to draw a picture of their favourite zoo animal.
- Give each child a piece of plain paper and each group a set of coloured pencils.
- Children draw their pictures, sharing coloured pencils with the rest of the group.
- Children take turns to describe their animals to the rest of the group.
- Ask some of the children to show and describe their animals to the class.

### I Further practice

| Workbook page 98

## Lesson Six CB PAGE 99

Oxford  
iTools **D** Digital classroom • Unit 14 • Writing

### Skills Time!

#### Skills development

Listening: number items in the correct order \_\_\_\_\_

Speaking: ask and answer questions about different animals \_\_\_\_\_

Writing: match full and abbreviated forms of *can't*, write about what you can do (Workbook) \_\_\_\_\_

#### Language

Recycled: vocabulary and structures seen previously

Extra: *live (v)*

#### Materials

CD 141; The zoo flashcards 105–107, 111–113 \_\_\_\_\_

#### Warmer

- Ask children to name as many animals as they can. If necessary, help them by saying *I'm thinking of an animal. It lives in a zoo. It's brown / white / little / big etc.*
- Write the names of the animals on the board.

#### Lead-in

- Ask children which animals they read about in the last lesson. Encourage them to tell you as much as they can about the tiger and the parrot.
- Allow children to check the pictures and text on page 98 of their Class Books to see how much they remembered.
- Ask children to look at the pictures on page 99. Point to the different animals for children to name them. Focus attention on the list of animals on the board. Check with the class whether they managed to name all of the animals that appear in the pictures.

#### 1 Listen and number. 141

- Tell children that they are going to hear a recording of people talking about the animals in the pictures. They will number the animals in the order they hear them mentioned.
- Play the recording once through. Children point to the pictures as they hear the words.
- Play the recording again, pausing after the first conversation. Ask them which animal they are talking about (*a giraffe*) and point out the example answer 1 in the box next to the giraffe.
- Play the rest of the conversations for children to number the pictures.
- Play the recording a third time for children to check their answers. Go through the answers with the class.

#### Transcript

- This animal has got a long neck. It's very tall. / Is it a giraffe? / Yes, it is.
- This animal lives at the zoo. It can run fast. It's a big cat. / Is it a tiger? / No, it isn't. It's brown. / I know! It's a lion.
- This animal is very long. It can't walk. It hasn't got legs. / That's easy. It's a snake.

- It's got two legs and it can walk. / Is it a parrot? / No it isn't. It can't fly. It's yellow. / It's a chick!
- This has got two legs and two arms. It can run and it can walk. It can climb trees. / Is it a monkey? / Yes, that's right. It's a monkey.

#### ANSWERS

- 1 giraffe 2 lion 3 snake 4 chick 5 monkey

#### Optional activity

- Ask four children to come to the front of the class. Give each child a different zoo flashcard but tell them to keep it hidden.
- Ask the first child to describe their animal to the class. Invite questions or guesses from individual children, until the animal has been identified.
- Repeat with the other children.

#### 2 Look at the pictures again. Say and answer.

- Ask children to look at the dialogue in the speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read the dialogue for the class.
- Ask children to work in pairs. They take turns to ask and answer similar questions about the animals in Exercise 1.
- Monitor the activity and help where necessary, checking for intonation.
- Ask some of the pairs to ask and answer questions for the class.

#### 3 Circle *n't* and match.

- Copy the example onto the board. Ask a child to come to the front and circle the *n't*.
- Ask children to look at the exercise in their Class Books. Ask them which sentence on the right means the same as *It can't read (It cannot read)*. Explain that they have to match the sentences with contractions to the ones with full forms. They should draw a line between the two sentences.
- Allow time for children to read and match the remaining sentences.
- Go through the answers with the class. Read the sentences on the left in turn for the class to chorus the corresponding sentence on the right.
- Ask children what letter is missing in *n't(o)* and fill in the answer at the bottom of the page.

#### ANSWERS

- 1 b 2 d 3 a 4 c  
n't = not

**NOTE:** Now go to Workbook page 99 for children to practise writing about what they can do.

#### Further practice

Workbook page 99

Values worksheet, PMB page 29

Unit 14 test, Testing and Evaluation Book page 36

Student MultiROM • Listen at home •

- Track 45 (Words and phrases), Track 46 (Song), Track 47 (Phonics)

## Lesson One CB PAGE 100

Oxford iTools D Digital classroom • Unit 15 • Words/Story

## Words

## Lesson objectives

To identify things from the beach \_\_\_\_\_

To understand a short story \_\_\_\_\_

## Language

Core: *sandcastle, beach, crab, the sea, boat, shell* \_\_\_\_\_Extra: *good idea, together, wait, another* \_\_\_\_\_

## Materials

CD 142–144; Story poster 15; The beach flashcards 148–153; complete set of Story posters (optional) \_\_\_\_\_

## Warmer

- Sing *I can do anything!* from page 96 to warm the class up.
- Ask children to tell you what they can remember about the last story.
- Tell children that today's story is about the beach. Talk about beaches with children. Ask *Do you ever go to the beach with your family? What do you do there? What can you see? Do you like the beach?*

## Lead-in

- Use flashcards 148–153 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children don't know.
- Hold the flashcards up in a different order and repeat.

## 1 Listen, point and repeat. 142

- Ask children to open their Class Books and look at the pictures of different things from the beach.
- Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words in chorus.
- Put the flashcards in different places around the room. Play the recording again. Children point to the flashcards as they hear them.

## Transcript

Listen and point.

sandcastle, beach, crab, the sea, boat, shell

beach, boat, crab, sandcastle, the sea, shell

Listen and repeat.

sandcastle, beach, crab, the sea, boat, shell

## 2 Listen and chant. 143

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat (more than once if necessary). This time they can point to the correct flashcard when they hear it.

## Transcript

sandcastle, sandcastle, sandcastle

beach, beach, beach

crab, crab, crab

the sea, the sea, the sea

boat, boat, boat

shell, shell, shell

## 3 Listen and read. 144

- Use Story poster 15 to present the story. Ask children some general questions about the story, e.g. *Where are the family? Who can you see?*
- Focus attention on each picture in turn. Ask children what they can see in each frame. Ask *What's happening? What is Billy playing with? What do the family make together?* Encourage predictions from different members of the class.
- Ask children to look at the poster while you play the recording for them to listen. Point to each speech bubble in turn as you hear the text.
- Ask comprehension questions, e.g. *What does Tim want to do? What does Billy want to do? What happens to the sandcastle? What do the family do next?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Tell the class that this is the last story of the course. Ask what they can remember about the other stories.
- Put Story posters Starter-7 on the board so that they show the stories from the first half of the course. Point to the stories and ask children to tell you what happened.
- Turn the posters over to show stories 8–15 and do the same.
- Talk about the stories with children. Ask individual children *What was your favourite story? Why?*

## Further practice

Workbook page 100

## Grammar

### Objectives

- To make suggestions with *Let's...*
- To respond positively to suggestions
- To act out a story

### Language

Core: *Let's make a sandcastle. That's a good idea. / Great. / OK!*

### Materials

CD 144; Story poster 15; The beach flashcards 148–153

### Warmer

- Play *What's the picture?* (see page 21) to energize the class and revise the vocabulary from the previous lesson.
- Point to the different things on the board for children to say the words in chorus.

