

**Julie Penn**

Introduction by **Naomi Simmons**

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# Scope and sequence

All core language is recycled regularly throughout the course.

|                                | Words  | Grammar   |  |
|--------------------------------|--|---|--|
| <b>Starter: Hello!</b> p24     | Core: <i>Rosy, Tim, Billy, Miss Jones, one, two, three, four, five, six, seven, eight, nine, ten, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, red, yellow, pink, green, purple, orange, blue</i><br>Extra: <i>Hello, Goodbye, Hi, class, cousin, sorry, come on, sing, rainbow, everyone, come, fun, too</i> | <i>Hello. Goodbye. How are you?<br/>I'm fine, thank you.<br/>What's your name?<br/>My name's...<br/>How old are you?<br/>I'm...</i> |  |
| <b>1 What's this?</b> p28      | <b>School things</b><br>Core: <i>pen, rubber, pencil, ruler, book, bag, folder, door, window, bookcase</i><br>Extra: <i>look at, train, school things, open (v), close (v), pencil case, see, like (v), school bag, OK</i>   | <i>What's this?<br/>It's a pen.</i>   |  |
| <b>2 Playtime!</b> p34         | <b>Toys</b><br>Core: <i>doll, ball, teddy, puzzle, car, kite, bike, train, game, scooter</i><br>Extra: <i>toy, big, love (v), favourite, furry, fat, lovely, animal, colour (n)</i>  | <i>my / your<br/>This is my bag.<br/>Is this your teddy?<br/>Yes, it is. / No, it isn't.</i>  |  |
| <b>3 This is my nose!</b> p40  | <b>My body</b><br>Core: <i>arms, nose, face, legs, ears, fingers, hands, eyes, eyebrows, shoulders</i><br>Extra: <i>Let's, put on, point to, now, that's right, all, Oops!, mess, make, colour (v), then, body, cut (out), fold (v), paper, paw, stick (v), tail, long</i>   | <i>arm / arms<br/>This is...<br/>These are...</i>   |  |
| <b>Fluency Time! 1</b> p46     | <b>Introductions</b> <i>This is my ... Nice to meet you. Nice to meet you, too.</i>  |   |  |
| <b>Review 1</b>                | <b>Revision of vocabulary and structures from Units 1–3</b>  |   |  |
| <b>4 He's a hero!</b> p48      | <b>Jobs</b><br>Core: <i>teacher, pupil, housewife, fireman, pilot, doctor, policeman, farmer, postman, zookeeper</i><br>Extra: <i>hero, Grandma, Grandpa, meat, kind, meet, lane, again, eat, write, brother, happy, family, uncle</i>   | <i>She's / He's a teacher.<br/>Is she / he a teacher?<br/>Yes, she is. / No, he isn't.</i>  |  |
| <b>5 Where's the ball?</b> p54 | <b>The park</b><br>Core: <i>seesaw, slide, net, swing, tree, pool, armbands, ice cream, frisbee, climbing frame</i><br>Extra: <i>good try, under, on, in, goal, where, park, nice, cool, play (v), boy, girl, football, help (v)</i>   | <i>Where's the ball?<br/>It's in / on / under the bag.</i>  |  |
| <b>6 Billy's teddy!</b> p60    | <b>My family</b><br>Core: <i>mum, dad, sister, brother, grandma, grandpa, aunt, uncle, cousin</i><br>Extra: <i>find, the others, know, family, lots of, love (n), look (out of), photo, throw, still, flying, into, at, they</i>   | <i>Possessive 's<br/>This is Mum's book.</i>  |  |
| <b>Fluency Time! 2</b> p66     | <b>Playing outside</b> <i>Can I go on the slide, please? Be careful of the ball. I'm on the swing!</i>   |   |  |
| <b>Review 2</b>                | <b>Revision of vocabulary and structures from Units 1–6</b>  |   |  |

| Phonics   | Skills  | Values  |
|---|---|---|
|   | <b>Listening:</b> identifying numbers (listening for specific information)<br><b>Speaking:</b> <i>What's your name?</i> (asking and answering questions about names);<br><i>How old are you?</i> (asking and answering questions about age)   | Understanding that people belong to various groups and communities, such as family and school       |
| <b>Initial sounds:</b><br><b>a b c d</b><br>Aa: <i>apple</i><br>Bb: <i>bird</i><br>Cc: <i>cat</i><br>Dd: <i>dog</i> | <b>Reading:</b> a description (reading and understanding descriptions of objects; recognizing specific words)<br><b>Listening:</b> identifying objects (listening for specific information)<br><b>Speaking:</b> <i>What's this? It's...</i> (asking and answering questions)<br><b>Writing:</b> identifying and counting words in a sentence; Workbook (WB) – writing about my school things (guided writing)                         | <b>Helping in the classroom</b><br>(contributing to the life of the class)                          |
| <b>Initial sounds:</b><br><b>e f g h</b><br>Ee: <i>egg</i><br>Ff: <i>fish</i><br>Gg: <i>goat</i><br>Hh: <i>hat</i>  | <b>Reading:</b> a poem: 'My favourite...' (reading and understanding a poem)<br><b>Listening:</b> identifying favourite things (matching people to their favourite things)<br><b>Speaking:</b> <i>What's your favourite...?</i> (asking and answering questions about favourite things)<br><b>Writing:</b> dividing sentences into words (identifying words within a sentence); WB – writing about my favourite toys (guided writing) | <b>Be kind to people</b><br>(sharing and playing cooperatively)<br>Helping each other at home       |
| <b>Initial sounds:</b><br><b>i j k l</b><br>Ii: <i>ink</i><br>Jj: <i>jam</i><br>Kk: <i>kite</i><br>Ll: <i>lion</i>  | <b>Reading:</b> instructions for making a paper toy (reading and following instructions; reading a text and putting pictures in the correct order)<br><b>Listening:</b> identifying different animals (listening and ordering pictures)<br><b>Speaking:</b> describing an animal's features<br><b>Writing:</b> identifying full sentences; WB – writing about my body (guided writing)  | <b>Take care in the sun</b><br>(dress appropriately, put on sun cream and drink water to stay safe) |

#### Project: a puppet

|   |   |   |
|---|---|---|
| <b>Initial sounds:</b><br><b>m n o p</b><br>Mm: <i>mum</i><br>Nn: <i>nurse</i><br>Oo: <i>orange</i><br>Pp: <i>pen</i>                             | <b>Reading:</b> an autobiography (reading and understanding a family description; developing inferring and comprehension skills)<br><b>Listening:</b> identifying people by their jobs (listening for specific information)<br><b>Speaking:</b> <i>Is he a doctor?</i> (asking and answering questions about jobs)<br><b>Writing:</b> identifying capital letters and full stops; WB – writing about my family (guided writing) | <b>People who help us</b><br>(helping others in need)<br>Looking out for health and safety hazards at home  |
| <b>Initial sounds:</b><br><b>q r s t u</b><br>Qq: <i>queen</i><br>Rr: <i>rabbit</i><br>Ss: <i>sofa</i><br>Tt: <i>teddy</i><br>Uu: <i>umbrella</i> | <b>Reading:</b> a puzzle text (reading and understanding a text about a picture)<br><b>Listening:</b> identifying objects by location (numbering things in a picture)<br><b>Speaking:</b> <i>Where's the kite?</i> (asking and answering questions about where things are)<br><b>Writing:</b> identifying capital letters at the start of names; WB – writing about the park (guided writing)                                   | <b>Take care in the park</b><br>(understanding what improves and harms your local, natural and built environments and about ways of looking after them) |
| <b>Initial sounds:</b><br><b>v w x y z</b><br>Vv: <i>van</i><br>Ww: <i>window</i><br>Xx: <i>box</i><br>Yy: <i>yo-yo</i><br>Zz: <i>zebra</i>       | <b>Reading:</b> a caption story (reading a text that describes pictures; finding specific information)<br><b>Listening:</b> distinguishing details (identifying pictures from their descriptions)<br><b>Speaking:</b> <i>Who's this?</i> (asking and answering questions about people)<br><b>Writing:</b> identifying question marks and sentences; WB – writing about my family's things (guided writing)                      | <b>My family</b><br>(family and friends should care for each other)   |

#### Project: a park poster

|                        |                                |      |  |   |  |
|------------------------|--------------------------------|------|--|---|--|
| <b>7</b>               | <b>Are these his trousers?</b> | p68  | <b>My clothes</b><br>Core: dress, socks, T-shirt, trousers, shorts, shoes, coat, hat, cardigan, tracksuit<br>Extra: basket, clothes, every, day, try on, team, his, her, what about  | This is <i>her / his</i> T-shirt.<br>Are these <i>his</i> socks?<br>Yes, they are. / No, they aren't.                   |  |
| <b>8</b>               | <b>Where's Grandma?</b>        | p74  | <b>My house</b><br>Core: kitchen, living room, dining room, bedroom, bathroom, garden, upstairs, downstairs, house, flat, front door<br>Extra: certificate, well done, good, work, show (v), surprise, follow, go, through, table, chair, want, little, next door, balcony, TV             | Is she in the kitchen?<br>Yes, she is. / No, she isn't.<br>Are they in the garden?<br>Yes, they are. / No, they aren't. |  |
| <b>9</b>               | <b>Lunchtime!</b>              | p74  | <b>My lunch box</b><br>Core: lunch box, sandwich, drinks, apple, banana, biscuit, tomato, pear, grapes, cherries, pineapple<br>Extra: lunchtime, choose, share, cheese, water, get, lunch, chirp, say, today, inside   | I've got two sandwiches.<br>I haven't got my lunch box.<br>an apple<br>(an + a, e, i, o, u)                             |  |
| <b>Fluency Time! 3</b> |                                | p86  | <b>Getting dressed</b> Hurry up, please. Put on your ... Take off your ...   |   |  |
| <b>Review 3</b>        |                                |      | <b>Revision of vocabulary and structures from Units 1–9</b>  |   |  |
| <b>10</b>              | <b>A new friend!</b>           | p88  | <b>My friends</b><br>Core: long, short, blond, brown, curly, straight<br><b>Shapes</b><br>Core: square, circle, triangle, rectangle, diamond<br>Extra: hair, over there, new, friend, side, the same, smooth, round, just, count, dear, picture, great, best, tall, tell, from, jumper     | He's / She's / It's got ...<br>He / She / It hasn't got ...   |  |
| <b>11</b>              | <b>I like monkeys!</b>         | p94  | <b>The zoo</b><br>Core: elephant, giraffe, monkey, big, tall, little, tiger, snake, parrot, polar bear, seal<br>Extra: zoo, funny, hip hooray, growl, hiss, squawk, hear, listen, true, top, leaves, tongue, guess, wrong, on top of, head, neck, at all, there, food, pretty, next, first | I like monkeys.<br>I don't like elephants.<br>They're big.<br>I'm little.   |  |
| <b>12</b>              | <b>Dinnertime!</b>             | p100 | <b>Food</b><br>Core: rice, meat, carrots, yogurt, fish, bread<br><b>Drinks</b><br>Core: milk, juice, water, hot chocolate, tea<br>Extra: finished, dinnertime, drink (v), late, café, dessert, menu, because   | Do you like carrots?<br>Yes, I do. / No, I don't.<br>What do you like?<br>I like yogurt.                                |  |
| <b>Fluency Time! 4</b> |                                | p106 | <b>At the dinner table</b> Would you like salad? Yes, please. No, thanks.  |   |  |
| <b>Review 4</b>        |                                |      | <b>Revision of vocabulary and structures from Units 1–12</b>   |   |  |
| <b>13</b>              | <b>Tidy up!</b>                | p108 | <b>My bedroom</b><br>Core: rug, bed, cupboard, shelf, pillow, blanket<br><b>Numbers 11–20</b><br>Core: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty<br>Extra: tidy up, tidy (adj), room, get in, put, star (adj), letter, magazine          | There's ...<br>There are ...  |  |
| <b>14</b>              | <b>Action Boy can run!</b>     | p114 | <b>Verbs</b><br>Core: run, fly, walk, talk, swim, climb, write, draw, sing, dance, cook<br>Extra: can (v), clever, silly, do anything, alphabet, song, smile (v), sitting, jump, very, fast, stripes, fruit, nuts, pet, live (v), beautiful  | He can / can't fly.<br>Can he talk?<br>Yes, he can. / No, he can't.   |  |
| <b>15</b>              | <b>Let's play ball!</b>        | p120 | <b>The beach</b><br>Core: sandcastle, beach, crab, the sea, boat, shell, sun cream, bat, ice lolly, bucket, spade<br>Extra: good idea, wait, together, another, wonderful, welcome, sandy, rock pool, clean, hotel, stall, alone, litter, enjoy, flavour, forget                           | Let's + verb  |  |
| <b>Fluency Time! 5</b> |                                | p126 | <b>Finding things</b> I can't find my ... Look on the ... It isn't there. Here it is!  |   |  |
| <b>Review 5</b>        |                                |      | <b>Revision of vocabulary and structures from Units 1–15</b>   |   |  |
| <b>Culture</b>         |                                | p128 | <b>Family</b> Which is your sister? <b>Wild animals</b> This is a ... That's a ... These are ... Those are ...   |   |  |



|   |   |   |
|---|---|---|
| <b>The alphabet:</b><br>the alphabet letter names and their sequence  | <b>Reading:</b> a caption story (reading and understanding a story; reading for specific details)<br><b>Listening:</b> identifying clothes (identifying pictures from their descriptions)<br><b>Speaking:</b> <i>What colour are these trousers?</i> (asking and answering questions about colours)<br><b>Writing:</b> identifying 's in sentences; matching full and abbreviated forms with the contraction 's; WB – writing about my favourite clothes (guided writing) | <b>Warm clothes and cool clothes</b><br>(taking care to stay healthy in different seasons)<br>Helping with jobs at home |
| <b>Digraphs: sh</b><br><i>shoes</i><br><i>sheep</i><br><i>fish</i>    | <b>Reading:</b> a description on a webpage (reading and understanding a description of a flat; finding specific information in a text)<br><b>Listening:</b> listening to a description of a flat (numbering items in the correct order)<br><b>Speaking:</b> <i>Where are the bedrooms?</i> (asking and answering questions with <i>Where's ...</i> )<br><b>Writing:</b> identifying vowels within words; WB – writing about my home (guided writing)                      | <b>My house</b><br>(noticing safety hazards around the home)<br>Family and friends caring for each other                |
| <b>Digraphs: ch</b><br><i>chair</i><br><i>teacher</i><br><i>chick</i> | <b>Reading:</b> information texts (reading and understanding descriptions of lunch boxes; matching lunch boxes with their descriptions)<br><b>Listening:</b> identifying key words (ticking items that are heard)<br><b>Speaking:</b> <i>I've got a banana...</i> (asking and answering questions about lunch boxes)<br><b>Writing:</b> completing sentences with <i>a</i> or <i>an</i> ; WB – writing about my lunch box (guided writing)                                | <b>Healthy food</b><br>(understanding the basics of healthy eating)<br>Sharing with friends and family                  |

### Project: a clothes cube

|  |   |   |
|--|---|---|
| <b>Digraphs: th</b><br><i>three</i><br><i>bath</i><br><i>teeth</i> | <b>Reading:</b> a descriptive letter (reading and understanding a letter; matching children with their descriptions)<br><b>Listening:</b> identifying different friends (numbering items in the correct order)<br><b>Speaking:</b> <i>She's got blond hair. Who is it?</i> (asking and answering questions about appearance)<br><b>Writing:</b> matching full and abbreviated forms with the contractions 've and 's; WB – writing about my friend (guided writing) | <b>Good friends</b><br>(bullying and excluding people is wrong)<br>Identifying and respecting the similarities and differences between people |
| <b>CVC words: a</b><br><i>cat</i><br><i>man</i><br><i>fan</i>      | <b>Reading:</b> a poem: 'What am I?' (reading and understanding a poem; reading for specific information)<br><b>Listening:</b> identifying preferences (listening for specific details)<br><b>Speaking:</b> <i>It's got four legs. It's black and orange.</i> (describing animals)<br><b>Writing:</b> identifying adjectives in sentences; WB – writing about animals I like (guided writing)   | <b>Be kind to animals</b><br>(understanding that living creatures should be respected and treated with care)                                  |
| <b>CVC words: e</b><br><i>bed</i><br><i>pen</i><br><i>red</i>      | <b>Reading:</b> information texts (reading and understanding a menu; finding specific details in a text)<br><b>Listening:</b> identifying food preferences (listening for specific details)<br><b>Speaking:</b> <i>What do you like?</i> (asking and answering questions about food likes and dislikes)<br><b>Writing:</b> matching full and abbreviated forms of the negative contraction <i>n't</i> ; WB – writing about food I like (guided writing)             | <b>Good for you!</b><br>(taking care of what you eat to stay healthy)   |

### Project: a food plate

|   |  |  |
|---|--|--|
| <b>CVC words: i</b><br><i>bin</i><br><i>fig</i><br><i>tin</i> | <b>Reading:</b> a descriptive letter (reading and understanding a letter to a magazine; reading for specific details)<br><b>Listening:</b> distinguishing details (identifying different rooms from their descriptions)<br><b>Speaking:</b> <i>Where are the shoes?</i> (asking and answering questions about where things are)<br><b>Writing:</b> question marks and full stops (differentiating between sentences and questions); WB – writing about my bedroom (guided writing) | <b>Neat and tidy</b><br>(understanding ways of looking after your home environment)  |
| <b>CVC words: o</b><br><i>dog</i><br><i>fox</i><br><i>log</i> | <b>Reading:</b> descriptions (reading and understanding a text about animals; reading for specific details)<br><b>Listening:</b> identifying animals (numbering items in the correct order)<br><b>Speaking:</b> <i>It can run. It's brown and big.</i> (asking and answering questions about animals)<br><b>Writing:</b> matching full and abbreviated forms of <i>can't</i> ; WB – writing about what I can do (guided writing)   | <b>Keep fit</b><br>(understanding that physical exercise is important to stay healthy)   |
| <b>CVC words: u</b><br><i>rug</i><br><i>jug</i><br><i>sum</i> | <b>Reading:</b> a postcard (reading for specific details)<br><b>Listening:</b> distinguishing details (identifying pictures from their descriptions)<br><b>Speaking:</b> <i>Let's play ball!</i> (making and responding to suggestions)<br><b>Writing:</b> identifying verbs; WB – writing about the beach (guided writing)  | <b>Take care on the beach</b><br>(taking care of the natural environment and respecting the needs of others)<br>Working together as a team |

### Project: a bedroom poster

**At my school** *Walk. Don't run.*

# Introduction

*Family and Friends 2<sup>nd</sup> Edition* is a complete seven-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. *Family and Friends 2<sup>nd</sup> Edition* combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinaesthetic learners). *Family and Friends 2<sup>nd</sup> Edition* uses all of these approaches to help every child realize his or her potential.

