



English

TEACHER'S
BOOK

Journey

HAMILTON HOUSE

Aligned with the CEFR & Cambridge Primary English Curriculum

1

Pre-A1



HAMILTON HOUSE
ENGLISH LANGUAGE TEACHING

English Journey 1 Teacher's Book

Hamilton House Publishers Ltd
Oxford
England

E-mail: enquiries@hamiltonhousepublishers.com

Website: www.hamiltonhousepublishers.com

Text, design, artwork and characters © Hamilton House Publishers, 2023

ISBN: 978-9925-31-744-8 Teacher's Book

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publishers. Any person who carries out any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

Illustrations by: George Melissaropoulos
Recording at GFS-PRO

Contents

	Page		Page
Introduction	6	Unit 5	44
Hello!	12	Unit 6	50
Unit 1	16	Revision 3 Units 5 and 6	56
Unit 2	22	Unit 7	58
Revision 1 Units 1 and 2	28	Unit 8	64
Unit 3	30	Revision 4 Units 7 and 8	70
Unit 4	36	Key to tests	72
Revision 2 Units 3 and 4	42	Key to Workbook	73

Contents of Student's Book

	Grammar	Vocabulary	Page
Hello!			4
Unit 1	To be (affirmative, negative, questions) Plurals This, that, these, those	people adjectives	9
Unit 2	Have got (affirmative, negative, questions) Possessive adjectives	story words family jobs	21
Revision 1	Units 1 and 2		33
Unit 3	Present continuous (affirmative) 1	clothes verbs	35
Unit 4	Present continuous (negative and questions) 1	story words verbs numbers 11–20	47
Revision 2	Units 3 and 4		59

	Grammar	Vocabulary	Page
Unit 5	Present simple (affirmative)	story words food	61
Unit 6	Present simple (question)	story words days of the week	73
Revision 3	Units 5 and 6		85
Unit 7	Present continuous (affirmative) 2 Present continuous (negative and questions) 2	story words outdoor activities	87
Unit 8	Whose and 's Can (affirmative, negative, questions) Object pronouns	clothes music numbers 10–100	99
Revision 4	Units 7 and 8		111
Finger puppets			113

Introduction

About the course

Toys come alive in **English Journey 1 and 2**, the first two levels of a multi-level course for students who have little or no previous knowledge of English. As children follow the exciting and humorous adventures of Robbie the robot, Fifi the fairy, Pete the pirate, Katie the kangaroo and Jimmy the jeep, they are gently introduced to the English language.

English Journey 1 is suitable for complete beginners as well as students who have already completed another early primary course. **English Journey 1** has been designed to meet the specific needs of students in primary classes with an emphasis on very young beginners. It is based on a structural-lexical syllabus and takes account of the methodology and popular teaching practices usually employed at early primary EFL classes.

English Journey 1 will thrill young students thanks to its colourful cartoon stories, lively songs and playful activities. The language is always presented in context and students are given the opportunity to use it in a pleasant and motivating atmosphere. In this way, they develop their ability to communicate, which in turn improves their self-esteem and general education. Unit topics are introduced through exciting visuals and playful activities that capture the students' imagination. Language skills are gradually developed through the carefully graded syllabus, clear and user-friendly lesson organisation. Language is also practised in an engaging but also carefully controlled environment that includes a variety of simple tasks and activities. There is also a fully graded recycling scheme for key grammar and lexis running through the core lessons of the Student's and Workbooks. Special *Kids' planet* sections connect language with real world experiences through children's perspective, while extra CLIL sections expand the students' understanding of language thanks to a gentle subject-based approach. Separate Revision lessons offer ample opportunity for reviewing and remedial work at key junction points during the course.

Each level of the course, with its range of components, offers sufficient material for one year of tuition.

Course components

English Journey 1 consists of the following components:

- Student's Book
- Workbook in full colour
- Teacher's Book
- Test Book
- Class Audio
- Flashcard Pack for levels 1-4
- Interactive e-book
- Interactive Whiteboard Software

Student's Book

English Journey 1 consists of a Hello unit, eight core units, four Revision lessons and special craft pages with finger puppets of the main course characters. Attached are also pages of colour stickers for students to use in the specially designed sticker activities.

The Hello unit serves as an introduction to the course. Here the students will get to know the main characters and some basic vocabulary before starting the main part of the book.

Every one of the eight core units consists of:

- a Unit Profile page,
- three core lessons (Lesson a, Lesson b and Lesson c with *Kids' planet*),
- a CLIL page and
- a two-page Revision (after every even unit).

This clear organisation makes it easy for teachers to plan their teaching time across the year and provides students with systematic and careful progression through each unit, as well as from one unit to the next.

Unit Profile

Each of the eight core units starts with a Unit Profile page. This is an interactive introduction of the unit topic through an engaging activity-based environment. It is consistently organised in all units so that young students know what to expect and become at ease with the new material in the subsequent lessons.

The Profile page includes:

- an exciting, imaginative picture that relates to the forthcoming lessons in the unit through topic areas that are familiar and appealing to students.

- *My Zone*, a fun painting, colouring and tracing activity that gives students an opportunity to personalise and express themselves freely while introducing the topic area of the unit.

Suggestions:

- Give students time to look at the central images individually, in pairs or as a whole class.
- Allow students to read out or just say the photo caption. Use this opportunity to build their confidence in saying the short sentence which leads into the subsequent lesson.
- In *My Zone*, allow students to express their creative ideas and make the drawing a positive experience. You may also connect the drawing/painting/tracing activity with the key vocabulary item it illustrates, as a gentle introduction to the next lesson.

Lesson a

Lesson a always begins with a story featuring the main **English Journey 1** characters (Fifi, Robbie, Katie, Pete and Jimmy) and guest characters (e.g. Sam the octopus, Lenny the lizard, etc.). These stories are self-contained episodes and help students to develop a positive attitude towards language learning and understand the new language in an enjoyable and fun context. Apart from the visual representation of the stories in familiar cartoon style in the book, all stories are also animated in the e-book and on the Interactive Whiteboard Software. The story text is also recorded in general Received Pronunciation British English to offer another means of presentation and as an opportunity for listening skills development.

The target language for each lesson is always clearly labelled on the Student's Book page. The new lexical items that students will encounter in the story are usually illustrated in a special vocabulary strip so that students can focus on them easily. It is advisable that these words are pre-taught before presenting the story. Each cartoon story is followed by a simple comprehension or vocabulary practice exercise. This ensures that the learners have grasped the main concept of the story and familiarised themselves with the target lexis of the lesson which they will practise further on.

The grammar box on the following page presents the grammar structure(s), giving examples of the grammar forms and highlighting the target structure(s). The rest of the lesson provides practice of both the grammar and new lexis through writing,

listening and speaking activities.

The activities are appropriate for the conceptual and cognitive development of students of the target age group. Structures are constantly recycled with different lexical sets in different contexts. All four skills (listening, speaking, reading and writing) are employed in the range of practice activities. Priority is given to receptive activities with emphasis on listening and verbal communication. Reading and writing are also introduced in a controlled way. All the activities are easy to set up and carry out. Care has been taken so that it is possible for children to carry out most activities at their desks and interaction between students is usually suggested in the form of pairwork.

Lesson b

Lesson b is structured in the same way as Lesson a. Lesson b begins with a story featuring the main **English Journey 1** characters and any guest characters. The new vocabulary items are again illustrated at the top of the second page of the lesson and could be pre-taught to enable young students to follow the cartoon story more easily. The grammar box presents the target language structure(s) and the rest of the lesson consists of writing, listening and speaking activities that practise the new language.

Each unit also includes a short pronunciation chant that focuses on a particular sound. These chants have been recorded as simple songs so that students can easily memorise and repeat in class and at home so as to improve on their pronunciation.

Lesson c

Lesson c introduces a lexical set (e.g. clothes, family, classroom objects, etc.). These vocabulary items are again illustrated at the top left of the first page and can be presented or taught in advance.

The new key lexical items are then practised through a song, chant or game. The original songs included on the Class Audio as well as on the e-book and the Interactive Whiteboard Software have been recorded so that they are easy to sing along to. Further practice is provided using stickers; students are invited to go to the special sticker pages found at the back of the Student's Book and identify items. The mechanical activity of peeling off and attaching the stickers helps memorise and internalise lexical items as part of a physical

Introduction

process. Further on, the sticker task may lead to a game or speaking activity to build on the acquired new language.

The second part of Lesson c is called *Kids' planet* and focuses on reading and writing. It extends on the unit language in the context of the children's own world and experience. It helps develop a positive attitude towards people from other countries and cultures. The topics of the reading texts are linked to the language introduced in Lessons a, b and c. These topics have been carefully selected to reflect the age and interests of very young students. In **English Journey 1**, the topics are centred round the students and their immediate world and daily experience. There is always a reading comprehension activity and a simple writing practice task at the end of the section. For the writing practice task, a model is provided for young students.

CLIL section

'CLIL' stands for Content and Language Integrated Learning, and refers to teaching students a subject, such as Maths or Science, through a foreign language with the dual aim of learning the foreign language by studying a content-based subject. CLIL lessons also develop receptive and productive skills through cooperative tasks that foster learner confidence through relevant subject matter.

In **English Journey 1**, there is a CLIL section at the end of every unit. The CLIL section is content-led and caters for the cross curricular aspect of the course, exploiting topics that are connected with parts of school subjects already familiar to students. The subject of the CLIL section is clearly marked on the subtitle.

The CLIL section includes a number of activities (usually 2 or 3), each of which is designed to engage students in the subject, allow them to experiment or put their subject knowledge to use – and to do so while using English in a controlled language environment. Answering questions is done through selecting, matching, colouring, etc., and using language to guess should be encouraged so that the whole class or group achieves an understanding of the subject through discovery.

It is important for students to use the CLIL section as an opportunity for exposure to interesting subject matter in the target language rather than try to focus on any new language, e.g. vocabulary items or structures that they may encounter in this section.

Values is a special feature at the end of each CLIL

section in the Student's Book. This section is an opportunity for teacher and students to embrace a positive life outlook for themselves and to become actively responsible in a healthy social model. Discussion areas include expressing feelings towards others, being responsible towards friends, family and pets, keeping healthy, etc.

Revision lessons

After every two units, there is a Revision lesson. This consists of two pages of Student's Book activities with two corresponding pages of Workbook activities, which review the language of the previous two units. There is always a simple writing task at the end of the Revision lesson. The Revision lessons can be used in class and/or at home, as an opportunity for students to consolidate key language as well as a diagnostic tool to identify areas where students may be in need of further support. Tests are also best administered after students have gone through a Revision lesson.

Interactive e-book

The **English Journey 1** Interactive e-book offers the opportunity to use the **English Journey 1** Student's Book in a digital environment.

The e-book includes the complete Student's Book in full digital form that can be accessed on any personal computer. The e-book is fully interactive, i.e. all the Student's Book activities can be viewed and answered by students directly within the e-book.

The **English Journey 1** e-book includes animated versions of all the cartoon stories in the Student's Book units, as well as the listening material of the presentations of each unit, along with all the pronunciation exercises and chants and all the songs in the Student's Book.

The **English Journey 1** e-book also includes a range of language games that students can engage in on their own or in a class computer set-up. Games are a fundamental part of learning because they are naturally motivating and they provide context for language learning which makes the process of learning meaningful. Games facilitate language acquisition, especially for younger students whose concentration span is lower than adult learners and who need constant encouragement and motivation. Games help focus students' attention on specific lexis and structures without being perceived as 'formal

instruction'. Finally, games involve the same degree of participation from all kinds of learners who are involved in them voluntarily at home or in class. They are, therefore, an ideal method for reinforcement, review and enrichment of the new language content.

The e-book is ideal for home use, revision and remedial/extensive learning, where access to the activities and sound recordings can be of great importance in helping the students assimilate new language. Having access to the **English Journey 1** e-book at home, students can revise and consolidate the language presented in class, while also repeating activities as many times as they wish at their own convenience. Teachers can also encourage students to use the e-book for extra exposure when studying on their own. This is especially motivating to those students who are more responsive to audio-visual stimuli or more inclined towards modern technology.

The e-book software has been engineered so that it is very simple and safe to use for even inexperienced young students at home. The e-book activities offer unlimited on-the-spot practice without restrictions on time, number of attempts or scoring.

Workbook

The Workbook is a write-in practice book that provides lesson-by-lesson consolidation of the structures and vocabulary presented and practised in the Student's Book. For each lesson in the Student's Book, there is a corresponding lesson in the Workbook, making it easy for teachers to identify which activities can be used when and which activities can be allocated for homework, and for students to work through the exercises independently.

The Workbook contains fun activities that focus on the new language. The tasks provide extra practice in word recognition and spelling. There are enjoyable language games and sticker activities to enhance students' sense of achievement. The activities are carefully constructed so that students can work through the book either in class or for homework. The Workbook also includes additional Revision lessons that coincide with the Revision lessons in the Student's Book.

The use of the Workbook is best initiated at the end of each Student's Book lesson. A recommended procedure would be that the teacher explains

through example and then checks that students know how to do each activity before leaving them on their own to do them. Teachers can make time to check students' Workbooks and use their Workbook to check any areas of difficulty and to plan any necessary remedial work. However, the Workbook has been prepared so that it does not present any language or task type not already familiar to the students; in this way, it can be used by students without extensive support from the teacher, especially after the first few introductory weeks of the course.

An answer key for the Workbook is provided at the back of the Teacher's Book.

Test Book

There is a Test Book for each level of **English Journey 1**. The Test Book contains eight one-page tests for use after the main Student's Book units. Each test is made up of exercises that test the key vocabulary and new structures of the unit. There are also two two-page term tests for each level. Term Test 1 can be used after Unit 4 and Term Test 2 can be used after Unit 8. The Term Tests review and test students' understanding of the vocabulary and structures of the four preceding units.

All Unit Tests carry twenty marks whereas all Term Tests carry forty marks so that teachers can easily keep score records and compare students' performance throughout the school year.

The Answer Keys for the Unit and Term Tests can be found at the back of the Teacher's Book.

Teacher's Book

The Teacher's Book contains step-by-step teaching notes for all the activities. Each double page in the Teacher's Book corresponds with one lesson from the Student's Book with reduced colour pages from the Student's Book for easy reference.

The Teacher's Book gives ideas for presentation of vocabulary and structures, as well as suggestions for extra review and extension games and activities. Each Teacher's Book unit starts with a list of the lesson objectives and describes the materials (flashcards, real objects, etc.) that teachers will need or can additionally use for the lesson in question. It also suggests ways of checking the homework and gives ideas about how to review language from previous lessons. There is detailed guidance about how to present new vocabulary, how to exploit

Introduction

stories and how to deal with the Read and learn boxes. Suggestions are also made about allocating homework from the Student's Book and Workbook.

The Teacher's Book contains the answers to all Student's Book exercises and the audioscript for all the listening activities. Answer keys for all Workbook and Test Book exercises can also be found at the back of the Teacher's Book.

Flashcard Pack

There is a pack of colour Flashcards for key lexical items of **English Journey 1**, with a picture on one side and the illustrated lexical item printed on the other side. The teaching notes in the Teacher's Book offer suggestions for using the flashcards to present the new lexis, practise it through games and review language from previous lessons before moving to a new lesson.

Digital versions of the same flashcards can also be accessed on the Interactive Whiteboard Software.

There is information in the Teacher's Book under Materials about which flashcards can be used in each lesson.

Class Audio

The Audio is designed to be used along with the Student's Book and contains the audio material for the Listen and read presentations, the Kids' planet presentations, songs and chants.

Interactive Whiteboard Software

Designed especially for young learners, the **English Journey 1** Interactive Whiteboard Software (IWB) engages students' attention effectively and brings lessons to life.

The **English Journey 1** IWB includes all of the Student's Book and the Workbook in interactive format. All the Student's Book presentations and songs are animated and can also be played each frame at a time or each speech bubble at a time, to help young students focus on each word or utterance. All the exercises in the Student's Book and Workbook are also interactive, while the listening exercises are directly playable from the IWB. The grammar is also presented separately with its own animation and reference.

Also included are fun games and extra activities for each lesson. These games and activities practise the vocabulary and grammar taught in the lesson and can be done in a fun way with the class working in teams.

The **English Journey 1** IWB also contains a 'look up' wordlist feature. This is a special function that enables students to look up words from the course easily. When students find the word they are looking for, they are then presented with an image of that item as well as the audio pronunciation of the word.

The Flashcards from the Student's Book are also included in a separate section on the IWB in digital format.



Hello!

Lesson aims

- To introduce the characters in the Pupil's Book: Robbie the robot, Fifi the fairy, Katie the kangaroo, Jimmy the jeep, Pete the pirate
- To revise the words *robot*, *toy*, *fairy*, *kangaroo*, *jeep*, *pirate*
- To revise the alphabet
- To revise numbers 1–10
- To revise colours
- To revise family words

Materials

- Flashcards: *robot*, *fairy*, *kangaroo*, *jeep*, *pirate*
- Flashcards: *Robbie*, *Fifi*, *Katie*, *Jimmy*, *Pete*
- Flashcards for numbers 1–10
- Real objects: colour markers

1 Listen and read.

- Ask pupils to look at the picture and describe the characters and toys they see in L1.
- Play the audio. Hold up your book and point to Robbie when he introduces himself. Point to the other characters in turn as they introduce themselves.
- Say *Hello! I'm (your name)* and encourage pupils to say *Hello! I'm ...*
- Point to Robbie and say *Hello! I'm Robbie. I'm a robot.* Say the word *robot* and ask the whole class to repeat the word. Repeat the procedure to teach *fairy*, *kangaroo*, *jeep*, *pirate* and *toy*.
- Practise the words *robot*, *fairy*, *kangaroo*, *jeep* and *pirate* by holding up the flashcards and asking individual pupils to say the words.
- Play the audio again, pausing after each character has introduced himself/herself and ask pupils to repeat.

Optional activity

This exercise can be used to familiarise pupils with the characters in their books.

- Explain that the characters are toys that appear throughout the book.
- Hold up the character flashcards and ask individual pupils to identify the characters.
- Call out the name of a character. Ask pupils to leaf through their books and find the character in a few pages. Tell them to hold up their books and show the class where they found the character. Give pupils time to make comments or ask questions.
- Continue with the exercise until pupils have found all the characters.

Hello!

1 Listen and read.



2 Read and match.

- | | |
|-------------|---------------|
| 1 Robbie is | a a pirate. |
| 2 Pete is | b a fairy. |
| 3 Jimmy is | c a kangaroo. |
| 4 Fifi is | d a robot. |
| 5 Katie is | e a jeep. |

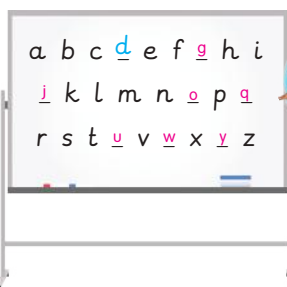
2 Read and match.

- Draw pupils' attention to the example. Ask the class to find the matching words in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

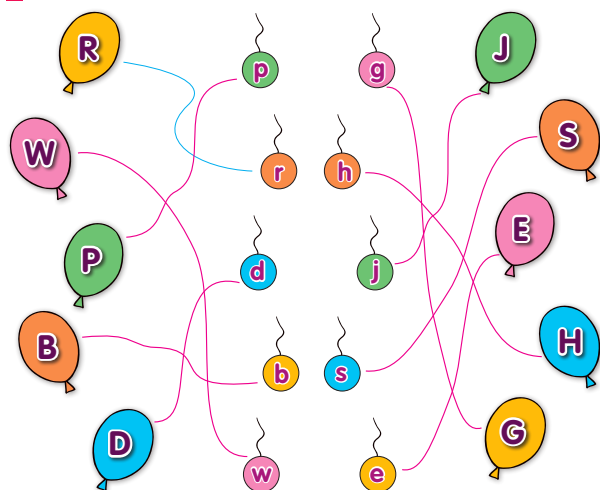
Answers

1 d (example) 2 a 3 e 4 b 5 c

3 Write.



4 Match.



3 Write.

- To refresh pupils' memories ask them to say the alphabet chorally first. Then ask individual pupils to say parts of the alphabet.
- Draw pupils' attention to the picture of the board. Tell them not to write anything in the gaps yet.
- Elicit which letters are missing. Then ask them to complete the alphabet in their books.
- Check the exercise orally with the class.

Answers

d (example) g j o q u w y

4 Match.

- Draw two columns on the board and write in one the capital letters and the lower case letters in the other. Ask pupils to come to the board and match the letters.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Optional activity

- Play a spelling game with the class. Stick the cards for *jeep*, *pirate*, *fairy*, *robot* and *kangaroo* on the board and ask pupils to look at them very carefully.
- Now erase the words, spell *F-A-I-R-Y* and ask pupils to call out the word. Repeat the procedure with the rest of the words two or three times.

Hello!

5 Write.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 jeep (example)
- 2 pirate
- 3 fairy
- 4 robot
- 5 kangaroo

6 Write.

- Draw pupils' attention to the example. Then ask them to write the numbers.
- Ask them to complete the numbers in their books.
- To check the spelling, stick the number word cards on the board.

Answers

- one (example) two three four five
six seven eight nine ten

Hello!

5 Write.



Hi! I'm a fairy.

3



Hi! I'm a robot.

4



Hi! I'm a kangaroo.

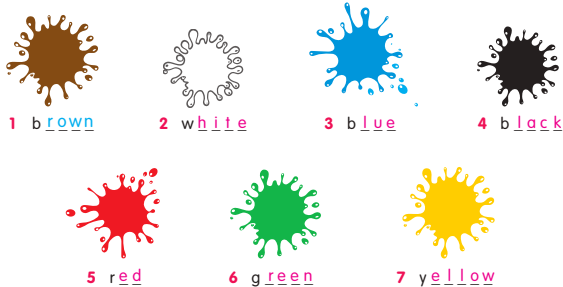
5



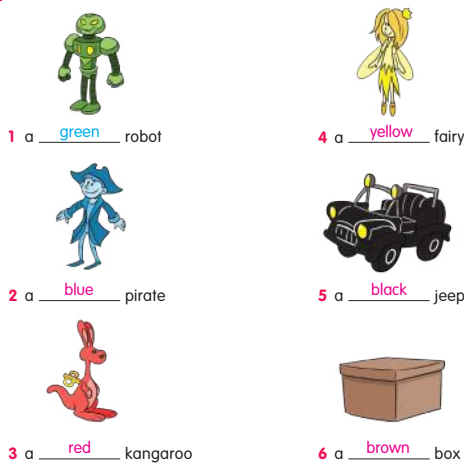
6 Write.



7 Write.



8 Write.



7 Write.

- Use colour markers to demonstrate *brown, white, blue, black, red, green, yellow*. Point to the markers and ask pupils to call out the colour.
- Ask pupils to point to yellow things in the classroom. Repeat the procedure with the rest of the colours.
- Play a spelling game with the colours. Say *W-H-I-T-E* and ask pupils to call out the colour.
- Draw pupils' attention to the example.
- Ask them to complete the colours in their books.

Answers

- 1 brown (example)
2 white
3 blue
4 black
5 red
6 green
7 yellow

8 Write.

- Draw pupils' attention to the example.
- Ask them to complete the colours in their books.
- Check the spelling in their books.

Answers

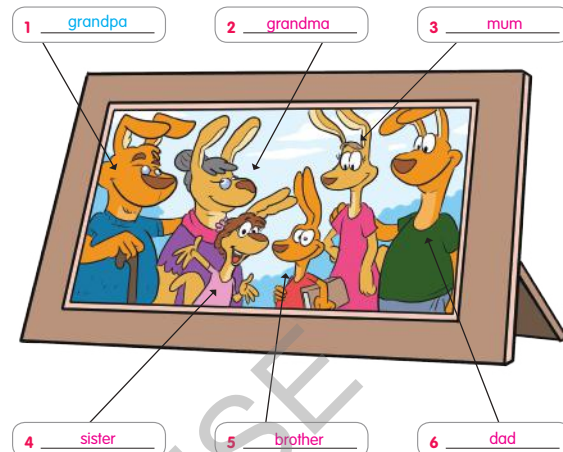
- 1 green (example)
2 blue
3 red
4 yellow
5 black
6 brown

Hello!



9 Choose and write.

brother sister mum dad grandpa grandma



9 Choose and write.

- Draw pupils' attention to the picture and the words in the box. Ask them to match the words with the characters in the picture.
- Ask them to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 grandpa (example)
2 grandma
3 mum
4 sister
5 brother
6 dad

Activity Book

Pupils can now do the exercises in the Hello unit. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks. It might be necessary to check that pupils have done so correctly. It might also be necessary to help some of the slower pupils.

- Dictation: *robot, toy, fairy, kangaroo, jeep, pirate*
- Make a drawing of your favourite character from Pupil's Book page 4.

1a A spider! Help!

Lesson aims

- To learn the words *young, tall, clever, old, brave, spider*
- To learn the verb *to be*
 - Affirmative: *I'm/He/She/It's/We/You/They're ...*
 - Negative: *I'm not ... He/She/It isn't ... We/You/They aren't ...*
 - Questions and short forms: *Are you/Is he/Are they brave? Yes, I am/No, I'm not. Yes, he/she/it is. No, he/she/it isn't. Yes, they are/No, they aren't.*
- To learn the short forms *I'm – I am, it's – it is, you're – you are, I'm not – I am not, isn't – is not, aren't – are not*

Materials

- Make 4–5 sets of adjective word cards for *young, tall, short, clever, old, brave, hungry, thirsty, happy* and *beautiful*.
- Materials from the Hello! unit
- Draw a flower on a small piece of paper. Make a copy for each pupil.
- Materials for Bingo:
 - blank Bingo cards with twelve squares (one card for each pupil)
 - small pieces of paper to cover the squares on the Bingo card (twelve for each pupil)
 - small cards with a letter, number or other vocabulary items you wish to revise on each card
 - a bag to put the number cards in

Profile page, page 9

Show pupils page 9. Draw their attention to the photograph of the man and the children. Read out the speech bubbles of the children, 'This is our dad.' and 'He's strong.' Ask pupils to repeat after you. Alternatively, assign pairs of pupils to role-play the exchange, either while reading or, after a few repetitions, by trying to recall the phrases. To motivate pupils, ask them to talk about a member of their own family. Review descriptive adjectives (e.g. tall, young, fast, etc.) which will also function as an introduction to Lesson 1a.

My Zone

Trace and colour.

Draw pupils' attention to the illustrations of the super boy and super girl in **My Zone** at the bottom of page 9. Have pupils read out the speech bubbles, 'I'm strong.' and 'I'm strong, too.' Repeat the activity in pairs or groups, and/or ask a pair of pupils to present it to class as a roleplay. Pupils can then trace the outlines of the word 'strong' using their pencils and markers, and fill out the illustrations in their own preferred colours. As each pupil does the colouring, you can ask them to repeat the speech bubble text. Alternatively, ask pupils to show the class what they have coloured, and read out their sentence.

Checking homework

- Check pupils' answers in the Activity Book, Hello! unit. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Play Bingo to revise the alphabet, numbers 1–10, family words or colours.

1a A spider! Help!

1 Listen and read.

2 Write the names.

1	Jimmy	is fast.
2	Robbie	is young and strong.
3	Katie	is tall.
4	Fifi	is clever.
5	Pete	is old.

Let's talk!
This is for you! Thank you.

Vocabulary presentation

You can use the adjective words cards to teach the vocabulary at the top of page 11 of the Pupil's Book.

- Hold up the card for *young* and say the word. Ask the whole class to repeat the word. Then give each pupil the chance to say the word individually. Ask the class to find the word in the story and underline it. If necessary explain the meaning in L1. Repeat this procedure with the rest of the new words. Point to Frame 4 to teach *spider*.
- Hold up the word cards in any order and ask pupils to say the words. Help only if necessary.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what happens at the end. (Pete, the brave old pirate, is afraid of the spider.)
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each bubble. Ask pupils to repeat the dialogues.
- Put the class in groups of five and ask pupils to practise the story. Ask volunteers to act out the story in front of the class.

2 Write the names.

- Draw pupils' attention to the example and the words: *Jimmy* and *fast*. Ask the class to find these words in the story (Frame 1). Then ask pupils to read items 2–5 and to tell you the correct answers.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 Jimmy (example) 2 Robbie 3 Katie 4 Fifi 5 Pete

Let's talk!

- Point to Frame 2 and read out *This is for you! Thank*



Unit 1

3 Read and learn.

To be

Affirmative

I'm happy.
He/She/It's young.
We/You/They're tall.

Negative

I'm not brave.
He/She/It isn't old.
We/You/They aren't short.



I'm = I am
it's = it is
you're = you are

I'm not = I am not
isn't = is not
aren't = are not

Questions

Are you old?
Is he tall?
Are they brave?

Short answers

Yes, I am. No, I'm not.
Yes, he/she/it is. No, he/she/it isn't.
Yes, they are. No, they aren't.

4 Write 'm, 's or 're.

- We 're old.
- They 're tall.
- She 's young.
- He 's clever.
- You 're brave.
- I 'm strong.

5 Complete the questions and answers.

1 Is she happy?
No, she isn't.

4 Is he brave?
No, he isn't.

2 Are they young?
No, they aren't.

5 Are they tall?
Yes, they are.

3 Is it beautiful?
Yes, it is.

6 Is she clever?
Yes, she is.

6 Ask your friend.

brave happy hungry
old short tall
thirsty young

Are you hungry? Yes, I am.

you. Explain that we say this when we offer somebody something. Give the L1 equivalent if necessary.

- Give a pupil a copy of a flower (see Materials) and say *This is for you!* Invite the pupil to say *Thank you*. Repeat with another pupil.
- Give each pupil a copy and tell them to practise in pairs.

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages. You will need the adjective word cards.

- Read out the first sentence in the **Read and learn** box (Affirmative) and ask pupils to repeat after you. Divide the board into three columns and write *I'm happy* in the first one, highlighting the verb *to be*. Ask pupils to read the sentence. Repeat the procedure with the rest of the affirmative sentences.
- Point to **LOOK!** Explain that *I'm* is the short form of *I am*, that the *a* of *am* has 'disappeared' and that it is easier to say *I'm* than *I am*. Do the same for *it's* and *you're*.
- Repeat the same procedure with the negative sentences and write them in the second column.
- Point to **LOOK!** Explain that *I'm not* is the short form of *I am not*, that the *a* of *am* has 'disappeared' and that it is easier to say *I'm* than *I am*. Do the same for *isn't* and *aren't*.