### Lead-in

- Point to Story poster 15 and ask children what happened in the story.
- Cover the poster and ask children which beach objects appeared in the story.

### 1 Listen to the story again and repeat. Act. 144

- Ask children to turn to the story on page 100 of their Class Books. They check how many of the beach objects they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of seven to play the parts of Rosy, Tim, Billy, Mum, Dad, Grandma, and Grandpa. If the class does not divide exactly, there can be some smaller groups, as Mum and Grandpa do not have speaking parts.
- Ask children to look at the different actions that the family do in the story. As a class, decide on the actions for the story (see suggestions below).
- Children practise acting out the story. Monitor the activity, checking for correct pronunciation.
- Ask some of the groups to come to the front of the class to act out the story.

### Story actions

Picture 1: Tim picks up his bucket and spade.

Picture 2: Billy throws the ball. Grandma holds out her hand to tell him to stop.

Picture 3: Rosy, Tim, and Grandma hold up their hands and shake their heads.

Picture 4: The whole family mimes making a sandcastle together happily.

### 2 Look and say.

- Ask children to look at the pictures in their Class Books. Ask different children to say each sentence.
- Copy the sentences and questions onto the board.
- Ask children which word we use to make suggestions (*Let's*). Ask what we say to accept the suggestion (*That's a good idea* and *Great. OK!*)

### Optional activity

- Ask children to read the story on page 100 again and find the three suggestions that people make.

### 3 Circle and write.

- Ask children to close their books. Write the first sentence on the board. Put the flashcards at the top of the board.
- Point to the first sentence and ask the class which flashcard should go in the gap.
- Put the sandcastle flashcard into the gap and write the word *sandcastle* next to it. Children read the complete sentence aloud.
- Ask children to look at the exercise in their Class Books. They choose the correct word from the box, circle it, and then write it at the end of the sentence.
- While they are working, write the other sentences on the board. Go through the answers with the class. Invite different children to come to the front of the class and put the correct flashcard in the gap. Write the word next to the flashcard.

### ANSWERS

- Let's make a sandcastle.
- Let's swim in the sea.
- Let's find shells.
- Let's play ball.

### 4 Look at the pictures again. Point and say.

- Ask children to look at the sentences in their Class Books. Model the question and answer with a child in the class.
- Ask children how else they could respond to this suggestion (*Great. OK!*). Point out that both responses are positive and mean roughly the same.
- Ask children to work in pairs. They take turns to read the sentences from Exercise 3 and respond with *That's a good idea* or *Great. OK!*
- Ask some of the pairs to ask and answer questions for the class.

### Optional activity

- Ask individual children to think of suggestions using *Let's...* Write their ideas on the board.
- Ask other children to respond to the ideas using *That's a good idea* and *Great. OK!*

### Further practice

Workbook page 101

Grammar reference, Class Book page 111

Student MultiROM • Unit 15 • Grammar

## Lesson Three CB PAGE 102

iTools D Digital classroom • Unit 15 • Song

### Song

#### Lesson objectives

To recognize more beach words \_\_\_\_\_

To use beach words in the context of a song \_\_\_\_\_

#### Language

Core: *sun cream, bat, ice lolly* \_\_\_\_\_

Extra: *wonderful, forget* \_\_\_\_\_

Recycled: beach words \_\_\_\_\_

#### Materials

CD 145–146; The beach flashcards 148–156 \_\_\_\_\_

#### Warmer

- Play *Where was it?* with the class (see page 19) to revise beach words.

#### Lead-in

- Use flashcards 154–156 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Hold the flashcards up in a different order for children to repeat again.

#### 1 Listen, point and repeat. 145

- Ask children to look at the pictures in their Class Books. Play the first part of the recording for children to point to the words.
- Play the second part of the recording for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.

#### Transcript

Listen and point.

sun cream, bat, ice lolly

sun cream, ice lolly, bat

Listen and repeat.

sun cream, bat, ice lolly

#### Optional activity

- Play a miming game to practise the beach vocabulary. Mime putting on sun cream. The first child who guesses the word comes to the front of the class to mime something else.

#### 2 Listen and sing. 146

- Ask children to look at the pictures and name as many things as they can.
- Play the recording for children to listen and follow the song in their books.
- Recite the words of the song with the class, without the music or recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

#### 3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see below).
- Ask four or five children to come to the front of the class to demonstrate the actions to the rest of the children.
- Play the recording for children to listen and do the actions.

#### Song actions

*Hey, hey!* - wave hands

*Don't forget your sun cream* - put on sun cream

*Don't forget your hat* - put on a hat

*Don't forget your frisbee* - throw a frisbee

*Or your ball and bat* - hit a ball with a bat

*Have an ice cream / a drink / an ice lolly* - eat or drink

#### Optional activity

- Make an alternative version of the song with the class by replacing some of the words, e.g. *Don't forget your book / sandwiches. Have an apple / a biscuit.*
- Ask the class to make other suggestions using words they already know.

#### Culture note: The British seaside

Beach resorts in Britain are often referred to as 'the seaside'. Popular seaside activities include swimming in the sea or 'paddling' (which means playing in shallow water), sunbathing, playing ball games, and making sandcastles. Some beaches in Britain are suitable for surfing.

Traditional seaside towns in Britain often have piers and funfairs. There are usually hotels along the beach front, but many families prefer to stay in tents, caravans, or self-catering chalets.

The most popular beaches in Britain tend to be in places where the weather is warmest. The beaches of Devon and Cornwall on the southwest coast attract very large numbers of tourists during the summer months. However, many British families prefer to take a holiday abroad (where hotel accommodation is often cheaper and the weather better), rather than stay in their own country.

#### Further practice


Workbook page 102

Picture dictionary, Workbook page 115

Extra writing worksheet, PMB page 30

Student MultiROM • Unit 15 • Words, Song

# Lesson Four CB PAGE 103

Oxford  Digital classroom • Unit 15 • Phonics

## Phonics

### Lesson objectives

To pronounce the sound /ʌ/ on its own and in words

To identify the letter *u* in the middle of words and associate it with the sound /ʌ/


To blend the vowel *u* with consonants to form simple CVC words

To differentiate between the sounds /ɪ/, /ɒ/, and /ʌ/

### Language

Core: *rug, jug, sum*

### Materials

CD  147-149; Phonics cards 48-50 (*rug, jug, sum*) and 7, 10, 13, 18, 19, 21; Phonics cards 42, 24 (optional)

### Warmer

- Ask children which vowel they looked at in the previous lesson (o) and which sound this letter represents (/ɒ/).
- Ask children if they can remember the words from the lesson that contained the sound (*dog, fox, and log*).
- Play the CD and say the chant from page 97 to energize the class and revise the sound /ɒ/.