*Family and Friends 2<sup>nd</sup> Edition* also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *Family and Friends 2<sup>nd</sup> Edition* includes the following:

- Class Book with Student Website
- Workbook with Online Practice
- e-Books for the Class Book and Workbook
- Teacher's Book Plus containing:
  - Teacher's Resource Centre
  - Fluency DVD
  - Online Practice
- Classroom Presentation Tool
- Class Audio CDs
- Alphabet Book
- Readers
- Teacher's Resource Pack containing:
  - Flashcards
  - Phonics cards
  - Story posters

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *Family and Friends 2<sup>nd</sup> Edition*. The grammar is presented within everyday contexts familiar to pupils from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

## Methodology

### Words and grammar

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

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

### Skills

Each unit of *Family and Friends 2<sup>nd</sup> Edition* contains two pages dedicated to the development of reading, listening, speaking, and writing skills.

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

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

### Phonics

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

*Family and Friends 2<sup>nd</sup> Edition* draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words (i.e. synthesis).

Every unit of *Family and Friends 2<sup>nd</sup> Edition* contains a phonics lesson. In the first half of Level 1, the alphabet letters are reviewed with their most common sound values (/æ/ for A, /b/ for B, etc.). Children see the relationship between the shapes of upper- and lower-case letters, the letter names, and the sounds they make.

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

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

### Stories

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

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

Animated versions of these stories can be found on the Student Website, Fluency DVD and CPT. They offer an effective way of presenting the story and target language in class, or can be used at home to consolidate what children learn in the first two lessons of each unit.

## Songs and chants

Every unit in *Family and Friends 2<sup>nd</sup> Edition* contains a song for children to practise the new language, as well as vocabulary and phonics chants.

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

## Drama and Total Physical Response (TPR)

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions.

In *Family and Friends 2<sup>nd</sup> Edition* children are given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for children to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps children to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

## Games and optional activities

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required, all the games in *Family and Friends 2<sup>nd</sup> Edition* can take place at the children's desks with a minimum of classroom disruption.

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

Typically, optional activities in Lessons 1–4 are games and TPR activities that allow children to respond to the new vocabulary and sounds they are learning in a way that is fun and motivating. Games used as optional activities are detailed on page 23.

## Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary and structures presented in the three preceding units. No new material is presented or practised in these units. They can be used as a progress test to check that children have remembered what they have learned. A complete answer key can be found on page 131 of the Teacher's Book.

## Picture dictionary

A picture dictionary is provided on pages 124–131 of the Workbook for children to colour in and then refer to whenever necessary. A suitable point to use the Picture dictionary would be at the end of Lesson 3 of each unit, after children have been exposed to all of the vocabulary from the unit.

## Handwriting

The handwriting section on pages 132–135 of the Workbook provides an opportunity to practise writing the upper- and lower-case forms of all the letters of the alphabet and the numbers in digit form. As with the Picture dictionary, these pages can be used in class or at home.

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

## Values

Values, which can also be called civic education, are a key strand in *Family and Friends 2<sup>nd</sup> Edition*. Teaching values is important as it focuses on the whole child, not just language skills. It improves children's awareness of good behaviour, and how their behaviour and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping children to understand about:

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

Values are highlighted throughout the course in various places:

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

## Assessment

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *Family and Friends 2<sup>nd</sup> Edition* offers a comprehensive range of course assessment and practice for external exams such as Cambridge English: Young Learners (YLE).

The Course Tests section in the Teacher's Resource Centre offers:

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

The Cambridge English: YLE Practice section in the Teacher's Resource Centre offers:

- Notes, tips and vocabulary lists for the Starters tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.

The Preparation stage provides controlled practice of task types found in the Starters tests, to help children gradually build up to the task. The Practice task then gives children a taster of a Cambridge style test before they attempt a complete YLE Practice Test.

- Sample YLE Practice Tests for the Starters Reading and Writing, Listening and Speaking tests.

Further information on testing and assessment (including the scoring system) can be found in the Teacher's Resource Centre.

## Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! Lessons in *Family and Friends 2<sup>nd</sup> Edition* give learners the opportunity to personalise the language they learn and to practise speaking together in pairs and groups, to play games using the new language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom.

It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

### In the Class Book

The Fluency Time! spreads in *Family and Friends 2<sup>nd</sup> Edition* provide learners with useful language for a variety of everyday situations. This is referred to as Everyday English. Children listen to and read the phrases in short stories. Then to give them the chance to practise this language in realistic contexts, the spreads include a variety of classroom activities which focus on meaning and communication.

Each of the five Fluency Time! spreads in *Family and Friends 2<sup>nd</sup> Edition* consists of an Everyday English page followed by a Project page. The Everyday English pages teach phrases through mini stories in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing a gradual transition from receptive to productive skills. The Project pages give instructions for a craft project related to the context, and provide further, freer practice of the Everyday English phrases through a communicative game or speaking task, which involves acting out dialogues and using the craft object. In this way, learners can personalize and build on the key phrases, extending the language to incorporate recycled vocabulary and structures from the units they have covered so far.

### In the Fluency DVD

The Everyday English dialogues are also presented in the new **Fluency DVD**. The key Everyday English language is acted out by native speakers in various real-life locations. The DVD is an optional component, but one which very much enriches the Everyday English lessons. The DVD can be integrated into lessons in a variety of ways depending on what best suits the class. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

## In the Workbook

The **Workbook** provides further written practice of the Everyday English language, including activities based on the Fluency DVD. There is also a Fluency Review board game, which provides a meaningful and motivating context in which to review the language through spoken practice. The Everyday English phrase bank also offers a useful reference section at the back of the Workbook.

## Syllabus

The **syllabus** for the Everyday English phrases is based, in part, on the *Cambridge English: Starters* syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future.

## Supplementary materials

### Readers

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

The *Family and Friends* Readers are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children's lives today. They contain approximately 100 core headwords (500), and correspond with the vocabulary and grammar syllabus of the course books. They also contain integrated activities which can be used either in the classroom or for homework. There is an Audio CD for each Reader containing story audio to support children's reading.

### Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends 2<sup>nd</sup> Edition* as an additional resource to provide more written grammar practice. The words and grammar used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends 2<sup>nd</sup> Edition*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable children to build up a picture of the grammatical system step by step. It can be used in class or at home.

There are additional interactive exercises and multiple-choice grammar tests with each Student's Book. A Teacher's Book for each level contains the answers to the exercises, notes on the units, and tests.

### Alphabet Book

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



## Drama in the classroom

### How to present the stories

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

### Acting out the stories

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

#### Acting in groups

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

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

#### Acting as a class

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

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

#### Acting with a 'lead group'

This is a combination of the two previous procedures:

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

### Class plays

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

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

## Classroom management

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

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

## Involving parents

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

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.
- Encourage extra practice at home using the Student Website, especially the *Listen at home* sections. The children can enjoy singing the songs at home and performing the stories and plays to their families and friends.
- Show parents the completed Values worksheets from the Teacher's Resource Centre.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays and the songs they have learnt, along with their actions.



Oxford Parents is a **new** website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practicing English outside the classroom can really help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit [www.oup.com/elt/oxfordparents](http://www.oup.com/elt/oxfordparents) and have fun helping their children with English!

## Teacher's Resource Centre

The *Family and Friends 2<sup>nd</sup> Edition* Teacher's Resource Centre contains a wide range of editable and printable tests, as well as a variety of photocopiable resources to support and supplement the course.

All of the audio for these tests are available on the Teacher's Resource Centre.

### Course Tests

The Course Tests section contains:

- Suggestions and practical tips for ongoing classroom assessment.
- Tests for each course unit and a progress test for use after every three units.
- Extensive testing for all four skill areas, including 5 Fluency Time! tests for use after every three units.
- Downloadable audio for all the tests above.

### Cambridge English: YLE Practice

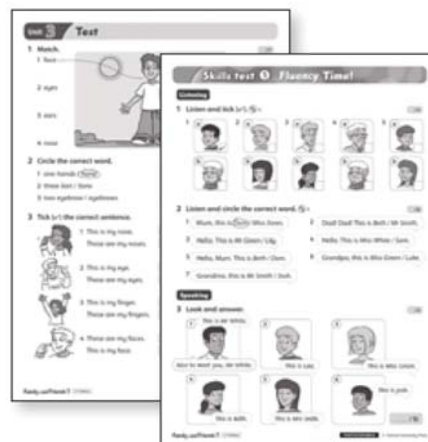
The Cambridge English: YLE Practice section contains:

- Notes, tips and vocabulary lists for the Starters tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.
- Sample YLE Practice Tests for the Starters Reading and Writing, Listening and Speaking tests.
- Downloadable audio for all the tests and worksheets above.

### Course Resources

The Course Resources section contains:

- Fluency Time! project templates that link directly to instructions in the Class Book Project lessons.
  - Specially designed photocopyables for easy use in large classrooms.
- Cut and Make project templates for craft activities at the end of each semester.
- Writing Portfolio worksheets for freer and extended writing practice after every three units.
  - Differentiated worksheets, Portfolio A and B, for mixed ability classes. Writing Portfolio A can be used with regular learners, while Portfolio B is aimed at (motivating) fast finishers.
- Extra Writing worksheets for further practice of each unit's writing objective.
- Values worksheets for every course unit.
- Class Play scripts for end of each semester.







## Fluency DVD

The *Family and Friends 2nd Edition* Fluency DVD offers a wide range of video for teachers to integrate into their lessons. Teachers can use the DVD to present, practise or consolidate language learned in the Class Book. They can also use sections such as the cross-curricular video to explore themes covered in the course.

### Fluency Time!

The *Fluency Time!* section of the DVD contains:

- Native speakers in real-life scenarios and locations using the Everyday English language taught in *Family and Friends 2nd Edition Fluency Time!*.
- Opportunities for students to combine core grammar structures with the Everyday English taught in *Fluency Time!* based on the models provided by native speakers.
- A *Talk to...* section where children can respond to questions from native speakers on screen.

### Skills Time! – Speaking

- Model question and answers for the Speaking sections in Lesson 6 of every unit.
- Written examples of the spoken models.

### CLIL – Let's learn about ...!

The CLIL section of the DVD contains:

- Optional video clips that offer teachers the chance to exploit cross-curricular themes in the course.
- Art, geography and science-related video clips that expose students to English at a level appropriate for the course.

### Animated Stories

- Animated stories for each of the 16 unit stories.



## Online Practice

### For teachers

*Family and Friends 2nd Edition* Online Practice is available using the access card in Teacher's Book Plus. It allows teachers to:

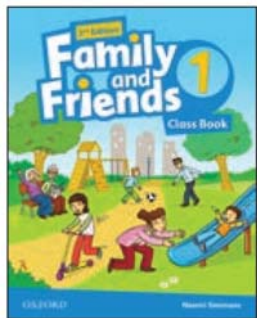
- Create online classes for the course using the 'Manage Classes' features.
- Assign work directly linked to the Class Book.
- Set practice activities dedicated to the course vocabulary, grammar and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various forms of written English such as email and forum discussion.

### For students

Online Practice is available to students using the access card in their Workbook with Online Practice. Students will be able to:

- Complete specific language-focussed activities that link directly to the course.
- Have their work automatically scored and graded.
- Share their work with other students in the 'class' setup by the teacher.
- Send emails and take part in English discussions as their level increases.





## Classroom Presentation Tool

The Classroom Presentation Tool is software that allows teachers to present and manipulate course content in an engaging and interactive way.

It can be used either on an interactive whiteboard (IWB) or on a projector. The Student Book pages can be viewed on screen.

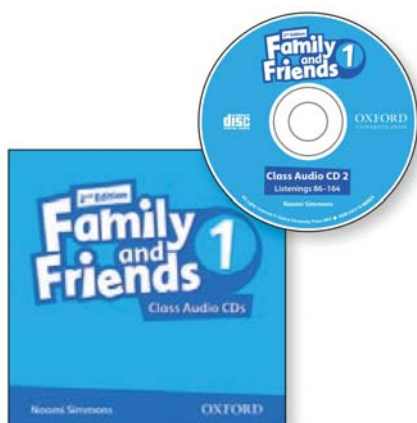
Interactive activities include:

- vocabulary presentation and practice
- grammar presentation and practice
- phonics presentation and practice
- video resources such as story animations and *Fluency Time!* videos.
- audio tracks for all songs and chants on page
- optional onscreen answers

## Student Website

The Student website contains:

- *Listen at home* target language, songs, and phonics chants for children to practise at home. They can be played on a computer using the audio player.
- Online Play games.
- Animated stories for each of the 16 units in the Class Book.



## Class Audio CDs

The Class Audio CDs provide the full range of audio to accompany the student Class Book, including:

- All target vocabulary and related chants
- Unit stories
- Main unit songs
- All target phonics, chants and phonics-related exercises
- All main reading texts in the unit Skills sections
- Stories and exercises that accompany the *Fluency Time!* sections
- Reading texts that support the Culture sections.



## e-Books

Both the Class Book and Workbook are available as e-books. E-books can be used for:

- Independent work – children complete the interactive exercises using a tablet / laptop and headphones
- Group/paired work – children share a device, or groups can compete against each other for points
- Whole class work – one student plays audio on their device with the volume turned up for everyone to listen to as you work through the lessons.

## Classroom language

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

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

Showing children how to do something

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

Giving instructions for moving around and helping in class

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

Giving encouragement and praise

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

Asking for recall of words, phrases, and activities

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

Encouraging good behaviour

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

Setting up pairs and groups

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

Ending an activity / a lesson

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

# Tour of a unit

## Lesson One Words and Story

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

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



The children practise the words with a rhythmic chant.

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



## Teaching the words and presenting the story

### Words

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

### Story

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

Children use the Student Website at home to watch the animated story.

## Workbook

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



Online Practice allows children to practise the vocabulary further.



## Lesson Two Grammar

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

The children listen to the story again and now produce the language by repeating and then acting out the story (see TB page 9).



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

**Lesson Two Grammar**

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

**Let's learn!**

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

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

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

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

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

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

I've got two drinks. Number 5!

I've got / I haven't got ... Unit 9 65

The children practise writing the grammar structure.

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

## Acting out the stories and teaching the grammar

### Story

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

### Grammar

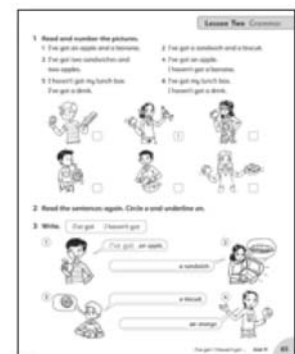
- Teach the grammar through example rather than explanation.
- Read the grammar examples. The class repeats chorally. Write them on the board. Reinforce meaning with actions.

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

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

## Workbook

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



Online Practice allows children to practise the grammar structures in different contexts.

## Lesson Three Words and Song

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

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



The children learn and sing the song.

The children perform actions as they sing the song.