3 Read and learn. (Stage 2)

- Repeat the procedure to present the question form.
- Ask individual pupils *Are you old/tall/brave?* Encourage them to answer *Yes, I am/No, I'm not*. Write the short answers on the board.
- To practise the questions and short answers give each pupil an adjective card. Then ask *Are you ...?* and elicit a short answer.

4 Write 'm, 's or 're.

- Draw pupils' attention to the example. Ask pupils to read 2–6 and tell you the correct answers.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 're (example) 2 're 3 's 4 's 5 're 6 'm

Now ask pupils to look at the **Read and learn** box again.

5 Complete the questions and answers.

- Draw pupils' attention to the example. Ask pupils to read 2–6 and tell you the correct answers.
- Pupils complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 Is, she isn't (example) 2 Are, they aren't
3 Is, it is 4 Is, he isn't
5 Are, they are 6 Is, she is

6 Ask your friend.

- Briefly review the words *short*, *hungry* and *thirsty*.
- Explain that pupils are going to work in pairs and ask each other questions.
- Put a set of adjective word cards face down on a desk. Ask a pupil to pick up a card but that he shouldn't show it to anybody. Ask *Are you thirsty?* The pupil answers *Yes, I am/No, I'm not*. Ask questions until the pupil has answered *Yes, I am*.
- Put pupils into pairs, hand out a set of adjective cards. Ask them to do the exercise. Monitor and help them if necessary.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write 'm, 's or 're.

Answers

1 's (example) 2 're 3 'm 4 's 5 're 6 's

2 Write the answers.

1 Yes, they are. (example) 4 No, they aren't.
2 Yes, she is. 5 Yes, she is.
3 No, he isn't. 6 Yes, it is.

3 Circle.

Across: tall, brave (example), strong, happy, hungry, beautiful

Down: fast, old, thirsty, clever, young

Activity Book

Pupils can now do the exercises in Unit 1, Lesson 1a. You can set some or all of these exercises for homework. It is a good idea to go through some of the exercises orally.

Homework

- Write the homework on the board and allow enough time for pupils to copy it into their notebooks. It might be necessary to check that pupils have done so correctly. It might also be necessary to help some of the slower pupils.
- Dictation: *young, tall, clever, old, brave, spider*

Lesson aims

- To learn the words *room, man, soldier, woman, child, dress, leaf, person, mouse, tooth, foot*
- To learn the plurals
 - regular plurals: -s, -es, -ies, -ves
 - irregular plurals: *man – men, woman – women, child – children, person – people, mouse – mice, tooth – teeth, foot – feet*
- To learn *This is/That's a box. These/Those are boxes.*

Materials

- Sets of adjective word cards from Lesson 1a
- Make 4–5 sets of word cards with irregular plurals (one pair on each card, e.g. *man – men*). Highlight the irregular forms.
- Prepare a poster with the plurals to put on the classroom walls.

Checking homework

- Check pupils' answers in the Activity Book, Unit 1, Lesson 1a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- To revise adjectives and *to be*, do Exercise 6 Ask your friend from Lesson 1a.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Point to the pictures and ask *Where are the toys?* Say *toy room* and ask pupils to repeat the word. Show the toy room in the book and explain the meaning if necessary.
- Point to the king in the story and say *This is a king. He's a man*. Repeat the procedure to teach *woman* and *soldier*. Point to a pupil and say *You're a child*.
- To practise the new words, point to them at the top of page 15 and ask pupils to point to the people in the frames and to say the words.

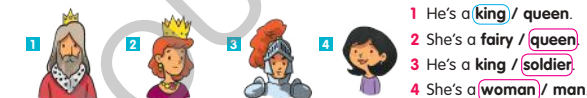
1 Listen and read.

- Ask pupils to describe the pictures using L1 and say what happens at the end. (The toys are going back into their box because the children are coming into the room.)
- Point to the new words at the top of page 15 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each speech bubble. Ask pupils to repeat the dialogues. Encourage them to imitate the intonation on the audio.
- Put the class in groups of three and ask pupils to act out the story. Ask volunteers to act out the story in front of the class.

1 Listen and read.



2 Read and circle.



2 Read and circle.

- Draw pupils' attention to the example. Then ask pupils to look at 2–4 and tell you which word they have to circle.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 king (example) 2 queen 3 soldier 4 woman

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in three stages.

- Write *pen, robot, room, king* on the board. Say *One pen – Two ...?* and elicit the plural form.
- Now write *dress* on the board and ask pupils to read out the plural form in the **Read and learn** box. Write the word on the board. Repeat the procedure for *box, fairy* and *leaf*.
- Ask the class to find words in the text that form a regular plural (*room, friend, soldier, king, queen, castle*). Write them on the board and highlight the endings.

3 Read and learn. (Stage 2)

- To make the irregular plurals more memorable for pupils, say them like a chant.
- Then tell pupils to highlight the changes in spelling, e.g. *men, women*.

3 Read and learn. (Stage 3)

- Put a pen on a table in front of you and an eraser on a desk far away from you. Ask pupils to come and stand near you.
- Point to the pen and say *This is a pen*. Ask pupils to point and repeat. Add another pen and say *These are pens* and ask pupils to point and repeat.



Unit 1

3 Read and learn.

Plurals

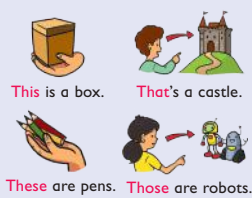
Regular

-s
robot – robots
-es
dress – dresses
box – boxes
-ies
fairy – fairies
-ves
leaf – leaves

Irregular

man – men
woman – women
child – children
person – people
mouse – mice
tooth – teeth
foot – feet

This, that, these, those



4 Write this, that, these or those.

- Look at these watches.
- Look at that spider.
- Look at those mice.
- Look at this camera.

5 Complete the sentences.

children mice teeth men women people

- Those people are happy.
- Those men are tall.
- Those teeth are big.
- These children are sad.
- These women are old.
- These mice are hungry.

6 Listen and say the chant.



Four tall doors and
four short doors.

6 Listen and say the chant.

- Point to the chant and practise the sound in the highlighted words /ɔ:/.
- Play the audio and ask pupils to follow the chant in their books.
- Say the chant and encourage pupils to repeat after you. Ask individual pupils to repeat and practise the /ɔ:/ sound correctly.
- Play the audio again and ask pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write.

Answers

- These are boxes. (example)
- These are mice.
- These are fairies.
- These are women.
- These are dresses.
- These are men.

2 Read and circle.

Answers

- That (example)
- These
- These
- Those
- that
- Those
- this
- These

3 Read and match.

Answers

- g (example)
- a
- f
- e
- b
- d
- h
- c

Activity Book

Pupils can now do the exercises in Unit 1, Lesson 1b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow time for pupils to copy it into their notebooks.

- Dictation: room, man, soldier, woman, child, dress, leaf, person, mouse, tooth, foot
- Write the words the irregular plurals in your notebooks and draw a picture next to each word pair.

- Now point to the eraser and say *That's an eraser*. Ask pupils to point and repeat. Add another eraser and say *Those are erasers*. Ask pupils to point and repeat.
- To check understanding, point to the pen and say *This is a pen*. Then ask in L1: 'Is the pen near me or far away when I say *this*?' In a similar way, check understanding of *these/that/those*.
- Point to the sentences in the **Read and learn** box and ask individual pupils to read them out. Check understanding by asking *Is there one box or are there more boxes? Is it/Are they near or far away?*

4 Write this, that, these or those.

- Draw pupils' attention to the example and the picture (the two watches are near).
- Then ask pupils to look at items 2–4 and tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- these (example)
- that
- those
- this

Now ask pupils to look at the **Read and learn** box again.

5 Complete the sentences.

- Draw attention to the example and the words in the box. Then ask pupils to look at items 2–6 and tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- people (example)
- men
- teeth
- children
- women
- mice

Now ask pupils to look at the **Read and learn** box again.

Lesson aims

- To learn the words *thin*, *fat*, *pretty*, *ugly*
- To develop reading skills
- To develop writing skills

Materials

Flashcards: *thin*, *fat*, *pretty*, *ugly*

Checking homework

- Check pupils' answers in the Activity Book, Unit 1, Lesson 1b. The Answer Key is at the back of the Teacher's Book.
- Ask pupils to show the class the drawings in their notebooks and praise them.
- Give dictation from the previous lesson.

Review

- You can start the lesson with these exercises and then move on to checking homework.
- Chant the irregular plural nouns.
 - Ask groups of pupils to read the story on page 14 of the Pupil's Book (Unit 1, Lesson 1b).

Vocabulary presentation

You can use the pictures at the top left of page 18 of the Pupil's Book to teach the new words. Alternatively, you can use flashcards for *thin*, *fat*, *pretty*, *ugly*.

- Point to *thin* at the top left of the page and say the word. Ask the class to repeat the word. Repeat the procedure with the rest of the words. Practise carefully the sounds and the words stress in *pretty* and *ugly*. Review *strong* and *brave* from Lesson 1a.
- Tell pupils to look at the picture on the right. Call out *thin* and ask them to point to the *thin* person. Repeat with the rest of the words and practise until pupils are confident.

1 Listen and chant.

- Hold up your Pupil's Book and point to the picture. Read out the first line and point to Tim.
- Invite individual pupils to read out a line and ask the class to point to the right person (or thing).
- Play the audio and ask pupils to follow the words of the chant.
- Read out the chant one line at a time and ask pupils to repeat after you.
- Play the audio again and ask pupils to chant along.

2 Listen again. Then complete the sentences.

- Point to the word box and draw pupils' attention to *Tim* and *thin* in the example. Then ask pupils to look at items 2–6 and tell them to highlight the names. Then, without looking at the chant, invite them to tell you which word they have to write.
- Play the audio again and tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 thin (example) 2 strong 3 pretty
4 ugly 5 fat 6 brave

1c

1 Listen and chant.

2 Listen again. Then complete the sentences.

3 Read and find the stickers.

4 Write.

5 Answers

1 They're young. (example) 2 He's old. 3 She's tall.
4 They're strong. 5 They're fat. 6 It's ugly.

Kids' planet

1 Read.

Explain to pupils that in every 'c' lesson of their Pupil's Book there is a page with the heading **Kids' planet**.

- Ask pupils to look at the pictures and describe the children using the adjectives they have learned in this unit or if necessary in L1, e.g. *He's strong. She's tall.*
- Play the audio and ask pupils to follow the texts in their books. Then ask them questions about each child: *What's his/her name? How old is he/she? Is he/she strong/old/clever/tall? Where does he/she live?*

1 Read.

1 Hello! My name's Richard. I'm eight years old and I live in London. I'm strong and clever! I love books! I always read a book before I go to bed.



2

I'm Sarah and this is John. He's my brother. I'm nine years old and he's seven years old. We live in Rome. I'm tall and thin. He's short and thin.



2 Write the names.

- 1 Richard is eight years old.
- 2 Sarah is nine years old.
- 3 John is short and thin.
- 4 Richard is strong and clever.
- 5 Sarah is tall and thin.

3 Read, draw and write.

My best friend is nine years old. His name's Peter. He's tall and thin. He's very clever.



- Play the audio again, pausing after each text. Ask pupils to read the text to themselves.
- Invite individual pupils to read out parts of the texts. Do not worry or overreact if they make mistakes.

2 Write the names.

- Draw pupils' attention to the example. Then ask pupils to find the information in texts 1 and 2 of Exercise 1.
- Go through items 2–5 orally, encouraging pupils to tell you in which texts they can find the information.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 Richard (example) 2 Sarah 3 John
4 Richard 5 Sarah

3 Read, draw and write.

- Ask a pupil to read out the four sentences. Then ask pupils to highlight the words *nine*, *Peter*, *tall*, *thin* and *clever*.
- Tell pupils to write three sentences about themselves. Explain that they can base their sentences on the ones in the Pupil's Book but that they have to replace the words they have highlighted with information about themselves.
- Monitor pupils while they are writing. Help them to correct any mistakes they make.

Optional activity

- Go through the exercise orally first. Write the text on the board and blank out the words *nine*, *Peter*, *tall*, *thin* and *clever*.
- Give the class the time to think about information that is true about their own friend. Review the adjectives from Unit 1 and stick the word cards on the board to help pupils.

- Ask individual pupils to read out the text on the board and to complete the blanks with their information. Make sure each pupil has a turn.
- Ask pupils to write their description. Monitor pupils while they are writing. Help them to correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Unit 1, Lesson 1c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *thin*, *fat*, *pretty*, *ugly*
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a piece of paper. Stick a photo or draw a picture of your friend on it.

CLIL, page 20

Maths (ordinal numbers)

1 Read.

Ask pupils to read the ordinal numbers underneath the medals. If they have difficulty in pronouncing accurately, repeat and emphasise correct pronunciation each time. Repeat several times until pupils are confident they can say each word. Point out that the suffix sound from 4th to 10th is the same. Finally, point out to medals in random order and ask pupils to call out the ordinal numbers.

2 Count, read and colour.

Ask pupils look at the butterfly outlines in task 1, and then to count them. Make sure they use the ordinals from Exercise 1 above. Ask pupils to find and point to the second butterfly, and then read the relevant part of rubric carefully, 'Colour the second butterfly blue.' Have pupils use their colouring kits to colour the butterfly outline, while you go around class and repeat 'The second butterfly is blue.' Once complete, repeat the same process for the fourth butterfly, or ask pupils to point to the correct butterfly and say what colour it must be. You can then freely repeat the same steps for more outlines assigning the pupils' preferred colours, e.g. 'Colour the fifth butterfly red.' Repeat the same procedure for numbers 2 and 3 below.

3 Write.

Ask pupils to look at the example, 'Lisa is the first.' To increase awareness, you can ask pupils to point to the children and produce sentences orally first: 'Jim is the second.' Have pupils write their answers. Ask them to check the spelling of the ordinal numbers by looking at Exercise 1.

Values

Explain to pupils that in this section of the book you will be discussing important aspects of everyday life and looking at examples of taking positive action to improve everyone's life. For this first Values section, it is a good idea to ask pupils to role-play helping out an elderly person. Use what is available in class, e.g. carrying heavy books, opening a door, bringing a glass of water, etc. Make a point of returning to the important value of helping others in later sessions as well.

Lesson aims

- To learn the words *watch, ring, scooter, camera, helmet*
- To learn *have got*
 - Affirmative: *I/We/You/They've got ... He/She/It's got ...*
 - Negative: *I/We/You/They haven't got ... He/She/It hasn't got ...*
 - Questions and short forms: *Have I/you/we/they got ...? Yes, I/you/we/they have ... No, I/you/we/they haven't got ... Has he/she/it got ...? Yes, he/she/it has. No, he/she/it hasn't.*
- To learn the short forms: *I've got – I have got, he's got – he has got, haven't got – have not got, hasn't got – has not got*

Materials

- Real objects: watch, ring, camera
- Classroom objects: pencil, book, pencil case, etc.

Profile page, page 21

If you don't have access to a helmet you can use in class, display a photo of a helmet from any printed source, or simply point to the boy's helmet on page 21. Say 'helmet' and have pupils repeat after you until they can confidently pronounce the word. Then read out the whole speech bubble, 'I've got a new helmet' and ask pupils to repeat to their partner or to their group. To reinforce the use of 'I've got a ...', which is the key language focus of Lesson 2a, you can ask pupils to talk about (new) things they've got, e.g. 'I've got a new book, I've got a new bicycle,' etc.

My Zone

Match.

Point out to pupils how the boy in the top photo is wearing a helmet, then point to item 1, helmet, and demonstrate its connection to b, bike. Have pupils look at the different types of helmets and ask them to match them to the different people (1b; 2d; 3a; 4c). Ask pupils to explain the connection between people and helmets in L1.

Review

- To revise the adjectives, play the chant on page 18 of the Pupil's Book and encourage pupils to chant along and point to the people/the cat in the picture.

Checking homework

- Check pupils' answers in the Activity Book, Unit 1, Lesson 1c. The Answer Key is at the back of the Teacher's Book.
- Invite pupils to show the class the text they wrote for homework and the drawing of their friend.
- Give dictation from the previous lesson.

Vocabulary presentation

You can use the pictures in the story to teach the new words at the top of page 23 of the Pupil's Book. Alternatively, you can use real objects.

1 Listen and read.

- Point to the new words at the top of page 23 and ask pupils to find them in the story.
- Play the audio. Pupils follow the story in their books.
- Play the audio again, pausing after each speech bubble. Ask pupils to repeat the dialogues.
- Put pupils into groups of three and ask them to act out the story.

2 Write.

- Point to pictures 1–4 and ask pupils to name the objects. Then draw their attention to the example.
- Tell pupils to complete the exercise in their books.

1 Listen and read.

1 Have you got a new watch?
Yes, I have. I've got a new ring, too!

2 Look! Robbie's got a new scooter!

3 I haven't got a new scooter but I've got a new camera.

4 Are you OK?
I'm fine, thanks! I've got a new helmet!

2 Write.

1 This is a camera.

2 This is a ring.

3 This is a watch.

4 This is a helmet.

Let's talk!
I'm fine, thanks!

- Check the exercise orally with the class.

Answers

1 camera (example) 2 ring 3 watch 4 helmet

Let's talk!

- Point to Frame 4. Read out Katie's question *Are you OK?* Explain that we say this when we are worried that somebody's been hurt. Then read out Robbie's answer *I'm fine, thanks!* Explain that we say this when we want to say that everything's OK. Give the L1 equivalent if necessary.
- Ask pupils to practise *Are you OK? I'm fine, thanks!*

3 Read and learn. (Stage 1)

Go through the **Read and learn** box in two stages.

- Put a watch, a ring, a pen on a table in front of you. Ask pupils to put different objects on their desks too.
- Point to the objects in front of you and say *I've got a watch/ring/pen*. Ask pupils to repeat the sentence.
- Ask individual pupils to make similar sentences about their own objects.
- Repeat the procedure to teach *We/You/They've got ...* as well as *He/She/It's got ...*. Emphasise the meaning of the pronouns through gestures.
- Now write the new words on the board. Then say *I haven't got a helmet*. Ask pupils to repeat the sentence.
- Ask individual pupils to make similar sentences about objects they don't have on their desk. Repeat with *We/You/They haven't got ...*, *He/She/It hasn't got ...*
- Draw pupils' attention to the **LOOK!** boxes. Explain that *I've* is the short form of *I have*, *I haven't* is the short form of *I have not*, and that it is easier to say the short forms. Explain the other forms in the same way.
- Ask pupils to find similar sentences in the story.

4 Read and circle.

- Draw pupils' attention to the example.
- Ask pupils to read the sentences for items 2–6 and tell you what they have to circle.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.



watch



ring



scooter



camera



helmet

3 Read and learn.

Have got

Affirmative

I/We/You/They **have got** a new scooter.
He/She/It's **got** big feet.



I've got = I **have got**
he's got = he **has got**

Questions

Have I/you/we/they **got** a camera?
Has he/she/it **got** a helmet?

Negative

I/We/You/They **haven't got** a bike.
He/She/It **hasn't got** short hair.

haven't got = **have not got**
hasn't got = **has not got**

Short answers

Yes, I/you/we/they **have**.
No, I/you/we/they **haven't**.
Yes, he/she/it **has**.
No, he/she/it **hasn't**.

4 Read and circle.

1 Robbie **has got** / **have got** a skateboard.

2 Pete **has got** / **have got** a parrot.

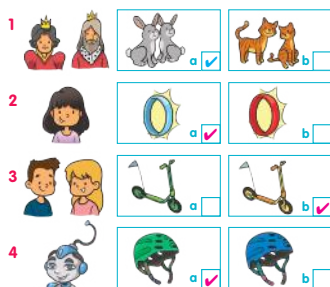
3 My friends **hasn't got** / **haven't got** a camera.

4 Katie **hasn't got** / **haven't got** a scooter.

5 The girls **has got** / **have got** new school bags.

6 My brother **has got** / **have got** a new watch.

5 Listen and ✓.



6 Ask your friend.

Has Robbie got a blue helmet?

No, he hasn't. He's got a green helmet.

Answers

1 has got (example) 2 has got 3 haven't got
4 hasn't got 5 have got 6 has got

Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Use the objects pupils have on their desks well as the words on the board.
- Ask individual pupils *Have you got a pencil?*
- Teach the short answers *Yes, I have/No, I haven't*. Then invite pupils to ask each other the same questions.
- Repeat the procedure to teach *Have I/we/they got ...?* as well as *Has he/she/it got ...?* Emphasise the meaning of the pronouns through gestures.

Now ask pupils to read questions and short answers in the **Read and learn** box.

5 Listen and ✓.

- Ask pupils to look at the pairs of pictures and name the people, animals or objects.
- Play the audio, pausing after the example. Ask pupils what they heard.
- Play the audio from the beginning, but this time do not stop. Pupils listen and tick the answers.
- Play the audio again and check the exercise orally with the class.

Answers

1 a (example) 2 a 3 b 4 a

Audioscript

1 Fifi: Good morning, King. Good morning, Queen. How are you today?
King and Queen: We're fine, thanks.
Fifi: Have you got two cats?
King and Queen: Cats? No, we haven't. We've got *two rabbits*. Look!

Unit 2

2 John: Good morning, Mary.
Mary: Good morning, John!
John: Have you got a new ring?
Mary: Yes, I have.
John: Is it red?
Mary: No, it isn't. It's blue. I've got a *blue ring*. Look!
John: Wow! It's beautiful.

3 Woman: Hello, children. How are you today?
Boy and girl: Fine, thanks.
Woman: Have you got a scooter?
Boy and girl: Yes, we have.
Woman: Is it green?
Girl: No, it isn't. It's orange. We've got an *orange scooter*. And it's very fast. Look!

4 Fifi: Good morning, Robbie. How are you?
Robbie: I'm fine, thanks.
Fifi: Have you got a new helmet?
Robbie: Yes, I have.
Fifi: Is it blue?
Robbie: No, it isn't blue. It's green. I've got a *green helmet*.

6 Ask your friend.

- Invite two pupils to read out the dialogue.
- Elicit more questions they can ask each other and write notes on the board, e.g. *blue helmet, red watch*.
- Put pupils into pairs and ask them to do the exercise.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Look and write.

Answers

1 Have you got, haven't (example) 3 Has she got, hasn't
2 Has he got, has 4 Have they got, have
5 Has she got, hasn't

2 Complete the sentences.

Answers

1 have got (example) 2 hasn't got 3 hasn't got
4 haven't got 5 have got

3 What have they got? Match.

Answers

1 d (example) 2 e 3 b 4 a 5 c

Activity Book

Pupils can now do the exercises in Unit 2, Lesson 2a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *watch, ring, scooter, camera, helmet*
- Write *watch, ring, scooter, camera, helmet* and *table* in your notebooks and draw a picture next to each word.
- Draw a picture of your family. Write the family words.

Lesson aims

- To learn the words *family, aunt, uncle, cousin, pet*
- To learn the possessive adjectives *my, your, his, her, its, our, their*

Materials

Real objects: a pencil, a pen, a pencil case, an eraser, a notebook, a school bag

Checking homework

- Check pupils' answers in the Activity Book, Unit 2, Lesson 2a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Ask groups of pupils to read out the story on page 22 of the Pupil's Book (Unit 2, Lesson 2a), or do Exercise 6 Ask your friend on page 23.
- Use the picture in the Hello! Unit on page 8 of the Pupil's Book to review family words.

Vocabulary presentation

- Ask pupils to show their drawings and teach *This is my family*. Say the word and ask pupils to repeat the word.
- Ask pupils in L1 *Has your mum/dad got a brother/sister?* Teach *aunt* and *uncle* and ask pupils to repeat the words.
- Ask *Has your aunt/uncle got a boy/girl?* Teach *cousin* and ask the class to repeat. You may have to give the new family words in L1.
- Ask *Have you got a cat/dog/bird?* Teach *pet*. Allow pupils to talk about their pet.
- Practise the sound /ʌ/ in *uncle, aunt, cousin*.

1 Listen and read.

- Ask pupils to describe what is happening in the story (Robbie is showing Katie his family photos).
- Point to the new words at the top of page 27 and ask pupils to find them in the story.
- Play the audio and tell pupils to follow in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues.
- Put pupils into pairs and ask them to act out the story.

2 Complete the sentences.

- Draw pupils' attention to the example and ask them to find the information in the story. Ask them to tell you the correct answers for items 2–5.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 dad (example) 2 aunt 3 uncle
4 cousins 5 pet

1 Listen and read.

1 Look, Katie! This is my robot family. This is my dad. His name's Bobbie.

2 This is my aunt. Her name's Nicky. This green robot is my uncle. His name's Micky.

3 These robots are my cousins. The blue robot is Ticky and the red robot is Tocky!

4 And what's that? That's their pet. Its name is Rover.

2 Complete the sentences.

1 I'm Robbie! Bobbie is my dad.

2 Nicky is my aunt.

3 Micky is my uncle.

4 Ticky and Tocky are my cousins.

5 Rover is their pet.

Optional activity

Ask volunteers to talk about their families. It is better to invite volunteers to do this exercise, because some pupils might feel uncomfortable talking about their families.

- Ask pupils to show the class their drawings. Help them make sentences, e.g. *This is my mum. Her name is Anna.*

3 Read and learn.

- Draw a hat, a crown, a helmet and a ball on the board. Point to the hat and say *I'm a pirate. This is my hat*. Emphasise *my* with a gesture. Write both sentences on the board highlighting *I* and *my*. Then point to a boy and his pencil case and say *You're a boy. This is your pencil case*, emphasising *your* with a gesture. Write both sentences on the board. Repeat the procedure to teach the rest of the possessive adjectives using real objects.
- Read out the examples in the **Read and learn** box. Ask pupils to find similar sentences in the story.






4 Read and circle.

- Draw pupils' attention to the example. Tell them to highlight *I* and *my*.
- Tell pupils to read items 2–7 and ask them to tell you which word they have to circle.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 my (example) 2 our 3 his 4 their
5 her 6 your 7 its

Now ask pupils to look at the **Read and learn** box again.

 family
  aunt
  uncle
  cousin
  pet

3 Read and learn.

Possessive adjectives


I'm a pirate. This is **my** hat.
 You're a king. This is **your** crown.
 He's a robot. This is **his** helmet.
 She's a queen. This is **her** cat.
 It's a cat. This is **its** tail.
 We're children. This is **our** pet.
 They're friends. This is **their** ball.

4 Read and circle.

1 I'm a clown. This is **my** / **her** hat.
 2 We're cousins. This is **your** / **our** house.
 3 He's a robot. This is **his** / **her** camera.
 4 They're sisters. This is **their** / **our** cat.
 5 She's my mum. This is **his** / **her** ring.
 6 You're my dad. This is **your** / **their** car.
 7 It's my cat. This is **its** / **your** ball.


5 Complete the sentences.

Their His Its My Her




Hi! (1) My name is Tom.
 This is my mum. (2) Her
 name is Jenny. My mum's got a
 brother. (3) His name is
 Ken. Ken is my uncle. He's got
 two children. They're my cousins.
 (4) Their names are
 Mike and Milly. That's their cat.
 (5) Its name is Toby.

6 Listen and write the number.

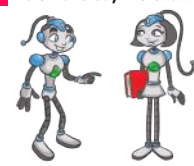

4


1


2


3

7 Listen and say the chant.



Look! Look! Look!
 My sister's got a big red book!

Unit 2

Audioscript

- 1 Fifi: This is the queen! She's very pretty!
 Katie: Yes, she is.
 Fifi: Look at her crown!
 Katie: Her crown? Wow! It's beautiful!
- 2 Robbie: This is my uncle! He's very tall!
 Fifi: Yes, he is.
 Robbie: Look at his scooter!
 Fifi: His scooter? Wow! It's fast!
- 3 Katie: These are my cousins. They're very pretty!
 Fifi: Yes, they are.
 Katie: Look at their tails!
 Fifi: Their tails? Wow! They're very long!
- 4 Jimmy: These are my friends. They're very lazy!
 Robbie: Yes, they are.
 Jimmy: Look at their wheels!
 Robbie: Their wheels? Wow! They're very dirty!

7 Listen and say the chant.

- Ask pupils to look at the picture and tell you what they can see. Point to the boy and say *This is Robbie. This is his sister.*
- Play the audio and ask pupils to follow in their books.
- Say the chant and ask pupils to repeat after you. Practise the sound /u/ in *look* and *book*.
- Play the audio again and ask pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Complete.

Answers

1 His (example) 2 Her 3 His 4 Their 5 Its

2 Look, read and write.

Answers

1 Her (example) 2 My 3 their 4 Her 5 Our 6 His

3 Complete.

Answers

1 uncle (example) 2 aunt 3 cousins 4 pet 5 family

Activity Book

Pupils can now do the exercises in Unit 2, Lesson 2b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *family, aunt, uncle, cousin, pet*

5 Complete the sentences.

- Tell pupils to cover the text and look at the picture. Say *This is Tom's family*. Ask them *Who is his mum/dad?* and tell them to write the words next to the people.
- Now ask pupils to look at the text. Draw pupils' attention to the example and the words in the box. Then ask them to read the whole text and to highlight the words before each gap, e.g. *mum*. This will help them write the correct words in the gaps.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 My (example) 2 Her 3 His
 4 Their 5 Its

Now ask pupils to look at the **Read and learn** box again.

6 Listen and write the number.

- Ask pupils to look at the pictures. Help pupils make sentences about them, e.g. *There are two cars/jeeeps. This is a queen. She's got a crown.*
- Play the audio, pausing after the first dialogue. Ask pupils what they heard, e.g. *queen, crown, beautiful*. Then tell them that they have to number the correct picture.
- Play the audio from the beginning, but this time do not stop. Pupils listen and number the pictures.
- Play the audio again and encourage pupils to check their answers.
- Check the exercise orally with the class.

Answers

1 b (example) 2 c 3 d 4 a

Lesson aims

- To learn the words *doctor, cook, pilot, nurse, policeman, bus driver*
- To develop reading skills
- To develop writing skills

Materials

- Flashcards: *doctor, cook, pilot, nurse, policeman, bus driver*
- Prepare a grid for a family tree for Jack's family (Kids' planet). There should be a box for Jack, Emily (mum), John (uncle), Ben (dad) and Jenny (aunt).

Review

- Ask groups of pupils to read the story on page 26 of the Pupil's Book (Unit 2, Lesson 2b).
- Say the chant on page 27 of the Pupil's Book (Unit 2, Lesson 2b).

Checking homework

- Check pupils' answers in the Activity Book, Unit 2, Lesson 2b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

- You can use the pictures at the top left of page 30 of the Pupil's Book to teach the new words.
- Point to *doctor* and say the word. Ask pupils to repeat the word. Ask pupils to tell you in L1 what they know about this job. Repeat the procedure to teach the rest of the jobs.
 - To practise the new words, hold up a flashcard and ask the class to call out the word. Ask them in L1 which job they would like to do when they grow up and why.