### Lead-in

- Hold up the *rug, jug, and sum* phonics cards, one at a time, saying the words for the class to repeat. Ask children what they think today's letter is (u) and what sound it makes.
- Call three children to come to the front of the class. Give them the phonics cards for *r, u, and g*. Point to the letters for the class to name them.
- Encourage the class to say the sounds again and run them together to pronounce the word *rug*.
- Use the same process for children to say *j-u-g* and *s-u-m*. Ask children *What's the vowel?* to elicit *u*.

### 1 Listen, point and repeat. 147

- Ask children to look at the words and pictures in their Class Books.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus.
- Play the recording all the way through (more than once if necessary) for children to point to the words and then repeat them.

### Transcript

Listen and point.

/r/ /ʌ/ /g/ - rug, /dʒ/ /ʌ/ /g/ - jug, /s/ /ʌ/ /m/ - sum

Listen and repeat.

/r/ /ʌ/ /g/ - rug, /dʒ/ /ʌ/ /g/ - jug, /s/ /ʌ/ /m/ - sum

### 2 Listen and chant. 148

- Play the recording for children to listen to the chant. Talk about the picture with children to ensure the meaning is clear.
- Play the recording again for children to say the chant. The children point to the pictures in their books as they hear the words. Repeat (more than once if necessary).
- Play the chant once more for children to follow in their books.

### Optional activity

- Divide the class into four groups: *rugs, jugs, mums, and sums*.
- Do the chant together. Each group says their own lines, clapping each time they say an /ʌ/ sound.

### 3 Read the chant again. Circle the *u* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled *u* in the middle of *rug*. Ask them to find and circle other examples of *u* in the middle of words they have learnt in this lesson.
- Go through the exercise with the class.

### ANSWERS

I'm on the <u>rug</u> ,	Here is my <u>mum</u> ,
<u>Rug</u> , <u>rug</u> , <u>rug</u> .	<u>Mum</u> , <u>mum</u> , <u>mum</u> .
With juice in a <u>jug</u> ,	She's got my <u>sum</u> ,
<u>Jug</u> , <u>jug</u> , <u>jug</u> .	<u>Sum</u> , <u>sum</u> , <u>sum</u> .

### 4 Listen to the sounds and join the letters. 149

- Elicit the four images in the activity (*dog, bin, box, rug*). Ask *Where is the dog?*
- Play the recording for children to listen and link the letters to find out where the dog is.
- Play the recording again for children to check their answers.
- Ask *Where is the dog? (on the rug)*. Then elicit the sounds children heard one by one. Make sure they are correctly producing and differentiating the /ʌ/, /ɪ/, and /ɒ/ sounds each time. Write them on the board so they can check their maze.

### Transcript

/ʌ/ rug /ɪ/ bin /ɒ/ box /ʌ/ bin /ʌ/ rug /ɒ/ box /ʌ/ rug

### ANSWER

The dog is on the rug.

### Optional activity

- Put the bin, box, and rug phonics cards in different places around the room. Read out the following list of words: *jug, fig, box, tin, mum, big, fox, six, log, nut, doll, lunch*. When children hear an /ɪ/ sound they point to the bin. When they hear an /ɒ/ sound they point to the box, and when they hear an /ʌ/ sound they point to the rug.

### Further practice

Workbook page 103

 Student MultiROM • Unit 15 • Phonics

## Skills Time!

### Skills development

Reading: read and understand a poster; read for specific details \_\_\_\_\_

### Language

Recycled: vocabulary and structures seen previously

Extra: *welcome, hotel, rock pool, sandy, stall, dean, alone, litter, enjoy* \_\_\_\_\_

### Materials

CD 150; PMB page 40 (Cut and make 5) pages and materials (see Teacher's Book page 125) \_\_\_\_\_

### Warmer

- Tell the class to imagine that they are going to the beach. Ask them to name as many things as possible that they would want to take with them. If necessary, prompt with questions, e.g. *What will you play with / eat / wear?*

### Lead-in

- Ask children to look at the page and tell you what they think the text is (*a poster*). Ask them to look at the pictures and try to predict what the poster is about (*the beach*).

1 What can you see in the picture? Point and say.

- Ask children to look at the pictures again. Ask them to say the words they know from the pictures.
- Ask children to work in pairs. They take turns to point to the things in the pictures and say the words.

### ANSWERS

trees, the sea, ball, sandcastle, bird, hat, sun cream

### 2 Listen and read. 150

- Ask children *What can you do at the beach?* Invite different suggestions from around the class. Write their ideas up on the board.
- Explain that children are going to listen to the information on the poster. Play the recording for them to listen and follow silently in their books.
- Play the recording a second time. Answer any questions children have.
- Look again at the list of ideas about what you can do at the beach on the board. Check with the class whether any of the rules they thought of were mentioned in the text.
- Ask simple questions to check comprehension, e.g. *What can you play / find at the beach? What can you eat in the hotels and cafes? Is it good to swim alone?*

### 3 Read again. Circle the correct words.

- Explain that you are going to look at some sentences and find the correct words.
- Write the first question on the board. Ask *Is the beach long or little? (long)*. Draw a circle around the word *long* on the board. Show them the example answer in their books.

- Ask children to read the other sentences and then read the poster again to see which word they should circle in each one.
- Allow time for children to read the text again and circle the correct options. Monitor the activity and give help where necessary.
- Go through the answers with the class. Read the first part of each sentence for children to call out the final word.

### ANSWERS

- 1 The beach is long.
- 2 On the beach you can play bat and ball.
- 3 You can make sandcastles.
- 4 In rock pools you can find shells.
- 5 The sea is blue.

### Optional activity

- Ask children to close their books. Explain that you are going to read out some sentences about the text. Some are true and some are false. Children listen to each statement and write T (for true) or F (for false) in their notebooks.
- Read out the sentences below:
  - 1 The beach isn't sandy. (F)
  - 2 You can play frisbee on the beach. (T)
  - 3 You can find chicks in rock pools. (F)
  - 4 The sea is clean. (T)
  - 5 There are cafes near the beach. (T)
- Go through the answers and ask children to add up how many they got right.

### Optional activity


- See instructions on carrying out PMB Cut and make activity 5 on Teacher's Book page 125.
- When they have finished colouring and making the beach mobiles, children can take them home.

### Further practice

Workbook page 104

Cut and make 5, PMB page 40

## Lesson Six CB PAGE 105

iTools  Digital classroom • Unit 15 • Writing

### Skills Time!

#### Skills development

Listening: identify pictures from their descriptions

Speaking: make and respond to suggestions \_\_\_\_\_


Writing: identify verbs in sentences; write about the beach (Workbook) \_\_\_\_\_

#### Language

Recycled: vocabulary and structures seen previously

Extra: *flavour*

#### Materials

CD  151; Verbs flashcards 139–147

### Warmer

- Play *Simon says...* with the class using verbs (see page 20). When you say the words, children mime that verb.