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



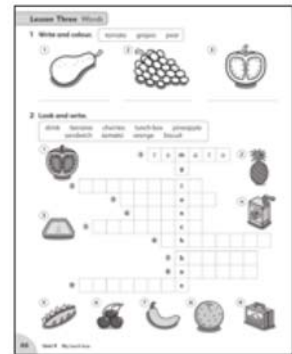
## Teaching songs

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

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

## Workbook

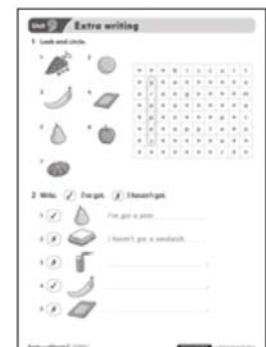
The children practise recognizing and writing all the new words from the unit, with a particular focus on the new words from this lesson.



Online Practice allows children to practise the new vocabulary further and consolidate their understanding of the song.

## Teacher's Resource Centre

There is extra written practice for the vocabulary and structures from the unit on the Teacher's Resource Centre Extra writing worksheet.





## Lesson Four Phonics

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

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



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

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

The children choose the correct letters for certain words.

**Lesson Four Phonics**

1 Listen, point and repeat.

**ch** **chair** **teacher** **chick**

2 Listen and chant.

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

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

4 Look at the picture and circle the correct sound.

1 **ch h c** 2 **c k ch**

3 **ch c h** 4 **s c ch**

Diphthongs Unit 9 67

## Teaching phonics

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

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

## Workbook

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

**Lesson Four Phonics**

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

**ch h c h c h c**  
**h ch h ch h ch**  
**h c ch c h h**

2 Write.

1 cat 2 chick 3 chair

3 Read and write.

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

67

Online Practice allows children to practise phonics in a different context.

## Lesson Five Skills Time! Reading

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

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

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

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

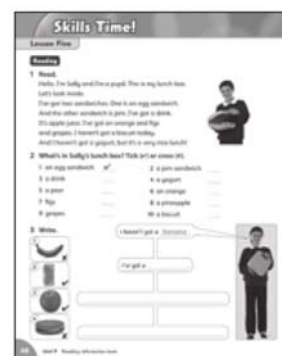


## Teaching reading

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

## Workbook

The children read a related text and complete comprehension activities.



Online Practice allows children to complete further reading exercises.

## Lesson Six Skills Time! Listening, Speaking and Writing

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

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

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

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

**Lesson Six**

**Listening**

1 Listen and tick (✓).

|   |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
|   |  |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |

**Speaking**

2 Look at the pictures again. Ask and answer.

a sandwich an egg an apple a pear  
a drink an orange eight grapes three cherries

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

**Writing preparation**

3 Write a or an.

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

1 This is a biscuit. 2 I've got an apple.  
3 I've got an umbrella. 4 This is a hat.  
5 It's a sandwich. 6 I haven't got an egg.

Complete the writing task on page 69 of the Workbook.

Listening, speaking, writing Unit 9 69

## Teaching listening, speaking and writing

### Listening

- *Pre-listening:* Ask the children to look at the pictures in the activity and to guess what the recording will be about. Elicit as many relevant words as possible.
- *Listening for gist:* Play the recording right through. The children listen and point to the pictures in their books. Play it again, pausing after each phrase to check comprehension with some simple questions.
- *Listening for detail:* Play the recording, pausing for children to complete the activity in their books.

Children use the *Listen at home* section of the Student Website to practise listening skills.

### Speaking

- The speaking task aims to develop speech that is clear and fluent.
- Call a volunteer to the front and demonstrate how to ask and answer the questions using the dialogue in the speech bubbles. Use different examples from the vocabulary set.
- Ask the children to repeat chorally, emphasizing correct intonation in the questions and answers. Check that the words are flowing together, without unnecessary pauses.
- The children then carry out the speaking activity in pairs. Move around the class while they are speaking and give models where necessary.



Students can watch model questions and answers for the speaking activity in the Skills Time! Speaking section.

### Writing

- Demonstrate the new writing skill by writing one or more example sentences on the board. Circle or underline the target punctuation or word.
- Encourage the children to find examples of the writing skill in the reading text in Lesson 5 or the story in Lesson 1.

### Workbook

- The children now move from recognizing the new writing skill to producing it.
- Ensure that the children understand what type of sentences they need to produce in the writing task. Read the example sentence and elicit further examples from the class. Write them on the board.

**Lesson Six**

**Listening**

1 Circle the correct word.

1 I've got an orange. 2 This is a pear.  
3 I've got an egg. 4 I've got an apple.  
5 I haven't got a sandwich. 6 I haven't got a hat.

**Speaking**

2 Write a or an.

1 This is a biscuit. 2 I've got an apple.  
3 I've got an umbrella. 4 This is a hat.  
5 It's a sandwich. 6 I haven't got an egg.

**About me!**

3 Circle the food in your lunch box today.

apple, grapes, orange, tea, sandwich, biscuits, banana, drink, chocolate, cheese

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

My lunch box has got:  
I've got:  
I haven't got:

- When the children have finished, call volunteers to the front to read their texts to the class and show their drawings.



Online Practice allows children to complete Listening, Speaking and Writing exercises.

## Fluency Time! Everyday English

The *Fluency Time!* Lessons come after every three units and focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The children read and listen to the story for the first time. The key Everyday English phrases are highlighted in the text to focus attention on the phrases. The children listen again, repeating the dialogues with the recording.

The children look at the pictures, to help them understand the context, before they listen to a recording and complete the listening comprehension activity.

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

The children watch the corresponding Fluency Time! Lesson on the DVD, to consolidate the Everyday English phrases. First, actors act out the story from exercise 1. Then the language is extended to include the key Everyday English phrases, as well as additional 'passive' phrases, or recycled language from the preceding units.



## Teaching Everyday English

### Story

- Focus on the pictures. Ask children to say where the people are (*at home / in a bedroom*) and who they think the girl/boy is talking to in each picture. Ask children what clothes they can see in the pictures.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs or groups.
- Ask groups of children to act out the dialogue for the class.

### Listening

- Show children the pictures and ask them to say who / what they can see in each picture. Explain that they need to listen and decide which picture matches each dialogue in the recording.
- The recording contains examples of the Everyday English phrases, and some additional 'passive' phrases, which simply set the context. Remind the children that they don't need to understand every word.
- Play the recording for the children to listen and tick the correct pictures.
- Ask children to point to the correct pictures and say what Grandma is saying in each picture.

### Speaking

Ask children to work in pairs.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the pictures of the clothes in the box and tell their partners to put them on / take them off.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

### Workbook

The children practise reading and writing the Everyday English phrases in a new context.



Children do exercises to practise the Everyday English phrases in the Online Practice Fluency section.



## Fluency Time! Project

The Project lesson provides further and more extended speaking practice of the new language, by making and using a craft activity which is linked directly to the Fluency Time! topic.

The children listen to the story from the Everyday English lesson, or they watch the story on the Fluency DVD. They then produce the language by acting out the story.

The children look at the photos and follow the instructions to prepare their craft activity.

There are templates for each Fluency Time! Project in the Teacher's Resource Centre.

The children produce the language in a freer speaking activity. In pairs children use the completed craft project to practise Everyday English phrases in a more personalized dialogue. They are encouraged to include additional words or structures that they remember from previous units.



## Teaching projects

### Acting out the Story

- Draw children's attention to the story in Activity 1 of the Everyday English lesson on the previous page of the Class Book. Ask the children what they can remember about the story.
- Play the Fluency DVD, Fluency Time! scene 1 again. If you don't have time for the DVD, read the story in the Class Book.
- Ask groups of children to act out the dialogue (or their own variations of the dialogue).
- Play Fluency DVD Fluency Time! 3, scene 2 again for children to watch and listen.

### Project

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a clothes cube*).
- Ask *What do you need to make the clothes cube?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the clothes cube template (see Fluency Time! Project 3, Teacher's Resource Centre). Give each group coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their clothes cubes. Demonstrate with your own completed cube and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? How do you spell ...*

### Speaking

- Focus on the photo. Tell children they are going to use their clothes cubes to play a game.

- Demonstrate the game with a child, using one of the cubes. Ask the child to throw the cube, then encourage the child to say which side of the cube is up, what clothes item is on the top side of the cube and whether there is a tick or a cross next to the clothes item. Model the sentence for this side of the cube, e.g. *Put on / Take off your ...*
- Ask two children to read out the example dialogue.
- Children play the game in pairs, taking turns to throw their clothes cube and tell their partner to put on / take off the item of clothing shown.
- Ask some pairs to play the game in front of the class.



- You can now play Fluency Time! 3 scenes again to review the language of the Fluency Time! 3 lessons.
- Play Fluency DVD Fluency Time! 3, *Talk to Kate & James!*, for children to answer the questions.

### Workbook

The children watch the Fluency DVD again and complete the comprehension activities on the DVD practice page.



As their level increases children can use Online Practice to write about their projects.



# Flashcards and games

|    |            |               |
|----|------------|---------------|
| 1  | Rosy       | Hello         |
| 2  | Tim        | Hello         |
| 3  | Billy      | Hello         |
| 4  | Miss Jones | Hello         |
| 5  | one        | Numbers       |
| 6  | two        | Numbers       |
| 7  | three      | Numbers       |
| 8  | four       | Numbers       |
| 9  | five       | Numbers       |
| 10 | six        | Numbers       |
| 11 | seven      | Numbers       |
| 12 | eight      | Numbers       |
| 13 | nine       | Numbers       |
| 14 | ten        | Numbers       |
| 15 | red        | Colours       |
| 16 | yellow     | Colours       |
| 17 | pink       | Colours       |
| 18 | green      | Colours       |
| 19 | purple     | Colours       |
| 20 | orange     | Colours       |
| 21 | blue       | Colours       |
| 22 | pen        | School things |
| 23 | rubber     | School things |
| 24 | pencil     | School things |
| 25 | ruler      | School things |
| 26 | book       | School things |
| 27 | bag        | School things |
| 28 | folder     | School things |
| 29 | door       | School things |
| 30 | window     | School things |
| 31 | bookcase   | School things |
| 32 | doll       | Toys          |
| 33 | ball       | Toys          |
| 34 | teddy      | Toys          |
| 35 | puzzle     | Toys          |
| 36 | car        | Toys          |
| 37 | kite       | Toys          |
| 38 | bike       | Toys          |
| 39 | train      | Toys          |
| 40 | game       | Toys          |
| 41 | scooter    | Toys          |
| 42 | arms       | My body       |
| 43 | nose       | My body       |
| 44 | face       | My body       |
| 45 | legs       | My body       |
| 46 | ears       | My body       |
| 47 | fingers    | My body       |
| 48 | hands      | My body       |
| 49 | eyes       | My body       |
| 50 | eyebrows   | My body       |
| 51 | shoulders  | My body       |
| 52 | teacher    | Jobs          |
| 53 | pupil      | Jobs          |
| 54 | housewife  | Jobs          |
| 55 | fireman    | Jobs          |
| 56 | pilot      | Jobs          |
| 57 | doctor     | Jobs          |
| 58 | policeman  | Jobs          |
| 59 | farmer     | Jobs          |
| 60 | postman    | Jobs          |

|     |                |              |
|-----|----------------|--------------|
| 61  | zookeeper      | Jobs         |
| 62  | seesaw         | The park     |
| 63  | slide          | The park     |
| 64  | net            | The park     |
| 65  | swing          | The park     |
| 66  | tree           | The park     |
| 67  | pool           | The park     |
| 68  | arm bands      | The park     |
| 69  | ice cream      | The park     |
| 70  | frisbee        | The park     |
| 71  | climbing frame | The park     |
| 72  | mum            | My family    |
| 73  | dad            | My family    |
| 74  | grandma        | My family    |
| 75  | grandpa        | My family    |
| 76  | aunt           | My family    |
| 77  | uncle          | My family    |
| 78  | dress          | My clothes   |
| 79  | socks          | My clothes   |
| 80  | T-shirt        | My clothes   |
| 81  | trousers       | My clothes   |
| 82  | shorts         | My clothes   |
| 83  | shoes          | My clothes   |
| 84  | coat           | My clothes   |
| 85  | hat            | My clothes   |
| 86  | cardigan       | My clothes   |
| 87  | tracksuit      | My clothes   |
| 88  | kitchen        | My house     |
| 89  | living room    | My house     |
| 90  | dining room    | My house     |
| 91  | bedroom        | My house     |
| 92  | bathroom       | My house     |
| 93  | garden         | My house     |
| 94  | upstairs       | My house     |
| 95  | downstairs     | My house     |
| 96  | house          | My house     |
| 97  | flat           | My house     |
| 98  | front door     | My house     |
| 99  | lunch box      | My lunch box |
| 100 | sandwich       | My lunch box |
| 101 | drinks         | My lunch box |
| 102 | apple          | My lunch box |
| 103 | banana         | My lunch box |
| 104 | biscuit        | My lunch box |
| 105 | tomato         | My lunch box |
| 106 | pear           | My lunch box |
| 107 | grapes         | My lunch box |
| 108 | pineapples     | My lunch box |
| 109 | cherries       | My lunch box |
| 110 | long           | My friends   |
| 111 | short          | My friends   |
| 112 | blond          | My friends   |
| 113 | brown          | My friends   |
| 114 | curly          | My friends   |
| 115 | straight       | My friends   |
| 116 | square         | Shapes       |
| 117 | circle         | Shapes       |
| 118 | triangle       | Shapes       |
| 119 | rectangle      | Shapes       |
| 120 | diamond        | Shapes       |

|     |               |               |
|-----|---------------|---------------|
| 121 | elephant      | The zoo       |
| 122 | giraffe       | The zoo       |
| 123 | monkey        | The zoo       |
| 124 | big           | The zoo       |
| 125 | tall          | The zoo       |
| 126 | little        | The zoo       |
| 127 | tiger         | The zoo       |
| 128 | snake         | The zoo       |
| 129 | parrot        | The zoo       |
| 130 | polar bear    | The zoo       |
| 131 | seal          | The zoo       |
| 132 | rice          | Food          |
| 133 | meat          | Food          |
| 134 | carrots       | Food          |
| 135 | yogurt        | Food          |
| 136 | fish          | Food          |
| 137 | bread         | Food          |
| 138 | milk          | Food          |
| 139 | water         | Food          |
| 140 | juice         | Food          |
| 141 | hot chocolate | Food          |
| 142 | tea           | Food          |
| 143 | rug           | My bedroom    |
| 144 | bed           | My bedroom    |
| 145 | cupboard      | My bedroom    |
| 146 | shelf         | My bedroom    |
| 147 | pillow        | My bedroom    |
| 148 | quilt         | My bedroom    |
| 149 | eleven        | Numbers 11-20 |
| 150 | twelve        | Numbers 11-20 |
| 151 | thirteen      | Numbers 11-20 |
| 152 | fourteen      | Numbers 11-20 |
| 153 | fifteen       | Numbers 11-20 |
| 154 | sixteen       | Numbers 11-20 |
| 155 | seventeen     | Numbers 11-20 |
| 156 | eighteen      | Numbers 11-20 |
| 157 | nineteen      | Numbers 11-20 |
| 158 | twenty        | Numbers 11-20 |
| 159 | run           | Verbs         |
| 160 | fly           | Verbs         |
| 161 | walk          | Verbs         |
| 162 | talk          | Verbs         |
| 163 | swim          | Verbs         |
| 164 | climb         | Verbs         |
| 165 | write         | Verbs         |
| 166 | draw          | Verbs         |
| 167 | sing          | Verbs         |
| 168 | dance         | Verbs         |
| 169 | cook          | Verbs         |
| 170 | sandcastle    | The beach     |
| 171 | beach         | The beach     |
| 172 | crab          | The beach     |
| 173 | the sea       | The beach     |
| 174 | boat          | The beach     |
| 175 | shell         | The beach     |
| 176 | sun cream     | The beach     |
| 177 | bat           | The beach     |
| 178 | ice lolly     | The beach     |
| 179 | bucket        | The beach     |
| 180 | spade         | The beach     |



## Games and optional activities

### Flashcard games

#### Jump

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

#### Snap!

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

#### Musical cards

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

#### Where was it?

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

#### What's missing?

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

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

#### Slow reveal

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

## More games

### Simon says...

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

### Mime the word

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

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

### What's the picture?

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

### Bingo

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

### Forwards and backwards

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

See [www.oup.com/elt\\_teacher's\\_site](http://www.oup.com/elt_teacher's_site) for more games

# Starter Hello!

## Lesson One

CB page 4

### Learning outcomes

To become familiar with the Class Book characters and common greetings

To understand a short story

### Language

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

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

### Materials

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

### Warmer

- As children come in, say *Hello*. Encourage them to say *Hello*. Ask children to say *Hello* to children next to them.
- Say *Hello. My name's ...* and encourage children to do the same in pairs.
- Play a game. Say *Stand up!* and indicate to the class to stand up. Say *Sit down!* and indicate them to sit. Say *Stand up!* and *Sit down!* several times. The last child to complete the action is 'out'.