Optional activity: Guessing game

Tell pupils that they are going to play a guessing game. Divide the class into two groups, give each team a name and write them on the board, e.g. *Jeeps* and *Robots*. Explain in L1 how to play the game:

- In turns, the group think of a job and mime a characteristic movement you need to do in this job.
- The other team has two guesses to say which job it is asking e.g. *Are you a policeman?* The other team answers *Yes, I am/we are. No, I'm not/we aren't.*
- The teams score a point for each correct guess.
- The winner is the team which score the highest points.

1 Listen and sing.

- Tell pupils to cover the text. Ask them to make sentences about the people in the picture, e.g. *She's a doctor.*
- Play the audio and ask pupils to follow the song in their books.
- Say the song, one line at a time and ask pupils to repeat after you. Point at the pictures and ask e.g. *Is he/she a cook? What's her/his name?*
- Play the audio again and ask pupils to sing along, pointing at the pictures at the same time.



1 Listen and sing.

Jenny Billy Helen Vicky Ben

Jenny's a doctor. Billy's a cook.
Helen's a pilot. Vicky's a nurse.
What about you? What about you?
Are you a policeman? Or are you a nurse?
What about you? What about you?
Are you a pilot, a doctor or a cook?
Ben's a policeman. My name's Gus.
I'm a bus driver. That's my big red bus!

Gus

2 Listen again. Then complete the sentences.

pilot doctor bus driver
cook nurse policeman

- 1 Gus is a bus driver.
- 2 Ben is a policeman.
- 3 Helen is a pilot.
- 4 Jenny is a doctor.
- 5 Billy is a cook.
- 6 Vicky is a nurse.

3 Read and find the stickers.

1 He's a bus driver.	2 He's a policeman.
3 She's a nurse.	4 She's a cook.

4 Write.

- 1 The bus driver has got a new watch.
- 2 The policeman has got a new camera.
- 3 The nurse has got a new ring.
- 4 The cook has got a new scooter.

2 Listen again. Then complete the sentences.

- Point to the example, drawing pupils' attention to the word box and *bus driver* in item 1. Then ask pupils to look at items 2–6 and tell you which word they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | |
|------------------------|-------------|
| 1 bus driver (example) | 2 policeman |
| 3 pilot | 4 doctor |
| 5 cook | 6 nurse |

3 Read and find the stickers.

- Tell the class to find the stickers for Unit 2 at the back of the Pupil's Book. Once they have done so, help them make sentences e.g. *He's a bus driver. He's got a watch.*
- Ask a pupil to read out the sentence in Square 1. Then ask the class to find the correct sticker for that square. Repeat the procedure for Squares 2–4. Do not let pupils put the stickers in their books yet.
- Tell pupils to put the stickers in the correct square in their books. Monitor and help them if necessary.

4 Write.

- Point to the example, drawing pupils' attention to *The bus driver has got ...* in item 1. Explain that the sentences are about the people in Exercise 3.
- Now ask pupils to read items 2–4 and to tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 The bus driver has got (example)
- 2 The policeman has got
- 3 The nurse has got
- 4 The cook has got

1 Read.

Hi! I'm Jack. I'm nine years old. I'm from London.

2 My mum's a doctor. Her name's Emily. She's cool!

3 My mum has got a brother. He's my uncle. His name's John. He's a bus driver.

4 This is my dad. His name's Ben. He's a cook. He's a great cook!

5 My dad's got a sister. She's my aunt. Her name's Jenny. My aunt is a pilot!

2 Complete the sentences.

1 Jack is from London.

2 Emily is a doctor.

3 Ben is a cook.

4 Jenny is a pilot.

5 John is a bus driver.

3 Read, draw and write.

My name's Tony. This is my uncle. His name is Dave. He's a cook.

3 Read, draw and write.

- Read out *Read, draw and write*.
- Ask a pupil to read the sentences. Ask pupils to highlight *Tony, uncle, Dave and cook*.
- Ask individual pupils to tell the class about members of their own family and what jobs they do. You may have to write new job words on the board.
- Tell pupils to write three sentences about themselves. Explain that they can base their sentences on the ones in the Pupil's Book but that they have to replace the highlighted words.
- Monitor pupils while they are writing.

Activity Book

Pupils can now do the exercises in Unit 2, Lesson 2c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *doctor, cook, pilot, nurse, policeman, bus driver*
- Copy the sentences you wrote for **Kids' planet**, Exercise 3 on a piece of paper and draw a member of your family and his/her job.

CLIL, page 32

Socials sciences (safety)

Kids' planet

1 Read.

- Point to Jack and ask pupils to read the text about him. Then ask *What's his name? How old is he? Where does he live?*
- Point to all the photos saying *This is Jack's family*. Ask pupils to look at the pictures and talk about the people, e.g. *This is his mum/dad. He/She/This is a cook/doctor/pilot*.
- Play the audio and tell pupils to follow the texts in their books.
- Play the audio again, stopping after each text. Ask pupils to read the text to themselves. Then invite individual pupils to read out a text. Help them if necessary and praise them.
- Ask questions about each member of Jack's family, e.g. *What's his name? Is he a cook?*

Optional activity

- Give each pupil a copy of the grid with the family tree.
- Ask them to complete the grid, e.g. *This is my mum. Her name's Emily. She's a doctor.*
- Monitor the class and help where necessary.

2 Complete the sentences.

- Point to the example, drawing pupils' attention to *London* in item 1. Tell pupils to find the information in text 1 and underline it.
- Now ask pupils to read items 2–5, to find the information in the texts and to tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 London (example) 2 doctor 3 cook
4 pilot 5 bus driver

1 Read and trace.

To increase awareness of traffic safety, you can ask pupils basic questions about traffic lights, e.g. 'What is a red light?' to elicit 'Stop'. Then point to Exercise 1 and have pupils ask and answer similarly in pairs. Pupils can also role-play in front of the class by holding up colour cards and calling out the card's value (e.g. yellow light) as their partner explains (e.g. Get ready!).

2 Label the picture with these words.

Draw pupils' attention to the image of the skater boy. Elicit 'helmet' and 'skateboard'. Then ask pupils to have a look at the rest of the items. Explain what they are in L1. Give pupils lots of opportunities to guess each item, making sure correct answers are repeated clearly (2 elbow pads; 3 gloves; 4 knee pads; 5 skateboard). Then ask pupils to complete the exercise in their books.

3 Look and read.

Exercise 3 is linked to Values, below, and can be done before or after the Values section. Have pupils look at the images and explain the safety rules in L1. Then read out the sentences making sure pupils can follow the meaning. Ask pupils if there are more safety rules they can think of.

Values

Draw pupils' attention to the photo of the boy at the traffic lights. Remind pupils of Exercises 1 and 3. Discuss the importance of road safety with young pupils. If possible, role-play examples of road safety in class with pupils.

Revision 1

Lesson aims

To revise the language in Units 1–2, including:

- Vocabulary
 - adjectives
 - people and family
 - story words
 - jobs
- Grammar
 - To be: affirmative, negative, questions and short answers
 - This is/That's a box. These/Those are robots.
 - regular plurals: -s, -es, -ies, -ves
 - irregular plurals
 - possessive adjectives

Materials

- Flashcards: *pilot, bus driver, cook, policeman, nurse, doctor*
- Make word cards for *helmet, watch, camera, ring and scooter*.

Checking homework

- Check pupils' answers in the Activity Book, Unit 2, Lesson 2c. The Answer Key is at the back of the Teacher's Book.
 - Invite pupils to show the class the drawings in their notebooks. Praise them for their effort.
 - Give dictation from the previous lesson.
- Explain to pupils that this lesson reviews the language they have learned so far in Units 1 and 2.

1 Write.

- Play the spelling game from the Hello! unit. Use vocabulary from Lesson 2c to play the game: *pilot, bus driver, cook, policeman, nurse and doctor*.
- Draw pupils' attention to the example and the word *pilot*.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class, asking pupils to spell the words they have written.

Answers

1 pilot (example) 2 bus driver 3 cook
4 policeman 5 nurse 6 doctor

2 Write.







- Draw pupils' attention to the example and ask them to tell you the plurals of items 2–8.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 15 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

1 rings (example) 2 men 3 watches
4 women 5 fairies 6 people
7 children 8 feet

Revision 1

3 Write is, isn't, are or aren't.

- 1  We are thin.
- 2  He isn't young.
- 3  They aren't short.
- 4  She is clever.
- 5  He isn't tall.
- 6  They are fat.

1 Write.



1 p*ilot*



4 p*oliceman*



2 b*us driver*



5 n*urse*



3 c*ook*



6 d*octor*

2 Write.

- 1 one ring two rings
2 one man seven men
3 one watch three watches
4 one woman ten women
5 one fairy four fairies
6 one person seven people
7 one child two children
8 one foot two feet

4 Write.

- 1 She's my mum. Her name is Sally.
2 They're my cousins. Their names are Lulu and Jim.
3 He's my uncle. His name is Tom.
4 She's my aunt. Her name is Milly.
5 This is my pet. Its name is Coco.
6 We're sisters. This is our car.

3 Write is, isn't, are or aren't.

- Draw pupils' attention to the example and the pictures next to it. Then ask them to read items 2–6, look at the pictures and tell you the correct answers.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 11 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

1 are (example) 2 isn't 3 aren't
4 is 5 isn't 6 are

4 Write.

- Draw pupils' attention to the example, asking them to highlight or circle *She* and *Her*. Then go through items 2–6 orally first.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 27 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

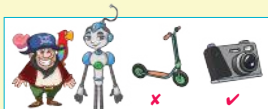
1 Her (example) 2 Their 3 His
4 Her 5 Its 6 our

5 Write has got, hasn't got, have got or haven't got.

- To revise *have got* and *haven't got*, use words cards for *helmet, watch, camera, ring and scooter*. Hold up a card and call out a pupil's name, inviting him/her to make a sentence, e.g. *I haven't got a scooter* or *I have got a watch*.

Revision 1

5 Write **has got**, **hasn't got**, **have got** or **haven't got**.



- 1 Katie hasn't got a helmet.
- 2 Fifi has got a watch.
- 3 Pete and Robbie have got a camera.
- 4 Katie has got a ring.
- 5 Fifi hasn't got a necklace.
- 6 Pete and Robbie haven't got a scooter.

6 Look at Exercise 5. Then complete the questions and answers.

- 1 Has Katie got a helmet?
No, she hasn't.
- 2 Have Pete and Robbie got a camera?
Yes, they have.
- 3 Has Fifi got a watch?
Yes, she has.
- 4 Have Pete and Robbie got a scooter?
No, they haven't.
- 5 Has Katie got a ring?
Yes, she has.
- 6 Has Fifi got a necklace?
No, she hasn't.

7 Write about you.

I've got a watch but
I haven't got a camera.
I've got a bike but I
haven't got a scooter.

Pupil's own answer

Revision 1

7 Write about you.

- Stick the word cards for *helmet*, *watch*, *camera*, *ring* and *scooter* on the board. Ask pupils about other things they *have got* or *haven't got*, e.g. *a bike*, *a football*.
- Now ask them to read out the text. Ask them to read it again and highlight the information that is not true about them.
- Tell pupils to write about themselves. Monitor them while they are writing and help them correct any mistakes they make.
- You can ask them to draw the things they have.

Activity Book

Pupils can now do the exercises in Revision 1. You can set some or all of these exercises for homework.

- To revise *has got* and *hasn't got* follow the same procedure, only this time ask pupils to make sentences about their peers, e.g. *He hasn't got a helmet.* or *She has got a ring.*
- Draw pupils' attention to the example and items 3 and 6. Then tell them to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 23 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- | | | |
|------------------------|--------------|---------------|
| 1 hasn't got (example) | 2 has got | 3 have got |
| 4 has got | 5 hasn't got | 6 haven't got |

6 Look at Exercise 5. Then complete the questions and answers.

- Point to Katie in Exercise 5 and ask pupils *Has Katie got a helmet?* Elicit the answer *No, she hasn't.* Point to Pete and Robbie and ask *Have Pete and Robbie got a camera?* and elicit the answer.
- Draw pupils' attention to the example and ask pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 23 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 Has, got, No, she hasn't (example)
- 2 Have, got, Yes, they have
- 3 Has, got, Yes, she has
- 4 Have, got, No, they haven't
- 5 Has, got, Yes, she has
- 6 Has, got, No, she hasn't

Lesson aims

- To learn the words *paint, wear, jacket, dress, door, shoes*
- To learn *I'm wearing (new shoes). We're/You're/They're wearing (new shoes).*

Materials

- Flashcards: *paint, wear, jacket, dress, door, shoes*
- Make three sets of word cards for *paint, wear, jacket, dress, door* and *shoes*. Write each word on a piece of card.

Profile page, page 35

Ask pupils to look at the photo on page 35. Read the caption and ask pupils to repeat in pairs or in groups. To reinforce, you can hand out party hats, if available, and say *We are wearing party hats*.

My Zone

Match and trace.

Draw pupils' attention to the photos of the shoes. Point to the example matching line and ask pupils to choose the right shoes to make pairs. Then have pupils trace the word *shoes* in their favourite colour and say the word as they trace.

Checking homework

- Check pupils' answers in the Activity Book, Revision 4. The Answer Key is at the back of the Teacher's Book.

Vocabulary presentation

You can use the pictures at the top of page 37 of the Pupil's Book to teach the new words. Alternatively, you can use flashcards or mime.

- Point to the picture of a jacket or hold up the flashcard and say the word. Ask the class to repeat. Then ask individual pupils to say the word and point to a jacket if someone in the class is wearing one. Repeat the procedure to teach *dress* and *shoes*.
- Point to the picture illustrating *paint* or hold up the flashcard and say the word. Demonstrate the meaning of *paint* through mime. Ask the class to repeat. Then ask individual pupils to say the word and mime the action. Repeat the procedure to teach *wear*. If pupils have difficulty understanding the meaning of *wear*, explain in L1.
- Point to the picture illustrating *door* or hold up the flashcard and say the word. Ask the class to repeat. Then ask individual pupils to say the word.
- Practise the new words by asking individual pupils to say or mime the words while the rest of the pupils point to the pictures or flashcards.

Optional activity: Game

Tell pupils that they are going to play a game.

- Stick the flashcards for *paint, wear, jacket, dress, door* and *shoes* on the board. (Pupils should not be able to see the words.)
- Put pupils into two teams and give each team a name (for example The Jeeps and The Dragons). Write the team names on the board.
- Spell a word, for example P-A-I-N-T, and ask a pupil from one of the teams to point to the flashcard and say the word. If the pupil does so correctly, give him/her the corresponding word card and put a tick under the appropriate team name on the board.
- Ask individual pupils from the two teams in turn.
- The team with the most word cards at the end of the game are the winners.

1 Listen and read.



2 Write Yes or No.

- 1 Pete is wearing a new hat. No 3 Fifi is wearing a new jacket. No
2 Katie is wearing a new dress. No 4 Eric is wearing new shoes. Yes

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (Pete and Robbie are painting the castle. Katie, Fifi and Eric are worried about their new clothes and shoes.)
- Point to the new words at the top of page 37 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the dialogues. Encourage pupils to imitate the intonation and stress on the audio.
- Get pupils to act out the story.

2 Write Yes or No.

- Draw pupils' attention to the example. Ask pupils to find the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you how they found the answers.

Answers

1 No (example) 2 No 3 No 4 Yes

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Read the first sentence in the **Read and learn** box and ask pupils to repeat. Then point to yourself and to your shoes and say *I'm wearing new shoes*.
- Use the flashcards for *jacket* and *dress* and present *I'm wearing a jacket/a dress* in a similar way.
- Write *I'm wearing new shoes* on the board and highlight 'm and the -ing ending of the verb. Explain to pupils in L1 that this is how we talk about things we are wearing at the moment.
- Ask pupils to find similar sentences in the story.

Now ask pupils to look at the **Read and learn** box again.



paint wear jacket dress door shoes

Unit 3

3 Read and learn.

I'm wearing new shoes.
We're wearing new hats.

You're wearing new jackets.
They're wearing new dresses.

4 Read and match.

- 1 They're painting.
- 2 You're wearing new shoes.
- 3 I'm wearing a yellow dress.
- 4 We're playing football.

5 Complete the sentences.

- 1 They 're playing (play) basketball.
- 2 I 'm wearing (wear) a blue jacket.
- 3 We 're painting (paint) the doors.
- 4 You 're wearing (wear) new hats!
- 5 I 'm playing (play) tennis.
- 6 They 're painting (paint) the walls.

6 Listen and ✓.



7 Play the game.



- Play the audio again and ask pupils to check their answers.
- Check the exercise orally with the class.

Answers

1 a (example) 2 a 3 b

Audioscript

- 1 – Hi, I'm a fairy. I'm wearing an orange dress.
– It's a very nice dress.
– Thank you!
- 2 – Hi, I'm a pirate. I'm wearing a green jacket.
– It's a very nice jacket.
– Thank you!
- 3 – Hi, I'm a robot. I'm wearing black shoes.
– They're very nice shoes.
– Thank you.

7 Play the game.

- Tell pupils to cover the dialogue and look at the pictures for items 1–4. Ask them to make sentences about the pictures, for example *The giraffes are wearing yellow dresses.*
- Draw pupils' attention to the pronunciation of the plural noun *dresses*.
- Ask two pupils to demonstrate the activity by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the activity. Monitor and help them if necessary.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Look. Then write Yes or No.

Answers

1 Yes (example) 2 No 3 No 4 Yes

2 Look and write.

Answers

- 1 I'm wearing a new dress. (example)
- 2 They're playing football.
- 3 We're painting the wall.
- 4 You are wearing new shoes.

3 Match.

Answers

1 d (example) 2 f 3 e 4 a 5 c 6 b

3 Read and learn. (Stage 2)

- Ask pupils to pretend they are all wearing new shoes. Stand next to a pupil and indicate both of you, saying *We're wearing new shoes*. Present *You're/They're wearing new shoes* in a similar way.
- Write *We're wearing new shoes* and *They're painting the castle* on the board and highlight 're and the -ing ending of the verb in both sentences. Explain to pupils in L1 that this is how we talk about actions that are happening at the moment.
- Ask individual pupils to read out the sentences in the **Read and learn** box.
- Ask pupils to find similar sentences in the story.

4 Read and match.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 c (example) 2 d 3 a 4 b

5 Complete the sentences.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 're playing (example) 2 'm wearing 3 're painting
4 're wearing 5 'm playing 6 're painting

6 Listen and ✓.

- Before doing the exercise, revise the colours. Point to clothes and objects in the classroom and ask *What colour is this (dress)?* Teach the colour *orange*.
- Play the audio, pausing after the example. Ask pupils to tell you what they heard. Then ask them to tick the correct picture.
- Play the audio from the beginning. Pupils listen and tick the correct picture.

Activity Book

Pupils can now do the exercises in Unit 3, Lesson 3a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *paint, wear, jacket, dress/dresses, door, shoes*
- Draw a jacket, a dress and shoes in your notebook and write the words.

Lesson aims

- To learn the words *drink, juice, take a photo, sit, eat, cake*
- To learn *He's (singing). She's (flying). It's (eating the cake).*

Materials

Make word cards for *fly* and *sing*. Write each word on a piece of card.

Review

- Ask groups of pupils to read out the story on page 36 of the Pupil's Book (Unit 3, Lesson 3a).

Checking homework

- Check pupils' answers in the Activity Book, Unit 3, Lesson 3a. The Answer Key is at the back of the Teacher's Book.
- Invite pupils to show the class the drawings in their notebooks. Praise them for their effort.
- Give dictation from the previous lesson.

Vocabulary presentation

You can use the pictures at the top of page 41 of the Pupil's Book to teach the new words. Alternatively, you can use flashcards.

- Teach *drink* and *juice* together. Point to the picture illustrating *drink* first, say the word and mime the action. Ask pupils to repeat and mime the action. Point to the picture illustrating *juice*, say the word and ask pupils to repeat it. Then practise saying *drink juice*.
- Teach *eat* and *cake* in a similar way.
- Point to the picture illustrating *take a photo* and mime the action. Ask pupils to repeat and mime the action. Repeat the procedure to teach *sit*.
- To practise the new words, mime the actions and ask pupils to call out the words or phrases.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what happens at the end. (It is Sam's birthday party. While everybody is having a great time, the mouse eats the birthday cake.)
- Point to the new words at the top of page 41 and ask pupils to find them in the story. They will have to look carefully because the form of the verbs at the top of page 41 is different from the form in the story.
- Practise the pronunciation of *sit* and *eat*, making sure that pupils pronounce the *i* sound (/ɪ/) in *sit* and the *ea* sound (/i:/) in *eat* correctly.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues and encourage them to imitate the intonation on the audio.
- Read out sentences from the story and ask pupils to tell you who says them, for example *Look! He's dancing with Jenny the giraffe.* – Katie.
- Get pupils to act out the story.

2 Read and match.

- Draw pupils' attention to the example.

1 Listen and read.

1 Sam is eight! It's his birthday today.

Look! He's dancing with Jenny, the giraffe.

2 Where's Fifi? Where's Pete?

Fifi's drinking orange juice and Pete's taking a photo.

3 Look! The mouse is sitting on the table!

4 And it's eating the birthday cake!

2 Read and match.

1 He's dancing.	a Fifi
2 It's eating the cake.	b Pete
3 He's taking a photo.	c the mouse
4 She's drinking juice.	d Sam

- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answer in the story.

Answers

1 d (example) 2 c 3 b 4 a

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Ask a boy and a girl to come to the front of the classroom. Give the boy the word card for *sing* and ask him to mime the action. Point to him and say *He's singing*. Ask pupils to repeat. Give the girl the word card for *fly* and ask her to mime the action. Point to her and say *She's flying*. Ask pupils to repeat.
- Read out the third sentence in the **Read and learn** box and then point to the mouse in the story. Say *It's eating the cake*.
- Write *He's singing* and *She's flying* on the board and highlight 's' and the -ing ending of the verb in both sentences. Explain again that this is the way we talk about actions that are happening at the moment.
- Ask pupils to find similar sentences in the story.

Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Point to **LOOK!** and then draw two columns on the board. Write *dance – dancing* in one and *sit – sitting* and *swim – swimming* in the other. Point out the spelling changes in the verbs.

4 Complete the sentences.

- Tell pupils to cover the text and look at the pictures for items 1–4. Ask them to say what the people are doing, for example *He's taking a photo*.
- Draw pupils' attention to the example.



drink juice take a photo sit eat cake

Unit 3

3 Read and learn.

He's singing.
She's flying.
It's eating the cake.



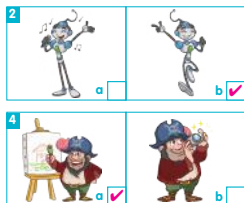
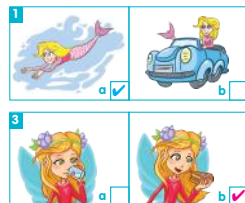
dance – dancing
sit – sitting
swim – swimming

4 Complete the sentences.



- 1 He 's taking (take) a photo.
- 2 She 's swimming (swim).
- 3 It 's sitting (sit) on the chair.
- 4 He 's riding (ride) his bike.

5 Listen and ✓.



6 Play the game.



She's flying. Number 3. The butterfly.



7 Listen and say the chant.



Josh is wearing blue shoes and
Shelly is wearing red shoes.

7 Listen and say the chant.

- Point to the rabbits in the picture and tell pupils that Josh is a boy and Shelly is a girl. Point to their shoes and help pupils make sentences, for example *She's wearing red shoes. He's wearing blue shoes.*
- Play the audio and ask pupils to follow the chant in their books.
- Draw pupils' attention to the highlighted letters *sh*. Practise the pronunciation of the words *Josh* (/dʒɒʃ/), *shoes* (/ʃu:z/), and *Shelly* (/ʃeli/) and make sure that pupils pronounce them correctly. The /ʃ/ sound can be difficult to pronounce, so encourage pupils gently but do not insist too much that they get it right. However, you should take the opportunity to practise pronouncing words with the /ʃ/ sound whenever possible.
- Say the chant, one line at a time, and encourage pupils to repeat after you.
- Play the audio again and get pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 's taking (example)
- 2 's swimming
- 3 's sitting
- 4 's riding

5 Listen and ✓.

- Ask pupils to look at the pairs of pictures for items 1–4 and make sentences about them, for example *She's swimming. She's driving a car.*
- Play the audio, pausing after the example. Ask pupils to tell you what they heard.
- Play the audio for items 2–4. Pupils listen and tick.
- Play the audio again and ask pupils to check their answers.
- Check the exercise orally with the class.

Answers

- 1 a (example)
- 2 b
- 3 b
- 4 a

Audioscript

- 1 – Where's the mermaid?
– She's swimming.
- 2 – And where's Robbie?
– He's dancing!
- 3 – And Fifi? Where's Fifi?
– She's eating.
- 4 – And where's Pete the pirate?
– He's painting a picture.

6 Play the game.

- Tell pupils to cover the dialogue and look at the pictures for items 1–4. Ask pupils to make sentences about the pictures, for example *He's dancing.*
- Ask two pupils to demonstrate the activity by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the activity. Monitor and help them if necessary.

1 Look and write the Present continuous.

Answers

- 1 is drinking (example)
- 2 is eating
- 3 is driving
- 4 is riding
- 5 is taking
- 6 is sitting

2 Write sentences.

Answers

- 1 She's driving a car. (example)
- 2 He's dancing
- 3 She's eating (cake).
- 4 He's taking a photo.

3 Look and write.

Answers

- 1 eating (example)
- 2 drinking
- 3 cake
- 4 sitting
- 5 juice

Activity Book

Pupils can now do the exercises in Unit 3, Lesson 3b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *drink juice, take a photo, eat cake, sit*

Lesson aims

- To learn the words *T-shirt*, *shorts*, *socks*, *glasses*, *play the guitar*, *We love music!*
- To develop reading skills
- To develop writing skills

Materials

- Flashcards: *shorts*, *socks*, *T-shirt*
- Flashcards: *dress*, *jacket*, *shoes*
- Pictures (from magazines or other sources): people wearing dresses, hats, jackets, shoes, shorts, socks and T-shirts in different colours

Checking homework

- Check pupils' answers in the Activity Book, Unit 3, Lesson 3b. The Answer Key is at the back of the Teacher's Book.
- Invite pupils to show the class the drawings in their notebook. Praise them for their effort.
- Give dictation from the previous lesson.

Review

- Ask groups of pupils to read out the story on page 40 of the Pupil's Book (Unit 3, Lesson 3b).

Vocabulary presentation

You can use the pictures at the top left of page 44 of the Pupil's Book to teach the new words. Alternatively, you can use flashcards.

- Point to the picture of the shorts or hold up the flashcard and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach *socks* and *T-shirt*.
- Practise the pronunciation of *shorts* and *T-shirt*. Encourage pupils to pronounce the /t/ sound correctly.
- To practise the new words, ask pupils to show you their shorts, socks or T-shirts if they are wearing them and say what colour they are, for example *I'm wearing blue socks*. *I'm wearing a green T-shirt*.

Optional activity: Game

Tell pupils that you are going to play a guessing game.

- Stick the pictures of people wearing dresses, hats, jackets, shoes, shorts, socks and T-shirts on the board.
- Describe what one of the people is wearing, for example *She's wearing blue shorts and green shoes*. Pupils have to guess who you are describing.
- Repeat the procedure until you have described all the people.

1 Read and write the numbers.

- Tell pupils to cover texts a–d. Hold up your book and point to the boy numbered 1 in the picture. Ask pupils to tell you what he is wearing, for example *He's wearing a red T-shirt and blue shorts*. Then ask them to find another child in the picture who is wearing the same clothes.
- Tell pupils to read text a, highlight the key words (red T-shirt, blue shorts, orange shoes) and then look at the children numbered 1 and 4.



T-shirt

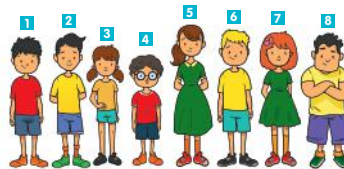


shorts



socks

1 Read and write the numbers.



a I'm wearing a red T-shirt, blue shorts and orange shoes.

1 and 4

b I'm wearing a yellow T-shirt, blue shorts and black shoes.

3 and 6

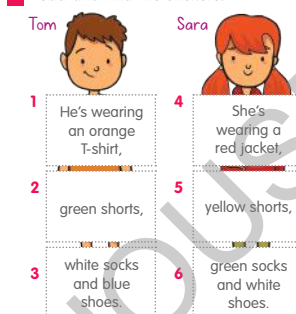
c I'm wearing blue shorts, orange socks and green shoes.

2 and 8

d I'm wearing a green dress, orange socks and red shoes.

5 and 7

2 Read and find the stickers.



3 Talk with your friend.



- Ask pupils to read text b, highlight the key words and then look for the children wearing these clothes. They should repeat the procedure for texts c and d.
- Check the exercise orally with the class.

Answers

a – 1, 4 (example) b – 3, 6 c – 2, 8 d – 5, 7

2 Read and find the stickers.

- Tell pupils to find the stickers for Unit 3 at the back of the Pupil's Book. Once they have done so, ask them to describe what they see, for example *yellow shorts*.
- Ask pupils to read the sentences in shapes 1–6. Tell them they have to 'dress' Tom and Sara by putting the stickers in the right shapes in their books.
- Monitor the class and help out if necessary.

3 Talk with your friend.

- Make a sentence about Tom or Sara, saying something which is not true, for example *Tom's wearing a black T-shirt*. Then ask pupils to say what Tom and Sara are really wearing, for example *Tom's wearing an orange T-shirt*.
- Tell pupils that they are going to talk about Tom and Sara. Ask two pupils to demonstrate the activity by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the activity. Monitor them and help if necessary.

Kids' planet

1 Read.

- Ask pupils to cover texts 1–4 and describe the children in the pictures. Point to the boy's glasses in picture 1 and teach *He's wearing glasses*. Point to the boy in picture 3 and teach *John is playing the guitar* and *We love music!*
- Play the audio and tell pupils to follow the texts in their books.

1 Read.

1 This is Tom. He's got short red hair. He's wearing glasses and he's singing.



2 My name's Sid. I'm six. I've got curly hair. I'm dancing. I'm very happy.



3 Hello, I'm Kate and this is my brother John. I'm wearing a black and white dress. I'm singing and John is playing the guitar. We love music!