### Lead-in

- Ask children what they can remember about the beach from the poster in the previous lesson. Encourage children to describe the beach in as much detail as they can. Ask *What can you do at the beach?*
- Allow children to check the picture on page 104 of their Class Books to see how well they remembered the poster.
- Ask children to look at the pictures on page 105. Ask them to name as many things in each picture as they can.

### 1 Listen and write A or B. 151

- Tell children that they are going to hear a recording of different people from the pictures *talking*. They must listen, work out which picture is being described, and then write A or B to show which picture it is.
- Play the recording the whole way through for children to point to the pictures as they hear the words.
- Play the recording again, pausing after the first item to show the example answer. Ask questions to check comprehension.
- Continue playing, pausing after each sentence or short dialogue for children to write A or B.
- Play the recording a third time for children to check their answers. Go through the answers with the class.

### Transcript

- I like ice cream. This ice cream is banana flavour.
- I like football. Do you? / Yes, I do. Football is great!
- Look! Let's find crabs and shells.
- Here, don't forget to put on sun cream. / Thanks, Mum.
- I've got a frisbee. Let's play. / That's a good idea.
- Do you like my sandcastle? / Yes. It's very big.

#### ANSWERS

1 A 2 B 3 B 4 A 5 A 6 B

### 2 Look at the pictures again. Point and say.

- Ask individual children to read each phrase in the word pool in turn, then all the children repeat in chorus.

- Draw attention to the dialogue. Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read the dialogue in the speech bubbles for the class. Ask children to identify the people in the picture who are having that conversation.
- Ask if children can remember the other positive response to suggestions they learnt in Lesson 2 (*That's a good idea*).
- Ask children to work in pairs. They take turns to point to different people in the picture and make suggestions for their partner to answer.
- Monitor the activity and help where necessary, checking for intonation.
- Ask some of the pairs to make and respond to suggestions while the class listen.

### Optional activity

- Children stay in pairs. They use the poster on page 104 to point to people and practise similar conversations.

### 3 Circle the verbs.

- Copy the two example sentences onto the board.
- Look at the sentences together. Point to each one in turn and ask *Where's the verb?* Ask a child to come to the front and circle the verb in each sentence.
- Ask children to look at the exercise in their Class Books. Allow time for children to circle the verb in each of the sentences. While they are working, write the remaining sentences on the board.
- Go through the answers with the class. Ask individual children to come to the front and circle the verbs.

#### ANSWERS

- Let's swim.
- Let's walk.
- Let's play ball.
- Let's find shells.
- Let's put on sun cream.
- Let's make a sandcastle.

### Optional activity

- Put Verbs flashcards 139–147 on the board. Point to the different flashcards for the class to make suggestions, e.g. *Let's write a letter. Let's sing a song. Let's climb a tree.*
- Write the suggestions on the board. Invite individual children to come to the front and circle the verbs.

**NOTE:** Now go to Workbook page 105 for children to practise writing about the beach.

## Review 5 CB PAGES 106–107

REVIEW ANSWER KEY, T8 PAGE 116

### Further practice

Workbook page 105

Values worksheet, PMB page 31

Testing and Evaluation Book

- Unit 15 test, page 37
- Summative test 5, page 38
- Skills test 5, page 40

 Student MultiROM • Listen at home <

- Track 48 (Words and phrases), Track 49 (Song), Track 50 (Phonics)

# Review pages answer key

## Review 1

### Class Book pages 26-27

**1 Circle the odd-one-out. Write.**

1 eight 2 ears 3 book 4 bag 5 window

**2 Match.**

1 c 2 e 3 a 4 b 5 d

**3 Write.**

1 my, your, my  
2 my, These **are**, This is

**4 Read and circle.**

1 No, it isn't.  
2 Yes, **it** is.  
3 Yes, **it** is.  
4 No, it isn't.

**5 Circle.**

1 c 2 l 3 b 4 k 5 e 6 d

## Review 2

### Class Book pages 46-47

**1 Circle the odd-one-out. Write.**

1 frisbee 2 teacher 3 icecream 4 mum 5 cousin

**2 Number the picture.**

(clockwise from top left) 4, 9, 3, 2, 5, 8, 6, 7, 1

**3 Write.**

1 He's 2 She's 3 He's 4 She's

**4 Look at the picture again and write.**

1 under 2 in 3 in

**5 Circle.**

1 p 2 z 3 t 4 v 5 m 6 r

## Review 3

### Class Book pages 66-67

**1 Circle the odd-one-out. Write.**

1 kitchen 2 flat 3 pear 4 dress 5 house

**2 Write.**

1 Where's, He's 2 Where **are**, They're 3 Where are, They're 4 Where's, She's

**3 Write.**

1 Her 2 His 3 His 4 His 5 Her

**4 Write the letters.**

d, g, i, l, n, q, r, u, x, z

**5 Circle.**

1 sh 2 ch 3 ch 4 sh

## Review 4

### Class Book pages 86-87

**1 Circle the odd-one-out. Write.**

1 rice 2 rectangle 3 parrot 4 yogurt 5 meat

**2 Write.**

1 It's got, It's got, It hasn't got  
2 It's got, It hasn't got  
3 It hasn't got, It's got  
4 It hasn't got, It's got

**3 Look at the pictures. Read and circle.**

1 like, like, don't like  
2 like, don't like, don't like

**4 Look at the pictures and write.**

a - man, cat, **fan**

e - bed, pen, **red**

## Review 5

### Class Book pages 106-107

**1 Circle the odd-one-out. Write.**

1 shell 2 twelve 3 beach 4 **the** sea 5 ice lolly

**2 Write T (true) or F (false).**

1 T 2 T 3 F 4 F 5 T

**3 Write.**

1 **It can** fly.  
2 It can't walk.  
3 It can't climb.  
4 **It can** swim.

**4 Match.**

1 Let's make a sandcastle.  
2 Let's **put** on sun cream.  
3 Let's go in a boat.  
4 Let's find crabs.

**5 Circle the vowel.**

1 u 2 i 3 e 4 o **S a**

**6 Look at the pictures again and write.**

a fan e pen i fig o log u jug

# Workbook answer key

## Starter Unit

### Page 4

- 1 Tim 2 Billy 3 Miss Jones  
4 Rosy
- Children's own answers

### Page 5

- 1 Hello  
2 How are you? I'm fine.  
3 What's your name? My name's Tim.  
4 Bye
- 1 b 2 c 3 d 4 a

### Page 6

- two, four, five, seven, eight
- (from left to right) 5, 9, 3, 1, 8, 10, 7, 6, 4, 2
- 1 nine 2 six 3 I'm ten

### Page 7

- Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
- Children colour the picture following the instructions.