### Lead-in

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

### 1 Listen, point and repeat. 01

- Ask children to look at the characters.
- Play the first part of the recording. Children listen and point to the pictures.

**NOTE:** The first time, the recording follows the order of the pictures on the page; the second time, the order is out of sequence. This is done in the word presentation in every unit.

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

### Transcript

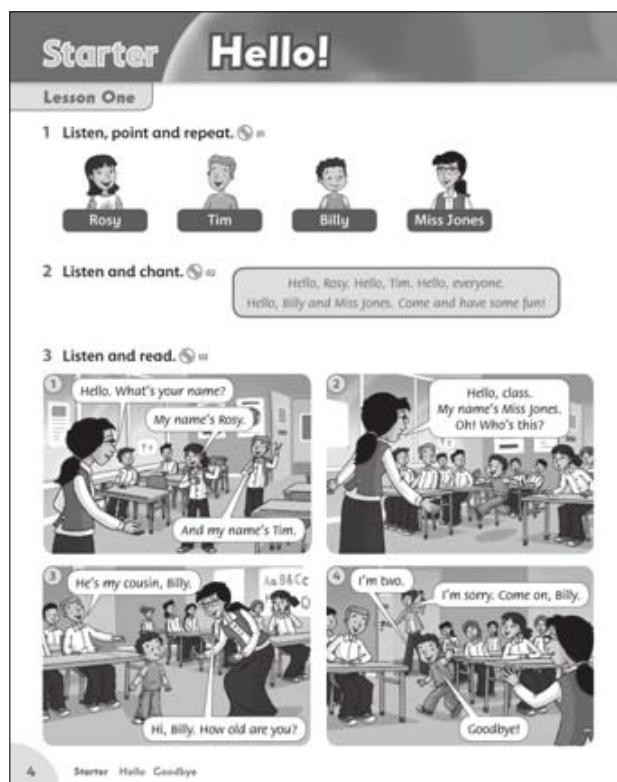
#### Listen and point.

*Rosy, Tim, Billy, Miss Jones*

*Tim, Rosy, Miss Jones, Billy*

#### Listen and repeat.

*Rosy, Tim, Billy, Miss Jones*



### 2 Listen and chant. 02

- Play the recording for children to listen to the chant. Repeat a few times for children to say the words.
- Children say the chant as a class, without the recording.
- Divide the class into groups of four. Give each child a character's name. Say the chant with the class. Every time a child hears their 'name' they stand up and sit down again.

### Optional activity

- Write the chant on the board, replacing the names of the children with gaps and the name of the teacher with your name. Read the chant. Each time you come to a gap, point to a child for the class to say the name.

### 3 Listen and read. 03

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

### Further practice

Workbook page 4

Online Practice • Starter Unit • Lesson One

## Lesson Two CB page 5

### Learning outcomes

- To greet people
- To ask and answer the question *What's your name?*
- To act out a story

### Language

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

### Materials

CD 02–04; Starter story poster; Hello flashcards 1–4

### Warmer 02

- Say *Hello* and encourage children to reply *Hello* and then to greet each other in pairs.
- Do the chant from Class Book page 4.

### Lead-in

- Hold up each of the Hello flashcards 1–4 for children to say the names of the characters. Model any names that children don't know.
- Ask children if they can remember what happened in the story in the previous lesson.
- Show the story poster to reveal if children remembered correctly and to encourage further ideas.

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

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

### Story actions

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

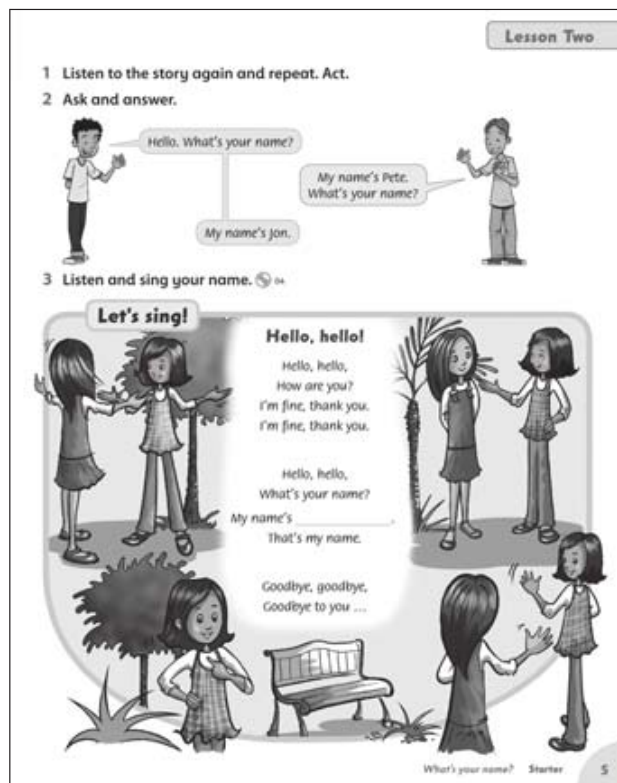
Picture 2: Billy runs into the class. Miss Jones holds out her arms, looking surprised.

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

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

### 2 Ask and answer.

- Say *Look at the pictures*, indicating the pictures of the boys. Read the dialogue, pausing for children to repeat. Model the dialogue with one of the stronger children.
- Read the dialogue again, for children to repeat again.
- Ask children to work in pairs. Allow time for children to practise saying the dialogue with their partner.



- Ask some pairs to come to the front to act out the dialogue.
- Say to individual children *Hello. What's your name?* Children respond saying their own names.

### 3 Listen and sing your name. 04

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

### Song actions

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

### Optional activity

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

### Further practice

Workbook page 5

Student Website • Starter Unit • Grammar, Song 1

Online Practice • Starter Unit • Lesson Two

## Lesson Three CB page 6

### Learning outcomes

- To recognize and use numbers one to ten
- To ask and answer the question *How old are you?*
- To say the days of the week

### Language

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

### Materials

CD 04–07; Numbers flashcards 5–14 (one to ten)

### Warmer 04

- Sing *Hello, hello!* from Class Book page 5.

### Lead-in

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

### 1 Listen, point and repeat. 05

- Ask children to look at the pictures. Explain that the children have their ages written above them.
- Play the first part of the recording for children to point to the pictures as they hear the ages.
- Play the second part for children to repeat.
- Play the recording all the way through for children to repeat.
- Point to people in the pictures and ask individual children to say the numbers.

### Transcript

#### Listen and point.

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

#### Listen and repeat.

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

### Optional activity

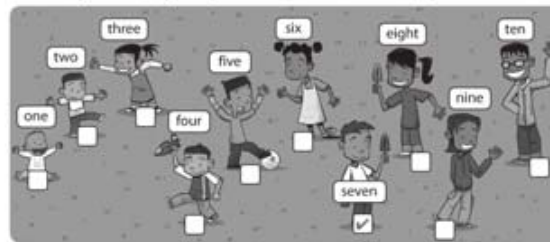
- Ask ten children to come to the front. Give each child a number flashcard and ask them to stand in order. The rest of the class points to each child and says the number.
- Children put themselves into a different order. The class calls out the numbers in the new order. Repeat with different children.

### 2 Listen and tick (✓). 06

- Ask children to look at the pictures again. Point and say *Look, he's six. Look, she's eight.* Then point to the first boy again and ask *How old is he?* Tell the class they are going to hear some of the children talking about their age.

### Lesson Three

- 1 Listen, point and repeat. 05    2 Listen and tick (✓). 06



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

How old are you? I'm seven.

- 4 Listen and point. Listen and chant. 07



6 Starter How old are you?

- Play the recording, pausing after the first dialogue. Show children the example answer..
- Play the rest of the recording, pausing for children to tick the children whose ages they hear. Repeat.
- Check answers by asking children which ages they heard.

### Transcript

How old are you? / I'm seven.

How old are you? / I'm two.

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

How old are you? / I'm five.

How old are you? / I'm six.

### ANSWERS

two ✓ five ✓ six ✓ seven ✓ eight ✓

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

- Read the question and answer, pausing after each for children to repeat.
- Ask children to look at Exercise 1. Tell them they are going to practise being the children in the pictures. In pairs, children point to a person and ask *How old are you?* Their partner answers as though they were that child.

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

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

### Transcript

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

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

### Further practice

Workbook page 6

Online Practice • Starter Unit • Lesson Three



## Lesson Four CB page 7

### Learning outcomes

To identify different colours

To use different colours in the context of a chant

### Language

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

Extra: *chant, rainbow, too*

### Materials

CD 08–09; Colours flashcards 15–21; coloured pens / pencils / crayons (or strips of paper) in the colours red, yellow, pink, green, purple, orange and blue for each group of seven children

### Warmer

- Play *Jump* (see Teacher's Book page 23) to revise the numbers one to ten.

### Lead-in

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

### 1 Listen, point and repeat. 08

- Ask children to look at the colours. Play the first part of the recording for children to point to the pictures.
- Play the second part for children to repeat the colours.
- Play the recording all the way through for children to point at the colours and then repeat the words.
- Call out the names of colours for children to point to objects in the room that are the same colour.
- Reverse the activity. Point to different objects for children to call out the name of the colour.

### Transcript

#### Listen and point.

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

#### Listen and repeat.

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

### 2 Listen and chant. 09

- Ask children to look at the rainbow. Elicit the colours.
- Tell children they are going to do a chant about the rainbow. Elicit the colours they think they will hear.
- Play the chant while children follow the words. Repeat for children to chant along.

### 3 Chant and do. 09

- Divide the class into groups of seven. Give each child a pencil or strip of paper in the colours from the chant.

Lesson Four

1 Listen, point and repeat. 08

2 Listen and chant. 09      3 Chant and do.

**Let's chant!**

4 Match.

Colours Starter 7

If your class does not divide into groups of seven, two children can have the same colour in some groups.

- Play the chant again while children chant along. When they hear their colour they hold up their pencil or paper. Repeat.

### Optional activity

- Children close their Class Books. Call seven children to the front and give each child a colour flashcard. The rest of the class help put the children in the order the colours appear in the chant.
- Ask children to check the chant to see if they were correct.

### 4 Match.

- Ask children to look at the paint pots and the words. Point to each of the words for children to read aloud.
- Ask children to match the paint pots to the colour words.
- Check answers by calling out the numbers for children to say the colours.

### ANSWERS

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

### Further practice

#### Workbook page 7

Picture dictionary, Workbook page 124

Hello! test, Teacher's Resource Centre

Student Website • Starter Unit • Words, Song 2

Student Website • Listen at home • Track 1 (Words and phrases), Track 2 (Chant), Track 3 (Song), Track 4 (Chant), Track 5 (Song)

Online Practice • Starter Unit • Lesson Four

## Lesson One

CB page 8

## Words

## Learning outcomes

To identify common school things

To understand a short story

## Language

Core: *pen, rubber, pencil, ruler, book*Extra: *school things, train, OK, look at*

## Materials

CD 05, 10–12; Story poster 1; School things flashcards 22–26; school things (book, pen, pencil, rubber, ruler)

## Warmer 05

- Sing *Sing a rainbow!* from Class Book page 7.

## Lead-in

- Hold up each school thing and say the words for children to repeat.
- Hold up flashcards 22–26 and ask the class *Is it a pen / book / rubber?* (yes / no).
- Play a memory game. Show two flashcards to the class and put them face down on your table. Point to each flashcard and ask *Is it a ... ?* Repeat with the other flashcards.

## 1 Listen, point and repeat. 05 10

- Ask children to look at the school things. Play the first part of the recording for children to point to the pictures. Repeat.
- Play the recording all the way through for children to point and then repeat the words.
- Hold up flashcards 22–26 and ask individual children to say the words.

## Transcript

## Listen and point.

*pen, rubber, pencil, ruler, book**pencil, book, pen, ruler, rubber*

## Listen and repeat.

*pen, rubber, pencil, ruler, book*

## 2 Listen and chant. 11

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words.
- Ask children to put one of each school thing on their desks. This time they can point to, or pick up, the school things when they hear them. Repeat a few times.

## Transcript

*pen, pen, pen**rubber, rubber, rubber**pencil, pencil, pencil**ruler, ruler, ruler**book, book, book*

**1 What's this?**

**Lesson One Words**

1 Listen, point and repeat. 05 11

2 Listen and chant. 11

3 Listen and read. 12

1 Look at the train, Rosy.

2 They're my school things. Look, what's this?

3 And what's this?

4 That's right. Can I have my school things, please?

5 OK, here you are ... Your pencil, pen, ruler and rubber.

Unit 1 School things

## Optional activity

- Display the flashcards around the room. Say the chant. Children point to the correct flashcard as they say the word.
- Ask five children to come to the front. Give each child a different school thing. Repeat the chant. The child at the front jumps up when his / her word is said.

## 3 Listen and read. 12

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

## Further practice

Workbook page 8

Student Website • Unit 1 • Words

Online Practice • Unit 1 • Words



## Lesson Two CB page 9

### Grammar

#### Learning outcomes

- To ask and answer the question *What's this?*
- To write answers to the question *What's this?*
- To act out a story

#### Language

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

#### Materials

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

### Warmer

- Play *Snap* (see Teacher's Book page 23) using flashcards 22–26.

### Lead-in

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

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

- Ask children to look at the story on Class Book page 8. Play the recording to check their answers to the comprehension questions.
- Play the story again, pausing for children to repeat.
- Divide the class into pairs. One child is Rosy and the other is Billy. Ask children to look at the pictures and decide on the actions for the story (see suggestions below).
- Children act out the story in pairs.
- Ask some pairs to come to the front to act out the story.

### Story actions

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

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

Picture 3: Rosy holds up a rubber.

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

### 2 Look and say.

- Ask children to look at the picture. Read the question and answer aloud, holding up a pen to reinforce meaning. The class repeats chorally.
- Read the question again. Point to a child to give the answer. Repeat with another child. Ask pairs of children to ask and answer the question.
- Draw attention to the grammar box. Show children how we make the short forms *What's* and *It's* by writing the long and short forms on the board.
- Use the flashcards to ask more questions. Hold up each one and ask *What's this?*
- In pairs, children do the activity using their own school things.

Lesson Two Grammar

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

Let's learn!

What's this?  
It's a pen.

What's = What is  
It's = It is

3 Write.

What's this?  
It's a pen.

What's this?  
a rubber.

What's this?  
a pencil.

What's this?  
a ruler.

4 Point, ask and answer. pen pencil rubber ruler book

What's this? It's a ... Unit 1 9

### 3 Write.

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

### ANSWERS

1 *It's a pen.* 2 *It's a rubber.* 3 *It's a pencil.* 4 *It's a ruler.*

### 4 Point, ask and answer.

- Ask children to look at the picture. Ask *What can you see?* Point to an object. Ask *What's this?* Model the question and answer with a child in the class.
- In pairs, children take turns to point to the pictures and ask questions for their partner to answer.
- When children have finished speaking, hold up the flashcards one at a time and ask the class *What's this?*

### Optional activity

- Ask children to make their own face picture made of school things. In pairs, children point to parts of the 'face' and ask *What's this?*

### Further practice

Workbook page 9

Grammar reference, Class Book page 124

Student Website • Unit 1 • Grammar

Online Practice • Unit 1 • Grammar

# Lesson Three

CB page 10

## Song

### Learning outcomes

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

### Language

Core: *bag, folder, door, window, bookcase*

Extra: *close, open*

Recycled: *school things words*

### Materials

CD 13–14; School things flashcards 22–31; (optional); a piece of plain paper for each child; a large piece of coloured paper, glue, scissors, and coloured pens / pencils / crayons for each group of children (optional)

## Warmer

- Play *Slow reveal* (see Teacher's Book page 23) with flashcards 22–26.

## Lead-in

- Hold up flashcards 27–31 and say the words for children to repeat.
- Put the flashcards around the room. Call out the words for children to point to the flashcards.