4 Samantha is wearing glasses and a blue hat. Samantha is singing and her sister Elizabeth is playing the guitar.



2 Read and match.

- 1 She's wearing a black and white dress.
- 2 He's playing the guitar.
- 3 She's dancing.
- 4 He's singing.
- 5 She's wearing a blue hat.

- a Emily
- b John
- c Samantha
- d Tom
- e Kate

3 Read and write.

Today I'm wearing a blue T-shirt and white shorts. My friend is wearing a red dress.

- Play the audio again and pause after each text. Practise reading around the class.
- Read out sentences from the texts and ask pupils to call out the names, for example *I've got long black hair.* – Emily.

2 Read and match.

- Draw pupils' attention to the example. Ask pupils to find the name *Kate* in the texts.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to explain how they found the answers.

Answers

- 1 e (example) 2 b 3 a
4 d 5 c

3 Read and write.

- Ask pupils to call out all the words they have learnt for clothes and write these words on one side of the board. Then ask pupils to look around the classroom and tell you what colours they can see. Write the colour words on the other side of the board.
- Ask pupils to describe what they and their friends are wearing today, for example *Today I'm wearing red shorts.* You might need to provide them with other words they need, for example *jeans, trousers, sweater.*
- Ask pupils to read the model text and underline the information they have to change when they write about themselves and their friend.
- Monitor pupils while they are writing and help them to correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Unit 3, Lesson 3c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Copy the sentences you wrote for **Kids' planet**, Exercise 3 on a piece of paper and draw a picture of you and your friend wearing the clothes you described.

CLIL, page 46

Music (musical instruments)

1 Match.

Explain to pupils that this section is about music. Point out the example matching line indicating that the piano is a musical instrument. Ask them to draw lines from every other instrument they see illustrated (saxophone, violin, drums, guitar).

2 Look and read.

Ask pupils to look at the photos in Exercise 2 and read the musical instrument words. You can also call out the words in random and ask pupils to point to the right photo. Alternatively, you can mime the movements of playing an instrument, say *I'm playing...* and ask pupils to guess what the instrument is.

3 Circle.

Have pupils look at the photos and note the example in item 1. Say *He's playing the guitar* and ask pupils to repeat. Have pupils select the right word and make similar sentences for items 2, violin; 3, piano; and 4, drums.

Values

Ask pupils if they (are learning to) play any musical instrument, or if they would like to. Ask the ones who do play how they feel about it. Discuss how enjoyable it is to play music, both for players and listeners.

4a

The spaceship

Lesson aims

- To learn the words *spaceship*, *star*, *planet*, *walk*, *moon*, *toy room*
- To learn *I'm not (walking). You/We/They aren't (walking).*
- To learn *Am I (walking)? Yes, I am. / No, I'm not.*
- To learn *Are you/we/they walking? Yes, we/you/they are. / No, we/you/they aren't.*

Profile page, page 47

Ask pupils to look at the photo on page 47. Read the caption and ask pupils to repeat in pairs or in groups. You can also bring a toy spaceship to class, pass it around and ask pupils in turns to hold it and say *This is my spaceship*.

My Zone

Make a spaceship. Use these shapes.

Draw pupils' attention to the shapes on the left. You may revise the words for shapes: *circle*, *rectangular*, *square* and *triangle*. Using their drawing kit, pupils can design their own spaceship drawing by making any combination of the shapes given. Encourage pupils to look at the spaceship in the photo above and to identify the geometrical shapes that form its whole.

Checking homework

- Check pupils' answers in the Activity Book, Unit 3, Lesson 3c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.
- Invite pupils to show the class the picture they drew and read out the sentences they wrote for homework. Praise them for their effort.

Review

- Ask groups of pupils to read out the texts in Exercise 1 on page 44 of the Pupil's Book (Unit 3, Lesson 3c).

Vocabulary presentation

You can use the pictures at the top of page 49 of the Pupil's Book to teach the new words.

- Point to the picture of the spaceship and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach *star*, *planet*, *moon* and *toy room*.
- Point to the picture illustrating *walk*, say the word and mime the action. Ask the class to repeat. Then ask individual pupils to say the word and mime the action.
- Practise the *s* and *sh* sounds in *spaceship*: /speɪsʃɪp/.
- Practise the /u:/ sound in *moon*: /mu:n/.
- Practise the new words by asking pupils to point to a picture or mime the action while the rest of the pupils call out the word.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (Katie and Pete think they are sitting in a real spaceship. Robbie is talking to them on a walkie-talkie. They are disappointed when they realise they are in the toy room and not in a real spaceship.)
- Point to the new words at the top of page 49 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.

4a The spaceship

1 Listen and read.



2 Complete the sentences.

- Katie and Pete are sitting in a spaceship.
- Katie and Pete are looking at the stars and the planets.
- Katie and Pete are walking on the moon.
- Katie and Pete are in the toy room.

- Play the audio again, pausing after each picture. Ask pupils to read out the dialogues and encourage them to imitate the intonation on the audio.
- Read out sentences from the story and ask pupils to tell you who says them, for example *You're in the toy room!* – Robbie.
- Get pupils to act out the story.

2 Complete the sentences.

- Draw pupils' attention to the example and ask pupils to find the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answers.

Answers

1 spaceship (example) 2 planets 3 moon 4 toy room

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Walk around the classroom and say *I'm walking*. Then sit on a chair and say *I'm not walking*.
- Point to pupils and say *You aren't walking*. Present *We aren't walking* and *They aren't walking* in a similar way.
- Ask pupils to read the first set of sentences in the **Read and learn** box (*I'm not walking. You aren't walking. We aren't walking.*). Then ask them to find similar sentences in the story.

4 Read and circle.

- Ask pupils to cover the text and make sentences about the pictures for items 1–5, for example *They're drinking juice*.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 aren't (example) 2 'm not 3 're 4 aren't 5 'm



Unit 4

3 Read and learn.

I'm not walking.
You aren't walking.
We/You/They aren't walking.

Am I walking?
Are you walking?
Are we/you/they walking?

Yes, I am.
No, I'm not.

Yes, you are.
No, you aren't.

Yes, we/you/they are.
No, we/you/they aren't.

4 Read and circle.

1 We're / **aren't** eating.

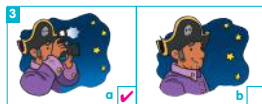
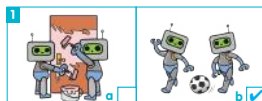
2 I'm / **'m not** swimming.

3 We're / **aren't** sitting in a spaceship.

4 They're / **aren't** walking on the moon.

5 I'm / **'m not** playing in the garden.

5 Listen and ✓.



6 Complete the questions and answers.



- Are you singing?
Yes, I am.
- Are you riding a bike?
No, we aren't.
- Are you eating an ice cream?
Yes, we are.
- Are you playing tennis?
No, I 'm not.

- Hi, giraffe!
– Hello!
– Are you playing basketball?
– No, I'm not.
– Are you sitting in the spaceship?
– Yes, I am!

- Hi, pirate!
– Hello!
– Are you looking at the stars?
– No, I'm not.
– Are you taking a photo?
– Yes, I am!

6 Complete the questions and answers.

- Draw pupils' attention to the example. Then ask two pupils to read out the dialogue.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- Are you (singing)? (Yes, I) am. (example)
- Are you (riding a bike)? (No, we) aren't.
- Are you (eating an ice cream)? (Yes, we) are.
- Are you (playing tennis)? (No, I)'m not.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Look and write.

Answers

- Are, I'm not, I am (example)
- Are, they aren't, They are
- Are, they aren't, They are
- Are, I'm not, I am/I'm
- Are, they aren't, They are

2 Complete the questions and answers.

Answers

- Are, we are (example)
- Am, you aren't
- Are, they are
- Are, we/you aren't
- Am, you are
- Are, I'm not/we aren't
- Are, they aren't
- Are, you are

3 Look and write.

Answers

- walking (example)
- spaceship
- moon
- toy room
- star
- planet

Activity Book

Pupils can now do the exercises in Unit 4, Lesson 4a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *spaceship, star, planet, walk, moon, toy room*
- Draw a spaceship, a star, a planet and the moon in your notebook and write the words.

Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Ask a pupil to walk to the front of the classroom and ask him/her *Are you walking?* Encourage him/her to answer *Yes, I am*.
- Ask a pupil to mime *drink* and ask *Are you eating?* Encourage him/her to answer *No, I'm not*.
- Present *Am I ...? Are we ...? Are they ...?* and the corresponding short answers in a similar way.
- Ask pupils to read the questions and short answers in the **Read and learn** box.
- Ask pupils to find similar questions and short answers in the story.

5 Listen and ✓.

- Ask pupils to look at the pairs of pictures for items 1–3 and make sentences, for example *They're painting (a door)*. *They're playing football*. You can write their ideas on the board.
- Play the audio, pausing after the example. Ask pupils to tell you what they heard. Then ask them to tick the correct picture.
- Play the audio from the beginning. Pupils listen and tick the correct picture.
- Play the audio again and ask pupils to check their answers.
- Check the exercise orally with the class. Ask pupils to tell you what they heard for each item and compare this with the notes you made on the board.

Answers

- 1 b (example) 2 a 3 a

Audioscript

- Look at the robots.
– Are they painting the door?
– No, they aren't.
– Are they playing football?
– Yes, they are!

4b

Is he swimming?

Lesson aims

- To learn the words *see, umbrella, make, read, book, sleep*
- To learn *He/She/It isn't (sleeping).*
- To learn *Is he/she/it (sleeping)? Yes, he/she/it is. / No, he/she/it isn't.*

Materials

Flashcards: *climb, dance, dive, drive, fly, jump, paint, play football, ride, run, sing, ski, swim, wear*

Review

- Ask groups of pupils to read out the story on page 48 of the Pupil's Book (Unit 4, Lesson 4a).

Checking homework

- Check pupils' answers in the Activity Book, Unit 4, Lesson 4a. The Answer Key is at the back of the Teacher's Book.
- Invite pupils to show the class the drawings in their notebooks. Praise them for their effort.
- Give dictation from the previous lesson.

Vocabulary presentation

You can use the pictures at the top of page 53 of the Pupil's Book to teach the new words. Alternatively, you can use mime.

- Point to the picture of the umbrella and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach *book*.
- Point to the picture illustrating *see* and say the word. Mime the action. Ask the class to repeat. Then ask individual pupils to say the word. Explain to pupils in L1 the difference between *see* and *look*. Repeat the procedure to teach *make (a cake), read* and *sleep*.
- To practise the new words, ask pupils to point to the pictures at the top of page 53 or mime the action. The rest of the pupils call out the words.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (Katie, Pete and Robbie are at the beach. Robbie is using binoculars and describes what he can see.)
- Point to the new words at the top of page 53 and ask pupils to find them in the story. They have to look carefully because the form of the verbs at the top of the page is different from the form in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues and encourage them to imitate the intonation on the audio.
- Get pupils to act out the story.

2 Write Yes or No.

- Draw pupils' attention to the example and ask pupils to find the answer in the story.
- Tell pupils to complete the exercise in their books.

4b

Is he swimming?

1 Listen and read.

1 Hey! I can see a boy. Is he swimming?
No, he isn't.

2 He's sitting under an umbrella and he's making a castle.

3 I can see a girl. Is she making a castle, too?
No, she isn't. She's reading a book.

4 Oh, no! Look at that big bird! It's flying over our heads! Run, Katie! Run, Robbie!

2 Write Yes or No.

- The boy is reading a book. Yes
- The girl is sleeping. No
- The boy is making a castle. Yes
- The big bird is swimming. No

- Check the exercise orally with the class. Ask pupils to tell you where they found the answer in the story.

Answers

- 1 No (example) 2 No 3 Yes 4 No

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Ask a pupil to come to the front of the classroom. Give him/her the flashcard for *sing* and ask him/her to mime the action. Point to him/her and face the class. Say *He's/She's singing. He/She isn't sleeping*. Ask pupils to repeat.
- Repeat the procedure with other pupils and verbs.
- Ask pupils to read the first set of sentences in the **Read and learn** box (*He isn't sleeping. She isn't sleeping. It isn't sleeping.*). Then ask them to find similar sentences in the story.

Optional activity

- Ask a pupil to come to the front of the classroom. Whisper a verb in his/her ear, for example *swim*. Ask him/her to mime the action. At the same time hold up a flashcard with a different verb, for example *fly* and say *He/She isn't flying. He's/She's swimming*.
- Repeat the procedure with different pupils and flashcards and encourage pupils to form sentences.

4 Write isn't or aren't.

- Ask pupils to cover the text and look at the pictures for items 1–4. Help them make sentences, for example *He's riding a bike*.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 isn't (example) 2 isn't 3 aren't 4 aren't

see umbrella make read book sleep

3 Read and learn.
He/She/It isn't sleeping.
Is he/she/it sleeping?
Yes, he/she/it is.
No, he/she/it isn't.

4 Write isn't or aren't.
1 He isn't driving a car.
2 She isn't flying.
3 They aren't playing tennis.
4 We aren't drinking.

5 Write the answers.
1 Is he eating an ice cream? No, he isn't.
2 Is she diving? Yes, she is.
3 Is he reading a book? Yes, he is.
4 Is it sleeping? No, it isn't.
5 Is she dancing? No, she isn't.
6 Is he walking? Yes, he is.

6 Read and circle.
1 Is the mouse sleeping?
Yes, it is. / Yes, you are.
2 Are you singing?
No, I'm not. / No, they aren't.
3 Is Fifi flying?
Yes, I am. / Yes, she is.
4 Are they dancing?
No, they aren't. / No, I'm not.
5 Is he running fast?
Yes, they are. / Yes, he is.

7 Listen and say the chant.
She's flying and singing!
He's dancing and swimming!

Unit 4

7 Listen and say the chant.

- Ask pupils to cover the text. Point to the butterfly and the octopus in the picture and ask pupils to say what they are doing, for example *She's singing. He's swimming.*
- Play the audio and ask pupils to follow the chant in their books.
- Draw pupils' attention to the highlighted letters *-ing*. Practise the pronunciation of the words *flying* (/ˈflaɪ-ɪŋ/), *dancing* (/ˈdɑːnsɪŋ/) and *swimming* (/ˈswɪmɪŋ/) and make sure that pupils pronounce them correctly. The /ɪŋ/ sound can be difficult to pronounce, so encourage pupils gently but do not insist too much that they get it right. However, you should take the opportunity to practise pronouncing words with the /ɪŋ/ sound whenever possible.
- Say the chant, one line at a time, and encourage pupils to repeat after you.
- Play the audio again and get pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Ask a boy to come to the front of the classroom. Give him the flashcard for *dance* and ask him to mime the action. Face the class and ask *Is he dancing?* Encourage pupils to answer *Yes, he is.*
- Ask a girl to come to the front of the classroom. Give her the flashcard for *swim* and ask her to mime the action. Face the class and ask *Is she diving?* Encourage pupils to answer *No, she isn't.*
- Repeat the procedure with other pupils and verbs.
- Ask pupils to read the questions in the **Read and learn** box. Then ask them to find similar sentences in the story.

5 Write the answers.

- Tell pupils to cover the text and look at the pictures for items 1–6. Ask them to make sentences, for example *He's eating a banana.*
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 No, he isn't. (example) 2 Yes, she is.
3 Yes, he is. 4 No, it isn't.
5 No, she isn't. 6 Yes, he is.

6 Read and circle.

- Draw pupils' attention to the example. Ask pupils to explain why *Yes, you are* is not the correct answer. ('We use *it* for the mouse.')
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 Yes, it is. (example) 2 No, I'm not. 3 Yes, she is.
4 No, they aren't. 5 Yes, he is.

1 Look, read and write.

Answers

- 1 he isn't, walking (example) 4 she isn't, is
2 she isn't, is 5 he isn't, reading
3 he isn't, eating 6 it isn't, running

2 Write sentences and questions.

Answers

- 1 I'm not making a castle. 4 He's reading a book.
(example) 5 Is the cat coming here?
2 Is she sleeping? 6 He isn't sitting.
3 It isn't running.

3 Write the words.

Answers

- | Across | Down |
|------------|--------------------|
| 2 sleeping | 1 castle (example) |
| 4 umbrella | 3 playing |
| 7 running | 5 book |
| 9 reading | 6 making |
| | 8 see |

Activity Book

Pupils can now do the exercises in Unit 4, Lesson 4b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow time for pupils to copy it into their notebooks.

- Dictation: *see, umbrella, make, read, book, sleep*

4c

Lesson aims

- To learn numbers *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*
- To learn the words *flag, beach, sea*
- To learn the expressions *It's fun. It's very hot and sunny.*
- To develop reading skills
- To develop writing skills

Materials

- Make flashcards for numbers 11–20. Write a number on a piece of card and the word under the number.
- Materials for Bingo:
 - ◆ blank Bingo cards with six squares (one card for each pupil)
 - ◆ small pieces of paper to cover the squares on the Bingo card (six for each pupil)
 - ◆ 10 small cards with a different number from 11 to 20 on each card
 - ◆ a bag to put the number cards in

Checking homework

- Check pupils' answers in the Activity Book, Unit 4, Lesson 4b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Revise numbers 1–10. Hold up your fingers and ask the class to call out the number. You can also ask pupils to hold up their fingers and ask the rest of the pupils to call out the number.
- Ask groups of pupils to read the story on page 52 of the Pupil's Book (Unit 4, Lesson 4b).

Vocabulary presentation

You can use the pictures at the top left of page 56 of the Pupil's Book to teach the new words.

- Point to number 11 at the top left of the page and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach the rest of the numbers.
- Practise the pronunciation of the numbers, making sure that pupils pronounce *-teen* (/ti:n/) correctly.
- To practise the numbers, write a number on the board in digits and ask pupils to call out the number. Tell pupils that they can look at the numbers at the top left of the page in the Pupil's Book if they need help.
- To teach the word *flag*, point to the picture of the flag at the top left of page 56 and say the word. Ask pupils to repeat.

Optional activity: Bingo

Tell pupils that they are going to play Bingo and explain the rules in L1.

- Give each pupil a blank Bingo card. Tell them to write a different number word (from *eleven* to *twenty*) in each square.
- Give each pupil six small paper squares.

4c

11 eleven	16 sixteen
12 twelve	17 seventeen
13 thirteen	18 eighteen
14 fourteen	19 nineteen
15 fifteen	20 twenty

flag

1 Listen and chant.

Eleven is a red flag,
Twelve is black,
Thirteen is a green flag,
Fourteen is next to the hat.
Fifteen is a yellow flag,
Sixteen is brown,
Seventeen is blue, eighteen is too!
Nineteen is a yellow flag,
Is flag twenty white?
Yes, it is! Yes, it is! You're right, right, right!

2 Count and write.

1 I can see eleven umbrellas.
2 I can see twelve flags.
3 I can see nineteen balls.
4 I can see eighteen bags.
5 I can see thirteen castles.

3 Read and find the stickers.

1 seventeen	2 fifteen
3 fourteen	4 sixteen
5 twenty	

- Put the cards with the numbers 11–20 into the bag and shake the bag. Pick a card and call out the number on it. If pupils have that number on their Bingo card, they cover it with a square of paper. Give pupils enough time to check their Bingo cards. Walk around the classroom and monitor pupils but avoid helping them. The first pupil to cover all the numbers on his/her card is the winner.

1 Listen and chant.

- Tell pupils to cover the text and look at the picture. Ask *What colour is flag 12?* Ask about all the flags in the picture.
- Point to the numbers at the top left of page 56 and ask pupils to find them in the chant. Then tell them to find colour words.
- Play the audio and ask pupils to follow the words of the chant.
- Read out the chant, line by line, and ask pupils to repeat after you.
- Play the audio again and get pupils to chant along rhythmically.

2 Count and write.

- Draw pupils' attention to the example and ask pupils to count the umbrellas in the picture.
- Ask *How many umbrellas/flags/bags/castles are there?* Give pupils enough time to count.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | |
|--------------------|------------|
| 1 eleven (example) | 2 twelve |
| 3 nineteen | 4 eighteen |
| 5 thirteen | |

1 Read.

1 I'm Sam. I'm from Greece. I'm playing on the beach with my brother George. We are making a castle. It's fun!

3 Hi, I'm Susan. I'm at the beach today with my sister, my mum and my dad. It's very hot and sunny. We're walking under palm trees. We're very happy!



2 Read and write the number.

- a She's drinking orange juice.
- b He can swim fast.
- c They're walking under palm trees.
- d She's thirsty.
- e They're making a castle.

2
4
3
2
1

3 Read, draw and write.

In my picture, I'm sitting under an umbrella and I'm drinking orange juice.



2 Hello! My name's Martha. I'm at the beach today. I'm wearing sunglasses and I'm drinking orange juice. I'm so thirsty!

4 I'm Bob and this is my twin brother Jason. We're from Italy. We're swimming in the sea. My brother can swim very fast.



- Check the exercise orally with the class. Ask pupils to tell you where they found the answer.

Answers

a 2 (example) b 4 c 3 d 2 e 1

3 Read, draw and write.

- Ask pupils to read the model text and underline the words they have to change when they write about themselves.
- Ask pupils to draw a picture of themselves at the beach and write their own text.
- Monitor pupils while they are writing. Help them to correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Unit 4, Lesson 4c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, flag, beach, sea, It's fun, It's very hot and sunny.
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a piece of paper and draw a picture of yourself at the beach.

CLIL, page 58

Maths (numbers 11–20)

1 Write.

Explain to pupils that this section is about numbers and numerical order. Draw their attention to the illustrated spaceships with the numbers, and use the example to explain that they should write the number that comes before the one given. You can say *19 comes before 20*. Ask pupils to continue the same way, *10 comes before 11*. Then point to the spaceship on the right and ask pupils to find the number that comes after each given one. Say *13 comes after 12*. Ask pupils to continue in the same way.

2 Write from BIG to SMALL.

Explain to pupils that the numbers in the planet icons are jumbled up. Show them the given example and point out that in the boxes they have been placed in descending order (15, 13, 10, 9, 2). Ask pupils to do the same with items 2 to 5 (2: 13, 11, 8, 7, 4; 3: 15, 12, 6, 5, 1; 4: 14, 11, 10, 8, 2; 5: 14, 11, 9, 6, 3). Individual pupils, pairs or groups can do this activity, and report their results to class.

3 Count down to zero.

Have pupils look at the top number, 20, and explain what a countdown is. Pupils can say and write the numbers in descending order to 0. This is often more fun as a whole class activity, with young pupils jumping up when they reach zero to simulate lift-off.

Values

Ask pairs of pupils to exchange nice things about their partner in turns. Pupils can say what they like about them, about their personalities, possessions, etc. Discuss how important it is to openly express positive thoughts about friends and partners.

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 4 at the back of the Pupil's Book. Once they have done so, ask them to count the objects.
- Ask pupils to read the numbers in shapes 1–5 and tell you where each sticker belongs.
- Tell pupils to put the stickers on the right shapes in their books. Monitor and help them if necessary.

Kids' planet

1 Read.

- Ask pupils to cover the texts and look at the people in pictures 1–4. Then ask them to make sentences, for example *They're making a castle. She's wearing sunglasses*. Give pupils enough time to talk about all the pictures. This will prepare them for what they will read in the texts.
- Play the audio and ask pupils to follow the texts in their books. Avoid explaining unknown words at this stage.
- Teach the word *beach* by drawing pupils' attention to picture 1.
- Teach *It's very hot and sunny* by drawing pupils' attention to picture 3 and asking in L1: 'When do people sit under an umbrella?'
- Teach *sea* by drawing pupils' attention to picture 4.
- Ask pupils to read texts 1–4 to themselves.
- Read out sentences from the texts and ask pupils to call out the names, for example *I'm playing on the beach with my brother George.* – Sarah.
- Play the audio again, pausing after each text. Practise reading around the class.

2 Read and write the number.

- Draw pupils' attention to the example and ask pupils to find and highlight the answer in the text.
- Tell pupils to complete the exercise in their books.

Revision 2

Lesson aims

To revise the language in Units 3–4, including:

- clothes
- verbs
- story words
- numbers 11–20
- Present continuous (affirmative, negative and question)

Materials

- Flashcards: dress, hat, jacket, shoes, shorts, socks, T-shirt
- Flashcards: climb, dance, dive, drive, fly, jump, play basketball, play football, play tennis, ride (a bike), run, sing, ski, swim

Review

Invite pupils to show the class the picture they drew and the sentences they wrote for homework. Praise them for their effort. Display their work on the classroom walls.

Checking homework

- Check pupils' answers in the Activity Book, Unit 4, Lesson 4c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Explain to pupils that this lesson reviews the language they have learnt so far in Units 3 and 4.

For all the exercises, encourage pupils to read out the instructions and tell you what they have to do. Guide them gently if they have difficulties understanding. The ability to understand instructions will gradually develop pupils' independence as learners and boost their confidence.

1 Write.

- Stick the flashcards for dress, hat, jacket, shoes, shorts, socks and T-shirt on the board.
- Spell a word, for example D-R-E-S-S, and ask pupils to point to the flashcard and say the word.
- Give each pupil a chance to spell a word.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class, asking pupils to spell the words they have written.

Answers

- | | |
|--------------------|-----------|
| 1 jacket (example) | 2 dress |
| 3 shoes | 4 socks |
| 5 shorts | 6 T-shirt |

2 Read and write the number.

- Tell pupils to cover the text and ask them to make a sentence about each picture, for example *She's painting the door.*
- Draw pupils' attention to the example and ask them to read the sentence.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Revision 2

1 Write.



1 jacket



4 socks



2 dress



5 shorts



3 shoes



6 T-shirt

2 Read and write the number.



a 5



b 3



c 1



d 4



e 2



f 6

- 1 She's taking a photo.
- 2 They're looking at the stars.
- 3 He's eating.
- 4 They're drinking juice.
- 5 She's painting.
- 6 He's reading.

3 Write am, is or are.

- 1 My brothers are playing football.
- 2 Fifi and Robbie are dancing.
- 3 My teacher is reading a book.
- 4 I am wearing new shoes.
- 5 My sister is eating an ice cream.
- 6 You are looking at the stars.

4 Complete the sentences.

- 1 The boy is swimming (swim).
- 2 We are riding (ride) our bikes.
- 3 The girls are dancing (dance).
- 4 The mouse is sitting (sit) on the table.
- 5 He is running (run).

Answers

a 5 b 3 c 1 (example) d 4 e 2 f 6

3 Write am, is or are.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | | |
|-----------------|-------|-------|
| 1 are (example) | 2 are | 3 is |
| 4 am | 5 is | 6 are |

4 Complete the sentences.

- Give each pupil one or two flashcards with a verb (climb, dance, dive, drive, fly, jump, play basketball, play football, play tennis, ride (a bike), run, sing, ski, swim). Then ask a pupil to mime his/her verb and ask the rest of the pupils to guess, for example *He's singing*.
- Write the verb (for example sing) on the board and ask a pupil to write the verb with the -ing ending on the board. Pay special attention to the spelling of verbs ending in -e, for example make – making and to verbs that double the final consonant, for example swim – swimming.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on pages 37 and 39 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- | | |
|-------------------------|--------------|
| 1 is swimming (example) | 2 are riding |
| 3 are dancing | 4 is sitting |
| 5 is running | |

Revision 2

5 Complete the sentences. Use **wear**, **make**, **sit**, **play**, **paint** or **ride**.



- 1 They 're painting the wall.
- 2 He 's riding his bike.
- 3 They 're playing football.
- 4 He 's making a cake.
- 5 It 's sitting on a chair.
- 6 They 're wearing green shoes.

6 Write the answers.

- 1 Is the girl playing in the garden?
Yes, she is.
- 2 Are the giraffes wearing yellow dresses?
Yes, they are.
- 3 Is the pirate taking a photo?
No, he isn't.
- 4 Is the girl playing tennis?
No, she isn't.
- 5 Are the rabbits swimming?
No, they aren't.
- 6 Is the cat sleeping?
Yes, it is.

7 Write about you.

Today I'm wearing a blue jacket, a yellow T-shirt, red shorts and white shoes.

Pupil's own answer

Revision 2

7 Write about you.

- Tell pupils that they have to write about what they are wearing today. Ask them to read the model text and highlight the words they have to change.
- When pupils have finished, ask them to compare what they have written with the text they wrote for Exercise 3 on page 45 (Lesson 3c).

Activity Book

Pupils can now do the exercises in Revision 2. You can set some or all of these exercises for homework.

5 Complete the sentences. Use **wear**, **make**, **sit**, **play**, **paint** or **ride**.

- Tell pupils to cover the text and look at the pictures for items 1–6. Ask them to make a sentence about each picture, for example *They're painting (the wall)*.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | |
|--------------------------|---------------|
| 1 're painting (example) | 2 's riding |
| 3 're playing | 4 's making |
| 5 's sitting | 6 're wearing |

6 Write the answers.

- Tell pupils to cover the text. Then ask questions about the pictures for items 1–6, for example *Is the girl playing in the garden?* Pupils should answer with full short answers, for example *Yes, she is*.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** boxes on pages 49 and 53 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- | | |
|--------------------------|------------------|
| 1 Yes, she is. (example) | 2 Yes, they are. |
| 3 No, he isn't. | 4 No, she isn't. |
| 5 No, they aren't. | 6 Yes, it is. |

Lesson aims

- To learn the words *pyjamas*, *flower*, *morning*, *get up*, *go*, *live*, *have breakfast*, *every morning*
- To learn *I/You/We/They live in a castle*.

Materials

- Make word cards for *king* and *queen*. Write each word on a piece of card.
- Make word cards for *go*, *have*, *live*, *play*, *sleep* and *wear*. Write each word on a piece of card.
- Make word cards for the phrases *basketball every morning*, *breakfast every morning*, *in a small bed*, *in the castle*, *to the castle every morning* and *T-shirts and shorts*.

Profile page, page 61

Ask pupils to look at the photo on page 61. Read the caption and ask pupils to repeat in pairs, groups or as a whole class. Repeat until pupils are confident with using *We live ...* as an introduction to the subsequent lesson.

My Zone

Trace and colour.

Draw pupils' attention to the illustration on page 61. You can ask *Is it morning or night?* to elicit *It's morning*. Have pupils trace the words *Good morning!* in their preferred colour. Pupils can then colour the rest of the illustration freely.

Checking homework

- Check pupils' answers in the Activity Book, Revision 2. The Answer Key is at the back of the Teacher's Book.

Vocabulary presentation

You can use the pictures at the top of page 63 of the Pupil's Book to teach the new words.