## Unit 1

### Page 8

- 1 pencil 2 book 3 ruler  
4 rubber 5 pen
- 1 ruler 2 pen 3 book  
4 rubber 5 pencil

### Page 9

- 1 It's a pen. b 2 It's a ruler. d  
3 It's a pencil. a 4 It's a book. e  
5 It's a rubber. c
- 1 What's this? It's a pencil.  
2 What's this? It's a rubber.  
3 What's this? It's a ruler.

### Page 10

- 1 bag 2 door 3 window
- 1 pencil 2 book 3 door  
4 ruler 5 window 6 pen  
7 bag

### Page 11

- 1 c 2 d 3 a 4 b
- 1 apple 2 bird 3 cat 4 dog
- The cat likes birds.  
The dog likes apples.  
Here's the cat with the bird.  
Here's the dog with the apple.
- A a B b C c D d

### Page 12

- 1 Emma 2 bag 3 rubber  
4 pencil 5 pen
- Children colour the picture following the instructions.

### Page 13

- 1 three 2 two 3 three 4 three  
5 five 6 four
- Children's own answers
- Children's own answers

## Unit 2

### Page 14

- (from left to right) 1, 5, 3, 2, 4
- Children's own answers
- 1 ball 2 puzzle 3 doll 4 car  
5 teddy

### Page 15

- 1 This is my puzzle.  
2 This is your ball.  
3 This is your doll.  
4 This is my teddy.
- 1 Yes, it is. 2 No, it isn't.  
3 Yes, it is. 4 No, it isn't.

### Page 16

- 1 bike 2 train 3 kite



- 1 puzzle 2 bike 3 ball  
4 teddy 5 doll 6 kite  
7 train 8 car

### Page 17

- Children colour the following:  
e - egg, f - fig, g - goat, h - hat
- 1 egg 2 fig 3 goat 4 hat
- There's an egg with a blue hat.  
Look, the goat's got a fig.  
The goat likes figs.
- E e F f C g H h

### Page 18

- 1 F 2 T 3 F 4 T 5 T 6 F  
7 F 8 T
- Toys: train, ball, car  
Colours: green, red, blue  
Animals: goat, dog, cat

### Page 19

- 1 This is my bike. b  
2 Open the door. c  
3 This is my red ball. d  
4 Close the window. a
- Children's own answers
- Children's own answers

## Unit 3

### Page 20

- (clockwise from top) 2, 4, 1, 5, 3
- 1 arms 2 face 3 legs 4 ears

### Page 21

- 1 two arms 2 two legs 3 one nose 4 two ears
- 1 These are my eyes.  
2 This is my nose.  
3 These are my ears.  
4 This is my face.

### Page 22

- Children trace the pictures.
- Children colour the picture following the instructions.
- 1 eyes 2 ears 3 nose 4 hands  
5 legs 6 face

### Page 23

- I-i-ink, J-j-jam, K-k-kite, L-l-lion
- The lion's got some jam.  
The lion's got some ink.  
Look! Here's a kite.  
Oops! The lion is a mess.
- 1 jam 2 bird 3 kite 4 fig  
5 lion 6 ink  
7 apple 8 cat

### Page 24

- (top row) 3, 6, 1  
(bottom row) 2, 4, 5
- 1 cat 2 face 3 four 4 legs

### Page 25

- 1 Cut out the four legs. Fold the legs.  
2 This is my nose. 1  
3 This is my pen. This is my pencil.  
And this is my ruler. 3  
4 It's a rubber. It's my red rubber.  
5 It's orange. The nose is pink. The eyes are green. It's a tiger! 4
- This is my nose / face.  
These are my eyes / ears / legs / arms / hands / fingers.
- Children's own answers

## Review 1

### Pages 26-27

- Children colour the picture following the instructions.
- 1 2 boys 2 2 girls  
3 4 windows 4 1 door
- toys: train, ball, teddy, puzzle  
school: pen, ruler, book, pencil  
body: eyes, legs, hands, face

- 4 1 What's this?  
2 How old are you?  
3 It's a ball.  
4 What's your name?
- 5 1 This is my nose.  
2 This is my face.  
3 These are my arms.  
4 These are my fingers.  
5 These are my legs.
- 6 1 apple 2 goat 3 fig 4 bird  
5 jam 6 cat 7 ink 8 egg

## Unit 4

### Page 28

- 1 fireman, teacher, pilot, housewife, pupil
- 2 1 c, housewife 2 b, teacher  
3 e, fireman 4 a, pilot 5 d, pupil

### Page 29

- 1 1 He's a pilot.  
2 She's a teacher.  
3 She's a housewife.  
4 He's a fireman.
- 2 1 Is she a housewife?  
2 Yes, she is.  
3 Is he a fireman?  
4 No, he isn't.  
5 Is she a teacher?  
6 Yes, she is.

### Page 30

- 1 1 She's a doctor.  
2 He's a policeman.  
3 He's a farmer.



- 2 1 pupil 2 farmer 3 policeman  
4 housewife 5 fireman  
6 doctor 7 teacher 8 pilot

### Page 31

- 1 1 m 2 p 3 n 4 o
- 2 1 pen 2 mum 3 orange  
4 nurse
- 3 My mum is a nurse.  
She's got an orange and a pen.  
She can eat the orange.  
She can write with the pen.
- 4 a, b, C, d, E, f, g, h, i, J, K, l, m, N, O, p

### Page 32

- 1 Children read the sentences.
- 2 1 housewife 2 teacher 3 pupil  
4 pilot
- 3 family: mum, grandma  
jobs: pilot, housewife  
numbers: eight, six  
names: Harry, Ella

### Page 33

- 1 1 This is my grandpa.  
2 He's a doctor.  
3 This is my brother.  
4 These are my hands.  
5 I'm a pupil.
- 2 Children's own answers
- 3 Children's own answers

## Unit 5

### Page 34

- 1 (clockwise from top left) 1, 4, 5, 3, 2
- 2 1 It's a tree. 2 It's a swing.  
3 It's a slide. 4 It's a net.  
5 It's a seesaw.

### Page 35

- 1 1 Rosy's under the tree.  
2 Billy's in the net.  
3 Tim's on the slide.
- 2 1 He's on the slide.  
2 She's under the tree.  
3 He's in the net.