### 1 Listen, point and repeat. 13

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to point and then repeat.
- Hold up flashcards 27–31 and ask individual children *What's this?*

## Transcript

### Listen and point.

*bag, folder, door, window, bookcase*

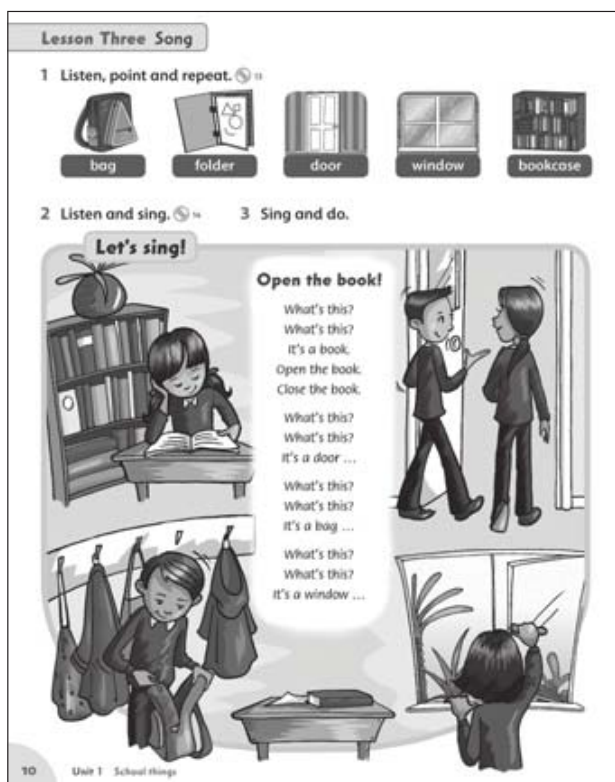
*window, folder, door, bookcase, bag*

### Listen and repeat.

*bag, folder, door, window, bookcase*

### 2 Listen and sing. 14

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



### 3 Sing and do. 14

- Ask children to look at the pictures and see what the actions for this song are. Practise the actions (see below).
- Play the song for children to sing and do the actions.

## Song actions

Verse 1: Open and close a book.

Verse 2: Open and close a door.

Verse 3: Open and close a bag.

Verse 4: Open and close a window.

### Optional activity

- Say and mime *Open a book / Close the door / Open the bag / Close the window*. Then say them again for the class to mime the actions.

### Optional activity

- Tell children they are going to make a poster. Divide the class into groups. Give each child a piece of plain paper and give each group a large piece of coloured paper, glue, scissors, and coloured pens / pencils / crayons.
- In their groups, each child draws a different school thing and writes the word for it. Children cut out their words and pictures and stick them onto the large piece of paper.
- Display the work on the classroom walls.

**Culture note:** see Teacher's Book page 130.

## Further practice

Workbook page 10

Picture dictionary, Workbook page 124

Extra writing worksheet 1, Teacher's Resource Centre

Student Website • Unit 1 • Words, Song

Online Practice • Unit 1 • Song

# Lesson Four

CB page 11

## Phonics

### Learning outcomes

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

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

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

### Language

Core: *apple, bird, cat, dog*

Extra: *here, like (v)*

### Materials

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

### Warmer

- Draw dotted outlines of the letters *a, b, c, d* in upper- and lower-case on the board. Ask individual children to come to the front to join the dots.

### Lead-in

- Point to each letter on the board and say the letter name and the sound for both upper- and lower-case letters for children to repeat.
- Say the sounds again for children to draw the upper-case letters in the air. Repeat for the lower-case letters. Make sure children understand that there are two forms of each letter, which make the same sound.
- Elicit the words on the phonics cards. Say the letter names, sounds, and then the words for children to repeat.
- Write the words *apple, bird, cat, dog* next to the letters on the board. Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat.
- Hold up phonics cards 1–4 and say the words for children to repeat. Repeat in a different order.

### 1 Listen, point and repeat. 15

- Ask children to look at the letters. Play the first part of the recording for children to point to the letters.
- Play the second part for children to repeat the letter names, sounds, and words. Repeat.
- Play the recording all the way through for children to point to the words and repeat them.

### Transcript

#### Listen and point.

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

#### Listen and repeat.

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

### 2 Listen and chant. 16


- Play the recording for children to listen to the chant.
- Put phonics cards 1–4 around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.

Lesson Four Phonics

1 Listen, point and repeat. 15


**Aa**

apple




**Bb**

bird




**Cc**

cat



**Dd**

dog




2 Listen and chant. 16

This is an apple, a, a, apple.  
 This is a bird, b, b, bird.  
 This is a cat, c, c, cat.  
 This is a dog, d, d, dog.


3 Listen to the sounds and join the letters. 17

What has the dog got?




a c b b c c b

b d a d b d c



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




The cat likes birds.

The dog likes apples.

Here's the cat with the bird.

Here's the dog with the apple.



Initial sounds Unit 1 11

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

- Elicit the words for the images (*dog, bird, cat*). Ask *What has the dog got?* Tell children they can find the answer by listening to different sounds and words. They have to follow the sounds in the maze and draw a line to join the letters to find out what the dog has got – a bird or a cat.
- Play the beginning of the recording and follow the blue answer line with your pencil to demonstrate.
- Play the recording for children to listen and join the letters. Play it again for children to check their answers.
- Ask *What has the dog got?* (*a cat*). Check answers by asking children to call out the letters they heard as you write them on the board.

### Transcript

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

### ANSWER

The dog has got a cat.

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

- Ask children to look at the pictures. Ask *What does the cat / dog like?* Read the text aloud for children to follow. Write the first line on the board. Show children the circled *c* at the beginning of *cat*. Draw a circle around the *c* on *cat* on the board.
- Ask children to find and circle other examples of *a, b, c, d* at the beginning of words for the rest of the chant.
- Write the rest of the chant on the board. Check answers by asking children to come up and circle letters on the board.

### ANSWERS

The cat likes birds. The dog likes apples. Here's the cat with the bird. Here's the dog with the apple.

### Further practice

Workbook page 11

Student Website • Unit 1 • Phonics

Online Practice • Unit 1 • Phonics

## Lesson Five CB page 12

### Skills Time!

#### Skills development

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

#### Language

Recycled: vocabulary and structures seen previously  
Extra: *school bag, pencil case, see*

#### Materials

CD 14, 18; school things; a bag

### Warmer 14

- Sing *Open the book!* from Class Book page 10.

### Lead-in

- Ask children to name all the school things they have learnt in this unit. Use real school things as examples.
- Ask children to look at the pictures on Class Book page 12 and predict what the text is about (it's about a girl describing what is in her school bag). Tell the class that the girl is called Emma.

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

- Ask children to look at the pictures and find four school things.
- Check the activity by pointing to each thing and asking *What's this? What colour is it?*

#### ANSWERS

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

### 2 Listen and read. 18

- Explain that you are going to play a recording. They should listen and follow the words in their Class Books. It doesn't matter if they don't understand all the words.
- Play the recording for children to listen and follow the text with their finger.
- Play the recording a second time. Check comprehension by asking simple questions, e.g. *What's the girl's name? Is there a ruler / rubber / ball in the bag? Is the pencil case black? Has Emma got three pens?*
- Describe some of the things for the class to guess, e.g. *It's green (the pencil case); It's red (the pencil).*
- Hold up a selection of school things, e.g. a red pen, a blue rubber, a green ruler. Ask *Is there a pencil? (no). Is there a pen? (yes). Is there a green pen? (no),* etc. for children to answer.
- Children do the same activity in pairs.

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

- Ask children to look at the list of things. Explain that they are going to read the text again and tick the things that appear in the text and cross those that don't.
- Play the recording again as children follow in their Class Books. Stop after *And this is my pencil. Say Pencil? Yes or no? (yes).* Show children the tick next to the word *pencil*
- Explain that if Emma doesn't have the thing, they should draw a cross.

### Skills Time!

Lesson Five

**Reading**

- 1 Point to four school things. Say the words.
- 2 Listen and read. 18

3 Read again. Tick (✓) or cross (X).

|  |                                   |
|--|-----------------------------------|
| 1 pencil <input checked="" type="checkbox"/> | 2 pen <input type="checkbox"/>    |
| 3 book <input type="checkbox"/>              | 4 folder <input type="checkbox"/> |
| 5 door <input type="checkbox"/>              | 6 rubber <input type="checkbox"/> |

Unit 1 Reading: a description

- Check answers with the class by writing the names of the things on the board and invite individual children to draw a tick or a cross next to them.
- Name other things for children to tell you whether they appear in the text or not, e.g. *Window (no) / Pencil case (yes).*

#### ANSWERS

1 pencil ✓ 2 pen ✓ 3 book X 4 folder X  
5 door X 6 rubber ✓

### Optional activity

- Put a bag filled with four school things on the table in front of you. Tell children that they have to guess which things are in the bag.
- Children work in small groups to make a list of four things that they think you have in your bag.
- Invite guesses from different children. Take out the things as they are guessed.
- Find out from the class whether any of the groups guessed all of the things correctly.
- You could make this activity more difficult by asking for colours too, for example, a green pen.

### Further practice

Workbook page 12

Online Practice • Unit 1 • Reading



# Lesson Six CB page 13

## Skills Time!

### Skills development

Listening: identify things; listen for specific information

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

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

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 19; Fluency DVD Unit 1

## Warmer

- Play *What's the picture?* (see Teacher's Book page 23) to revise vocabulary from this unit.

## Lead-in

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

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

- Tell children they are going to hear a recording in which one of the things from each pair will be mentioned. They have to tick the object they hear.
- Make sure children are aware that they don't need to understand every word they hear. Encourage them to listen for words they do know.
- Play the recording, pausing after the first item, and tell children to look at the example. Continue the recording for children to point to the pictures as they hear the words.
- Play the recording a second time, pausing for children to tick the things. Repeat.
- Check answers by asking *What's number 1 / 2 / 3 / 4?* for children to say the things.

## Transcript

1 *What's this? / It's a ruler.* 2 *What's this? / It's a rubber.*  
3 *What's this? / It's a pen.* 4 *What's this? / It's a bag.*

### ANSWERS

1 ruler 2 rubber 3 pen 4 bag

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 1.

**NOTE:** Children can prepare for Exercise 2 by watching the Fluency DVD, which provides a speaking section for every unit.

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

- Ask children to look at the picture of the two girls. Point to the ruler and ask *What's this?* Ask *What are they talking about?*

Lesson Six

**Listening**

1 Listen and tick (✓) the correct picture. 19

**Speaking**

2 Open your bag. Ask and answer.

**Writing preparation**

3 Count the words in each sentence.

This is my bag. 1 2 3 4

1 This is my pen. \_\_\_\_\_ 2 Look at this. \_\_\_\_\_

3 Thank you. \_\_\_\_\_ 4 Close the door. \_\_\_\_\_

5 This is a blue folder. \_\_\_\_\_ 6 Open the window. \_\_\_\_\_

Complete the writing task on page 13 of the Workbook.

13

Listening, speaking, writing Unit 1 13

- Call a child to the front. Hold up a ruler and ask *What's this?* (*It's a ruler*). Change the ruler for a book and repeat the dialogue. Ask children to repeat chorally.
- Ask children to put all the school things they can name on their desks. Children take turns to ask and answer questions about each other's things.
- Point to some of the things you can see and ask different children *What's this?*

### 3 Count the words in each sentence.

- Copy the sentences from Exercise 3 onto the board. Look at the first sentence with the class and count the number of words. Number the words as in the example.
- Ask children to do the rest of the exercise by themselves.
- Check answers by counting the words on the board.
- Ask children to choose three of the sentences from Class Book page 12 and count the words in each.

### ANSWERS

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

**NOTE:** Go to Workbook page 13 for children to write about their school things. The Workbook provides a writing task after every Lesson 6.

### Further practice

Workbook page 13 (children write about their school things)

Fluency DVD • Skills Time! Speaking • Unit 1

Values worksheet 1, Teacher's Resource Centre

Unit 1 test, Teacher's Resource Centre

Student Website • Listen at home • Track 6 (Words and phrases), Track 7 (Song), Track 8 (Phonics)

Online Practice • Unit 1 • Listening, Speaking and Writing

## Lesson One

CB page 14

## Words

## Learning outcomes

- To identify common toys
- To understand a short story

## Language

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

## Materials

CD 14, 20–22; Story poster 2; Toys flashcards 32–36; a pencil case and a pupil's bag (optional)

## Warmer 14

- Sing *Open the book!* from Class Book page 10.

## Lead-in

- Hold up flashcards 32–36 and ask *What's this?* Model any words that children don't know.
- Give the flashcards to five children. Ask them to stand up, one at a time. They show their card for the class to shout out the word.

## 1 Listen, point and repeat. 20

- Ask children to look at the different possessions. Play the first part of the recording for children to point to the pictures. Repeat.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to point and then repeat the words.
- Put flashcards 32–36 around the room. Say the words for children to point to the flashcards and repeat.

## Transcript

## Listen and point.

doll, ball, teddy, puzzle, car

puzzle, ball, teddy, doll, car

## Listen and repeat.

doll, ball, teddy, puzzle, car

## 2 Listen and chant. 21

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. They point to the correct flashcard when they hear it. Repeat.

## Transcript

doll, doll, doll

ball, ball, ball

teddy, teddy, teddy

puzzle, puzzle, puzzle

car, car, car

**2 Playtime!**

**Lesson One Words**

**1 Listen, point and repeat. 20**

**2 Listen and chant. 21**

**3 Listen and read. 22**

**1** This is your doll. And this is your ball.

**2** Is this your teddy?

**3** No, it isn't. This is my pencil case. Look!

**4** Look Tim! Here's my teddy. Tiny Ted is in my bag.

**5** No, it isn't. It's my bag, but ...

Unit 2 Toys

## Optional activity

- Play a guessing game. Tell children they are going to guess which flashcard you are holding, without seeing it.
- Hold up each flashcard in turn so that children can only see the back. Ask different children *What's this?* until the object has been guessed correctly.

## 3 Listen and read. 22

- Use Story poster 2 to present the story. Point to Rosy and ask *Who's this?* Do the same for Tim. Ask children to name as many things in the picture as they can.
- Hold up a pencil case and ask *What's this?* Do the same with a pupil's bag. Ask children to point to the pencil case and the bag in the picture.
- Talk about each frame. Ask *What's happening?*
- Ask children to look at the poster while you play the recording. Point to each speech bubble in turn.
- Play the recording again as children listen and point to the pictures. Ask comprehension questions, e.g. *What is lost? Where's the teddy? Who finds the teddy?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording.
- Ask children to find and point to the words from Exercises 1 and 2 that appear in the story.
- Give flashcards 32–36 to five children. Play the recording again. Each time the children hear their object, they hold up the flashcard. Repeat.

## Further practice

Workbook page 14

Student Website • Unit 2 • Words

Online Practice • Unit 2 • Words

## Lesson Two CB page 15

### Grammar

#### Learning outcomes

- To ask and answer questions with *my* and *your*
- To write answers to the question *Is this your ... ?*
- To act out a story

#### Language

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

#### Materials

CD 22; Story poster 2; Toys flashcards 32–36; real classroom things, e.g. pencil case, bag, pen

### Warmer

- Play *Snap!* (see Teacher's Book page 23) using flashcards 32–36.

### Lead-in

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

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

- Ask children to look at the story on Class Book page 14. Check how many objects they remembered and tick them on the board.
- Play the recording all the way through. Play again, pausing for children to repeat.
- Divide the class into pairs. One child is Rosy and the other is Tim. Ask children to look at the pictures and decide on the actions for the story (see suggestions below).
- Children act out the story.
- Ask some pairs to come to the front to act out the story.

### Story actions

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

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

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

Picture 4: Rosy opens the bag.

#### 2 Look and say.

- Look at the pictures and ask what's happening. Copy the sentences and questions onto the board, leaving spaces where the toy words are. Put flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *This is my doll. Is this your puzzle?* Children repeat the new sentences.
- Ask individual children to substitute a flashcard to make a new sentence.
- Ask children to look at the pictures. Say the sentences for children to repeat.
- Point to yourself and ask which word we use to show something belongs to me (*my*). Point to somebody else and ask which word we use to show that it belongs to the person we are talking to (*your*).

Lesson Two Grammar

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

**Let's learn!**

This is my bag.
This is your doll.
Is this your teddy?  
No, it isn't.
Is this your teddy?  
Yes, it is.

3 Write. my your

This is your ball.

This is  bag.

This is  car.

This is  puzzle.

4 Write. Yes, it is. No, it isn't.

Is this your teddy?

Is this your teddy?

Is this your teddy?

my / your Is this ...? Unit 2 15

### Optional activity

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

#### 3 Write.

- Write some gapped sentences on the board, using classroom things, e.g. *This is  pencil case.*
- Hold your pencil case and indicate that it is yours. Elicit *This is my pencil case.* Hold up the pen and give it to a child. Elicit *This is your pen.* Repeat with other things.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example sentence for the class.
- Children complete the rest of the sentences individually.
- Check answers by asking children to say the sentences.

#### ANSWERS

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

#### 4 Write.

- Ask children to look at the story on Class Book page 14. Point out the questions in pictures 2 and 3. Read them aloud for children to repeat.
- Ask children to look at the pictures on Class Book page 15. Ask a child to read the example to the class. Children write answers to the questions, using the phrases in the word pool as a model.
- Check exercise by asking the questions for the class to answer.

#### ANSWERS

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

### Further practice

Workbook page 15

Grammar reference, Class Book page 124

Student Website • Unit 2 • Grammar

Online Practice • Unit 2 • Grammar

# Lesson Three

CB page 16

## Song

### Learning outcomes

- To identify more words for toys
- To use toy words in the context of a song

### Language

Core: kite, bike, train, game, scooter

Extra: big, love (v)

Recycled: toys words

### Materials

CD 21, 23–24; Toys flashcards 37–41

## Warmer 21

- Say the chant from Class Book page 14.