- Point to the picture of pyjamas and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach the rest of the new words.
- If necessary, explain the meaning of *go* in L1 and compare it to *walk*. You can also use L1 to explain the meaning of *live*.
- Practise the new words by pointing to a picture and asking pupils to call out the words.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (Every morning the toys have breakfast at the castle but today Pete is still wearing his pyjamas.)
- Point to the new words at the top of page 63 and ask pupils to find them in the story.
- Use L1 to teach the phrase *every morning*.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the dialogues.
- Read out sentences from the story and ask pupils to tell you who says them, for example *I sleep in my ship*. – Pete.
- Get pupils to act out the story.

1 Listen and read.

1 The toys sleep in the toy room.

I sleep in my ship. I wear red and white pyjamas.

I sleep in a flower.

2 Every morning we get up and we go to the castle.

3 The king and the queen live in the castle.

4 Good morning, Pete. Nice pyjamas!

Oh, no!

2 Write Yes or No.

- | | |
|--|-----|
| 1 The toys sleep in the toy room. | Yes |
| 2 The toys get up and go to the garden. | No |
| 3 The king and the queen live in the castle. | Yes |
| 4 The toys have breakfast in the toy room. | No |

2 Write Yes or No.

- Draw pupils' attention to the example. Ask pupils to find the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you how they found the answers.

Answers

1 Yes (example) 2 No 3 Yes 4 No

3 Read and learn.

- Hold up the word card for *queen* and say *I am the queen. I live in the castle*. Ask pupils to repeat the sentences. Explain in L1 that the castle is the queen's home and that this is where she usually is.
- Ask two pupils to come to the front of the classroom. Give one of them the word card for *king*. Point to the 'king' and say *You are the king. You live in the castle*. Ask pupils to repeat the sentences. Then indicate yourself and the pupil and say *We live in a castle*. Ask pupils to repeat the sentences.
- Ask one pupil to hold up the word card for *queen* and the other pupil to hold up the word card for *king*. Then face the class and say *They live in the castle*. Check understanding by asking pupils in L1: 'Where is their home?'
- Ask pupils to read the sentences in the **Read and learn** box. Then ask them to find similar sentences in the story.

4 Read and match.

- Draw pupils' attention to the example and ask a pupil to read out the sentence.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 d (example) 2 e 3 b 4 a 5 c



Unit 5

3 Read and learn.

I **live** in a castle.
You **live** in a castle.
We **live** in a castle.
They **live** in a castle.

4 Read and match.

- 1 The toys have **a** to school every morning.
- 2 We play **b** in a big bed.
- 3 I sleep **c** in a small house.
- 4 You go **d** breakfast in the castle.
- 5 They live **e** tennis every day.

5 Complete the sentences.

go play have live
wear sleep

- 1 The king and the queen **live** in the castle.
- 2 Pete and Robbie **have** breakfast every morning.
- 3 Robbie and Katie **play** basketball every day.
- 4 We **go** to the castle every morning.
- 5 I **sleep** in a small bed.
- 6 They **wear** T-shirts and shorts.

7 Play the game.

I have breakfast in my castle.

You're the king!



Answers

1 a (example) 2 b 3 b 4 a

Audioscript

- 1 Good morning! I'm the king. Every morning I have breakfast in my castle.
- 2 Good morning! I'm Fifi. I'm a fairy. I sleep in a flower.
- 3 Good morning! I'm Katie the kangaroo. I sleep in the toy room. I wear yellow pyjamas!
- 4 Good morning! My name's Super8. I'm a superhero. Every morning I fly to school.

7 Play the game.

- Stick the word cards for *go, have, live, play, sleep* and *wear* on the board. Point to the word card for *sleep* and say *I sleep in a flower*. Ask pupils to guess who you are. Encourage them to answer with a complete sentence: *You're Fifi*.
- Point to other word cards on the board and ask individual pupils to make sentences. The rest of the pupils have to guess who they are.
- Ask two pupils to demonstrate the activity by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the activity. Monitor and help them if necessary.

Optional activity

- You need two sets of word cards for this activity:
 - go, have, live, play, sleep, wear*
 - basketball every morning, breakfast every morning, in a small bed, in the castle, to the castle every morning, T-shirts, shorts*
- Put pupils into two groups. Give one group the word cards for the verbs and the other group the word cards for the phrases.
- The first group hold up a card, for example *live*. The second group have to decide which card they can use to make a sentence, for example *in the castle*. They then make a sentence, for example *We live in the castle*.
- You can ask the groups to swap their cards and do the activity again.

5 Complete the sentences.

- Draw pupils' attention to the example and ask a pupil to read out the sentence.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 live (example) 2 have 3 play 4 go 5 sleep 6 wear

6 Listen and ✓.

- Ask pupils to look at the pairs of pictures for items 1–4 and make sentences, for example *I have breakfast (in the castle)*. *I walk (in the garden)*. You can write the sentences on the board.
- Play the audio pausing after the example. Ask pupils to tell you what they heard.
- Play the audio from the beginning. Pupils listen and tick the correct picture.
- Play the audio again and ask pupils to check their answers.
- Check the exercise orally with the class. Ask pupils to tell you what they heard for each item and compare this with the sentences you wrote on the board.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Look and write.

Answers

1 sleep (example) 2 wear 3 have 4 walk 5 fly 6 play

2 Look and write.

Answers

1 sleep (example) 2 live 3 go 4 have 5 wear 6 get up

3 Find and circle. Then write.

Answers

1 breakfast (example) 2 pyjamas 3 every 4 morning 5 flower 6 live

Activity Book

Pupils can now do the exercises in Unit 5, Lesson 5a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *pyjamas, morning, get up, go, live, have breakfast, every morning*
- Write four sentences in your notebook. Use *go to school, have breakfast, live and sleep*. Draw a picture next to each sentence.

Lesson aims

- To learn the words *night, have dinner, like, chicken, salad, fish*
- To learn *I live in London. He likes chicken. She wears yellow pyjamas. It eats fish.*

Materials

- Make word cards for *bananas, cheese, chicken, eggs, fish, olives, onions, peppers, pizza, salad and tomatoes*. Write each word on a piece of card.

Review

- Ask groups of pupils to read out the story on page 62 of the Pupil's Book (Unit 5, Lesson 5a).
- Invite pupils to read out the sentences they wrote for homework.

Checking homework

- Check pupils' answers in the Activity Book, Unit 5, Lesson 5a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

You can use the pictures at the top of page 67 of the Pupil's Book to teach the new words.

- Point to the picture illustrating *night* and say the word. Ask the class to repeat. Then ask individual pupils to say the word. If necessary, explain the meaning in L1. Repeat the procedure to teach the rest of the new words.
- To practise the new words, encourage pupils to make sentences:
 - Write the words *night* and *have dinner* on the board and say *Every night I have dinner*. Ask the class to repeat. Then ask individual pupils to repeat.
 - Write the word *like* on the board and stick word cards for food around it. Encourage pupils to tell you what they like, for example *I like chicken*.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (Jimmy and Sally are having dinner together.)
- Point to the new words at the top of page 67 and ask pupils to find them in the story.
- Explain the difference between *breakfast* and *dinner*.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues and encourage them to imitate the intonation on the audio.
- Get pupils to read out the sentences.

2 Read and circle.

- Draw pupils' attention to the example. Ask pupils to find the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answer in the story.

Answers

1 night (example) 2 chicken 3 dinner 4 fish

1 Listen and read.

1 Every night, Jimmy has dinner with Sally.



2 Sally likes chicken! She has chicken and salad for dinner.



3 Jimmy likes fish! He has fish and salad for dinner.



2 Read and circle.

- Every night / morning Jimmy has dinner with Sally.
- Sally likes fish / chicken.
- Sally has chicken and salad for dinner / breakfast.
- Jimmy likes chicken / fish.



I like ice cream.

I like ice cream, too.

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Stick the word cards for food on the left side of the board. On the right side, draw a table with two columns with the headings *I* and *He/She/It*. Point to a word card and say, for example, *I like bananas*. Then write the sentence in the table:

I	He/She/It
I like bananas.	

- Ask individual pupils to call out a word for food they like and make similar sentences. Write the names of pupils next to the food they like.
- Point to a food word and a pupil's name and say *He/She likes (chicken)*.
- Write the sentence in the table and highlight the *-s* in *likes*. Ask the class to repeat the sentence. Explain to pupils in L1 that we add *-s* to the end of a verb when we use *he, she* or *it*.
- Point to another food word and name and ask pupils to make a sentence. Correct them if they forget to say the *s* in *likes*.
- Tell pupils to read the sentences in the **Read and learn** box. Ask them to find similar sentences in the story. Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Write the following sentences in the table on the board. Highlight the verbs:

I	He/She/It
I like bananas.	He likes chicken.
I have salad for dinner.	She has chicken for dinner.
I go to school.	He goes to school.



night have dinner like chicken salad fish

3 Read and learn.

I **live** in London.
He **likes** chicken.
She **wears** yellow pyjamas.
It **eats** fish.

LOOK! go - goes
have - has

5 Complete the sentences.

wears lives likes has
goes plays

- 1 Sam lives in the toy room.
- 2 He wears green pyjamas.
- 3 He has orange juice for breakfast.
- 4 He goes to school with his sister.
- 5 He plays football with his friends every day.
- 6 Sam likes ice cream!

4 Read and circle.

- 1 Every morning he **go** / **goes** to school.
- 2 I **have** / **has** fish for dinner.
- 3 Katie and Fifi **like** / **likes** apples.
- 4 Every day we **play** / **plays** football with our friends.
- 5 The king **live** / **lives** in the castle.

6 Match. Then play the game.

- 1 sleeps a b
 - 2 lives b b
 - 3 wears c c
- The king sleeps in a flower. **Wrong!**
Fifi sleeps in a flower. **Right!**

7 Listen and say the chant.



- Draw pupils' attention to **LOOK!** in the **Read and learn** box.

4 Read and circle.

- Draw pupils' attention to the example. Ask pupils to explain why *goes* is circled.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 goes (example) 2 have 3 like 4 play 5 lives

5 Complete the sentences.

- Tell pupils to cover the text and look at the pictures for items 1–6 and the words in the box. Ask them to make sentences about the pictures using the words, for example *He plays football*.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 lives (example) 2 wears 3 has 4 goes 5 plays
6 likes

6 Match. Then play the game.

- Tell pupils to cover the dialogue. Then ask them to look at the pictures for items 1–3 and match them with the correct word.
- Ask pupils to make sentences, for example *The king lives in a castle*.
- Explain to pupils that they are going to play a game. One pupil will make a sentence about the people in pictures 1–3. The other pupil has to say whether the sentence is right or wrong. If the sentence is wrong, the first pupil has to make a correct sentence.

- Ask two pupils to demonstrate the activity by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the activity. Monitor and help them if necessary.

Answers

- 1 The king lives in a castle. (example)
- 2 Fifi sleeps in a flower.
- 3 Pete wears red and white pyjamas.

7 Listen and say the chant.

- Tell pupils to cover the text. Point to the chicken in the picture and ask *What's that?* ('It's a chicken.') Then ask *Where's the chicken?* ('It's in the kitchen.')
- Play the audio and ask pupils to follow the chant in their books.
- Draw pupils' attention to the highlighted letters *ch*. Practise the pronunciation of the words *kitchen* (/ˈkɪtʃɪn/) and *chicken* (/ˈtʃɪkən/). The /tʃ/ sound can be difficult to pronounce for many pupils, so you should take the opportunity to practise pronouncing words with the /tʃ/ sound whenever possible.
- Say the chant and ask pupils to repeat after you.
- Play the audio again and get pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Circle.

Answers

1 likes (example) 2 has 3 ride 4 sleep 5 have
6 drives 7 eats 8 sit 9 wears 10 play

2 Write.

Answers

1 lives (example) 2 sleeps 3 has 4 goes
5 likes 6 loves 7 plays 8 wears

3 Write.

Answers

1 night (example) 2 dinner 3 like 4 chicken
5 salad 6 fish

Activity Book

Pupils can now do the exercises in Unit 5, Lesson 5b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow time for pupils to copy it into their notebooks.

- Dictation: *night, have dinner, like, chicken, salad, fish*
- Write three sentences about your best friend. Use *likes, has* and *goes*.

Lesson aims

- To learn the words *cereal*, *milk*, *bread*, *food*, *rice*, *vegetables*, *carrots*
- To develop reading skills
- To develop writing skills

Checking homework

- Check pupils' answers in the Activity Book, Unit 5, Lesson 5b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Ask groups of pupils to read out the story on page 66 of the Pupil's Book (Unit 5, Lesson 5b).
- Invite pupils to read out the sentences they wrote for homework. Praise them for their effort.

Vocabulary presentation

You can use the pictures at the top left of page 70 of the Pupil's Book to teach the new words.

- Point to the picture of the cereal and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Give examples of types of cereals pupils might have for breakfast, for example *cornflakes*. Repeat the procedure to teach the rest of the new words.
- To practise the new words, point to a picture and ask pupils to call out the word.

Optional activity

- Ask pupils to call out food words they have learnt so far and write them on the left side of the board.
- Draw a big plate on the right side of the board and write the word *breakfast* next to it. Read out a food word, for example *bread*, and ask pupils to tell you if they have bread for breakfast. Then draw a line from the food word to the plate.
- Repeat the procedure until all the words for breakfast food are 'on' the plate.

1 Listen and sing.

- Ask pupils what they have for breakfast every day. Encourage them to make sentences, for example *I have milk and cereal for breakfast*. Provide new words if necessary.
- Ask pupils to find food words in the song.
- Play the audio and ask pupils to follow the words of the song.
- Read out the song line by line and ask pupils to repeat after you.
- Play the audio again and get pupils to sing along.

2 Listen again. Then match.

- Tell pupils to cover the words of the song in Exercise 1 and look at the pictures. Ask them if they remember what Tom, Mandy and Jason have for breakfast. Then ask pupils to make sentences, for example *Tom has cereal for breakfast*.
- Draw pupils' attention to the example and explain that they are going to hear the song again so that they can match the pictures of the people 1–3 with the pictures of the food a–c.
- Play the audio again. Pupils listen and match the pictures.
- Check the exercise orally with the class.

cereal milk

bread

1 Listen and sing.

Tom has cereal, Tom has orange juice,
Tom has an apple for breakfast!
Yum! Yum! Yum! He has breakfast.
Mandy has a banana, Mandy has milk,
Mandy has cereal for breakfast!
Yum! Yum! Yum! She has breakfast.
Jason has bread, Jason has an egg,
Jason has orange juice for breakfast!
Yum! Yum! Yum! He has breakfast.

2 Listen again. Then match.

Tom Mandy Jason

1 2 3

a b c

3 Read and write.

1 Hi! My name's Peter.
I have cereal,
milk and
bread for breakfast.

2 Hi! My name's Ann.
I have orange juice,
bread and
cheese for breakfast.

4 Read and find the stickers.

Tom Mary

1 I have fish and salad for dinner.

2 I have chicken and salad for dinner.

Peter Ann

3 I have cereal and milk for breakfast.

4 I have juice, bread and cheese for breakfast.

5 Play the game.

She has chicken and salad for dinner.

Mary.

Answers

1 c (example) 2 a 3 b

3 Read and write.

- Ask pupils to read texts 1 and 2 and look at the pictures. Then draw their attention to the example.
- Ask pupils to call out the words they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 cereal (example); milk; bread
2 orange juice; bread; cheese

4 Read and find the stickers.

- Tell pupils to find the stickers for Unit 5 at the back of the Pupil's Book. Once they have done so, ask them to say what the children have for breakfast and dinner.
- Ask pupils to read the sentences in the squares and decide where each sticker belongs.
- Tell pupils to put the stickers on the right squares in their books. Monitor and help them if necessary.

5 Play the game.

- Tell pupils that they are going to play a guessing game in pairs.
- To demonstrate the game, ask two pupils to read out the dialogue in their books.
- Put pupils into pairs and ask them to play the game. Monitor and help them if necessary.

1 Read.

1 I'm Jason. I live in London. I have cereal and orange juice for breakfast. My dad has cereal and orange juice for breakfast, too.

2 Hi! My name's Tomiko. I live in Japan. Every night I have dinner with my family. My favourite food is fish and vegetables. I like rice, too.

3 Hi! My name's Nick. I live in Athens. I like chicken! It's my favourite food. I like salad and vegetables, too. Helen, my sister, likes carrots.

2 Write Jason, Tomiko or Nick.

1 She lives in Japan. Tomiko

2 He likes chicken. Nick

3 He has cereal for breakfast. Jason

4 She likes rice. Tomiko

5 He lives in Athens. Nick

3 Read and write.

I have milk and cereal for breakfast. I have chicken and salad for dinner.

Kids' planet

1 Read.

- Tell pupils to cover the texts and ask them to look at picture 1. Then ask them to make a sentence about what the boy has for breakfast, for example *He has orange juice for breakfast.*
- To teach the word *rice*, ask pupils to look at picture 2 and tell you in L1 what the girl has for dinner.
- Play the audio and ask pupils to follow the texts in their books.
- Practise the pronunciation of *vegetables* (/ˈvedʒtəbəlz/) and *carrots* (/ˈkærəts/). Then give examples of vegetables, for example *tomatoes, onions*. Ask pupils to give you more examples of vegetables, for example *peppers*. In this way, pupils will probably understand the meaning of *vegetables* without the use of L1.
- Read out sentences from the texts and ask pupils to tell you who says them, for example *I like rice. – Tomiko.*
- Play the audio again, pausing after each text. Practise reading around the class.

2 Write Jason, Tomiko or Nick.

- Draw pupils' attention to the example and ask pupils to highlight the answer in the text.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where in the texts they found the information.

Answers

- 1 Tomiko (example) 2 Nick 3 Jason
4 Tomiko 5 Nick

3 Read and write.

- Tell pupils that they are going to write about what they have for breakfast and dinner.
- Ask a pupil to read out the model text.

- Explain to pupils that they can base their text on the one in the Pupil's Book but that they have to replace some of the words with information that is true for them. Encourage them to highlight the words they have to change.
- Monitor pupils while they are writing. Help them to correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Unit 5, Lesson 5c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *cereal, milk, bread, food, rice, vegetables, carrots*
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a piece of paper and draw a picture of the food you eat for breakfast and dinner.

CLIL, page 72

Social sciences (food)

1 Look and read.

Explain to pupils that this section is about food. Ask them to look at the photos in Exercise 1 and read the words. Repeat to ensure correct pronunciation. You can also have pupils read out the words at random as other pupils point to the correct photo.

2 Look and draw.

Explain to pupils that some of the photos in items 1–8 are fruit while others are not. Ask them to choose the fruits and draw them in the box marked 'Fruit' on the left. They should draw an orange, a banana and a strawberry. Then ask pupils to draw the rest of the foods in the box marked 'Not Fruit'. They should draw cheese, chicken, fish and cereal.

3 What food is good for you? Look and circle.

Have pupils look at the photos of food and circle what food they think is healthy. Pupils can then use the language example to make their own sentences, for example *Salad/ Milk/Fish/Apples are good for you.*

Values

Ask pupils if they eat any of the healthier food included in Exercise 3. Encourage them to eat more of the healthy foods and less of the rest shown (e.g. chocolate, pizza). Discuss how important it is for our body and mind to eat healthy food.

Lesson aims

- To learn the words *lizard*, *leaves*, *lemon*, *favourite*, *letter*
- To learn *Do I/we/you/they eat fish? Yes, I/we/you/they do. / No, I/we/you/they don't.*
- To learn the short form *I don't = I do not*

Materials

The word cards you made for *bananas*, *cheese*, *chicken*, *eggs*, *fish*, *olives*, *onions*, *peppers*, *pizza*, *salad* and *tomatoes* in Lesson 5b

Profile page, page 73

Ask pupils to look at the photo on page 73. Read the caption and ask pupils to repeat in pairs, groups or as a whole class. You can also ask *Do you love football?* in L1. Ask pupils about their favourite sports and free time activities. They can respond using L1.

My Zone

Read and tick ✓ about you.

Ask pupils to look at the sentences in **My Zone**. Point to the photo of the dancing girl and read the caption. Then ask pupils to tick what they like. Go around class and ask each pupil to respond about himself/herself.

Review

- Ask groups of pupils to sing or read out the song on page 70 of the Pupil's Book (Unit 5, Lesson 5c).
- Invite pupils to show the class the picture they drew and read out the sentences they wrote for homework. Praise them for their effort.
- Sing the song in Unit 5, Lesson 5c, Exercise 1.

Checking homework

- Check pupils' answers in the Activity Book, Unit 5, Lesson 5c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

You can use the pictures at the top of page 75 of the Pupil's Book to teach the new words.

- Point to the picture of the lizard and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach the rest of the new words. Pupils may remember *favourite*.
- Practise the pronunciation of the new words, paying special attention to the *i* in *lizard* (/lɪzəd/) and the *ea* in *leaves* (/li:vz/).
- Practise the new words by pointing to a picture and asking pupils to call out the word.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (The toys meet a new character, Lenny the lizard.)
- Point to the new words at the top of page 75 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the dialogues.
- Get pupils to act out the story.

2 Write Yes or No.

- Draw pupils' attention to the example. Ask pupils to find the answer in the story.
- Tell pupils to complete the exercise in their books.

1 Listen and read.



2 Do you eat fish?

No, I don't. Lizards eat leaves.



2 Write Yes or No.

- 1 Lenny is a lizard. Yes
2 Lizards eat fish. No

- 3 Lenny eats leaves. Yes
4 Lenny likes orange juice. No

- Check the exercise orally with the class. Ask pupils to tell you how they found the answers.

Answers

1 Yes (example) 2 No 3 Yes 4 No

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Draw a fish on the board. Point to the fish and pretend that you are eating it. Ask *Do I eat fish?* Make sure you use a question intonation. Provide the short answer *Yes, I do*. Then write both the question and the affirmative short answer on the board.
- Point to the fish again and ask *Do I eat fish?* This time, make an expression of disgust and shake your head. Provide the short answer *No, I don't*. Then write the negative short answer on the board.
- In a similar way, present the questions *Do we/you/they eat fish?* and the short answers *Yes, we/you/they do. / No, we/you/they don't*.
- Ask pupils to read the questions and short answers in the **Read and learn** box.
- Ask them to find similar sentences in the story.

Optional activity

- Stick the word cards for *bananas*, *cheese*, *chicken*, *eggs*, *fish*, *olives*, *onions*, *peppers*, *pizza*, *salad* and *tomatoes* on the board.
- Ask pupils to choose two words and write them on a piece of paper. Tell them that they must not show anyone their words.
- Ask a pupil a question, e.g. *Do you eat fish?* If the pupil has written *fish* on his/her paper, he/she answers *Yes, I do*. If he/she has not written *fish*, he/she answers *No, I don't*.
- Tell pupils to ask each other similar questions. Now ask pupils to look at the **Read and learn** box again.

3 Read and learn. (Stage 2)

- Point to **LOOK!** Explain to pupils in L1 that *I don't* is the short form of *I do not*, that the *o* of *not* has 'disappeared' and that it is easier to say *I don't* than *I do not*.



lizard



leaves



lemon



favourite



letter

3 Read and learn.

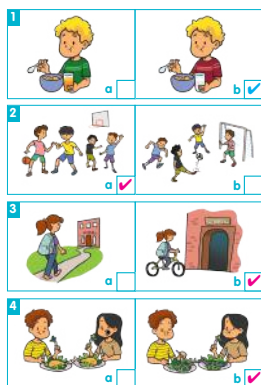
Do I eat fish?
Do we eat fish?
Do you eat fish?
Do they eat fish?
Yes, I/we/you/they do.
No, I/we/you/they don't.

Look!

I don't = I do not

4 Read and match.

- 1 Do you live a milk every morning?
2 Do you drink b in a castle?
3 Do you play c yellow pyjamas?
4 Do you eat d fish?
5 Do you wear e football with your friends?

5 Listen and ✓.**6 Complete the questions.**

- 1 Do they drink
(they / drink) milk every morning?
Yes, they do.
2 Do they read
(they / read) a book every night?
Yes, they do.
3 Do they play
(they / play) tennis every day?
No, they don't.
4 Do they like
(they / like) pizza?
No, they don't.

7 Ask your friend.

Do you drink milk every morning?

Yes, I do.

4 Read and match.

- Draw pupils' attention to the example and ask a pupil to read out the sentence.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 b (example) 2 a 3 e 4 d 5 c

5 Listen and ✓.

- Ask pupils to look at the pairs of pictures for items 1–4 and make sentences, for example *I eat cereal. I drink milk.* You can write the sentences on the board.
- Play the audio, pausing after the example. Ask pupils to tell you what they heard.
- Play the audio from the beginning. Pupils listen and tick the correct picture.
- Play the audio again and ask pupils to check their answers.
- Check the exercise orally with the class.

Answers

1 b (example) 2 a 3 b 4 b

Audioscript

- 1 – Tom?
– Yes?
– Do you eat cereal every morning?
– Yes, I do.
– And do you drink orange juice, too?
– No, I don't. I drink milk.
2 – Do the boys play football every day?
– No, they don't.
– Do they play basketball every day?
– Yes, they do. They like basketball.
3 – Jenny?
– Yes?
– Do you walk to school?

Unit 6

- No, I don't.
- Do you ride your bike to school?
- Yes, I do.

- 4 – Hello!
– Hello!
– Do you like chicken and salad?
– No, we don't.
– Do you like fish and salad?
– Yes, we do!

6 Complete the questions.

- Draw pupils' attention to the example and emphasise the question form with *Do*.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers1 Do they drink (example) 2 Do they read
3 Do they play 4 Do they like**7 Ask your friend.**

- Tell pupils that they are going to work in pairs and ask each other questions.
- Ask two pupils to demonstrate the activity by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the activity. Monitor and help them if necessary.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write the questions.**Answers**1 Do you like orange juice? (example)
2 Do they eat vegetables?
3 Do I run fast?
4 Do they go to school?
5 Do I live in a castle?
6 Do you have dinner every day?**2 Write the answers.****Answers**1 Yes, you do. (example) 2 No, I don't. 3 No, they don't.
4 Yes, we do. 5 No, I don't. 6 Yes, they do.**3 Find and circle.****Across:** lizard, lemon, letter, favourite**Down:** leaves**Activity Book**

Pupils can now do the exercises in Unit 6, Lesson 6a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: lizard, leaves, lemon, favourite, letter

6b

Lenny's lazy!

Lesson aims

- To learn the words *lazy*, *watch TV*, *brush*, *dentist*
- To learn *Does he/she/it (watch TV)? Yes, he/she/it does. / No, he/she/it doesn't.*
- To learn the short form *he doesn't = he does not*

Materials

Make two sets of word cards for the phrases *get up in the morning*, *go to school*, *go to the dentist*, *have cereal for breakfast*, *help his/her mum*, *play basketball*, *watch TV* and *wear pyjamas*. Write each phrase on a piece of card. You will need one complete set for yourself. You will also need one card for each pupil in the class, so you may need to make more cards for some of the phrases.

Review

- Ask groups of pupils to read out the story on page 74 of the Pupil's Book (Unit 6, Lesson 6a).

Checking homework

- Check pupils' answers in the Activity Book, Unit 6, Lesson 6a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

You can use the pictures at the top of page 79 of the Pupil's Book to teach the new words. Alternatively, you can use mime.

- Point to the picture illustrating *lazy* and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach *watch TV*.
- Mime *brush* and teach the word in the phrase *I brush my teeth*.
- To teach *dentist*, point to the picture and say *I go to the dentist*.
- To practise the new words, point to the pictures or mime the actions and ask pupils to call out the words.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to describe what they see in each of the pictures using L1 and say what is happening. (The toys see that Lenny doesn't do anything. He is very lazy.)
- Point to the new words at the top of page 79 and ask pupils to find them in the story.
- Play the audio and ask pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to read out the dialogues.
- Read out sentences from the story and ask pupils to tell you who says them, for example *Does he go to the dentist?* – Fifi.
- Get pupils to act out the story.

2 Write Yes or No.

- Draw pupils' attention to the example. Ask pupils to find the answer in the story.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where they found the answers.

6b

Lenny's lazy!

1 Listen and read.



2 Does he help his mum?



3 Does he brush his teeth?



2 Write Yes or No.

- | | |
|------------------------------|-----|
| 1 Lenny is lazy. | Yes |
| 2 Lenny helps his mum. | No |
| 3 Lenny watches TV. | Yes |
| 4 Lenny brushes his teeth. | No |
| 5 Lenny goes to the dentist. | Yes |

4 Does he go to the dentist?



Answers

- 1 Yes (example) 2 No 3 Yes 4 No 5 Yes

3 Read and learn.

- Ask a girl to come to the front of the classroom and give her the word card for *watch TV*. Face the class and ask *Does she watch TV?* Nod your head and provide the short answer *Yes, she does*. Then write the question and affirmative short answer on the board.
- Take away the word card and ask again *Does she watch TV?* This time shake your head and provide the short answer *No, she doesn't*. Write the negative short answer on the board.
- Ask a boy to come to the front of the classroom and present *Does he ...?* *Yes, he does. / No he doesn't* in a similar way. Write the question and both short answers on the board.
- Highlight the pronouns *he* and *she* in the questions and short answers.
- Ask pupils to read the questions and short answers in the **Read and learn** box. Then ask them to find similar questions and short answers in the story.
- Point to the second **LOOK!** box. Explain that *he doesn't* is the short form of *he does not*, that the *o* of *not* has 'disappeared' and that it is easier to say *he doesn't* than *he does not*.
- Now point to the first **LOOK!** box. Explain that we write *I/you/we/they go* but *he/she/it goes*. Write *go* and *goes* on the board and highlight the *-es* ending.
- Present the spelling changes in *watch* – *watches* and *brush* – *brushes* in a similar way.

Optional activity

For this activity, you need the word cards for *get up in the morning*, *go to school*, *go to the dentist*, *have cereal for breakfast*, *help his/her mum*, *play basketball*, *watch TV* and *wear pyjamas*.



lazy



watch TV



brush



dentist

3 Read and learn.

Does he watch TV?
Does she go to school?
Does it eat fish?

Yes, he/she/it does.
No, he/she/it doesn't.



go – goes
watch – watches
brush – brushes

he doesn't = he does not

4 Read and answer Yes, he/she does. or No, he/she doesn't.

1 Does Lenny help his mum?
No, he doesn't.

2 Does Fifi sleep in a bed?
No, she doesn't.

3 Does Lenny eat leaves?
Yes, he does.

4 Does the queen live in the castle?
Yes, she does.

5 Complete the questions and answers.

1 Does he like
(he / like) ice cream?
Yes, he does.

2 Does she brush
(she / brush) her teeth
every morning?
Yes, she does.

3 Does he watch
(he / watch) TV every night?
No, he doesn't.

4 Does she ride
(she / ride) her bike
to school?
No, she doesn't.

6 Ask your friend.

1 brush his teeth 2 eat leaves
Does he eat leaves?
Yes, he does.
3 watch TV Does he watch TV?
Yes, he does.
4 like oranges Does he like oranges?
No, he doesn't.