### Page 36

- 1 1 pool 2 frisbee 3 icecream
- 2 1 seesaw 2 tree 3 net 4 slide  
5 pool 6 icecream  
7 frisbee

### Page 37

- 1 Q-q-queen, R-r-rabbit, S-s-sofa, T-t-teddy, U-u-umbrella
- 2 The queen is on the sofa.  
The queen has got a rabbit.  
The teddy is on the sofa.  
The teddy has got an umbrella.
- 3 1 kite 2 nurse 3 queen  
4 rabbit 5 teddy  
6 orange 7 sofa 8 umbrella

### Page 38

- 1 1 bike 2 teddy 3 ball 4 kite  
5 doll
- 2 1 F 2 F 3 T 4 T 5 T

### Page 39

- 1 1 My name's tim. My name's Tim.  
2 This is rosy. This is Rosy.  
3 rosy and billy are here. Rosy and Billy are here.  
4 tim is a pupil. Tim is a pupil.
- 2 swing, slide, seesaw, pool, tree, ball, frisbee
- 3 Children's own answers

## Unit 6

### Page 40

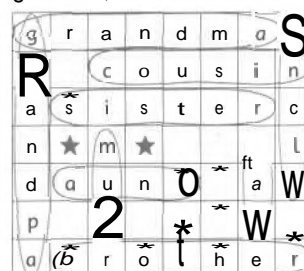
- 1 (clockwise from top left) 6, 5, 3, 2, 4, 1
- 2 1 This is my brother.  
2 This is my mum.  
3 This is my dad.  
4 This is my grandpa.  
5 This is my grandma.

### Page 41

- 1 (left to right) 4, 1, 2, 3
- 2 Children colour the picture following the instructions.
- 3 1 Grandpa's 2 Billy's 3 Dad's  
4 Tim's

### Page 42

- 1 red words: uncle, dad, brother, grandpa, cousin
- yellow words: mum, aunt, sister, grandma, cousin



- 2 1 dad 2 grandpa 3 uncle  
4 aunt 5 mum  
6 brother 7 sister 8 cousin  
9 grandma

### Page 43

- 1 van, window, box, yo-yo, zebra
- 2 1 van 2 window 3 box  
4 yo-yo 5 zebra
- 3 Look out of the window.  
What can you see?  
I can see a zebra in a van  
And a yo-yo on a box.
- 4 q, R, s, t, U, v, W, X, y, Z

### Page 44

- 1 (top row) 6, 3, 4  
(bottom row) 2, 1, 5
- 2 1 tree 2 ball 3 uncle 4 bird  
5 kite

### Page 45

- 1 Children trace and write.
- 2 1 Who's this?  
2 Is this your teddy?  
3 Where's your bike?  
4 Is it a puzzle?  
5 What's your name?
- 3 Children's own answers
- 4 Children's own answers

## Review 2

### Pages 46-47

- 1 1 This is Bob's frisbee.  
2 This is Lisa's teddy.  
3 This is Bob's ball.  
4 This is Lisa's pen.
- 2 1 No, he isn't. 2 Yes, she is.  
3 Yes, he is. 4 No, she isn't.
- 3 Jobs: doctor, fireman, pupil, nurse  
Family: aunt, grandma, uncle, cousin  
Park: swing, slide, net, seesaw
- 4 1 She's a pupil.

- 2 It's my brother's ice cream.
- 3 She isn't a teacher.
- 4 It's under the swing.
- 5 1 Where's the frisbee?  
2 Where's the ball?  
3 Where's the bird?  
4 Where's the book?
- 6 1 orange 2 mum 3 umbrella  
4 yo-yo 5 box 6 window  
7 rabbit 8 sofa

## Unit 7

### Page 48

- 1 1 T-shirt 2 trousers 3 shorts  
4 dress
- 2 Children colour the picture following the instructions.
- 3 1 trousers 2 T-shirt 3 dress  
4 socks 5 shorts

### Page 49

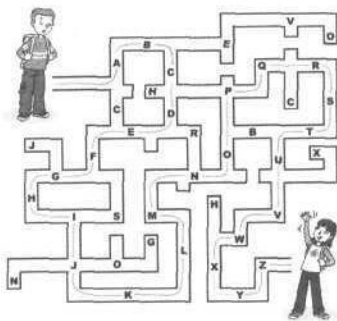
- 1 1 This is her dress.  
2 These are his trousers.  
3 This is her T-shirt.  
4 These are his shorts.
- 2 1 Yes, they are. 2 No, they aren't.  
3 Yes, they are. 4 No, they aren't.

### Page 50

- 1 1 hat 2 coat 3 shoes
- 2 1 socks 2 T-shirt 3 coat  
4 trousers 5 shorts  
6 hat 7 shoes 8 dress

### Page 51

1



- 2 c, d, f, h, i, j, l, n, o, r, s, v, w, y, z

### Page 52

- 1 1 coat 2 trousers 3 socks  
4 orange 5 T-shirt  
6 football

### Page 53

- 1 Children trace and write.
- 2 1 Where's my dress?  
2 He's seven.  
3 It's a bird.  
4 What's your name?  
5 She's my sister.
- 3 Children's own answers
- 4 Children's own answers

## Unit 8

### Page 54

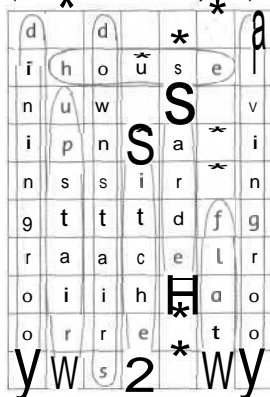
- 1 (clockwise from top left) 4, 5, 6, 2, 1, 3
- 2 1 This is in the dining room.  
2 This is in the bedroom.  
3 This is in the kitchen.  
4 This is in the living room.  
5 This is in the bathroom.

### Page 55

- 1 1 Where's Rosy? She's in the living room.  
2 Where are Mum and Dad? They're in the dining room.  
3 Where are Grandma and Grandpa? They're in the kitchen.  
4 Where's Billy? He's in the bedroom.
- 2 1 No, he isn't. 2 Yes, they are.  
3 No, they aren't. 4 Yes, she is.

### Page 56

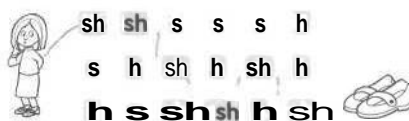
- 1 (clockwise from top left) 4, 1, 2, 3, 5



- 2 1 dining room 2 downstairs  
3 upstairs 4 living room  
5 house 6 kitchen 7 flat  
8 garden

### Page 57

1



- 2 1 shoes 2 T-shirt 3 sheep  
4 fish
- 3 shoes, T-shirt, sheep, fish, sheep, fish

### Page 58

- 1 Children read and point.
- 2 1 flat 2 brother 3 three  
4 bedroom

### Page 59

- 1 bag, mum, pen, hat, on, fig,  
egg, box, ink
- 2 a: bag, hat  
e: pen, egg  
i: fig, ink  
o: on, box  
u: mum

- 3 Children's own answers
- 4 Children's own answers

## Unit 9

### Page 60

- 1 1 lunch box 2 drink 3 biscuit  
4 banana 5 sandwich 6 orange
- 2 Children's own answers

### Page 61

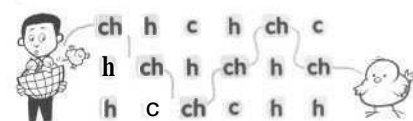
- 1 (top row) 2, 1, 4  
(bottom row) 5, 6, 3
- 2 1 I've got an apple and a banana.  
2 I've got a sandwich and a biscuit.  
3 I've got two sandwiches and two apples.  
4 I've got an apple. I haven't got a banana.  
5 I haven't got my lunchbox. I've got a drink.  
6 I've got my lunchbox. I haven't got a drink.
- 3 1 I've got an apple.  
2 I haven't got a sandwich.  
3 I haven't got a biscuit.  
4 I've got an orange.