## Lead-in

- Hold up flashcards 37–41 and say the words for children to repeat.
- Put the flashcards around the room. Say the words for children to point to the correct flashcard and repeat.

## 1 Listen, point and repeat. 23

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to point and then repeat.
- Hold up flashcards 37–41 and ask *What's this?*

## Transcript

### Listen and point.

kite, bike, train, game, scooter

scooter, bike, game, train, kite

### Listen and repeat.

kite, bike, train, game, scooter

### Optional activity






- Play a miming game. Ask *What's this?* and mime the action of riding a bike for children to say the word *bike*.
- Ask a child to stand up. He / She mimes an activity using an object from this lesson or the first lesson of the unit. Other children guess what the object is.
- Repeat the activity with other children miming.

## 2 Listen and sing. 24

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

### Lesson Three Song

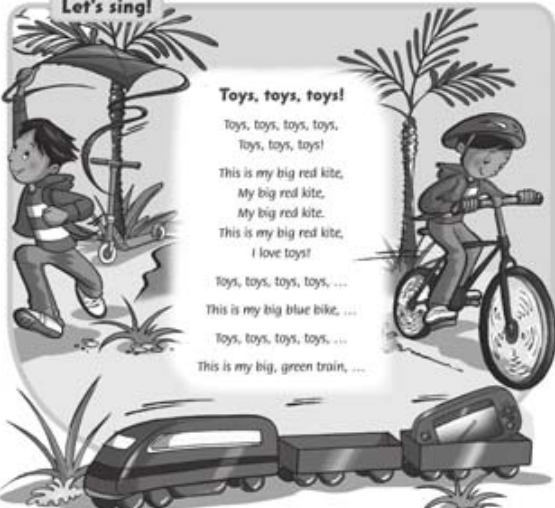
1 Listen, point and repeat. 23

kite
 bike
 train
 game
 scooter

2 Listen and sing. 24

3 Sing and do.

**Let's sing!**



**Toys, toys, toys!**  
 Toys, toys, toys, toys,  
 Toys, toys, toys!  
 This is my big red kite,  
 My big red kite,  
 My big red kite.  
 This is my big red kite,  
 I love toys!  
 Toys, toys, toys, toys, ...  
 This is my big blue bike, ...  
 Toys, toys, toys, toys, ...  
 This is my big, green train, ...

## 3 Sing and do. 24

- Ask children to look at the pictures and decide together on what the actions should be (see suggestions below). Practise the actions with the class.
- Play the song for children to sing and do the actions.
- Give each child a toy word from the song, so that there are kites, bikes, and trains in the class. Play the song again. Each time children hear their word, they jump up.
- Change the children's words. Say *Now bikes are trains, trains are kites, and kites are bikes*. Play the song again for children to jump up when they hear their new words.

## Song actions

**Kite:** Put arms in the air, holding a string.

**Bike:** Move hands in a pedalling motion.

**Train:** Use an arm to show a train moving along a track.

## Culture note: Toys in Britain

Every year the British public spends around £3 billion on toys. Some of the most popular toys in the UK in recent years have been Furbies, electronic cuddly toys that speak, and electronic learning tablets. The popularity of computer games means that children spend less time outside playing than they did in the past, although parks and adventure playgrounds are still very popular with young children. Also, despite the huge number of high-tech gadgets available, traditional toys like dolls, board games and construction toys are still popular.

## Further practice

Workbook page 16

Picture dictionary, Workbook page 125

Extra writing worksheet 2, Teacher's Resource Centre

Student Website • Unit 2 • Words, Song

Online Practice • Unit 2 • Song



## Phonics

### Learning outcomes

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

To pronounce the sounds /e/, /f/, /g/, /h/ on their own and at the beginning of words

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

### Language

Core: *egg, fig, goat, hat*

### Materials

CD 16, 25–27; Phonics cards 5–8 (Ee, Ff, Gg, Hh)

### Warmer 16

- Ask children which letters they have learnt (*a, b, c, d*). Ask them to name words that begin with these sounds.
- Say the chant from Class Book page 11.

### Lead-in

- Write *Ee, Ff, Gg, Hh* on the board. Point to each one and say the letter name and then the sound for both upper- and lower-case letters for children to repeat.
- Say the sounds again for children to draw the upper-case letters in the air. Repeat for the lower-case letters.
- Elicit the words on the phonics cards. Say the letter names, sounds, and then the words for children to repeat.
- Write the words *egg, fig, goat, hat* next to the words on the board. Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat.
- Hold up phonics cards 5–8, one at a time. Say the words for children to repeat. Repeat in a different order.

### 1 Listen, point and repeat. 25

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

### Transcript

#### Listen and point.

Letter E /e/ egg, Letter F /f/ fig, Letter G /g/ goat, Letter H /h/ hat

#### Listen and repeat.

Letter E /e/ egg, Letter F /f/ fig, Letter G /g/ goat, Letter H /h/ hat


### 2 Listen and chant. 26

- Play the recording for children to listen to the chant.
- Put the phonics cards around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat. Repeat, as children follow the chant in their Class Books.

Lesson Four Phonics

1 Listen, point and repeat. 25

**Ee**




egg

**Ff**




fig

**Gg**



goat

**Hh**




hat

2 Listen and chant. 26

I've got an egg, e, e, egg.  
I've got a fig, f, f, fig.  
I've got a goat, g, g, goat.  
I've got a hat, h, h, hat.

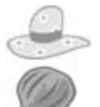
3 Listen to the sounds and join the letters. 27

What has the goat got?




g e h g e f h


f h f f g h f



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



There's an @egg with a yellow hat.  
Look, the goat's got a fig.  
The goat likes figs.



Initial sounds Unit 2 17

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

- Elicit the three images (*goat, fig, hat*). Ask *What has the goat got?* Tell children they can find out by listening. Ask if they remember the maze from the previous unit. If necessary, explain the activity again.
- Play the recording for children to listen and join the letters. Repeat.
- Ask *What has the goat got?* (*a fig*). Check answers by asking children to look at their mazes and call out the letters they heard in turn as you write them on the board.

### Transcript

/f/ fig /e/ egg /h/ hat /g/ goat /g/ goat /h/ hat /f/ fig

### ANSWERS

The goat has got a fig.

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

- Ask children to look at the pictures. Ask *What has the egg got?* (*a hat*). *What has the goat got?* (*a fig*).
- Read the text for children to follow in their Class Books. Write the first line on the board.
- Show children the circled *e* at the beginning of *egg*. Draw a circle around the *e* on *egg* on the board.
- Ask children to find and circle other examples of *e, f, g, h* at the beginning of words in their Class Books. Write the rest of the chant on the board.
- Check answers by asking children to come and circle letters on the board.

### ANSWERS

There's an @egg with a yellow hat. Look, the @oat's got a fig. The @oat likes figs.

### Further practice

Workbook page 17

Student Website • Unit 2 • Phonics

Online Practice • Unit 2 • Phonics

## Lesson Five CB page 18

### Skills Time!

#### Skills development

Reading: read and understand a poem

Writing: completing sentences about favourite things

#### Language

Recycled: vocabulary and structures seen previously

Extra: *favourite, guess, lovely, colour (n), animal*

#### Materials

CD 28; Toys flashcards 32–41; a piece of plain paper for each child; coloured pens / pencils / crayons (optional)

#### Warmer

- Talk about 'favourites' with children, using flashcards to demonstrate. Ask individual children *What's your favourite toy / colour / animal?*

#### Lead-in

- Ask children to look at the pictures on Class Book page 18 and predict what the text is about. If possible, elicit that a girl has written a poem about her favourite toy, colour, and animal.
- Point to the name at the bottom of the poem and establish that the poem was written by Holly. Ask *How old is Holly?* (*seven*).

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

- Ask children to look at the picture and find an animal and a toy. Ask children to name the animal and toy they can see. Check answers by asking *What's the animal?* (*a bird*) *What's the toy?* (*a ball / a scooter*).
- Ask children to point to other items in the picture. Ask *Where's the (rainbow / pink paint / etc)?*

#### ANSWERS

**Animal:** a bird **Toys:** a ball, a scooter

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

- Tell children they are going to read and listen to the poem. Remind them it doesn't matter if they don't understand all the words.
- Play the recording for children to listen and follow the text, then play it a second time and answer any questions the children have.
- Ask *What's Holly's favourite toy? Is it a train? (no). Is it a ball? (yes).* Ask similar questions about Holly's favourite colour (*pink*) and her favourite animal (*a bird*).
- Play the recording again, pausing for children to repeat. Listen for their rhythm and intonation and drill where necessary.
- Ask children to close their Class Books. Read the poem aloud, pausing at the key toy, colour, and animal words. Encourage children to call out the 'missing' words.

#### 3 Read again and write.


- Write the following gapped sentences on the board:  
*My favourite toy is a \_\_\_\_\_.*

### Skills Time!

Lesson Five

**Reading**

- Point to an animal and a toy. Say the words.
- Read and listen to the poem. 28




**My favourite ...**

What's my favourite toy?  
My favourite one of all.  
Is it my scooter? Is it my doll?  
No, it's my orange ball.

What's my favourite colour?  
What do you think?  
Is it yellow? Is it white?  
No, it's the colour pink.

What's my favourite animal?  
Try to guess the word.  
Is it a zebra? Is it a cat?  
No, it's a lovely bird.

Holly, age 7.



- Read again and write.

My favourite toy is a \_\_\_\_\_ ball \_\_\_\_\_.

My favourite colour is \_\_\_\_\_.

My favourite \_\_\_\_\_ is a bird.

Unit 2 Reading a poem

*My favourite colour is \_\_\_\_\_.*  
*My favourite animal is a \_\_\_\_\_.*

- In the space at the end of the first sentence, draw a toy. At the end of the second sentence, draw a coloured square. At the end of the third sentence draw a picture of an animal that children are familiar with.
- Ask the class to complete the sentences. Write in the words as the children say them. Say the sentences aloud for children to repeat.
- Ask children to look at the sentences in their Class Books. Explain that the girl in the picture is Holly and the sentences are about her favourite things. Ask a child to read out the example sentence.
- Children complete the sentences in their Class Books, then compare answers with a partner. Invite individuals to read out the sentences.

#### ANSWERS

**My favourite toy is a ball. My favourite colour is pink.**  
**My favourite animal is a bird.**

#### Optional activity

- Divide the class into groups. Ask children to look at the sentences in Exercise 3 and think about how they would complete them for themselves.
- Give each child a plain piece of paper. Each child chooses one sentence from Exercise 3 and copies it, finishing it with their own word.
- Give each group a selection of coloured pens / pencils / crayons. Children decorate their work.

#### Further practice

Workbook page 18

Online Practice • Unit 2 • Reading

# Lesson Six

CB page 19

## Skills Time!

### Skills development

Listening: match people to their favourite things

Speaking: ask and answer questions about favourite things

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

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 29; Toys flashcards 32–41; Colours flashcards 15–21; Fluency DVD Unit 2 (optional)

### Warmer

- Play *Bingo* (see Teacher's Book page 23) using toys words.

### Lead-in

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

### 1 Listen and match. 29

- Explain that you are going to play a recording of four children talking about their favourite toys and colours.
- Play the recording, pausing after item 1 to point out the example and check understanding. Play the recording again for children to listen and point to the correct picture each time.
- Children listen again and draw a line joining the child with his / her favourite toy and then his / her favourite colour. Repeat.
- Check answers with the class.

### Transcript

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

### ANSWERS

- 1 teddy, red 2 car, orange 3 puzzle, blue 4 scooter, purple

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 2.

### 2 Ask and answer about you.

- Read the first question aloud for children to repeat. Begin to read the answer, but stop before you name the toy and hold up a flashcard. Let children finish the answer

Lesson Six

Listening

1 Listen and match. 29

Speaking

2 Ask and answer about you.

What's your favourite toy? It's a ...

What's your favourite colour? It's ...

Writing preparation

3 Circle the words.

This is my teddy.

This is your scooter.

It's your red bike.

It's my yellow ball.

It's my game.

Close the door.

Complete the writing task on page 19 of the Workbook.

page 19

Listening, speaking, writing Unit 2 19

by saying the name of the toy on the flashcard. Read the second question and repeat with a colour flashcard.

- Repeat using different flashcards.
- In pairs, children ask and answer the questions, choosing favourite toys and colours to answer the questions.

### Optional activity

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

### 3 Circle the words.

- Copy the sentences from Exercise 3 onto the board without gaps between the words. Look at the first sentence together. Circle the words as the children say them. Repeat with the second sentence.
- Ask children to say the words in each sentence in their Class Books and then circle them.
- Check answers by asking individual children to circle the words in each remaining sentence.

### ANSWERS

- 1 This is my teddy. 2 This is your scooter.  
3 It's your red bike. 4 It's my yellow ball.  
5 It's my game. 6 Close the door.

### Further practice

Workbook page 19 (children write about their favourite toys)

Fluency DVD • Skills Time! Speaking • Unit 2

Values worksheet 2, Teacher's Resource Centre

Unit 2 test, Teacher's Resource Centre

Student Website • Listen at home • Track 9 (Words and phrases), Track 10 (Song), Track 11 (Phonics)

Online Practice • Unit 2 • Listening, Speaking and Writing

## Lesson One CB page 20

## Words

## Learning outcomes

- To identify different parts of the body
- To understand a short story

## Language

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

## Materials

CD 30–32; Story poster 3; My body flashcards 42–46

## Warmer

- Model some instructions, e.g. *stand up, sit down, turn around* as children respond.

## Lead-in

- Point to your arms, ears, nose, face, and legs to elicit the vocabulary. Point to them one at a time and ask *What's this?* Follow up using flashcards 42–46.
- Ask a child to point to his / her own nose and say the word. Repeat with other children and other words.
- Say the word *ears*, then model the sentence *Point to your ears*. (Make sure children are pointing to both ears for the plural word.) Repeat with the rest of the new words.

## 1 Listen, point and repeat. 30

- Ask children to look at the different parts of the body. Play the first part of the recording for children to listen and point to the pictures. Repeat.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put flashcards 42–46 around the room. Say the words for children to point to the correct flashcards and repeat.

## Transcript

## Listen and point.

*arms, nose, face, legs, ears*

*ears, nose, legs, arms, face*

## Listen and repeat.

*arms, nose, face, legs, ears*

## Optional activity

- Write the words *arms, nose, face, legs*, and *arms* on separate pieces of paper and stick them to the board.
- Give flashcards 42–46 to five children. Ask them to put the flashcards next to the correct word on the board.
- When the flashcards are in the correct place, take off the words and give them to different children. They put them next to the correct flashcard. Repeat.

**3 This is my nose!**

**Lesson One Words**

**1 Listen, point and repeat.** 30

**2 Listen and chant.** 31

**3 Listen and read.** 32

Unit 3: My body

## 2 Listen and chant. 31

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to point to the correct part of their own body when they hear it. Play the chant again for them to say the words. Repeat.

## Transcript

*arms, arms, arms*

*nose, nose, nose*

*face, face, face*

*legs, legs, legs*

*ears, ears, ears*

## 3 Listen and read. 32

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

## Further practice

Workbook page 20

Student Website • Unit 3 • Words

Online Practice • Unit 2 • Words



## Lesson Two CB page 21

### Grammar

#### Learning outcomes

- To say sentences with *this* and *these*
- To complete sentences with *this* and *these*
- To recognize the difference between singular and plural forms of nouns
- To act out a story

#### Language

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

#### Materials

CD 32; Story poster 3; My body flashcards 42–46

### Warmer

- Play *Simon says* ... (see Teacher's Book page 23) to revise vocabulary from the previous lesson and *stand up, sit down, turn around, point to your* ... and the body words.

### Lead-in

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

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

- Ask children to look at the story. Play the recording, pausing for children to repeat each line.
- Divide the class into pairs. One child is Rosy and the other is Billy. Ask children to look at the pictures. As a class, decide on the actions for the story (see suggestions below).
- Children act out the story as they listen to the recording again. Check for correct pronunciation.
- Ask some pairs to come to the front to act out the story.

### Story actions

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

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

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

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





#### 2 Look and say.

- Look at the pictures and ask children what they can see.
- Copy the sentences onto the board. Read them aloud, pointing to your arms and nose to reinforce meaning. The class repeats chorally.
- Rub out the body words in the sentences. Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *This is my face. These are my legs.* Children repeat chorally. Write *This is* next to the single nouns and *These are* next to the plural nouns.
- Ask individual children to substitute a flashcard to make a new sentence.

Lesson Two Grammar

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

Let's learn!

one arm


two arms

These are my arms.

This is my nose.


3 Write. This is These are

1




These are my legs.

2



my arms.

3




a my face.

b my nose.

c my ears.