Does Lenny brush his teeth?

**7 Listen and say the chant.**

This is Freddy. Freddy's a frog.
Freddy and his friends are
frogs, frogs, frogs!

- Stick one set of word cards on the board and review the meaning.
- From the other set, give one card to each pupil and tell them not to show it to anyone.
- Point to one pupil (Pupil A) and ask another pupil (Pupil B) a question using one of the phrases, for example *Does he/she get up in the morning?* Pupil B guesses by answering *Yes, he/she does* or *No, he/she doesn't*. If he/she guesses correctly, Pupil A shows his/her card to the class.

4 Read and answer Yes, he/she does. or No, he/she doesn't.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 No, he doesn't. (example) 2 No, she doesn't.
3 Yes, he does. 4 Yes, she does.

5 Complete the questions and answers.

- Tell pupils to cover the text. Write the words *watch*, *like*, *ride* and *brush* on the board and ask pupils to match them with the pictures for items 1–4.
- Ask pupils questions, for example *Does he like ice cream?* Encourage pupils to answer with full short answers.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 Does he like (ice cream?) (Yes, he) does. (example)
2 Does she brush (her teeth every morning?) (Yes, she) does.
3 Does he watch (TV every night?) (No, he) doesn't.
4 Does she ride (her bike to school?) (No, she) doesn't.

Unit 6**6 Ask your friend.**

- Tell pupils to cover the dialogue. Then ask them to look at the pictures for items 1–4 and make questions and short answers, for example *Does Lenny brush his teeth?* *No, he doesn't*.
- Ask two pupils to demonstrate the activity by reading out the dialogue in their books.
- Put pupils into pairs and ask them to do the activity. Monitor and help them if necessary.

Answers

1 Does Lenny brush his teeth? No, he doesn't. (example)
2 Does he eat leaves? Yes, he does.
3 Does he watch TV? Yes, he does.
4 Does he like oranges? No, he doesn't.

7 Listen and say the chant.

- Point to the picture of Freddy and ask pupils *What's his name?* ('Freddy.') *Is he a lizard?* ('No, he isn't. He's a frog.')
- Play the audio and ask pupils to follow the chant in their books.
- Draw pupils' attention to the highlighted letters *fr*. Then practise the pronunciation of *Freddy*, *friends* and *frog*. If pupils roll the 'r' too much, encourage them to roll their tongue backwards to the middle of their palate.
- Say the chant, one sentence at a time, and encourage pupils to repeat after you.
- Play the audio again and get pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write questions.**Answers**

1 Does Fifi live in the castle? (example)
2 Does she brush her teeth?
3 Does he eat cereal for breakfast?
4 Does it sleep on the floor?

2 Look and write.**Answers**

1 Does, doesn't (example) 3 brush, doesn't
2 watch, does 4 Does, does

3 Look and write.**Answers**

1 lazy (example) 2 help 3 watches 4 brush 5 dentist

Activity Book

Pupils can now do the exercises in Unit 6, Lesson 6b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *lazy*, *watch TV*, *brush*, *dentist*

Lesson aims

- To learn the words *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
- To learn the words *pool, kite, helmet*
- To develop reading skills
- To develop writing skills

Materials

A calendar with the days of the week (in English)

Checking homework

- Check pupils' answers in the Activity Book, Unit 6, Lesson 6b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- Ask groups of pupils to read out the story on page 78 of the Pupil's Book (Unit 6, Lesson 6b).

Vocabulary presentation

You can use the pictures at the top left of page 82 of the Pupil's Book to teach the new words. Alternatively, you can use word cards. You can also use a calendar.

- Draw pupils' attention to the calendar and ask them in L1 to tell you what information a calendar gives us (days of the week, date, months).
- Point to the word *Monday* at the top left of the page and then point to the word on the calendar. Say the word and ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach the rest of the days of the week.
- Practise the pronunciation, making sure that pupils stress the first syllable in each word.
- Point to the picture of the pool and say the word. Ask the class to repeat. Then ask individual pupils to say the word. Repeat the procedure to teach *kite*.

1 Listen and chant.

- Tell pupils to cover the text and look at the pictures. Ask them to make sentences, for example *I go to school on Monday*.
- Tell pupils to read the chant quickly and match the pictures with the lines of the chant.
- Play the audio and ask pupils to follow the chant in their books.
- Say the chant, one line at a time, and encourage pupils to repeat after you.
- Play the audio again and get pupils to chant along rhythmically.

2 Listen again. Then complete the sentences.

- Draw pupils' attention to the words in the box. Then tell pupils to cover the chant in Exercise 1 and read the sentences for items 1–4. Ask them if they remember what the child in the chant does each day and tell them to complete the sentences with the days of the week lightly in pencil.
- Explain to pupils that they are going to hear the chant again so that they can check their answers.

1 Listen and chant.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

pool
kite

Every Monday I go to school,
Every Tuesday I swim in the pool,
Every Wednesday I ride my bike,
Every Thursday I fly my kite.
Every Friday night I watch TV with my brother,
Every Saturday I have breakfast with my mother,
Every Sunday I play, eat and sleep,
These are the seven days of my week!

2 Listen again. Then complete the sentences.

1 Every Monday I go to school.
2 Every Wednesday I ride my bike.
3 Every Tuesday I swim in the pool.
4 Every Thursday I fly my kite.

3 Read and find the stickers.

1 Tuesday: She swims in the pool.
2 Wednesday: She watches TV.
3 Thursday: He flies his kite.
4 Friday: He rides his bike.

4 Ask your friend.

Does Katie swim in the pool on Thursday?
No, she doesn't. She swims in the pool on Tuesday.

- Play the audio again.
- Check the exercise orally with the class.

Answers

- 1 Monday (example) 2 Wednesday
3 Tuesday 4 Thursday

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 6 at the back of the Pupil's Book. Once they have done so, ask them to say what Katie, Pete, Fifi and Robbie do each day, for example *Katie swims in the pool*.
- Ask pupils to read the sentences in the shapes and decide where each sticker belongs.
- Tell pupils to put the stickers on the right shapes in their books. Monitor and help them if necessary.

4 Ask your friend.

- Point to a sticker and ask *Does Pete fly his kite on Friday?* Encourage pupils to answer using complete sentences. ('No, he doesn't. He flies his kite on Thursday.')
- To demonstrate the activity, ask two pupils to read out the dialogue in their books.
- Put pupils into pairs and tell them to ask each other questions about Pete, Robbie, Katie and Fifi. Monitor and help them if necessary.

Kids' planet

1 Read.

- Ask pupils to cover the texts. Tell them that they are going to read about a boy called Max and the activities he does regularly during the week. Then ask pupils to look at the pictures and make sentences, for example *He has cereal for breakfast. He plays football*.
- Play the audio and ask pupils to follow the texts in their books. Avoid explaining the meaning of unknown words at this stage.

1 Read.

- 1 This is Max. Max is eight. He lives in London. Every morning he has breakfast with his sister, his mum and his dad. Max has milk, cereal and orange juice for breakfast. He likes milk and cheese.
- 2 Every Monday he rides his bike in the park after school. Max has got two bikes and a skateboard. He always wears a helmet!
- 3 Max likes football. Every Friday he plays football with his friends. They have lots of fun.
- 4 Every Saturday night Max watches TV with his dad. They watch sports and films. His favourite film is *The Lion King*.

2 Answer the questions.

- 1 Does Max live in Paris? No, he doesn't.
- 2 Does Max like milk? Yes, he does.
- 3 Does Max ride his bike every Friday? No, he doesn't.
- 4 Does Max play football every Thursday? No, he doesn't.
- 5 Does Max watch TV with his dad every Saturday? Yes, he does.

3 Read and write.

My friend Andrew lives in Rome. Every Saturday he plays basketball with his friends.

- Point to the helmet in picture 2 and ask pupils to find a word which means this thing in the text. To help pupils find the word, ask *What does he wear?* If pupils ask what *always* means, explain briefly in L1.
- Make sentences about activities that Max does, but omit the days of the week. Ask pupils to tell you on which day he does the activities, for example *He plays football with his friends. – (Every) Friday.*
- Play the audio again, pausing after each text. Practise reading around the class.

2 Answer the questions.

- Draw pupils' attention to the example and ask pupils to find and highlight the answer in the texts.
- Tell pupils to read the sentences for items 2–5 and try to remember the answers. Then ask them to check their answers by looking for the information in the texts.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class. Ask pupils to tell you where in the texts they found the information.

Answers

- 1 No, he doesn't. (example)
- 2 Yes, he does.
- 3 No, he doesn't.
- 4 No, he doesn't.
- 5 Yes, he does.

3 Read and write.

- Tell pupils that they are going to write about where their friend lives and what he/she does every Saturday.
- Ask a pupil to read out the model text.
- Explain to pupils that they can base their text on the one in the Pupil's Book but that they have to replace some of the words with information that is true for them. Encourage them to highlight the words they have to change.

- Monitor pupils while they are writing. Help them to correct any mistakes they make.

Activity Book

Pupils can now do the exercises in Unit 6, Lesson 6c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, pool, kite, helmet*
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a piece of paper and draw a picture showing what your friend does on Saturdays.

CLIL, page 84

Arts

1 Look and read.

Explain to pupils that this section is about fine arts. Ask them to look at the photos in Exercise 1 and read the words. Repeat to ensure correct pronunciation. You can also have pupils read out the words at random and ask other pupils to point to the correct photo.

2 Look and circle.

Explain to pupils that each photo shows a form of art, and that they should choose which of the two given below the photo is the correct one. You can also ask pupils, e.g. *Dance or painting?* to elicit the correct answer. To reinforce, you can call out the photo numbers and have pupils give the correct answer, e.g. *What is number 2? Painting.* Similarly for item 3, theatre, and item 4, music.

3 Write D (dance), M (music) or T (theatre).

Have pupils look at the photos and ask them about the example in item 1. Ask *Is this dance, music or theatre?* and point out to the answer in the box. Repeat the same question for the next items, 2 (M), 3 (T), 4 (M), 5 (T) and 6 (D).

Values

Ask pupils if they sometimes have feelings that they do not share with their friends or family. Discuss how important it is to express our feelings to people we trust. Point out to pupils that the various forms of art in this CLIL lesson can be used to express our feelings.

Revision 3

Lesson aims

To revise the language in Units 5–6, including:

- story words
- food
- days of the week
- present simple (affirmative, negative and question)

Materials

Make word cards for *bananas, cheese, chicken, eggs, fish, olives, onions, peppers, pizza, salad* and *tomatoes*. Write each word on a piece of card.

Review

Invite pupils to show the class the picture they drew and the sentences they wrote for homework. Praise them for their effort. Display their work on the classroom walls.

Checking homework

- Check pupils' answers in the Activity Book, Unit 6, Lesson 6c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Explain to pupils that this lesson reviews the language they have learnt so far in Units 5 and 6.

For all the exercises, encourage pupils to read out the instructions and tell you what they have to do. Guide them gently if they have difficulties understanding. The ability to understand instructions will gradually develop pupils' independence as learners and boost their confidence.

1 Write.

- Stick the word cards for *bananas, cheese, chicken, eggs, fish, olives, onions, peppers, pizza, salad* and *tomatoes* on the board. Spell a word, for example S-A-L-A-D, and ask pupils to point to the word card and say the word. Now ask individual pupils to spell a word while the rest of the pupils point to the word card and call out the word.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class, asking pupils to spell the words they have written.

Answers

- 1 chicken (example) 2 salad 3 fish
4 bread 5 lemon 6 milk

2 Read and write the number.

- Tell pupils to cover the text. Then ask them to make a sentence about the pictures a–d, for example *She sleeps in a flower.*
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- a 4 b 2 c 1 (example) d 3

Revision 3

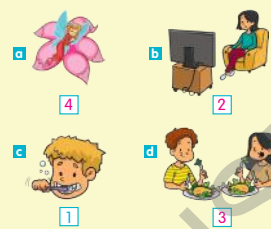
3 Complete the sentences.

swim play wear
have ride watch

1 Write.



2 Read and write the number.



- 1 He brushes his teeth every morning.
2 She watches TV every day.
3 They have chicken and salad for dinner.
4 She sleeps in a flower.

4 Read and circle.

- 1 The king and queen live / lives in the castle.
2 I have / has cereal and milk for breakfast.
3 Fifi and Katie sleep / sleeps in the toy room.
4 We watch / watches TV every night.
5 Lenny like / likes lemon juice.
6 My brother ride / rides his bike to school every morning.

3 Complete the sentences.

- Draw pupils' attention to the words in the box and ask a pupil to read out the sentence for item 1.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 wear (example) 2 have 3 ride
4 watch 5 swim 6 play

4 Read and circle.

- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** boxes on pages 63 and 67 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 live (example) 2 have 3 sleep
4 watch 5 likes 6 rides

5 Complete the questions and answers.

- Draw pupils' attention to the example and ask two pupils to read out the question and short answer.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** boxes on pages 75 and 79 of the Pupil's Book.

Answers

- 1 Does; does (example) 2 Do; do
3 Does; doesn't 4 Does; does
5 Do; do 6 Do; don't
7 Does; does 8 Do; do

Revision 3

5 Complete the questions and answers.

- 1 Does Lenny like leaves?
Yes, he does.
- 2 Do the king and queen live in a castle?
Yes, they do.
- 3 Does Lenny brush his teeth every night? No, he doesn't.
- 4 Does Sally like ice cream?
Yes, she does.
- 5 Do you like chicken?
Yes, I do.
- 6 Do lizards eat fish?
No, they don't.
- 7 Does Pete wear red and white pyjamas?
Yes, he does.
- 8 Do you like ice cream?
Yes, we do.

6 Write Do or Does.

- 1 Does Lenny help his mum?
- 2 Do the toys have breakfast in the garden?
- 3 Do you live in a castle?
- 4 Do the king and queen go to school?
- 5 Does Fifi sleep in a bed?
- 6 Does Robbie sleep in the garden?

7 Write about you.

I have milk and cereal for breakfast. I have fish and salad for dinner.

6 Write Do or Does.

- Draw pupils' attention to the example and ask a pupil to read out the sentence.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** boxes on pages 75 and 79 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- | | | |
|------------------|--------|--------|
| 1 Does (example) | 2 Do | 3 Do |
| 4 Do | 5 Does | 6 Does |

7 Write about you.

- Tell pupils that they have to write about what they have for breakfast and dinner. Ask them to read the model text and highlight the words they have to change.
- When pupils have finished, ask them to compare what they have written with the text they wrote for Exercise 3 on page 71 (Lesson 5c).

Activity Book

Pupils can now do the exercises in Revision 3. You can set some or all of these exercises for homework.

Revision 3

7a

We're sailing!

Lesson aims

- To learn the words *sail, pink, swimsuit, surf, duck, bath*
- To learn *I'm wearing my swimsuit. He/She/It's swimming. We/You/They are diving.*
- To learn the short forms *I'm = I am, he's = he is, we're = we are*

Materials

Make word cards for: *swim, dive, surf, ride a bike, drive, sit, sleep, dance, read, write, eat, drink and open/close (the door/window).*

Profile page, page 87

Point to the photo of the child surfing on page 87. Draw their attention to the activity, read out the speech bubble 'I'm surfing,' and have pupils repeat. Use movement and gestures to pretend you are surfing on a wave, and ask pupils to join you in pretend-surfing and call out 'Look! I'm surfing!'

My Zone

Match and colour.

Draw pupils' attention to the different shapes and colours of the three surfboards in **My Zone**. Point out the shapes in each one and ask pupils to match them to the outlines below, e.g. 'What is 1?' 'It's b.' Similarly ask them to match 2 to c and 3 to a. Then ask pupils to use their pencils or markers and colour the surfboards. They can either try to match the original illustrations or create their own variations. Have them repeat 'I'm surfing' to reinforce the use of the present continuous.

Review

- To review jobs, ask pupils to open their Pupil's Book on page 30 (Unit 2, Lesson 2c) and look at the song in Exercise 1. Play the audio and ask pupils to sing along.

Checking homework

- Check pupils' answers in the Activity Book, Revision 3. The Answer Key is at the back of the Teacher's Book.

Vocabulary presentation

- Teach *sail* and ask pupils to repeat. Point to the first picture at the top of page 89 and explain that *sail* means to travel by boat. Repeat the procedure to teach *surf*. Explain that *surf* means to glide on the surface of the water using a board.
- Teach *pink* and *swimsuit* together. Ask pupils to repeat the words. Then invite them to name pink objects in the classroom. Use the pictures in Frame 3 to teach *duck* and *bath*.
- Practise the pronunciation of /ɪ/ in *swimsuit*, /ɜ:/ in *surf* and the long vowel sound /ɑ:/ in *bath*.
- Practise the vocabulary by pointing to pictures and asking individual pupils to say the words.
- Spell words, e.g. S-W-I-M-S-U-I-T and ask pupils to call out the word.

1 Listen and read.

- Ask pupils to describe what they see in each of the pictures using L1 and say what happens at the end. (The toys appear to be playing in the sea, but actually they're in the bathtub.)
- Point to the new words at the top of page 89 and ask pupils to find them in the story.
- Play the audio and tell pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues and encourage them to imitate the intonation on the audio.

7a

We're sailing!

1 Listen and read.



3 Help! A yellow monster is coming!



2 Write the names.

- 1 Robbie is diving.
- 2 Katie is surfing.
- 3 Fifi is taking a photo.
- 4 Katie is wearing a pink swimsuit.
- 5 Pete is sitting on the duck.



- Put pupils into groups of four and ask them to act out the story.

2 Write the names.

- Draw pupils' attention to the example. Tell them to find the information in the story. Then ask *Who is surfing/ taking a photo?* and elicit the answers.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 Robbie (example) 2 Katie 3 Fifi 4 Katie 5 Pete

Let's talk!

- Point to Frame 2. Read out what Robbie and Pete say: *Look at me!* Explain that we say this when we want somebody to see how good we are at doing something. Give the L1 equivalent if necessary.
- Get pupils to mime an action (swimming, diving, taking a photo) and say *Look at me!*

3 Read and learn.

- Point to Katie in Frame 1 and say *She's wearing a pink swimsuit* and ask pupils to repeat the sentence. Then point to Pete in Frame 2 and say *He's swimming*. Write the sentences on the board.
- Ask in L1 *Is Katie wearing the swimsuit right now or does she wear it all the time?* Ask similar questions about *He's swimming*.
- Tell pupils to read the sentences in the **Read and learn** box. Then ask them to find similar sentences in the story. Once they have found them, ask again, e.g. *Are they sailing right now?*
- Use L1 to explain that we use this verb form when we talk about something happening right now, not for something that is happening all the time.
- Point to **LOOK!** Find out if they remember that *I'm* is the short form of *I am*, that the *a* of *am* has 'disappeared' and that it is easier to say *I'm* than *I am*. Do the same for *he's = he is* and *we're = we are*.



sail



pink



swimsuit



surf



duck



bath

Unit 7

3 Read and learn.

Present continuous

Affirmative

I'm wearing my swimsuit.

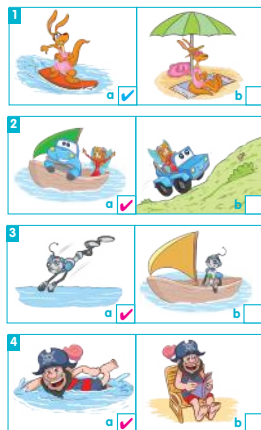
He/She/It's swimming.

We/You/They're diving.



I'm = I am
he's = he is
we're = we are

5 Listen and ✓.

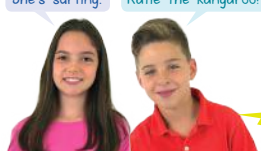


4 Complete the sentences. Use the present continuous.



- The rabbits are surfing (surf).
- The hippo is swimming (swim).
- The cat is wearing (wear) a blue swimsuit.
- The mice are sitting (sit) under an umbrella.
- The dragon is diving (dive).

6 Play the game.



4 Complete the sentences. Use the present continuous.

- Draw pupils' attention to the example. Go through the exercise orally first. Tell them to find the words in the story and Exercise 2 if they are not quite sure about the spelling (swim/sit double the consonant, dive loses the e).
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 are surfing (example) 2 is swimming 3 is wearing
4 are sitting 5 is diving

Now ask pupils to look at the **Read and learn** box again.

5 Listen and ✓.

- Ask pupils to look at the pairs of pictures and make sentences about what they can see, e.g. *Katie/She's surfing/She's sitting under an umbrella.*
- Play the audio, pausing after the example. Ask them what they heard (*She's surfing*).
- Play the audio from the beginning, but this time do not stop. Pupils listen and tick the answers.
- Play the audio again and encourage pupils to check their answers.
- Check the exercise orally with the class.

Answers

1 a (example) 2 a 3 a 4 a

Audioscript

- | | |
|-------------------------------------|---------------------------|
| 1 Pete: Where's Katie? | 3 Katie: Where's Robbie? |
| Robbie: Look! | Fifi: Look! |
| Pete: Wow! She's surfing! | Katie: Wow! He's diving. |
| 2 Robbie: Where are Jimmy and Fifi? | 4 Fifi: Where's Pete? |
| Pete: Look! | Katie: Look! |
| Robbie: Wow! They're sailing! | Fifi: Wow! He's swimming! |

Optional activity: Game

Tell pupils that they are going to play a guessing game.

- For this exercise, you will need the word cards. Briefly review the verbs by holding up the cards and asking pupils to mime the actions. Then give each pupil a word card and tell them they must not show it to anybody.
- Ask a pupil to mime her/his verb. Say *You are eating (an ice cream)*. At this point, it is OK if pupils answer with *Yes/No*.
- Give each pupil a turn at miming a verb. The rest of the pupils guess by saying *You are ...*. The pupil who is miming answers *Yes/No*.
- Avoid interrupting the game to correct pupils. Once the game is over, you can write some of the most frequent errors on the board and ask pupils to correct them.

6 Play the game.

- Ask pupils to look at the pictures and invite them to make a sentence about each, e.g. *Pete is swimming*.
- Demonstrate the game by asking two pupils to read out the dialogue.
- Put pupils into pairs and get them to play the game. Monitor and help them if necessary, but avoid correcting them while they are speaking.
- Once pupils have completed the exercise, review the most common mistakes you have noticed, especially the ones related to the present continuous.

Answers

- She's singing: Fifi
- She's surfing: Katie (example)
- He's taking a photo: Robbie
- They're driving: King and Queen
- He's swimming: Pete
- They're riding a scooter: two robots

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Complete.

Answers

1 are having (example) 2 am wearing 3 are sitting
4 is diving 5 is climbing 6 are swimming

2 Look and write.

Answers

1 are sailing (example) 2 is swimming 3 is eating
4 is wearing 5 is playing 6 is sitting

3 Circle.

Answers

Across: rabbit,
Down: hippo, umbrella, dragon, duck

Activity Book

Pupils can now do the exercises in Unit 7, Lesson 7a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for the class to copy it into their notebooks.

- Dictation: *sail, pink swimsuit, surf, duck, bath*

Lesson aims

- To learn the words *park, game, hide, have fun, chase*
- To learn *I'm not surfing. He/She/It isn't hiding. We/You/They aren't swimming.*
- To learn *Am I surfing? Is he/she/it hiding? Are you/we/they swimming?*
- To learn the short answers *Yes, I am./No, I'm not. Yes, he is/No, he isn't. Yes, we are/No, we aren't.*

Materials

Make two or three more sets of the word cards for action verbs in Lesson 7a. Add *play, hide* and *chase*.

Review

- Ask groups of pupils to read out the story on page 88 of the Pupil's Book (Unit 7, Lesson 7a).
- Play the guessing game from the previous lesson (Optional activity, Lesson 7a).

Checking homework

- Check pupils' answers in the Activity Book, Unit 7, Lesson 7a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

Before teaching the new words, give pupils time to look at the pictures in the story.

- Point to all the pictures and ask *Where are the toys playing?* Say *In the park* and ask pupils to repeat the word.
- Point to Frame 2 to teach *Pete is hiding*. Point to Frame 2 to teach the word *game*. Follow the same procedure to teach *Jimmy is chasing a duck*.
- Point to all the pictures and say *They are having fun*. Ask pupils to repeat, then give them the expression they use in L1.
- Practise the new words by pointing to a frame and asking individual pupils to say the word.

1 Listen and read.

- Ask pupils to look at the story again. Ask them to describe what they see in the pictures using L1 and say what happens at the end (the toys are playing in the park, Jimmy is chasing a duck).
- Point to the new words at the top of page 93 and ask pupils to find them in the story.
- Play the audio and tell pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues.
- Get pupils into groups of three and ask them to act out the story.

2 Write Yes or No.

- Draw pupils' attention to the example. Ask them to read items 2–5 and to look at the pictures.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

1 Listen and read.

1 Today the toys are playing in the park.



3 The toys are having fun in the park.



2 Where's Pete?

He's playing a game with Fifi. He's hiding behind the tree!



2 Write Yes or No.

- 1 The toys are playing in the toy room. No
- 2 Robbie is riding his bike. No
- 3 Pete is hiding behind a tree. Yes
- 4 The toys are having fun in the park. Yes
- 5 The ducks are chasing Jimmy. No

Answers

1 No (example) 2 No 3 Yes 4 Yes 5 No

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Use the word cards. Choose a card and mime the action. Ask pupils to guess the action and write on the board, e.g. *I'm swimming* ✓. Then choose another card, e.g. *hide*, but mime a different action. Write on the board *I'm not hiding* ✗.
- Ask a pupil to choose a card and show it to the class while miming a different action. Help them make negative sentences, e.g. *He isn't/You aren't eating*. Follow the same procedure to present negative sentences with all the subject pronouns.
- Tell pupils to read out the sentences in the **Read and learn** box. Then ask them to find similar sentences in the story.

4 Read and circle.

- Draw pupils' attention to the example.
- Ask pupils to read items 2–6 and tell you what they have to circle.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 isn't (example) 2 aren't 3 'm not
4 isn't 5 aren't 6 isn't

3 Read and learn. (Stage 2)

- Use the same word cards to present the questions. This time mime an action and ask *Am I swimming?* Write the



park



game



hide



have fun



chase

Unit 7

3 Read and learn.

Present continuous

Negative

I'm **not** surfing.
He/She/It **isn't** hiding.
We/You/They **aren't** swimming.

Questions

Am I surfing?
Is he/she/it hiding?
Are you we/you/they swimming?

Short answers

Yes, I am. No, I'm not.
Yes, he is. No, he isn't.
Yes, we are. No, we aren't.

4 Read and circle.

- Katie **isn't** / **aren't** reading a book.
- The toys **aren't** / **isn't** swimming.
- I'm **not** / **aren't** chasing you.
- Robbie **isn't** / **aren't** riding his scooter.
- We **isn't** / **aren't** playing in the park.
- Fifi **isn't** / **aren't** dancing.

5 Complete the sentences. Use the present continuous.



- 1 Is she **riding** (she / ride) her bike?
No, she **isn't**.
She **'s playing** (play) basketball.



- 2 Are they **sleeping** (they / sleep)?
No, they **aren't**.
They **are chasing** (chase) the cats.



- 3 Is he **dancing** (he / dance)?
No, he **isn't**.
He **'s singing** (sing).



- 4 Are they **swimming** (they / swim)?
No, they **aren't**.
They **are surfing** (surf).

6 Listen and say the chant.



Gary's got a big frog,
Gavin's got a big frog.
Go! Go! Go!

- Ask a pupil to mime her/his verb. Say *Are you eating an ice cream?* The pupil has to answer with a short question.
- Give each pupil at least one turn at miming a verb. The rest of the pupils guess the action.

6 Listen and say the chant.

- Tell pupils to look at the picture and invite them to make sentences, e.g. *This is a frog.*
- Tell pupils to read the chant silently. Ask them *Who is Gary/Gavin?* and ask them to point to the boys.
- Play the audio and ask pupils to follow the chant in their books.
- Say the chant, one line at a time, and ask pupils to repeat after you. Ask individual pupils to repeat and help them with pronunciation of the different vowel sounds in *frog /ɒ/* and *go /əʊ/*.
- Play the audio again and get pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Write questions.

Answers

- Is he chasing the ducks? (example)
- Are they playing a game?
- Are you hiding behind the tree?
- Is she wearing her new swimsuit?

2 Complete the questions and answers.

Answers

- I'm not / we aren't (example)
- he is
- they are
- she isn't
- we / you aren't
- you are

3 Look and write.

Answers

- sitting (example)
- hiding
- sailing
- diving
- surfing
- chasing
- driving
- sailing
- having
- singing

Activity Book

Pupils can now do the exercises in Unit 7, Lesson 7b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *park, hide, have fun, game, chase*

question and the positive short answer on the board. Then choose another card, e.g. *hide*, but mime a different action. Ask *Am I hiding?* Write the question and the negative short answer on the board.

- Ask pupils to choose a card, mime the action and ask a question. Encourage the class to use short answers. Follow the same procedure to present the questions and short answers with all the subject pronouns.
- Ask individual pupils to read out the sentences in the **Read and learn** box. Ask pupils to find similar questions and short answers in the story.

5 Complete the sentences. Use the present continuous.

- Ask pupils to look at Picture 1 and make sentences about it, e.g. *She's playing basketball.* Then draw their attention to the example. Repeat the procedure to go through items 2–4 orally first.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- Is she riding, isn't, 's playing (example)
- Are they sleeping, aren't, are chasing
- Is he dancing, isn't, 's singing
- Are they swimming, aren't, are surfing

Optional activity: Game

Tell pupils that they are going to play a guessing game.

- For this exercise, you will need the word cards. Briefly review the verbs by holding up the cards and asking pupils to mime the actions. Then give each pupil three words cards and tell them they must not show them to anybody. Invite them to make affirmative and negative sentences as well as questions. Write an example of each on the board so that pupils can refer to them for help during the game.

Lesson aims

- To learn the words *make a sandwich*, *cook*, *have a picnic*, *climb*
- To develop reading skills
- To develop writing skills

Materials

- Flashcards: *make a sandwich*, *cook*, *have a picnic*, *climb*
- Word cards from Lesson 7a and 7b

Checking homework

- Check pupils' answers in the Activity Book, Unit 7, Lesson 7b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- To revise all the forms of the present continuous, play the guessing game from Lesson 7b.
- Ask groups of pupils to act out the story on page 92 of the Pupil's Book (Unit 7, Lesson 7b).