### Page 62

- 1 1 pear 2 grapes 3 tomato
- 2 1 tomato 2 apple 3 biscuit  
4 drink 5 sandwich 6 fish  
7 banana 8 orange 9 lunch box

### Page 63

1



- 2 1 Charlie 2 chick 3 chair  
4 teacher 5 lunchbox
- 3 Charlie, teacher, chair, chick, chick,  
chick, teacher, chair, chick

### Page 64

- 1 Children read the text.
- 2 1 ✓ 2 ✓ 3 ✓ 4 X 5 X  
6 ✓ 7 ✓ 8 X 9 ✓ 10 X
- 3 1 I haven't got a banana.  
2 I've got a drink.  
3 I've got an orange.  
4 I haven't got a biscuit.

### Page 65

- 1 1 a 2 an 3 an 4 an S a  
6 a
- 2 1 Is this a ball? No, it isn't. It's an apple.  
2 Is this an orange? No, it isn't. It's a ball.
- 3 Children's own answers
- 4 Children's own answers

## Review 3

### Pages 66-67

- 1 1 a 2 an 3 a 4 an 5 a  
6 an 7 a 8 a
- 2 her: sandwich, apple, orange  
his: egg, banana, biscuit
- 3 1 I've got a sandwich.  
2 I haven't got a banana.  
3 I've got an orange.  
4 I haven't got an apple.  
5 I've got an egg.  
6 I've got a biscuit.
- 4 rooms: bedroom, living room,  
bathroom, kitchen  
clothes: shorts, socks, dress,  
trousers  
food: banana, pear, biscuit, grapes
- 5 1 Is Grandpa in the garden?  
2 Is this his coat?  
3 She's in the dining room.  
4 I've got a drink.  
5 Where's my sister?  
6 Is Grandma upstairs?
- 6 1 cat 2 chick 3 hat 4 shoes  
5 sofa

## Unit 10

### Page 68

- 1 Children draw their picture.
- 2 Children's own answers
- 3 Children's own answers

### Page 69

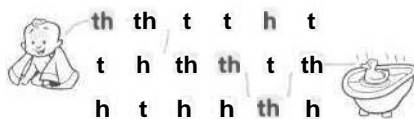
- 1 1 Children colour the pictures following the instructions.
- 2 1 Sarah hasn't got brown eyes. She's got blue eyes.  
2 She's got long hair. She hasn't got short hair.  
3 She hasn't got curly hair. She's got straight hair.  
4 She's got blond hair. She hasn't got black hair.  
5 Rick hasn't got brown eyes. He's got green eyes.  
6 He's got short hair. He hasn't got long hair.  
7 He's got curly hair. He hasn't got straight hair.  
8 He hasn't got blond hair. He's got brown hair.

### Page 70

- 1 4 squares, 5 triangles, 2 rectangles, 3 circles
- 2 1 triangle 2 rectangle 3 circle  
4 square

### Page 71

1



- 2 1 Theo 2 three 3 bath  
4 teeth
- 3 Theo, bath, three, Theo, teeth, three

### Page 72

- 1 Children read the text.

2

Hair	black	blond	brown	short	long	curly	straight
Simon	✓			✓		✓	
Ed			✓	✓			✓
Amy		✓			✓	✓	
Eyes	green	brown	blue				
Simon		✓					
Ed	✓						
Amy			✓				

- 3 1 Simon 2 Ed 3 Amy

### Page 73

- 1 1 I've got short hair.  
2 I've got long hair.  
3 It's got black eyes.  
4 She's got blue eyes.  
5 He's got curly hair.
- 2 Children's own answers
- 3 Children's own answers

## Unit 11

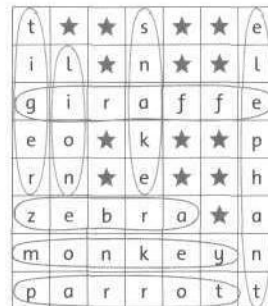
### Page 74

- 1 1 monkey - little 2 giraffe - tall  
3 elephant - big
- 2 1 What are these?  
They're giraffes.  
They're tall.  
2 What are these?  
They're monkeys.  
They're little.  
3 What are these?  
They're elephants.  
They're big.

### Page 75

- 1 1 ☹ 2 ☹ 3 ☹ 4 ☹  
5 ☺ 6 ☹
- 2 1 I don't like giraffes.  
2 I like monkeys.  
3 I like zebras.  
4 I don't like elephants.

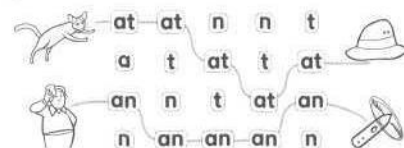
### Page 76



- 1 1 monkey 2 elephant 3 giraffe  
4 snake 5 lion 6 zebra  
7 tiger 8 parrot
- 2 1 The elephant's ears are big. The elephant's nose is long.  
2 The parrot's legs are short. The parrot's eyes are little.

### Page 77

- 1 cat, hat, man, fan
- 2 1 The cat has got a hat.  
2 The man has got a fan.
- 3



### Page 78

- 1 Children read the poem.
- 2 1 parrots ✓ 2 monkeys ✓  
3 elephants ✗ 4 zebras ✓  
5 giraffes ✗ 6 snakes ✓
- 3 1 T 2 F 3 T 4 T 5 F 6 T

### Page 79

- 1 1 This is a tall boy.  
2 This is a big dog.  
3 This is a long snake.  
4 He's got short hair.  
5 It's got little ears.  
6 It's a brown monkey.
- 2 Children's own answers
- 3 Children's own answers

## Unit 12

### Page 80

1

	meat	yogurt	fish	carrots	rice	bread
	✓	✗	✗	✓	✓	✗
	✗	✓	✓	✓	✗	✓

- 2 1 I like meat and rice. I don't like yogurt.  
2 I like fish and carrots. I don't like meat.

### Page 81

- 1 1 Do you like bananas?  
2 Yes, I do.  
3 Do you like carrots?  
4 No, I don't.  
5 Do you like bread?  
6 Yes, I do.
- 2 1 Do you like carrots?  
Yes, I do.  
2 Do you like meat and rice?  
Yes, I do.  
3 Do you like carrots?  
No, I don't.  
4 I like yogurt.