4 Circle.

1




legs / leg

2




arm / arms

3



legs / leg

4



arms / arm

Unit 3 21

#### 3 Write.

- Write *This is* and *These are* on either side of the board. Hold up flashcards 42–46 in turn and ask children to point to the correct phrase.
- Put the flashcard of the legs on the board. Write the gapped sentence \_\_\_\_\_ *my legs*. Elicit *These are my legs*. Complete the sentence on the board.
- Ask children to look at the exercise in their Class Books. Ask one child to read the example sentence for the class. Children complete the rest of the sentences individually.
- Check answers by asking children to say the sentences.

#### ANSWERS

- 1 *These are my legs.* 2 *These are my arms.*  
3 (a) *This is my face.* (b) *This is my nose.* (c) *These are my ears.*

#### Optional activity

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

#### 4 Circle.

- Write the words *book* and *books* on the board. Hold up two books and ask children to point to the correct word. Repeat with other classroom objects.
- Ask individual children to circle the plural *s* in the words on the board.
- Ask children to look at the exercise in their Class Books and circle the correct words. Check answers.

#### ANSWERS

- 1 legs 2 arms 3 leg 4 arm

#### Further practice

Workbook page 21

Grammar reference, Class Book page 124

Student Website • Unit 3 • Grammar

Online Practice • Unit 3 • Grammar

# Lesson Three CB page 22

## Song

### Learning outcomes

- To identify more body words
- To use body words in the context of a song

### Language

- Core: *fingers, hands, eyes, eyebrows, shoulders*
- Extra: all
- Recycled: body words

### Materials

CD 31, 33–34; My body flashcards 47–51

## Warmer 31

- Say the chant from Class Book page 20.

## Lead-in

- Use flashcards 47–51 to introduce the new words. Hold up the flashcards one at a time and say the words for children to repeat.
- Ask five children to come to the front. Give each child a flashcard and ask him / her to hold it up. Say the body words one at a time. The class points to the correct flashcard.

## 1 Listen, point and repeat. 33

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 47–51. Say *These are ...* for children to complete the sentences.

## Transcript

### Listen and point.

*fingers, hands, eyes, eyebrows, shoulders*  
*hands, shoulders, eyebrows, fingers, eyes*

### Listen and repeat.

*fingers, hands, eyes, eyebrows, shoulders*

### Optional activity

- Put flashcards 47–51 one below the other on the left-hand side of the board so there is room to write a sentence next to each one.
- Point to the first flashcard for children to say the word, e.g. *ears*. Ask *This is or These are?* for children to shout out the answer. Then elicit the complete sentence *These are (my) ears*, and write it on the board.
- Repeat with the rest of the flashcards. Point to the sentences children to read them. Rub out all but the last word and ask children to say the sentences again.

## 2 Listen and sing. 34

- Ask children to look at the pictures. Point to the different pictures and ask what they think the children are doing.

## Lesson Three Song

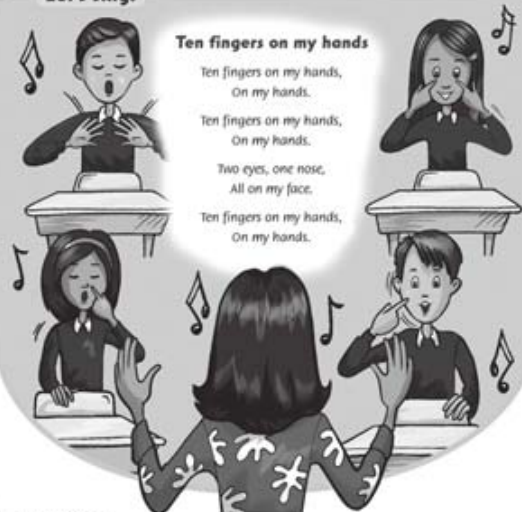
### 1 Listen, point and repeat. 33



### 2 Listen and sing. 34

### 3 Sing and do.

### Let's sing!



- Play the song for children to point to the pictures when they hear the five new words. Then play it again as they follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

## 3 Sing and do. 34

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

## Song actions

Ten fingers: Stretch out fingers and hold out arms.

Two eyes: Point to eyes.

One nose: Point to nose.

## Culture note: Body language in Britain

### Gestures

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

### Greetings

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

## Further practice

Workbook page 22

Picture dictionary, Workbook page 125

Extra writing worksheet 3, Teacher's Resource Centre

Student Website • Unit 3 • Words, Song

Online Practice • Unit 3 • Song

# Lesson Four

CB page 23

## Phonics

### Learning outcomes

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

To pronounce the sounds /ɪ/, /dʒ/, /k/, /l/ on their own and at the beginning of words

To learn the names of letters *i, j, k, l*

### Language

Core: *ink, jam, kite, lion*

Extra: *Oops!, mess*

### Materials

CD 26, 35–37; Phonics cards 5–8 (for revision) and 9–12 (Ii, Jj, Kk, Ll)

### Warmer 26

- Start to write the letters of the alphabet on the board and ask children to continue (up to *h*). Ask them to say words from the previous phonics lessons that begin with the letters *e* to *h* (*egg, fig, goat, hat*).
- Say the chant from Class Book page 17.

### Lead-in

- Write *Ii, Jj, Kk, Ll* on the board. Point to each one and say the letter name and the sound for both upper- and lower-case letters for children to repeat and draw the letters in the air.
- Below the letters, write the corresponding words *ink, jam, kite, lion*. Circle the first letter of each word. Point to the words and say the beginning sound for children to repeat.
- Hold up phonics cards 9–12 and say the words for children to repeat. Repeat in a different order.

### 1 Listen, point and repeat. 35

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

### Transcript

**Listen and point.**

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

**Listen and repeat.**

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

### Optional activity


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

Lesson Four Phonics

**1 Listen, point and repeat. 35**


**Ii**

ink




**Jj**

jam




**Kk**

kite



**Ll**

lion




**2 Listen and chant. 36**

Look at the ink, i, i, ink.  
Look at the jam, j, j, jam.  
Look at the kite, k, k, kite.  
Look at the lion, l, l, lion.


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

What has the lion got?




l i j l i j j

k j k j k l i



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




The lion's got some jam.

The lion's got some ink.

Look! Here is a kite.

Oops! The lion is a mess.



Initial sounds Unit 3 23

### 2 Listen and chant. 36

- Play the recording for children to listen to the chant.
- Put phonics cards 9–12 around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant once more, pausing for children to repeat. Repeat, and ask children to follow in their Class Books.

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

- Elicit the three images (*lion, jam, ink*). Ask *What has the lion got?* Tell children they can find out the answer by listening.
- Play the recording for children to join the letters. Repeat.
- Ask *What has the lion got?* (*jam*). Then elicit the sounds children heard, and write them on the board.

### Transcript

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

### ANSWER

The lion has got the jam.

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

- Ask children to look at the pictures and tell you what they can see. Read the text aloud for children to follow. Write the first line on the board.
- Ask children to look at the circled *l* at the beginning of *lion*. Draw a circle around the *l* on *lion* on the board. Ask them to find and circle other examples of *i, j, k, l* at the beginning of words in their Class Books.
- Children circle the starting letters for the chant. Write the rest of the chant on the board. Check answers.

### ANSWERS

The lion's got some jam. The lion's got some ink. Look! Here is a kite. Oops! The lion is a mess.

### Further practice

Workbook page 23

Student Website • Unit 3 • Phonics

Online Practice • Unit 3 • Phonics

## Lesson Five CB page 24

### Skills Time!

#### Skills development

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

#### Language

Recycled: vocabulary and structures seen previously

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

#### Materials

CD 34, 38; a piece of plain paper for each child; coloured pens / pencils / crayons for each group of children (optional); Cut and Make 1 (for materials see Teacher's Resource Centre) (optional)

#### Warmer 34

- Sing *Ten fingers on my hands* from Class Book page 22.

#### Lead-in

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

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

- Ask children to look at the pictures. Ask children to predict what the text is about.
- Point to different parts of the lion's body for children to say the words.

#### ANSWERS

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

#### 2 Listen and read. 38

- Play the recording for children to listen and follow the text.
- Play the recording a second time. Ask comprehension questions, e.g. *What's this? Where's the tail? What colour is it? Is it a bird?*
- Ask individual children to read different captions.

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

- Ask children to look at the pictures again. Play the recording again and ask children to point to the pictures in Exercise 3 as they hear them described.
- Ask a child to read the text next to picture 1 aloud. Ask children which is the correct picture (the second picture). Show children the example answer 1 in the box.
- Children look at the other pictures and number them in the correct order. Check answers with the class.

#### ANSWERS

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

### Skills Time!

Lesson Five

Reading

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

2 Listen and read. 38

**Hi, I'm Tom.  
Let's make a paper lion!**

**1** Colour the face, the body and the legs. Then colour the paws and tail too.

**2** Cut out the body. Now cut the face.

**4** Cut out the four legs and paws. Fold the legs.

**5** Stick the paws on the legs. Stick the legs on the body.

**3** Fold the tail. Fold the face.

**Look! It's a lion.**

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

#### Optional activity

- Divide the class into groups. Do Cut and Make 1 (for materials and instructions see the Teacher's Resource Centre).
- Ask children to follow the instructions from Class Book page 24 Exercise 2 to make their own paper lions.

#### Optional activity

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

#### Further practice

Workbook page 24

Cut and Make 1, Teacher's Resource Centre

Online Practice • Unit 3 • Reading

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# Lesson Six CB page 25

## Skills Time!

### Skills development

Listening: listen and order pictures

Speaking: describe an animal's features

Writing: identify full sentences; count sentences; write about your body (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: *long*

### Materials

CD 39; Fluency DVD Unit 3 (optional); a piece of plain paper for each child; coloured pens / pencils / crayons for each group of children (optional)

### Warmer

- Ask the class to stand up. Give instructions, e.g. *Point to your eyes / nose / legs / hand.*
- Tell the class *You are lions. Say Point to your legs / tail.* Ask *Where are your paws?* Children show their 'paws'.

### Lead-in

- Point to the picture of the lion on Class Book page 24 and ask *What is it? What colour is the lion?*
- Ask children to look at the pictures on Class Book page 25. Point to the different animals and ask *What's this? What colour is it?*

### 1 Listen and number. 39

- Explain that you are going to play a recording of people describing the different animals. The descriptions will be given in a different order from the pictures in the Class Books. Play the recording.
- Play the first part of the recording, then ask *Which picture is it?* Children point to the goat.
- Play the rest of the recording, pausing after each description for children to number the picture. Repeat.
- Check answers with the class.

### Transcript

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

### ANSWERS

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

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 3.

Lesson Six

Listening

1 Listen and number. 39

Speaking

2 Look at the pictures again. Ask and answer.

It's brown. It's got black eyebrows. What is it?

It's a dog.

Writing preparation

3 Circle each sentence. Then count.

I'm Tom. This is my paper toy. 2

This is my paper toy. It's a lion. Colour the body.

Fold the face and the tail. Cut out the four legs.

Stick on the legs and the paws.

How many sentences? ☐

Complete the writing task on page 25 of the Workbook.

25

Listening, speaking, writing Unit 3 25

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

- Read the first two speech bubbles aloud for children to repeat. Ask two children to read them for the class.
- Ask children to look at the picture of the dog. Elicit *It's brown. It's got black eyebrows*
- In pairs, children take turns to describe the animals for their partner to guess.
- Ask some children to describe animals for the class to guess.

### Optional activity

- Divide the class into groups. Give each child a piece of paper and each group coloured pens / pencils / crayons. Children draw and colour an animal they know in English.
- Children describe their animals to other members of their group.

### 3 Circle each sentence. Then count.

- Copy the first two sentences from Exercise 3 onto the board. Ask the class to read out the first sentence, then circle it. Do the same with the second sentence. Count the circled sentences on the board and write the number (2).
- Ask children to do the exercise in their Class Books.
- Check answers with the class.

### ANSWERS

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

### Further practice

Workbook page 25 (children write about their body)

Fluency DVD • Skills Time! Speaking • Unit 3

Values worksheet 3, Teacher's Resource Centre

Unit 3 test, Teacher's Resource Centre

Skills test 1, Teacher's Resource Centre

Student Website • Listen at home • Track 12 (Words and phrases), Track 13 (Song), Track 14 (Phonics)

Online Practice • Unit 3 • Listening, Speaking and Writing

## Everyday English CB page 26

### Learning outcomes

To learn how to make introductions

### Language

*This is (Kate). Nice to meet you. Nice to meet you, too.*

### Materials

CD 40–41; Fluency DVD Fluency Time! 1

### Warmer

- Tell children they are going to learn how to make introductions. Ask if they know how to introduce themselves. Invite individual children to introduce themselves, e.g. *Hello / Hi! My name's / I'm (name).*

### 1 Listen, read and say. 40

- Focus on the pictures. Ask children to say where the people are (*in a school playground*) and who they think the girl is talking to (*her dad and her teacher*).
- Play the recording for children to listen and follow.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in groups of three.
- Invite groups of children to act out the dialogue.

### 2 Listen and write. 41

- Show children the gapped speech bubbles and the example. Explain that they need to listen to the dialogue and complete the speech bubbles with the words in the box.
- Play the recording, pausing after the example to check understanding. Point to Miss White and Kate in the picture and ask *Who's this?*
- Play the rest of the recording, pausing after each item for the children to complete the speech bubbles.
- Ask individual children to read out the completed speech bubbles.

### Transcript

**James** This is Miss White. This is Kate.

**Miss White** Nice to meet you.

**Kate** Nice to meet you, too.

### ANSWERS

1 This is Miss White. This is Kate

2 Nice to meet you. 3 Nice to meet you, too.

### 3 Look at the people. Point and say.

- Ask children to work in pairs to make some introductions of their own.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the pictures of the people in the box and introduce them to their partner.
- Ask some pairs to act out their dialogues.

## Fluency Time! 1

### Everyday English

#### 1 Listen, read and say. 40

**Kate:** Dad, Dad! This is Mrs Smith. This is my dad.

**Dad:** Nice to meet you.

**Mrs Smith:** Nice to meet you, too.

#### 2 Listening Listen and write. 41

This is Miss White. This is Kate.

Nice to meet you.

#### 3 Speaking Look at the people. Point and say.

**Sarah:** This is Sarah.

**Peter:** Nice to meet you.

### Optional activity

- Divide the class into two teams, A and B.
- Ask a child from Team A to stand up. Ask two children from Team B to stand up. The child from Team A introduces the two children from Team B to each other, e.g. *This is (Child 1's name). This is (Child 2's name).* The two children from Team B greet each other, e.g. *Child 1: Nice to meet you. Child 2: Nice to meet you, too.*
- Give one point for each correct introduction.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 1 Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 26

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 1

Online Practice • Fluency Time! 1

## Project CB page 27

### Learning outcomes

- To make a puppet
- To make introductions

### Language

*This is (Bruno). Nice to meet you. Nice to meet you, too.*

### Materials

Fluency DVD Fluency Time! 1 (optional); Fluency project 1 (see Teacher's Resource Centre) (one template for each child); completed puppet; coloured pens / pencils / crayons, scissors and glue for each group of children

### 1 Look at the story again. Act.

- Ask children to look at the story in Activity 1 on Class Book page 26. Ask children what they can remember about the story.
- Play scene 1 of Fluency DVD Fluency Time! 1 Everyday English again. If you don't have time for the DVD, read the dialogue on Class Book page 26.
- Ask groups of children to act out the dialogue (or their own variations of the dialogue).
- In pairs or small groups, ask children to introduce each other. You can make this more fun by telling children they can choose new names for themselves. They can make up funny names, or pretend to be famous people / cartoon characters / kings and queens.
- Play both scenes of Fluency DVD Fluency Time! 1 Everyday English again for children to watch and listen.

### 2 Make a puppet.

See TB page 139 for detailed instructions on how to make the puppet

- Focus on the pictures. Ask children to say what they think the girl in the pictures is doing (*making a puppet*).
- Ask *What do you need to make the puppet?* to elicit *paper, coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a puppet template (see Fluency project 1). You can give one template to each child, or cut the templates in half and give half to each child. Give each group coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions in the Class Book to talk children through the process of making their puppets. Demonstrate with your own completed puppet and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? Is your puppet a (boy)?*
- Ask children to think of names for their finished puppets.

**NOTE:** If you do not have time to use photocopies in class, you can ask children to draw simple faces on pieces of paper and stick them onto the ends of their pencils to make basic stick puppets.



### 3 Use your puppet and say.

- Focus in the photo. Tell children they are going to introduce their puppets in groups of three.
- Ask three children to read out the example dialogue.
- Children then talk in groups of three to introduce their puppets to one another. They may also work in pairs to introduce their puppets to another child.
- Invite children to tell the class about their puppets, e.g. *This is Carla. She's from Spain. She's very nice!*

### Optional activity

- Ask children to pretend they are at a party, meeting lots of new people. Children move around the class, talking in groups of three and introducing their puppets.
- Encourage children to put on voices for the different puppets.