Vocabulary presentation

You can use the pictures at the top left of page 96 of the Pupil's Book to teach the new words.

- Point to the picture of the woman *making a sandwich* or hold up the flashcard and say the phrase. Ask pupils to repeat the phrase. Then give each pupil the chance to say the phrase individually.
- Repeat the procedure to teach the rest of the words/phrases. Practise the pronunciation of the stress in the phrases *make a sandwich* and *have a picnic*.
- Practise the vocabulary by pointing to a picture or flashcard and asking individual pupils to say the word/phrase.

1 Look. Then read and find the picture.

- Point to the pictures and ask pupils to describe what is happening in each of them. Then tell them to spot the differences, e.g. *In picture A, a man is sitting under the umbrella. In picture B, a woman is sitting under the umbrella.*
- Tell the class to read the text and to find out which picture it describes. Tell them that it helps if they underline phrases like *isn't playing football*.
- When checking the answer, make sure pupils explain their choice.

Answers

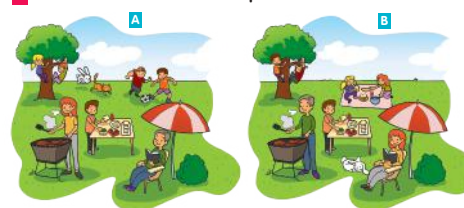
picture B

2 Look at picture A. Then complete the sentences.

- Ask pupils to read the example and the word in the box. Draw their attention to the changes that have been made to the verb.
- Ask pupils to read the whole text and to tell you what they have to write in each gap. Make sure they check their answers carefully with picture A.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.



1 Look. Then read and find the picture.



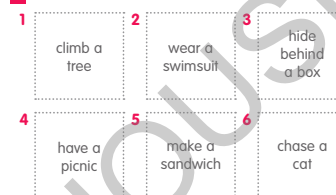
In this picture, Tom isn't playing football. He's making a sandwich. His mum is sitting under the umbrella and she's reading a book. His dad is cooking. His sisters are having a picnic. His friends are climbing a tree. His pet rabbit isn't chasing the cat. It's sleeping. Is it picture A or picture B? It's **B**.

2 Look at picture A. Then complete the sentences.

read chase
make sit
climb cook
have

Tom (1) is making a sandwich. His pet rabbit (2) is chasing the cat. His dad (3) is sitting under an umbrella and he (4) is reading a book. His mum (5) is cooking. His sisters (6) are climbing a tree. They (7) are having fun in the garden.

3 Read and find the stickers.



4 Write.

- 1 She 's climbing a tree.
- 2 He 's wearing a swimsuit.
- 3 He 's hiding behind a box.
- 4 They are having a picnic.
- 5 She 's making a sandwich.
- 6 The ducks are chasing a cat.

Answers

1 is making (example) 2 is chasing 3 is sitting
4 is reading 5 is cooking 6 are climbing 7 are having

3 Read and find the stickers.

- Tell pupils to find the stickers for Unit 7 at the back of the Pupil's Book. Once they have done so, ask them to find the sticker with the *girl climbing a tree* and stick it on Square 1.
- Ask pupils to read the descriptions in Squares 2–6 and tell you which sticker belongs in each square.
- Tell pupils to put the stickers in the right square in their books.

Optional activity

Tell the class that they are going to play a guessing game. Demonstrate it first with a pupil.

- Tell a pupil to *think* of one of the sticker pictures. Then ask a question e.g. *Is she climbing a tree?* The pupil answers *Yes, she is/No, she isn't*. Continue asking questions until you have guessed the right picture.
- Put pupils in pairs and ask them to play the game. Monitor and help where necessary. Alternatively, you can play it with the whole class.

4 Write.

- Point to the example, drawing pupils' attention to *She's climbing a tree*. Explain that the sentences are about the pictures in Exercise 3.
- Now ask pupils to read items 2–6 and to tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 's climbing a tree (example)
- 2 's wearing a swimsuit
- 3 's hiding behind a box
- 4 are having a picnic
- 5 's making a sandwich
- 6 are chasing a cat

1 Read.



1 Hi! I'm Philip. This is my family. We're having a barbecue in our garden. My grandpa is cooking. He's a very good cook.



2 Hi! My name's Tina. Today I'm playing with my cousin. His name's Steven. We're climbing a big tree! I'm wearing my new pink jacket.



3 Hi! My name's Yoshi. I'm from Japan. I'm at the park with my family. I've got a new football, but we're not playing football now. We're having a picnic.

2 Read and match.

- | | | |
|----------|---|----------------------------|
| 1 Philip | a | is climbing a big tree. |
| 2 Steven | b | is wearing her new jacket. |
| 3 Tina | c | is having a picnic. |
| 4 Yoshi | d | is having a barbecue. |

3 Read, draw and write.

Today I'm having fun in the garden. My brother is riding his scooter and my sister is playing football.

Kids' planet

1 Read.

- Ask pupils to look at the pictures and talk about them, e.g. *They are in the park/garden. They are climbing a tree.* Point to Picture 1 and ask the class what the word *barbecue* might mean.
- Play the audio and tell pupils to follow the short texts in their books.
- Play the audio again, stopping after each short text. Encourage individual pupils to read out parts of the text. Praise them for their effort.

2 Read and match.

- Draw pupils' attention to the phrases in the second column of the exercise and tell them they have to match them with names in the first column.
- Now ask the class *Who is having a barbecue?* and elicit the answer (Philip). Follow the same procedure to go through the exercise orally first.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 d (example) 2 a 3 b 4 c

3 Read, draw and write.

- Read out *Read, draw and write*. Ask pupils to describe a place where *they* spend time with their families, e.g. garden, park, playground. Invite them to make a drawing.
- Ask a pupil to read the model text. Then ask them to highlight what they have to change in the text in order to describe their own picture.
- Tell pupils to write three sentences about themselves. Explain that they can base their sentences on the ones in the Pupil's Book but that they have to replace the highlighted parts.

- Monitor pupils while they are writing.

Optional activity

- Once pupils have completed their own drawing, display their work on the board and help each child to make a sentence e.g. *My mum is making a sandwich.*

Activity Book

Pupils can now do the exercises in Unit 7, Lesson 7c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for the class to copy it into their notebooks.

- Dictation: *make a sandwich, cook, have a picnic, climb*
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a piece of paper. Stick it on your drawing.

CLIL, page 98

PE (sports)

1 Look and write **W** (water), **L** (land) or **A** (air).

Have pupils look at the three sports photos in the table at the top. Read out the sports and sport types below. Ensure pupils are clear about the connection between the two. To ensure pupils have grasped this, you can ask about a sport they may know well, e.g. football, to elicit 'land'. Then have pupils look at photo 1 and read the caption, 'surfing'. Remind them of Lesson 7a, with Katie surfing. Point out that the answer is W for a 'water' sport. Ask pupils to look at the rest of the photos and note down water, land or air, then call out pupils to report the answers (2L; 3L; 4W; 5A; 6L). This can be done as pair or group work in class, and it is also a good activity for peer correction.

2 Hobby or sport? Look and circle.

Point to item 1, and ask pupils 'Is this a sport? Is it a hobby?' to elicit 'It's a hobby.' Have pupils look at the rest of the photos. Read out 'chess' and note the example answer, 'hobby'. Repeat the process for item 2, puzzles, hobby; 3, water polo, sport; 4, tennis, sport; and 5, cooking, hobby.

3 Read and circle.

Ask pupils if they know the national sport of their own country. Point out that most countries have a national sport, and that pupils can find out about three countries in this exercise. Draw pupils' attention to the flags and read out the sentences, or if pupils are confident, they can read them out themselves. Have pupils guess the answers if they don't already know, i.e. Spain – football; the USA – baseball; China – table tennis.

Values

Go round the class and ask if pupils are engaged in some sport or physical activity. Point out how important it is to take up a sport as a form of exercise rather than for competitive purposes. If pupils are not already involved in some sport, ask them about a sport they like or some of the sports on the page. Have pupils read the Values text and discuss the importance of physical activity for our health.

Lesson aims

- To learn the words *snowman, scarf, gloves, coat, skirt, boots*
- To learn *Whose scarf is this? It's Katie's scarf.*
- To learn *Whose boots are these? They're Pete's boots.*

Materials

- Real objects: scarf, gloves, coat, skirt, boots
- Classroom objects (what pupils have in their school bags)
- A small tablecloth (Optional activity)

Profile page, page 99

Ask pupils to look at the photos on page 99. Draw pupils' attention to the shoes and the pyjamas. You can also read out 'shoes' and 'pyjamas'. Point to the photos and ask 'Are these her shoes?' and 'Are these her pyjamas?' You may want to remind pupils of the possessive adjectives in Lesson 2b. Have pupils read out the speech bubbles, and repeat emphasising the genitives 'Mum's' and 'Dad's'. It may be helpful to also write these genitives on the board. To expand further, you can point to your own objects in class and have pupils say similar sentences using your name, e.g. 'This is Ms Lisa's notebook,' and then have pairs do the same with their own objects on their desktops or work areas. You can then lead directly into Lesson 8a.

My Zone

Colour by numbers.

Ask pupils to look at the snowman outline and familiarise them with the word. Draw pupils' attention to the numbered colours, and have them identify numbers, e.g. '1 is red. His hat is red.' Ask pupils to colour the outline with the given colour scheme. At the end of the colouring activity, pupils can show their work to the class in pairs and their partner can use a genitive, e.g. 'This is Peter's snowman.'

Checking homework

- Check pupils' answers in the Activity Book, Unit 7, Lesson 7c. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.
- Invite pupils to show the class their drawings and read out the text they wrote for homework.

Review

Display pupils' drawings and writings on the classroom walls and invite the class to go round and read each other's descriptions.

Vocabulary presentation

You can use real objects to teach the new words. Alternatively, you can use the pictures in the story.

- Draw a *snowman* on the board or point to the *snowman* in Frame 1 and say the word. Ask pupils to repeat the word. Repeat the procedure or use real objects to teach the rest of the words.
- Practise the vocabulary by pointing to a picture or real object and asking individual pupils to say the word.

Optional activity: Game

Tell pupils that they are going to play a game.

- Put pupils into two teams and give each team a name, e.g. The Jeeps and The Kangaroos. Write the team names on the board.
- Place the objects on your desk.
- Spell one of the words, e.g. S-C-A-R-F and ask a Jeep to point to the object and say the word. Award a point if the pupil gets it right.

1 Listen and read.

1 Today the toys are making a snowman.

Whose scarf is this?

It's Katie's scarf and these are Pete's gloves.

2 Whose coat is that?

It's Pete's coat.

Perfect! Thanks!

3 This is Katie's skirt and these are Pete's boots.

No, thank you.

4 Oh, no! Look at my snowman!

2 Write.

1 g loves 2 coat 3 scarf

4 boots 5 skirt

Let's talk!

Perfect! Thanks! No, thank you!

- Spell another word and ask a Kangaroo to point to the object and say the word.
- Once you have spelt all the words, you can ask Jeeps and Kangaroos to take turns to spell a word. The other team has to point to the object and say the word.

1 Listen and read.

- Ask pupils to look at the story. Encourage them to make sentences about the pictures, e.g. *It's a snowman*, and say what happens at the end. (The toys have used all the clothes to dress up the snowman.)
- Play the audio and tell pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues.
- Get pupils into groups of three and ask them to act out the story.

2 Write.

- Ask pupils to find the new words in the story and to highlight or underline them. Then ask them to tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 gloves (example) 2 coat 3 scarf 4 boots 5 skirt

Let's talk!

- Point to Frame 2. Read out what Robbie says: *Perfect! Thanks!* Explain that we say this when someone gives us something that we like. Give the L1 equivalent if necessary.

3 Read and learn.

- Hold up a scarf saying *This is a scarf*. Then hold up gloves saying *These are gloves*. Write both sentences on the board highlighting *This is* and *These are* and the plural *s*.
- Now hold up a pupil's scarf asking *Whose scarf is this?* Elicit the answer, then say *It's ...'s scarf*. Write the question and answer on the board below the sentence *This is a scarf*.



snowman scarf gloves coat skirt boots

Unit 8

3 Read and learn.

Whose and 's

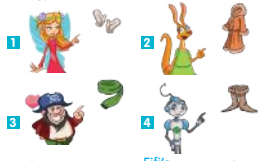
Whose scarf is this?
It's Katie's scarf.



Whose boots are these?
They're Pete's boots.



4 Write.



- 1 Those are Fifi's gloves.
- 2 That is Katie's coat.
- 3 That is Pete's scarf.
- 4 Those are Robbie's boots.

5 Complete the questions. Use whose.

- 1 Whose scooter is this?
It's Robbie's scooter.
- 2 Whose rings are these?
They're Katie's rings.
- 3 Whose camera is this?
It's Fifi's camera.
- 4 Whose socks are these?
They're Pete's socks.

7 Ask your friend.

6 Find and write. Use 's.



- 1 This is Robbie's helmet.
- 2 These are Katie's gloves.
- 3 This is Jimmy's camera.
- 4 These are Fifi's boots.
- 5 This is Pete's scarf.

Whose helmet
is this?

It's Robbie's
helmet.



Now ask pupils to look at the **Read and learn** box again.

6 Find and write. Use 's.

- Ask the class to look at the picture and name the items. Then ask about each object *Whose ... is this/are these?*
- Draw pupils' attention to the example and ask a pupil to read out the sentence.
- Then ask pupils to read items 2–5 and tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 Robbie's helmet (example) 2 Katie's gloves
3 Jimmy's camera 4 Fifi's boots 5 Pete's scarf

7 Ask your friend.

- Explain that they are going to work in pairs/group of three and ask each other questions about the objects in the picture in Exercise 6 and who they belong to.
- Tell the class to cover the text in Exercise 6 in their books. Ask two pupils to read out the dialogue to demonstrate the exercise.
- Put pupils into pairs and ask them to do the exercise. Monitor and help out if necessary. Make a note of the mistakes you hear, but avoid interrupting pupils.
- After completing the exercise, you can write some of the errors you have heard on the board and ask pupils to correct them.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Look, read and write.

Answers 1234

2 Complete the questions.

Answers

- 1 Whose, is (example) 2 Whose, is 3 Whose, are
4 Whose, are 5 Whose, is

3 Look and write.

Answers

- 1 snowman (example) 2 scarf 3 boots 4 coat
5 skirt 6 gloves

Activity Book

Pupils can now do the exercises in Unit 8, Lesson 8a. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *snowman, scarf, gloves, coat, skirt, boots*
- Draw a snowman in your notebook and dress him up.

- Follow the same procedure to teach *Whose gloves are these? They're ...'s gloves*. Explain that we say this when we want to find out who something belongs to.
- Practise the new language with other objects. If pupils are not sure about the meaning, give the L1 word/phrase.
- Ask individual pupils to read out the sentences in the **Read and learn** box. Then ask them to find similar questions and answers in the story.

Optional activity

- Cover a desk with the tablecloth. Ask each pupil to bring an object to the front (pencils, pens, scarves, gloves, etc.) and hide them under the tablecloth.
- Demonstrate the exercise by holding up an object asking *Whose pencil is this/gloves are these?* The owner should remain silent at this point, while the other pupils try to guess saying, e.g. *It's Anne's pencil/They're John's gloves*. The owner answers *Yes, (it is/they are)/No, (it isn't/they aren't)*.
- Ask pupils to take turns holding up objects and asking the questions.

4 Write.

- Point to the example, drawing pupils' attention to the picture and the name. Go through items 2–4 orally first.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 Fifi's (example) 2 Katie's 3 Pete's 4 Robbie's

5 Complete the questions. Use whose.

- Ask a pupil to read out the example and the answer.
- Go through the exercise orally first, asking pupils to tell you what they have to write. Tell them to highlight words like *this/these, It's/They're* to help them.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- 1 Whose, is (example) 2 Whose, are
3 Whose, is 4 Whose, are

Lesson aims

- To learn the words *saxophone, good, guitar, drums, piano, violin, bad*
- To learn *I/He/She/It/We/You/They can dance.*
- To learn *I/He/She/It/We/You/They can't dance.*
- To learn *Can I/he/she/it/we/you/they dance?*
Yes, I can/No, I can't. Yes, we can/No, they can't.
- To learn *Listen to me/you/him/her/us/them.*

Materials

- Make word cards for *saxophone, guitar, drums, piano* and *violin*.
- Make 2–3 sets of word cards for *dance, cook, dive, ski, climb, swim, sing, play the piano* and *play the guitar/drums/saxophone*.

Review

- Ask groups of pupils to read out the story on page 100 of the Pupil's Book (Unit 8, Lesson 8a).
- Do the optional activity from Unit 8, Lesson 8a.
- Ask pupils to show their snowmen to the class.

Checking homework

- Check pupils' answers in the Activity Book, Unit 8, Lesson 8a. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Vocabulary presentation

- You can use the pictures in the story to teach the new words. Alternatively, you can use word cards.
- Point to the *saxophone* or hold up the word card and say the word. Ask pupils to repeat the word. Then ask individual pupils to repeat the word.
 - Repeat the procedure to teach *guitar, drums, piano*, etc.
 - To teach *good* point to Frames 1–3, to teach *bad* point to Frame 4. Emphasise the meaning of the words with gestures and facial expressions.
 - Practise the vocabulary by pointing to a picture and asking individual pupils to say the word.

1 Listen and read.

- Ask pupils to look at the story and make sentences using the word cards, e.g. *This is a saxophone*. Ask them to tell you what happens at the end. (Lenny's family is very good at playing music, but his brother is very bad at playing the violin.)
- Point to the new words at the top of page 105 and ask pupils to find them in the story.
- Play the audio and tell pupils to follow the story in their books.
- Play the audio again, pausing after each picture. Ask pupils to repeat the dialogues and encourage them to imitate the intonation on the audio.
- Get pupils to act out the story.

2 Write Yes or No.

- Draw pupils' attention to the example and ask them to find the answer in the story. Then ask them to tell you what they have to write for items 2–5.
- Tell pupils to complete the exercise in their books. Remind them to check their answers in the story.
- Check the exercise orally with the class.

1 Listen and read.

1 Hi, Lenny! Can you play the saxophone? Yes, I can. Listen to me.

Wow! You're very good.

2 Can you play the guitar, too?

No, I can't. My sister can play the guitar. Listen to her.

3 My grandma can play the drums and my grandpa can play the piano. Listen to them.

4 This is my brother. He can't play the violin. Listen to him.

He's very bad!

2 Write Yes or No.

1 Lenny can play the saxophone.	Yes
2 Lenny's sister can play the piano.	No
3 Lenny's grandma can play the drums.	Yes
4 Lenny's grandpa can play the piano.	Yes
5 Lenny's brother can play the violin.	No

Answers

1 Yes (example) 2 No 3 Yes 4 Yes 5 No

3 Read and learn. (Stage 1)

It is a good idea to go through the **Read and learn** box in two stages.

- Draw three columns on the board, one for the affirmative, one for the negative and for the question form of *can*. Write ✓ for affirmative, ✗ for negative and ? for question forms above each column.
- Read an affirmative sentence in the **Read and learn** box (*I can dance*). Ask pupils to repeat. Write the sentence in the first column on the board. Take a word card and ask pupils to mime the action and say, e.g. *I can swim, He can cook, She can sing, We/You/They can dance*.
- Teach the negative form in the same way.
- To teach the question form, point to pictures in the story. Ask *Can Lenny play the saxophone? Can he play the guitar?* Help pupils to form the short answers *Yes, he can/No, he can't*.
- Ask pupils to find similar sentences in the story.

Optional activity

Use the word cards to play a miming game.

- Give pupils word cards. Ask them to mime the action, either showing they can do it/or they can't do it.
- Point to a symbol on the board (✓, ✗ or ?) and ask the class to make sentences about what they see, e.g. *She can swim/He can't sing. Can you play the saxophone?*

4 Write can or can't.

- Tell pupils to look at the picture and draw their attention to the example.
- Ask pupils to read the sentences for items 2–4 and tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 can't (example) 2 can 3 can 4 can't



Unit 8

3 Read and learn.

Can

Affirmative

I/He/She/It/We/You/They **can** dance.

Negative

I/He/She/It/We/You/They **can't** dance.

Questions

Can I/he/she/it/we/you/they dance?

Short answers

Yes, I **can**. Yes, we **can**.

No, I **can't**. No, they **can't**.

Object pronouns

I can sing. Listen to **me**.

You're behind the tree.

I can see **you**.

He can sing. Listen to **him**.

She can play the piano.

Listen to **her**.

We can play the guitar.

Listen to **us**.

They're dancing. Look at **them**.

4 Write can or can't.

1 He can't cook.

2 She can dance.

3 He can dive.

4 They can't ski.

6 Complete the sentences.

me him us them her

1 My sister can play the guitar.

Listen to her.

2 My brother can play the drums.

Listen to him.

3 I can dive. Look at me.

4 We can dance! Look at us.

5 My friends can swim. Look at them.

5 Listen and write Yes or No.

1 Matt Yes No

2 Ellie No Yes

3 Tom No Yes

7 Listen and say the chant.

Hello, **May!** This is **Fay**.
Can you **play today?**

3 Read and learn. (Stage 2)

- Read out the first pair of sentences and write them on the board highlighting **I** in the first sentence and **me** in the second sentence. Draw pupils' attention to the position of the pronoun in the sentence, but avoid using the term *Object pronoun* at this stage.
- Follow the same procedure to teach the rest of the pronouns.

6 Complete the sentences.

- Draw pupils' attention to the example and the words in the box. Point out *sister (she)* and the word *her*.
- Ask pupils to read the sentences for items 2–5 and tell you what they have to write.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

1 her (example) 2 him 3 me 4 us 5 them

7 Listen and say the chant.

- Point to the picture of Fay and May.
- Play the audio and ask pupils to follow the chant in their books.
- Say the chant and encourage pupils to repeat after you. Ask individual pupils to repeat.
- Play the audio again and get pupils to chant along rhythmically.

Over to you!

- Play the audio and tell the pupils to look at the words in the presentation.
- Explain to the pupils that the presentation revises the grammar and some of the vocabulary they have learnt on the previous two pages. Point out the relevant grammar points being presented.
- Pupils can now do the exercises, either as a class or individually.

1 Complete.

Answers

1 Can he, he can (example) 3 Can she, she can

2 Can they, they can't 4 Can he, he can't

2 Complete.

Answers

1 her (example) 2 me 3 us 4 them 5 him 6 you

3 Look and write.

Answers

1 piano (example) 2 saxophone 3 drums 4 violin
5 guitar

Activity Book

Pupils can now do the exercises in Unit 8, Lesson 8b. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks.

- Dictation: *saxophone, good, guitar, drums, piano, violin, bad*

5 Listen and write Yes or No.

- Ask pupils to look at the pictures.
- Play the audio, pausing after the example. Ask pupils what they heard (*Can you play the drums?*).
- Encourage pupils to predict the questions for the other items.
- Play the audio from the beginning, but this time do not stop. Pupils listen and write the answers.
- Play the audio again and encourage pupils to check their answers.
- Check the exercise orally with the class.

Answers

1 Yes (example), No 2 No, Yes 3 No, Yes

Audioscript

1 Girl: Matt?

Matt: Yes?

Girl: Can you play the drums?

Matt: Yes, I can! Listen to me.

Girl: Wow! You're very good! Can you play the piano?

Matt: Er ... the piano? No, I can't! Listen to me.

2 Boy: Ellie?

Ellie: Yes?

Boy: Can you play the piano?

Ellie: Er ... the piano? No, I can't. Listen to me!

Boy: Oh, no! Stop! Can you play the guitar?

Ellie: Yes, I can! Listen to me!

3 Girl: Tom?

Tom: Yes?

Girl: Can you play the violin?

Tom: The violin? No, I can't! Listen to me!

Girl: Oh, no! Stop! Stop! Can you play the saxophone?

Tom: The saxophone? Yes, I can! Listen to me!

Lesson aims

- To learn numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
- To develop reading skills
- To develop writing skills

Materials

- Make number cards for 10–100 in units of 10 on one side and the number words on the other side.
- Materials for Bingo

Checking homework

- Check pupils' answers in the Activity Book, Unit 8, Lesson 8b. The Answer Key is at the back of the Teacher's Book.
- Give dictation from the previous lesson.

Review

- To revise *can*, do the optional activity from Unit 8, Lesson 8b.
- Ask groups of pupils to act out the story on page 104 of the Pupil's Book (Unit 8, Lesson 8b).

Vocabulary presentation

You can use the numbers at the top left of page 108 of the Pupil's Book or cards to teach the numbers.

- Hold up or point to number 10 asking pupils to say it. Teach the rest of the numbers, paying careful attention to the pronunciation of the final syllable in the numbers from twenty to ninety. Practise the different pronunciation of the final syllable in *thirteen* and *thirty*, *fourteen* and *forty*, etc.
- Give pupils further practice holding up the number cards either showing the number or the number word.

1 Listen and sing.

- Ask pupils to look at the picture and to tell you what they can see.
- Play the audio and ask pupils to follow in their books.
- Read out the song, one line at a time, and ask the class to repeat chorally. Pay careful attention to the pronunciation of the final syllables.
- Play the audio again and invite pupils to sing along.

2 Match and write.

- Go through the exercise orally first. Ask pupils to match the words to the numbers with their fingers first.
- Tell pupils to match the numbers in their books. Then ask them to write the numbers.
- Check the exercise orally with the whole class.

Answers

10 ten	20 twenty	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty
90 ninety	100 one hundred		

3 Read and find the stickers.

- Tell the class to find the stickers for Unit 8 at the back of the Pupil's Book. Once they have done so, encourage them to make sentences about them, e.g. *It's a piano. It's 100.*

1 Listen and sing.

Can you count?
Can you count?
Oh yes, I can! Listen to me!
Ten, twenty, thirty,
forty, fifty, sixty,
seventy and eighty,
ninety, one hundred!

2 Match and write.

ten thirty
twenty forty
thirty fifty
forty sixty
fifty seventy
sixty eighty
seventy ninety
eighty one hundred

3 Read and find the stickers.

1 thirty
2 eighty
3 one hundred
4 forty
5 seventy
6 twenty

4 Write.

1 Number thirty is a guitar.
2 Number eighty is a scarf.
3 Number one hundred is a piano.
4 Number forty is a coat.
5 Number seventy is a skirt.
6 Number twenty is a saxophone.

- Ask a pupil to read out the number in Square 1. Then ask the class to find the correct sticker for that square. Repeat the procedure for Squares 2–6. Do not let pupils put the stickers in their books yet.
- Tell pupils to put the stickers in the correct square in their books. Monitor and help them if necessary.

Optional activity: Game

To practise the numbers, you could play Bingo. To make it more challenging, you could include all the numbers from 10–100.

4 Write.

- Point to the example, drawing pupils' attention to *Number thirty is a guitar*. Explain that the sentences are about the pictures in Exercise 3.
- Now ask pupils to tell you what they have to write for items 2–6. Tell them that if they need help with the spelling, they can look at the number words at the top left of page 108 of their books or in Exercise 2.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- Number thirty is a guitar. (example)
- Number eighty is a scarf.
- Number one hundred is a piano.
- Number forty is a coat.
- Number seventy is a skirt.
- Number twenty is a saxophone.

Kids' planet

1 Read.

- Ask pupils to look at the pictures and make sentences about the children and their musical instruments, e.g. *The boy can play the piano./The boy is playing the piano.*

1 Read.

1 Hello! My name's George. I can't play the guitar but I can play the piano. This is my piano teacher. His name's Paul. He can play the piano very well!



2 This is my sister. Her name's Jenny. She can't play the piano but she can play the guitar. She's very good!



3 This is my aunt. Her name's Tessa. She can't play the guitar but she can play the violin. The young boy in the picture is my cousin Daniel. Daniel can play the violin, too. He's very good!

2 Complete the sentences.

- 1 George can play the piano.
- 2 Paul is George's (piano) teacher.
- 3 Jenny can play the guitar.
- 4 Daniel is George's cousin.
- 5 Tessa and Daniel can play the violin.

3 Read, draw and write.

I'm Anna. I can play the guitar. This is my friend Andrew. He can't play the guitar but he can play the drums.

- Play the audio and tell pupils to follow the texts in their books.
- Play the audio again, stopping after each short text. Invite individual pupils to read out parts of the text. Praise them for their effort. Do not worry if they make mistakes at this stage.
- Ask questions about each picture. Point to the piano teacher and ask *Who is this? Can he play the ...?* Encourage pupils to find the answers in the texts. Continue asking questions until each pupil has had a chance to answer.

2 Complete the sentences.

- Draw pupils' attention to the first sentence and ask them to tell you what they have to write. This should be easier for them if they have been able to answer the questions in the previous exercise.
- Go through items 2–5 orally first.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class.

Answers

- | | | |
|-------------------|-------------------|----------|
| 1 piano (example) | 2 (piano) teacher | 3 guitar |
| 4 cousin | 5 violin | |

3 Read, draw and write.

- Ask pupils to tell you if they play an instrument. Give them time to talk about their experiences. You might have to give them more words, e.g. *recorder, keyboard*.
- If some pupils do not play any instrument, ask them which one they would most like to play.
- Draw pupils' attention to the text and ask them to read it. Then ask them to highlight the information they have to change in the text in order to write about themselves.
- Tell pupils to write three sentences about themselves. Explain that they can base their sentences on the ones in the Pupil's Book but that they have to replace the highlighted parts.

- Pupils who don't play a musical instrument can write about their friend.
- Monitor pupils while they are writing.

Activity Book

Pupils can now do the exercises in Unit 8, Lesson 8c. You can set some or all of these exercises for homework.

Homework

Write the homework on the board and allow enough time for pupils to copy it into their notebooks. It might be necessary to help some of the slower pupils.

- Dictation: numbers 10–100 (At this stage, pupils should not be expected to be able to write the number words. They have to be able to understand when they hear them and they should also be able to say them.)
- Copy the text you wrote for **Kids' planet**, Exercise 3 on a piece of paper and draw a picture of yourself/your friend playing an instrument.

CLIL, page 110

Music (musical instruments)

1 Circle the odd one out.

Remind pupils of the texts about children and musical instruments in **Kid's planet** on page 109. Ask them to look at the instruments in item 1, and explain why the drums are 'the odd one out' (the rest are strings). Ask pupils to look at the instruments in item 2. Help pupils who may not have experience with instruments by miming the action of playing a keyboard or a drum, so that the answer, d, becomes apparent. Repeat similarly or have pupils mime and select the odd one out for item 3, d (brass, the rest are drums), and 4, b (piano, the rest are brass instruments).