### Page 82

- 1 1 bread 2 water 3 milk  
4 fish 5 juice
- 2 1 milk 2 water 3 juice

### Page 83

- 1 bed, red, pen, Ken
- 2 pen, red, Ken's, bed
- 3 1 hat 2 pen 3 fan 4 bed

### Page 84

- 1 Children read the text.
- 2 1 b, Alice 2 a, Alice 3 e, Steve  
4 f, Alice 5 d, Steve 6 c, Alice  
7 h, Alice 8 g, Steve

### Page 85

- 1 1 I don't like carrots.  
2 This isn't a yogurt.  
3 They aren't ice creams.  
4 No, it isn't.  
5 No, they aren't.  
6 I don't like juice.
- 2 1 I don't like apples.  
2 Her hair isn't straight.  
3 They're not circles.  
4 This isn't rice.  
5 It's not his house.
- 3 Children's own answers
- 4 Children's own answers

## Review 4

### Pages 86-87

- 1 1 Toby's got black hair.  
2 Tanya hasn't got curly hair.  
3 He hasn't got long hair.  
4 She's got blond hair.  
5 He hasn't got brown eyes.  
6 She's got blue eyes.
- 2 1 This is a little monkey.  
2 This is a tall giraffe.  
3 This is a big elephant.  
4 This is a green snake.
- 3 shapes: square, triangle, rectangle  
food: yogurt, rice, carrots  
animals: tiger, snake, parrot  
drinks: milk, juice, water
- 4 1 I like giraffes.  
2 I don't like parrots.  
3 Do you like snakes?

- 4 No, I don't.
- 5 Do you like tigers?
- 6 Yes, I do.
- 5 1 I like elephants. d  
2 I don't like giraffes. b  
3 I don't like monkeys. a  
4 I like zebras. c
- 6 1 chair 2 three 3 fish  
4 sheep 5 teacher

## Unit 13

### Page 88

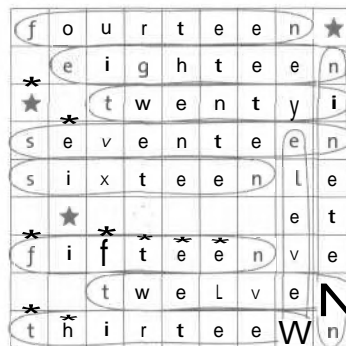
- 1 Children draw the bedroom items.
- 2 1 Where's the pillow? It's on the bed.  
2 Where's the book? It's on the shelf.  
3 Where the blanket? It's on the bed.  
4 Where the pen? It's on the shelf.  
5 Where's the T-shirt? It's in the cupboard.  
6 Where's the teddy? It's on the rug.

### Page 89

- 1 1 There's 2 There are 3 There are 4 There's
- 2 1 There's a cupboard.  
2 There are four books.  
3 There are two pillows.  
4 There are two beds.  
5 There's a shelf.  
6 There's a rug.

### Page 90

- 1 It's a bed.



- 2 eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

### Page 91

- 1 bin, tin, fig, big
- 2 fig, tin, fig, bin
- 3



### Page 92

- 1 Children read and colour.
- 2 1 d 2 g 3 a 4 b 5 f 6 h  
7 c 8 e

### Page 93

- 1 1 Where's your bed? It's in my bedroom.  
2 What's on your shelf? My books are on my shelf.  
3 Do you like your bedroom? Yes, I do.
- 2 1 What's her name?  
2 Her name's Lola.  
3 What's on her shelf?  
4 Are the shoes blue?
- 3 Children's own answers
- 4 Children's own answers

## Unit 14

### Page 94

- 1 talk, fly, run, walk, swim, climb
- 2 1 fly 2 climb 3 walk 4 run  
5 talk 6 swim

### Page 95

- 1 1 can 2 can't 3 can 4 can't  
5 can 6 can't
- 2 1 No, he can't.  
2 Yes, he can.  
3 Yes, she can.  
4 No, she can't.  
5 Yes, it can.  
6 No, it can't.

### Page 96

- 1 1 write 2 draw 3 sing
- 2 1 swim 2 walk 3 write  
4 climb 5 sing 6 fly 7 run  
8 draw

### Page 97

- 1 dog, log, fox, box
- 2 dog, log, fox, box
- 3 1 box 2 tin 3 dog 4 fig

### Page 98

- 1 Children read and colour following the instructions.
- 2 1 bird 2 pink 3 eyes 4 long  
5 leg 6 white

### Page 99

- 1 1 A giraffe can't climb trees.  
2 I can't swim.  
3 This snake can't walk.  
4 A dog can't fly.
- 2 1 A giraffe cannot swim.  
2 A monkey cannot fly.  
3 A snake cannot run.  
4 A dog cannot talk.
- 3 Children's own answers
- 4 Children's own answers

## Unit 15

### Page 100

- 1 (clockwise from top) 2, 3, 1, 4, 5, 6
- 2 1 beach 2 sandcastle 3 crabs  
4 sea 5 boat 6 shells

### Page 101

- 1 1 find 2 make 3 swim 4 go  
 5 find 6 play  
 2 1 Let's go in a boat.  
 2 Let's play ball.  
 3 Let's make a sandcastle.  
 4 Let's find crabs.  
 5 Let's swim in the sea.  
 6 Let's find shells.

### Page 102

- 1 1 He's got sun cream.  
 2 She's got an ice cream.  
 3 He's got a bat.



- 2 1 crab 2 ice cream  
 3 sandcastle 4 bat 5 shell  
 6 sea 7 ice lolly 8 sun cream  
 9 boat 10 beach

### Page 103

- 1 1 jug 2 rug 3 mum 4 sum  
 2 rug, jug, mum, sum  
 3 1 sum 2 fox 3 jug 4 log

### Page 104

- 1 Children read the text.  
 2 1 fish, birds 2 crab 3 ten  
 4 two 5 eight 6 Yes

### Page 105

- 1 1 Let's climb.  
 2 Let's sing a song.  
 3 Let's run.  
 4 Let's play ball.  
 2 1 sing 2 climb 3 play 4 run  
 3 Children circle sandcastle, shells,  
 birds, crabs, ball, bat, kite, sun  
 cream, frisbee, boat.  
 4 Children's own answers

## Review 5

### Pages 106-107

- 1 1 There is 1 bat.  
 2 There is 1 ice lolly.  
 3 There are 3 crabs.  
 4 There is 1 boat.  
 5 There are 2 sandcastles.  
 6 There are 2 shells.  
 2 sixteen, twelve, nineteen, thirteen  
 3 bedroom: bed, blanket, shelf  
 beach: sun cream, boat, ice lolly  
 numbers: fourteen, fifteen,

- seventeen  
 verbs: write, draw, talk  
 4 1 Let's go to the beach!  
 2 That's a good idea.  
 3 Can you swim?  
 4 Yes, I can.  
 5 Let's swim in the sea!  
 5 1 pen 2 sum 3 fox 4 cat  
 5 man 6 bin 7 leg 8 box  
 6 Children's own answers