2 Listen and ✓.

Have pupils look at the musical instruments and read their names several times so that they become familiar with the words. Ask if any pupils play any of the instruments. Play the audio and pause each time until all pupils are confident they can identify the instrument. After you play each item, repeat the instruments for pupils to call out the correct one, e.g. '2, saxophone or violin?', etc. Reward for correct answers, 2, violin; 3, drums; 4, flute.

3 What is your favourite musical instrument? Look and ✓.

This is an open-ended activity to allow pupils to personalise. Some pupils may already have a preferred instrument and/or one they (are learning to) play. For pupils who are not involved with musical instruments, ask them what they would like to try or which instruments they like to listen to. Repeat the names of the instruments from Exercise 2 above so that pupils are confident in using them.

Values

Discuss with pupils how music makes people more sociable. Remind them how people throughout the world use music in celebrations, and how it makes people enjoy themselves by connecting to others. Ask if they prefer to listen or play music. Bring appropriate music to class and let pupils enjoy it actively in class for a few minutes, or ask them to bring their own preferred songs for the lesson.

Revision 4

Lesson aims

To revise the language in Units 7–8, including:

- Vocabulary
 - story words
 - outdoor activities
 - clothes
 - music
 - numbers 10–100
- Grammar
 - Present continuous affirmative, negative, questions and short answers
 - whose and 's
 - can affirmative, negative, questions and short answers
 - object pronouns

Materials

- Materials for Bingo
- Real objects: gloves, boots, scarf, coat, skirt
- Word cards:
 - gloves, boots, scarf, coat, skirt (if real objects are not available)
 - numbers 10–100
 - swim, dive, play, have, surf, climb, dance, sail, chase, fly, cook
 - saxophone, guitar, drums, piano, violin

Checking homework

- Check pupils' answers in the Activity Book, Unit 8, Lesson 8c. The Answer Key is at the end of the Teacher's Book.
 - Invite pupils to show the class their drawings. Display their work on the classroom walls.
 - Give dictation from the previous lesson.
- Explain to pupils that this lesson reviews the language they have learned so far in Units 7 and 8.
- At this stage, it is important to develop pupils' ability to understand the instructions in the Pupil's Book, Activity Book, etc. so it is a good idea to start asking pupils to read out the instructions for exercises. Encourage them to tell you in L1 what they have to do.

1 Write.

- You can use real objects (e.g. gloves, a scarf) and word cards for the objects pupils have learned in Unit 8a. Hold up a word card or object and ask pupils to say the word. Then ask them to spell or write the word on the board.
- Draw pupils' attention to the example and the word *gloves*.
- Tell pupils to complete the exercise in their books.
- Check the exercise orally with the class, asking pupils to spell the words they have written.

Answers

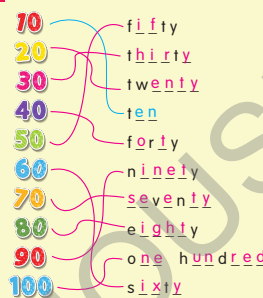
- 1 gloves (example) 2 boots 3 skirt
4 coat 5 scarf

Revision 4

1 Write.



2 Write and match.



3 Write.



1 This is Lenny's saxophone.



2 This is Robbie's guitar.



3 These are Pete's drums.



4 This is Katie's piano.

4 Complete the sentences. Use the present continuous.

- 1 Robbie is swimming (swim).
- 2 Pete and Katie are diving (dive).
- 3 Jimmy is playing (play) in the park.
- 4 You are surfing (surf).
- 5 We are having (have) fun.
- 6 I am climbing (climb) a tree.

2 Match and write.

- To revise numbers 10–100, you can play a game of Bingo.
- Then draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books and to check the numbers on page 108 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

10 ten	20 twenty	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty
90 ninety	100 one hundred		

3 Write.

- You will need the word cards to revise *saxophone*, *guitar*, *drums* and *piano*. Ask four pupils to come to the front and give each a word card.
- Point to the pupil holding the saxophone word card and say e.g. *This is Helen's saxophone*. Repeat the procedure with the rest of the words.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 101 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 Lenny's saxophone (example)
- 2 Robbie's guitar
- 3 Pete's drums
- 4 Katie's piano

Revision 4

5 Complete the questions and answers. Use the **present continuous**.



- 1 Is Katie diving (dive)?
No, she isn't.
- 2 Is Robbie sailing (sail)?
Yes, he is.
- 3 Are Fifi and Jimmy dancing (dance)?
No, they aren't.
- 4 Are the ducks chasing (chase) the rabbit?
Yes, they are.

6 Complete the sentences.

her him us them me

- 1 That's my brother. Look at him.
- 2 She's my teacher. Listen to her.
- 3 They're my friends. Look at them.
- 4 I'm very tall! Look at me.
- 5 We're funny! Look at us.

7 Complete the questions and answers. Use **can**.

- 1 Can mermaids swim (swim)?
Yes, they can.
- 2 Can Fifi fly (fly)?
Yes, she can.
- 3 Can Robbie play (play) the violin?
No, he can't.
- 4 Can Jimmy and Pete cook (cook)?
No, they can't.

8 Write about you.

I can play the piano but I can't play the guitar.
I can swim but I can't surf.

Pupil's own answer

Revision 4

Answers

- 1 Is, diving, she isn't (example)
- 2 Is, sailing, he is
- 3 Are, dancing, they aren't
- 4 Are, chasing, they are

6 Complete the sentences.

- Draw pupils' attention to the example and ask them to highlight *my brother* and *him*. Go through items 2–5 orally first.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 105 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 him (example)
- 2 her
- 3 them
- 4 me
- 5 us

7 Complete the questions and answers. Use **can**.

- To revise *swim, play, dive, surf climb, chase, sail, dance, cook, fly, play (the violin)*, hand out word cards. Ask a pupil e.g. *Can you climb a tree?* If the pupil has the *climb* word card, he answers *Yes, I can*. Otherwise he/she answers *No, I can't*. Repeat the procedure with the rest of the words.
- Draw pupils' attention to the example and ask them to complete the exercise in their book.
- When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 105 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 Can, swim, they can (example)
- 2 Can, fly, she can
- 3 Can, play, he can't
- 4 Can, cook, they can't

8 Write about you.

- Tell the pupils to write about themselves. Ask them to read the model text and highlight the words they have to change.
- Monitor pupils while they are writing and help them correct any mistakes they have made.

4 Complete the sentences. Use the **present continuous**.

- To revise *swim, play, dive, surf* and *climb*, ask five pupils to come to the front of the classroom. Whisper one of the words in their ear and ask them to mime the word. Say e.g. *John is swimming*. Repeat the procedure with the rest of the words.
- Now whisper the words to two pupils at the same time and ask them to mime the exercise together. Elicit e.g. *Pete and Katie are swimming*.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 89 of the Pupil's Book.
- Check the exercise orally with the class.

Answers

- 1 is swimming (example)
- 2 are diving
- 3 is playing
- 4 are surfing
- 5 are having
- 6 am climbing

5 Complete the questions and answers. Use the **present continuous**.

- To revise *sail, chase* and *dance*, ask three more pupils to come to the front and tell them to mime the action. This time ask *Are you dancing?* and elicit the answer *Yes, I am/ No, I'm not*. Repeat the procedure with the rest of the words.
- Draw pupils' attention to the example.
- Tell pupils to complete the exercise in their books. When they have finished, encourage them to check their answers by looking at the **Read and learn** box on page 93 of the Pupil's Book.
- Check the exercise orally with the class.

Activity Book

Pupils can now do the exercises in Revision 4. You can set some or all of these exercises for homework.

Key to Tests

Unit 1 Test

- 1
 - 1 men (example); 2 women; 3 teeth;
 - 4 children; 5 people; 6 mice
- 2
 - 1 These, watches (example);
 - 2 That, castle; 3 Those, robots;
 - 4 This, box; 5 These, pens;
 - 6 That, spider
- 3
 - 1 Is he, Yes, he is. (example)
 - 2 Is it, Yes, it is.
 - 3 Are they, Yes, they are.
 - 4 Is he, No, he isn't.
 - 5 Are they, No, they aren't.
 - 6 Is she, Yes, she is.

Unit 2 Test

- 1
 - 1 camera (example)
 - 2 doctor
 - 3 family
 - 4 bus driver
 - 5 uncle
 - 6 cook
- 2
 - 1 Have, Yes, I have. (example)
 - 2 Has, No, she hasn't.
 - 3 Has, Yes, he has.
 - 4 Have, Yes, they have.
 - 5 Have, No, they haven't.
 - 6 Have, No, they haven't.
- 3
 - 1 Its (example); 2 Their; 3 Her
 - 4 Our; 5 My; 6 His

Unit 3 Test

- 1
 - 1 jacket (example); 2 dress; 3 hats;
 - 4 T-shirt; 5 shorts; 6 socks
- 2
 - 1 I'm painting the door. (example)
 - 2 We're playing football.
 - 3 He's riding his bike.
 - 4 You're wearing a new jacket.
 - 5 It's sitting on the chair.
 - 6 She's taking a photo.
- 3
 - 1 riding (example); 2 eating; 3 sitting;
 - 4 painting; 5 taking; 6 drinking

Unit 4 Test

- 1
 - 1 isn't (example); 2 're; 3 'm not; 4 's;
 - 5 'm not; 6 isn't
- 2
 - 1 Yes, she is. (example); 2 No, he isn't.;
 - 3 No, it isn't.; 4 Yes, they are.; 5 No,
 - we aren't. / No, I'm not.; 6 Yes, he is.
- 3
 - 1 thirteen (example) ; 2 seventeen;
 - 3 twenty; 4 fourteen; 5 twelve; 6
 - eleven

Unit 5 Test

- 1
 - 1 cereal (example); 2 milk; 3 chicken;
 - 4 salad; 5 bread; 6 fish
- 2
 - 1 a (example); 2 f; 3 c; 4 d; 5 b; 6 e
- 3
 - 1 sleeps (example); 2 goes; 3 likes;
 - 4 lives; 5 gets up; 6 has

Unit 6 Test

- 1
 - 1 brush (example); 2 watch TV; 3 lazy;
 - 4 leaves; 5 lemon; 6 dentist
- 2
 - 1 No, I don't. (example); 2 Yes, she does.;
 - 3 No, they don't.; 4 Yes, I / we do.;
 - 5 No, he doesn't.; 6 Yes, she does.
- 3
 - 1 Friday (example); 2 Tuesday;
 - 3 Monday; 4 Sunday; 5 Saturday;
 - 6 Wednesday

Unit 7 Test

- 1
 - 1 are chasing (example); 2 is wearing
 - 3 are having; 4 is flying; 5 am reading
 - 6 are making
- 2
 - 1 'm not making (example)
 - 2 isn't sitting
 - 3 aren't having
 - 4 aren't wearing
 - 5 isn't chasing
 - 6 isn't climbing
- 3
 - 1 sailing, Yes, is. (example)
 - 2 surfing, No, isn't.
 - 3 swimming, Yes, am.
 - 4 hiding, No, isn't.
 - 5 riding, Yes, are.
 - 6 diving, Yes, is.

Unit 8 Test

- 1
 - 1 90, ninety (example)
 - 2 60, sixty
 - 3 50, fifty
 - 4 80, eighty
 - 5 70, seventy
 - 6 40, forty
- 2
 - 1 Whose, is, a (example); 2 Whose,
 - are, c; 3 Whose, is, b; 4 Whose, are, f;
 - 5 Whose, is, e; 6 Whose, are, d
- 3
 - 1 her (example); 2 them; 3 you;
 - 4 me; 5 us; 6 him
- 4
 - 1 can (example); 2 can't; 3 can;
 - 4 can; 5 can't; 6 can

Term Test 1 (Units 1-4)

- 1

1 doctor (example)	4 family
2 shoes	5 pilot
3 nurse	6 bus driver
- 2
 - 1 These, sad (example)
 - 2 Those, small
 - 3 That, ugly
 - 4 This, clever
 - 5 These, tall
 - 6 These, old
- 3
 - 1 haven't got (example)
 - 2 has got
 - 3 haven't got
 - 4 have got
 - 5 has got
 - 6 hasn't got
- 4
 - 1 Is, sleeping, she is (example)
 - 2 Is, playing, he is
 - 3 Are, running, they aren't
 - 4 Is, reading, she isn't
 - 5 Are, eating, I'm not/we aren't
 - 6 Are, taking, they are
- 5

1 Their (example)	4 Its
2 my	5 our
3 Her	6 His
- 6

1 helmets (example)	4 children
2 women	5 feet
3 people	6 boxes

Term Test 2 (Units 5-8)

- 1

Clothes
boots (example); coat, gloves; scarf;
skirt; swimsuit

Food
bread (example); cereal; chicken; fish;
milk; salad
- 2
 - 1 having (example); 2 watching; 3
 - hiding; 4 climbing; 5 playing; 6 chasing
- 3
 - 1 No, they aren't. (example); 2 Yes,
 - she is.; 3 Yes, we are.; 4 No, you
 - aren't. ; 5 Yes, she is.; 6 Yes, it is.
- 4
 - 1 fly (example); 2 goes; 3 don't have;
 - 4 eats; 5 doesn't play; 6 don't swim
- 5
 - 1 Does – Yes, he does. (example);
 - 2 Do – No, they don't.; 3 Do – Yes,
 - I / we do.; 4 Does – No, she doesn't.;
 - 5 Does – Yes, he does.; 6 Do – No,
 - they don't.

Key to Workbook

Hello!

Pages 4–5

1

1 robot, kangaroo, fairy, jeep, pirate

2

1 Fifi; 2 Jimmy; 3 Robbie; 4 Pete;
5 Katie

3

A a, B b, C c, D d, E e, F f, G g, H h, I i,
J j, K k, L l, M m, N n, O o, P p, Q q, R r,
S s, T t, U u, V v, W w, X x, Y y, Z z

4

Please check pupils have joined the dots correctly to create a picture of a cow and a picture of a turtle.

Pages 6–7

5

Please check pupils have coloured the numbers correctly.

6

Please check pupils have coloured the objects correctly.

7

1 grandpa; 2 grandma; 3 sister;
4 brother; 5 mum; 6 dad

Unit 1a

1

1 fast, young, tall; 2 clever; 3 old;
4 brave

2

1 's; 2 're; 3 's; 4 'm; 5 's; 6 're

3

1 aren't; 2 isn't; 3 is; 4 are; 5 is;
6 isn't

4

1 Are they clever? Yes, they are.
2 Is he strong? Yes, he is.
3 Is she brave? No, she isn't.
4 Are they thin? No, they aren't.
5 Are they tall? Yes, they are.
6 Is it slow? No, it isn't.

5

Pupils' own answers.

Unit 1b

1

a 2, b 1, c 4, d 3

2

Please check pupils have coloured the objects correctly.

3

1 three leaves; 2 four dresses; 3 four children; 4 two soldiers; 5 three trees; 6 five women

4

1 This; 2 These; 3 That; 4 Those

5

1 These women are old.
2 These children are sad.
3 These mice are fat.
4 That man is tall.
5 That castle is beautiful.

Unit 1c

1

1 tall; 2 fat; 3 young; 4 ugly;
5 strong; 6 old

2

1 b; 2 e; 3 d; 4 c; 5 a

4

1 They're clever. 2 She's strong.
3 They're fat. 4 He's brave.

5

1 sister; 2 nine; 3 pupil; 4 tall

6

Pupils' own answers.

Unit 2a

1

1 watch, ring; 2 scooter; 3 camera;
4 helmet

2

1 have got; 2 has got; 3 has got;
4 has got; 5 have got; 6 have got

3

1 Have they got a scooter? No, they haven't.
2 Has she got a ring? Yes, she has.
3 Has he got a helmet? No, he hasn't.
4 Have they got a camera? Yes, they have.

4

1 Has he got a scooter?
2 Have they got party hats?
3 Has he got a sister?
4 Has it got big teeth?
5 Have they got short hair?
6 Has it got a tail?

Unit 2b

1

a 5; b 3; c 1; d 2; e 4

2

Please check pupils have coloured the objects correctly.

3

1 Her; 2 His; 3 Their; 4 Our; 5 my;
6 Her

4

1 His; 2 Our; 3 Its; 4 Her; 5 Their;
6 my

5

1 Her crown is beautiful.
2 Their wheels are dirty.
3 His scooter is fast.
4 Their tails are long.

Unit 2c

1

1 cook; 2 pilot; 3 doctor; 4 bus driver; 5 policeman; 6 nurse

2

1 He's a policeman. He's got a new camera.
2 She's a nurse. She's got a new ring.
3 She's a cook. She's got a new scooter.
4 He's a bus driver. He's got a new watch.

4

1 She's a nurse. Her name's Angela.
2 They're pilots. Their names are Harry and George. 3 She's a cook. Her name's Kelly. 4 He's a bus driver. His name's Steven.

5

1 London; 2 uncle; 3 cook; 4 aunt;
5 nurse

6

Pupils' own answers.

Revision 1 Units 1–2

1

1 cook; 2 pilot; 3 bus driver;
4 doctor; 5 policeman; 6 nurse

2

1 'm; 2 're; 3 's; 4 'm; 5 's; 6 're

3

1 Is she a nurse? Yes, she is.
2 Are they pilots? Yes, they are.
3 Is she a doctor? No, she isn't.
4 Is he a cook? No, he isn't.
5 Is it a frog? Yes, it is.
6 Are they lions? No, they aren't.

4

1 Has he got a new scooter?
2 Has it got small teeth?
3 Have they got new hats?
4 Have they got long hair?
5 Has she got a crown?
6 Has he got a new car?

5

1 Her; 2 Their; 3 His; 4 Its; 5 My;
6 Your

6

Please check pupils have coloured the objects correctly.

Key to Workbook

Unit 3a

- 1
1 shoes (example); 2 wear; 3 door;
4 paint; 5 jacket; 6 dress
- 2
1 hats (example); 2 dresses; 3 dress;
4 shoes; 5 jackets; 6 jacket
- 3
a 2; b 1 (example); c 4; d 3
- 4
1 I'm wearing black shoes. (example)
2 They're wearing new jackets.
3 We're playing basketball.
4 You're painting the door.
- 5
1 I'm wearing a new dress. (example)
2 We're painting the walls. 3 They're
playing football. 4 We're skiing.
5 I'm flying. 6 They're jumping.

Unit 3b

- 1
1 juice (example); 2 cake; 3 sit;
4 drink; 5 eat
- 2
a 5; b 3; c 4; d 2; e 1 (example)
- 3
1 are (example); 2 is; 3 are; 4 is;
5 is; 6 am
- 4
1 He's riding a bike. (example)
2 It's sitting on a chair. 3 She's driving
a car. 4 He's taking a photo. 5 It's
eating cheese. 6 She's drinking juice.
- 5
1 I'm wearing a new hat. (example)
2 He's dancing. 3 She's sitting next
to Robbie. 4 We're riding our bikes.
5 I'm taking a photo. 6 They're
swimming.

Unit 3c

- 1
shoes (example); jacket; socks;
dress; T-shirt; shorts
- 2
Check that pupils have coloured the
picture correctly.
- 3
Check that pupils have found the
correct sticker for each square.
- 4
1 hats (example); 2 a jacket;
3 a dress; 4 a crown; 5 a T-shirt;
6 socks
- 5
Check that pupils have coloured the
picture correctly.

6

Pupils' own answers.

Unit 4a

- 1
1 toy room (example); 2 star;
3 spaceship; 4 planet; 5 moon;
6 walk
- 2
a 4; b 3; c 2; d 1 (example)
- 3
1 'm not (example); 2 aren't;
3 aren't; 4 'm not
- 4
1 Are you playing football?
(example) 2 Are they drinking
orange juice? 3 Are you painting a
picture? 4 Are you riding a bike?
- 5
1 Are they sitting in a spaceship?
Yes, they are. (example) 2 Are they
playing tennis? No, they aren't.
3 Are you eating an ice cream? Yes,
I am. 4 Are they painting the door?
Yes, they are. 5 Are you riding
a bike? No, we aren't. 6 Are you
singing? Yes, I am.

Unit 4b

- 1
1 read (example); 2 umbrella; 3 see;
4 make; 5 sleep; 6 book
- 2
a 3; b 2; c 1 (example); d 4
- 3
1 isn't (example); 2 aren't; 3 isn't;
4 aren't
- 4
1 Is your brother sleeping?
(example) 2 Is your friend eating
an apple? 3 Is Peter wearing new
shoes? 4 Is Helen making a castle?
- 5
1 Is he driving a car? No, he isn't.
(example) 2 Is she eating an ice
cream? Yes, she is. 3 Is he playing
basketball? Yes, he is. 4 Is it sitting
on the chair? No, it isn't.

6

Pupils' own answers.

Unit 4c

- 1
19 – nineteen (example); 12 –
twelve; 20 – twenty; 14 – fourteen;
16 – sixteen; 11 – eleven;
18 – eighteen; 13 – thirteen;
17 – seventeen

2

1 eleven (example); 2 twelve;
3 thirteen; 4 fifteen; 5 twenty

3

Check that pupils have found the
correct sticker for each square.

4

1 is diving (example); 2 is eating;
3 is making; 4 are reading; 5 are
sleeping; 6 are running

5

1 reading (example); 2 playing;
3 drinking; 4 eating

6

Pupils' own answers.

Revision 2 (Units 3–4)

- 1
1 T-shirt (example); 2 shoes; 3 dress;
4 shorts; 5 jacket; 6 socks
- 2
1 I'm dancing. (example) 2 She isn't
playing football. 3 They're eating a
pizza. 4 He's drinking juice. 5 They
aren't making a castle. 6 We aren't
taking a photo.
- 3
1 is sleeping (example); 2 am sitting;
3 are making; 4 is riding; 5 are
swimming; 6 is running
- 4
1 Is it swimming? No, it isn't.
(example) 2 Is she wearing a jacket?
Yes, she is. 3 Is he singing? No, he isn't.
4 Are they wearing hats? Yes, they are.
5 Are they making a castle? No, they
aren't. 6 Is it sleeping? Yes, it is.
- 5
Check that pupils have coloured the
picture correctly.

Unit 5a

- 1
1 get up (example); 2 morning;
3 pyjamas; 4 flower; 5 go; 6 have
breakfast; 7 live
- 2
1 c (example); 2 d; 3 a; 4 b
- 3
1 b (example); 2 a; 3 a; 4 b
- 4
1 live (example); 2 sleep; 3 play;
4 go; 5 wear; 6 have
- 5
1 live (example); 2 play; 3 sleep;
4 go; 5 have; 6 wear

Unit 5b

- 1
1 have dinner (example); 2 chicken;
3 salad; 4 fish; 5 like
- 2
a 2; b 3; c 1 (example); d 4
- 3
1 plays (example); 2 ride; 3 has;
4 likes; 5 drives
- 4
1 Sam wears green pyjamas.
(example) 2 Sam likes ice cream.
3 Sam plays football every morning.
4 Sam has orange juice for
breakfast.
- 5
a Jimmy; b Katie (example); c Fifi;
d Pete

Unit 5c

- 1
- 2
1 orange juice (example); 2 milk;
3 cheese; 4 cereal
- 3
Check that pupils have found the
correct sticker for each square.
- 4
1 bread (example); 2 cereal; 3 fish;
4 chicken
- 5
1 milk (example); 2 cereal; 3 bread;
4 cheese
- 6
Pupils' own answers.

Unit 6a

- 1
1 favourite (example); 2 lizard;
3 leaves; 4 lemon; 5 letter
- 2
1 leaves (example); 2 lemon;
3 favourite; 4 Lizards
- 3
1 We don't live in a castle. (example)
2 I don't like lemons. 3 They don't
go to school every day. 4 You don't
eat leaves.

- 4
1 don't drink, drink (example);
2 don't play, play; 3 don't like, like;
4 don't sleep, sleep
- 5
1 Do you like ice cream? (example)
2 Do they have cereal for breakfast?
3 Do you drink milk every morning?
4 Do you eat leaves? 5 Do you live
in a castle? 6 Do they wear green
pyjamas?

Unit 6b

- 1
1 brush (example); 2 dentist; 3 lazy;
4 watch
- 2
1 dentist (example); 2 brush;
3 watches; 4 lazy
- 3
1 lives (example); 2 brushes;
3 watches; 4 likes; 5 eats; 6 helps
- 4
1 No, he doesn't. (example) 2 Yes,
he does. 3 No, he doesn't. 4 Yes, he
does.
- 5
1 Do (example); 2 Does; 3 Do;
4 Does; 5 Does; 6 Do
- 6
1 Does he have bread and cheese for
breakfast? No, he doesn't. (example)
2 Does he watch TV every night?
No, he doesn't. 3 Does she like ice
cream? Yes, she does. 4 Does Robbie
ride his bike every Friday? Yes, he
does.

Unit 6c

- 1
1 Monday (example); 2 Tuesday;
3 Wednesday; 4 Thursday; 5 Friday;
6 Saturday; 7 Sunday
- 2
1 Wednesday (example); 2 Saturday;
3 Thursday; 4 Tuesday; 5 Monday
- 3
Check that pupils have found the
correct sticker for each square.
- 4
1 Tuesday (example); 2 Wednesday;
3 Saturday; 4 Monday; 5 Friday;
6 Thursday
- 5
1 play (example); 2 have; 3 watch;
4 ride

- 6
Pupils' own answers.

Revision 3 (Units 5–6)

- 1
1 lemon (example); 2 bread;
3 cereal; 4 chicken; 5 fish; 6 salad; 7
milk
- 2
1 Does (example); 2 Do; 3 Does;
4 Do; 5 Does; 6 Do
- 3
1 Does he like ice cream? Yes, he
does. (example) 2 Do they play
football every day? Yes, they do.
3 Does he help his mum? No, he
doesn't. 4 Does she swim in the pool
every Tuesday? Yes, she does.
- 4
1 Monday (example); 2 Tuesday;
3 Wednesday; 4 Thursday; 5 Friday;
6 Saturday; 7 Sunday
- 5
1 has (example); 2 plays; 3 flies;
4 helps; 5 rides; 6 watches; 7 swims

Unit 7a

- 1
1 sailing, wearing, surfing
2 diving, swimming
3 coming
- 2
1 's; 2 're; 3 'm; 4 's; 5 's; 6 're
- 3
1 Pete is swimming.
2 Fifi is singing.
3 Robbie is taking a photo.
4 Ticky and Tocky are riding their
scooter.
5 Katie is surfing.
- 4
1 The hippo is swimming.
2 The cat is wearing a blue swimsuit.
3 The mice are sitting under an
umbrella.
4 The dragon is diving.
5 The rabbits are surfing.

Unit 7b

- 1
a 3, b 4, c 1, d 2
- 2
1 isn't; 2 is; 3 are; 4 isn't; 5 isn't;
6 aren't
- 3
1 He isn't surfing. 2 They aren't
sailing. 3 It isn't hiding behind the
tree. 4 She isn't playing a game.
5 We aren't chasing the ducks.

Key to Workbook

- 4
1 Is your mum sleeping?
2 Are your cousins playing a game?
3 Is his brother hiding behind the tree?
4 Are you wearing new swimsuits?

- 5
1 Yes, she is. 2 No, he isn't. 3 Yes, they are. 4 No, they aren't.

- 6
Pupils' own answers.

Unit 7c

- 1
1 sleeping; 2 cooking; 3 making a sandwich; 4 having a picnic; 5 sitting under a tree; 6 reading a book
- 2
1 's wearing; 2 's hiding; 3 're having; 4 's making; 5 's climbing; 6 're chasing
- 4
1 He's climbing a tree.
2 They're cooking.
3 They're hiding behind a tree.
4 It's chasing the mouse.
- 5
1 having; 2 flying; 3 playing; 4 riding
- 6
Pupils' own answers.

Unit 8a

- 1
1 Katie's scarf, Pete's gloves; 2 Pete's coat; 3 Katie's skirt, Pete's boots
- 2
1 Fifi's; 2 Robbie's; 3 Pete's; 4 Katie's; 5 Lenny's
- 3
Please check pupils have coloured the picture correctly.
- 4
1 Whose scarf is this? It's Bob's scarf.
2 Whose boots are these? They're Bob's boots.

- 3 Whose scooter is this? It's Bob's scooter.
4 Whose skirt is this? It's Tina's skirt.
5 Whose gloves are these? They're Tina's gloves.
6 Whose scooter is this? It's Tina's scooter.

Unit 8b

- 1
a 4, b 5, c 3, d 1, e 2
- 2
1 can; 2 can't; 3 can; 4 can't; 5 can; 6 can
- 3
1 Can Matt play the drums? Yes, he can.
2 Can Ellie play the piano? No, she can't.
3 Can Tom play the violin? No, he can't.
4 Can Matt play the piano? No, he can't.
5 Can Ellie play the guitar? Yes, she can.
6 Can Tom play the saxophone? Yes, he can.
- 4
1 them; 2 me; 3 her; 4 us; 5 him; 6 it
- 5
Pupils' own answers.

Unit 8c

- 1
twenty, one hundred, seventy, thirty, fifty, ninety, sixty, forty, eighty
- 2
1 sixty; 2 seventy; 3 one hundred; 4 thirty; 5 ninety
- 3
1 twenty; 2 one hundred; 3 thirty; 4 seventy; 5 eighty; 6 forty
- 5
1 She can play the violin.
2 It can play the saxophone.

- 3 They can play the drums.
4 He can play the guitar.

- 6
1 piano; 2 saxophone; 3 violin; 4 guitar

- 7
Pupils' own answers.

Revision 4 Units 7-8

- 1
1 skirt; 2 boots; 3 gloves; 4 coat; 5 scarf
- 2
1 is wearing; 2 am hiding; 3 is taking; 4 are having; 5 are playing; 6 is swimming
- 3
1 Are they surfing?
2 Is he sailing?
3 Are they swimming?
4 Is she making a sandwich?
5 Is it climbing?
6 Are they running?
- 4
1 This is Katie's scarf.
2 These are Pete's boots.
3 This is Fifi's skirt.
4 Those are Robbie's boots.
5 That is Katie's coat.
6 Those are Fifi's gloves.
- 5
1 Can he play the saxophone? Yes, he can.
2 Can she dance? Yes, she can.
3 Can he dive? Yes, he can.
4 Can they ski? No, they can't.
5 Can they play the drums? Yes, they can.
6 Can he cook? No, he can't.
- 6
1 us; 2 them; 3 me; 4 her; 5 him; 6 it

HAMILTON HOUSE

HAMILTON HOUSE

HAMILTON HOUSE

HAMILTON HOUSE