### Watch the DVD!

- Play Fluency DVD Fluency Time! 1 Everyday English again to review the language of the Fluency Time! 1 lessons.
- Play Fluency DVD Fluency Time! 1 Talk to Kate! for children to answer the questions.

## Review 1

CB pages 28–29 WB pages 28–29

Review pages answer key, TB page 131

### Further practice

**Workbook page 27**

**Writing portfolio worksheet, Units 1–3, Teacher's Resource Centre**

**Skills test 1 Fluency Time!, Teacher's Resource Centre**

**Progress test 1, Teacher's Resource Centre**

**Fluency DVD • Fluency Time! 1**

**Online Practice • Review 1**

## Lesson One

CB page 30

## Words

## Learning outcomes

- To identify different jobs
- To understand a short story

## Language

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

## Materials

CD 34, 42–44; Story poster 4; Jobs flashcards 52–56

## Warmer 34

- Sing *Ten fingers on my hands* from Class Book page 22.

## Lead-in

- Hold up flashcards 52–56 and say the words. Say the words again so that children can repeat after you.
- Hold up each flashcard again. Ask *Who's this?* for children to say the word.

## 1 Listen, point and repeat. 42

- Ask children to look at the job pictures. Play the first part of the recording for children to point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up flashcards 52–56 and ask individual children to say the words.

## Transcript

## Listen and point.

teacher, pupil, housewife, fireman, pilot  
pilot, housewife, fireman, pupil, teacher

## Listen and repeat.

teacher, pupil, housewife, fireman, pilot

## 2 Listen and chant. 43

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words. Repeat. This time they point to the correct flashcard as they hear it.
- Ask children to close their Class Books. Encourage the class to say the chant from memory.
- Begin the chant again, faster than before. Continue until the chant is so fast that children can't keep up.

## Transcript

teacher, teacher, teacher  
pupil, pupil, pupil  
housewife, housewife, housewife  
fireman, fireman, fireman  
pilot, pilot, pilot

**4 He's a hero!**

**Lesson One Words**

1 Listen, point and repeat. 42

2 Listen and chant. 43

3 Listen and read. 44

30 Unit 4 Jobs

## 3 Listen and read. 44

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

## Optional activity

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

## Further practice

Workbook page 30

Student Website • Unit 4 • Words

Online Practice • Unit 4 • Words



## Lesson Two CB page 31

### Grammar

#### Learning outcomes

- To say what people's jobs are
- To choose between *he* and *she* for describing people
- To act out a story

#### Language

Core: *He's / She's a teacher. Is he / she a teacher? Yes, he is. / No, she isn't.*

#### Materials

CD 44; Story poster 4; Jobs flashcards 52–56; pictures of a boy and girl (optional)

### Warmer

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

### Lead-in

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

#### 1 Listen to the story again and repeat. Act. CD 44

- Ask children to look at the story on Class Book page 30.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of five. Each child chooses a role: Billy, Tim, Rosy, Grandma, or Grandpa. If your class doesn't divide into groups of five, Tim doesn't have a speaking part, so could double up with another character.
- Ask children to decide on the actions for each part of the story (see suggestions below).
- Children act out the story.
- Ask some groups to come to the front to act out the story.

### Story actions

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

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

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

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

#### 2 Look and say.

- Look at each picture and ask children what they can see.
- Copy the sentences and questions from the Class Book onto the board, leaving spaces for the jobs words.
- Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *She's a pilot. Is she a housewife?* Children repeat the new sentences chorally.
- Ask individual children to come to the front to substitute a flashcard to make a new sentence.
- Practise the sentences and questions with the class.
- Ask children to look at the pictures in their Class Books. Say the sentences and questions for children to repeat.


Lesson Two Grammar

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


**Let's learn!**




She's a housewife.



He's a pupil.




Is she a teacher?  
No, she isn't.



Is he a teacher?  
Yes, he is.

she's = she is  
he's = he is


3 Write. He's She's




She's a housewife.



a pilot.




a fireman.




a pupil.


4 Say and answer. She's a housewife. Number 3.




1




2




3



4



5



6

Is he a teacher? Yes, he is. Unit 4 31

- Draw attention to the grammar box. Show children how we make the short forms *She's* and *He's* by writing the words first in the long form (*He is*) and then in the short form (*He's*) on the board.

#### 3 Write.

- Write the words *He* and *She* on the board. Point to each word and then to boys and girls in the class. Point to children and the class say either *He* or *She*. If the class isn't mixed, show children pictures of a boy and girl.
- Show a picture of a female nurse and say *He or she?* Children reply with the correct pronoun. Then say *He's a nurse. Yes or no?* The class responds *No. She's a nurse.*
- Ask a child to read the example in the Class Book. Children write *He's* or *She's* at the beginning of the other sentences.
- Check answers by asking children to say the sentences.

#### ANSWERS

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

#### 4 Say and answer.

- Model the dialogue with a child. Put children in pairs. Ask one of the pairs to read the example for the class.
- Children take turns to point to the pictures and describe them for their partners to guess.

#### Optional activity

- Ask children to turn to the story on Class Book page 30.
- They take turns to describe the characters for their partners to guess, e.g. *She's a housewife. (Grandma!)*

#### Further practice

Workbook page 31

Grammar reference, Class Book page 124

Student Website • Unit 4 • Grammar

Online Practice • Unit 4 • Grammar

## Lesson Three CB page 32

### Song

#### Learning outcomes

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

#### Language

- Core: *doctor, policeman, farmer, postman, zookeeper*
- Extra: *kind, meet, lane, again*
- Recycled: jobs words

#### Materials

CD 45–46; Jobs flashcards 52–61; Cut and Make 2 (for materials see Teacher's Resource Centre) (optional)

### Warmer

- Play *Mime the word* (see Teacher's Book page 23) with flashcards 52–56 to revise the jobs words.

### Lead-in

- Hold up flashcards 57–61 and say the words for children to repeat.

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

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 57–61 and ask individual children *What's this?*

### Transcript

#### Listen and point.

*doctor, policeman, farmer, postman, zookeeper*  
*zookeeper, farmer, policeman, doctor, postman*

#### Listen and repeat.

*doctor, policeman, farmer, postman, zookeeper*

#### 2 Listen and sing. 46

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

#### 3 Sing and do. 46

- Ask children to look at the pictures of the people. Point to each one in turn for children to tell you their jobs. Then look at the boy to see what he's doing.

### Lesson Three Song

1 Listen, point and repeat. 45

doctor
 policeman
 farmer
 postman
 zookeeper

2 Listen and sing. 46

3 Sing and do.

#### Let's sing!

##### Two kind doctors

Two kind doctors  
Meet in a lane.  
Hello, hello,  
What's your name?  
How are you?  
How are you?  
How are you, again?

Two kind policemen ...  
Two kind farmers ...  
Two kind teachers ...  
Two kind pupils ...

- Explain that to do the actions for the song children have to move their fingers up and down as if they were the different people. They start with their thumbs, which are the doctors.
- Play the song for children to sing and do their actions.

### Optional activity

- Divide the class into groups. Do Cut and Make 2.
- If you wish, each child could colour and cut out one of the finger puppets on the page.
- Children sing the song again using the finger puppets.

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

### Culture note: Family and work in Britain

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

Employers must also offer 39 weeks' paid maternity leave, followed by a further 13 weeks' unpaid leave if the woman chooses to take it. Because of this, many women return to work sometime between nine months and a year after their child is born.

### Further practice

Workbook page 32

Picture dictionary, Workbook page 126

Extra writing worksheet 4, Teacher's Resource Centre

Cut and Make 2, Teacher's Resource Centre

Student Website • Unit 4 • Words, Song

Online Practice • Unit 4 • Song

## Lesson Four CB page 33

### Phonics

#### Learning outcomes

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

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

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

#### Language

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

Extra: *eat*, *write*

#### Materials

CD 36, 47–49; Phonics cards 9–12 (for revision) and 13–16 (Mm, Nn, Oo, Pp)

#### Warmer 36

- Put phonics cards 9–12 on the board and ask if children can remember the words which go with them.
- Say the chant from Class Book page 23.

#### Lead-in

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

#### 1 Listen, point and repeat. 47

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

#### Transcript

##### Listen and point.

Letter M /m/ mum, Letter N /n/ nurse, Letter O /ɒ/, orange, Letter P /p/ pen

##### Listen and repeat.

Letter M /m/ mum, Letter N /n/ nurse, Letter O /ɒ/, orange, Letter P /p/ pen

#### 2 Listen and chant. 48

- Play the recording for children to listen to the chant.
- Put phonics cards 13–16 around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant once more for children to repeat. Repeat, and children to follow the chant in their Class Books.

Lesson Four Phonics

**1 Listen, point and repeat. 47**

**Mm**

mum

**Nn**

nurse

**Oo**

orange

**Pp**

pen

**2 Listen and chant. 48**

This is my mum, m, m, mum.  
 This is my nurse, n, n, nurse.  
 This is my orange, o, o, orange.  
 This is my pen, p, p, pen.

**3 Listen to the sounds and join the letters. 49**

What has the nurse got?

m m n o p o p

n n o m m p o

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

My mum is a nurse.  
 She's got an orange and a pen.  
 She can eat the orange.  
 She can write with the pen.

Initial sounds Unit 4 33

#### 3 Listen to the sounds and join the letters. 49

- Elicit the three images (*mum*, *pen*, *orange*). Ask *What has the nurse got?* Play the recording for children to listen and join the letters. Repeat.
- Ask *What has the nurse got? (an orange)*. Then elicit the sounds children heard and write them on the board.

#### Transcript

/m/ mum /n/ nurse /ɒ/ orange /m/ mum /p/ pen /p/ pen /ɒ/ orange

#### ANSWER

The nurse has got an orange.

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

- Ask children to look at the pictures and say what they can see. Read the text for children to follow in their Class Books. Write the first line on the board.
- Ask children to look at the circled *m* at the beginning of *mum*. Draw a circle around the *m* on *mum* on the board. Ask them to find and circle other examples of *m*, *n*, *o*, *p* at the beginning of words in their Class Books.
- Children circle the starting letters in their Class Books. Write the rest of the chant on the board. Check answers.

#### ANSWERS

My mum is a nurse. She's got an orange and a pen.  
 She can eat the orange. She can write with the pen.

#### Optional activity

- Tell children you are going to say some sentences they hear words beginning with /m/, /n/, /ɒ/, /p/, they tap the table, say the sound and repeat the word.
- Say each sentence in turn. *My dad is a pilot. Is this an orange? What's your name? This is my mum.*

#### Further practice

Workbook page 33

Student Website • Unit 4 • Phonics

Online Practice • Unit 4 • Phonics

## Lesson Five CB page 34

### Skills Time!

#### Skills development

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

#### Language

Recycled: vocabulary and structures seen previously

Extra: *brother, family, happy, uncle*

#### Materials

CD 46, 50; Jobs flashcards 53, 55, 57; Phonics card 14; red, blue, green and yellow pencils for each group of four children; finger puppets from Lesson 3 (optional)

#### Warmer 46

- Sing *Two kind doctors* from Class Book page 32.
- If your class made the finger puppets in Lesson 3, bring them out to act out the song.

#### Lead-in

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

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

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

#### ANSWERS

fireman, nurse, doctor, pupil

#### 2 Listen and read. 50

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

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

- Ask children to look at the pictures again. Ask more questions about the family, e.g. *Is Milly eight? Is Dad a fireman? Is Joe a pupil?* Children answer yes or no.
- Ask children to look at the exercise in their Class Books. Ask two children to read the example question for the class. Children to re-read the text and answer the rest of the questions and answer individually.
- Check answers with the class.
- Ask children to close their Class Books and tell them they are going to play a memory game.

### Skills Time!

Lesson Five

**Reading**

1 Point to the jobs. Say the words.

2 Listen and read. 50



My name's Milly.  
I'm seven.  
This is my family.



This is my dad.  
He's a fireman.



This is my mum.  
She's a nurse.



This is my grandpa.  
He's a doctor.



This is me with my brother. His name's Joe.  
He's ten. We're pupils.



We're a happy family.

3 Read again. Write Yes or No.

1 Is Dad a pilot? No

3 Is Joe seven?

2 Is Mum a nurse?     

4 Is Milly a pupil?

34 Unit 4 Reading: an autobiography

- Write the words *Milly, Joe, Dad, Mum, Grandpa* on the board.
- Give out the pupil, fireman, nurse, and doctor flashcards to four children. The children come to the front and put the cards next to the correct names on the board.
- Allow the rest of the class to say whether they agree or disagree and then ask children to look at the story again to check whether they were right.

#### ANSWERS

1 No 2 Yes 3 No 4 Yes

#### Optional activity

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

#### Further practice

Workbook page 34

Online Practice • Unit 4 • Reading



# Lesson Six

CB page 35

## Skills Time!

### Skills development

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

Speaking: ask and answer questions about jobs

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

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 51; Jobs flashcards 52–61; Fluency DVD Unit 4 (optional)

### Warmer

- Play *Musical cards* (see Teacher's Book page 23) with the jobs flashcards. When the music stops, children hold up the picture they are holding and say, e.g. *She's a housewife.*

### Lead-in

- Ask children *What can you remember about Milly and her family from the last lesson?*
- Ask children to look at the pictures on Class Book page 35. Ask who they can see, and what their jobs are.

### 1 Listen and number. 51

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

### Transcript

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

### ANSWERS

- Grandpa
- Milly
- Dad
- Mum

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 4.

### 2 Point, ask and answer.

- Draw attention to the questions in the Class Book. Read the first question aloud for children to repeat. Then read the answer for children to repeat.
- Say the question again, but hold up a different job flashcard for children to complete the new sentence. Repeat using different flashcards. Encourage the class to make the questions themselves. Put children in pairs. Tell them they are going to ask and answer questions about the pictures.

Lesson Six

Listening

1 Listen and number. 51

Speaking

2 Point, ask and answer.

Is he a doctor? No, he isn't.

... doctor? ... nurse? ... pupil? ... zookeeper? ... teacher?

Writing preparation

3 Circle the capital letters and full stops.

This is my family.

1 We're pupils. 2 He's a postman.

3 This is my mum. 4 She's a nurse.

5 We're a happy family. 6 This is my uncle.

Complete the writing task on page 35 of the Workbook.

Listening, speaking, writing Unit 4 35

- Ask one pair to read out the example for the class.
- Children take turns to point to the pictures and ask questions for their partner to answer.

### Optional activity

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

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

- Copy the example sentence onto the board. Circle the capital letter and the full stop.
- Write another sentence on the board. Ask a child to come up to the board and circle the capital letter and full stop.
- Rub out the capital letter and full stop. Ask a different child to come to the front and write them back in.
- Ask children to do the exercise in their Class Books. Check answers with the class.
- Ask children to choose two more sentences from the text on Class Book page 34. Children copy the sentences and circle the capital letters and the full stops.

### ANSWERS

- We're pupils.
- He's a postman.
- This is my mum.
- She's a nurse.
- We're a happy family.
- This is my uncle.

### Further practice

Workbook page 35 (children write about their family)

Fluency DVD • Skills Time! Speaking • Unit 4

Values worksheet 4, Teacher's Resource Centre

Unit 4 test, Teacher's Resource Centre

Student Website • Listen at home • Track 15 (Words and phrases), Track 16 (Song), Track 17 (Phonics)

Online Practice • Unit 4 • Listening, Speaking and Writing

Lesson One CB page 36

## Words

## Learning outcomes

To identify things in the park  
To understand a short story

## Language

Core: *seesaw, slide, net, swing, tree*

Extra: *goal, good try, under, on, in, where*

## Materials

CD 46, 52–54; Story poster 5; The park flashcards 62–66

## Warmer 46

- Sing *Two kind doctors* from Class Book page 32.

## Lead-in

- Hold up flashcards 62–66 and ask *What's this?*

## 1 Listen, point and repeat. 52

- Ask children to look at the things from the park. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up flashcards 62–66 for individual children to say the words.

## Transcript

## Listen and point.

*seesaw, slide, net, swing, tree*  
*net, seesaw, tree, slide, swing*

## Listen and repeat.

*seesaw, slide, net, swing, tree*

## 2 Listen and chant. 53

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words. Repeat.
- Put the flashcards around the room. This time children can point to the correct flashcard as they hear it.
- Ask children to choose different actions for each of the things in the chant. Children do the chant again with their actions.

## Transcript

*seesaw, seesaw, seesaw*  
*slide, slide, slide*  
*net, net, net*  
*swing, swing, swing*  
*tree, tree, tree*



## Optional activity

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

## 3 Listen and read. 54

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

## Further practice

Workbook page 36

Student Website • Unit 5 • Words

Online Practice • Unit 5 • Words

## Lesson Two CB page 37

### Grammar

#### Learning outcomes

- To ask questions with *Where's ...*
- To describe positions using *in, on, under*
- To act out a story

#### Language

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

#### Materials

CD 54; Story poster 5; The park flashcards 63, 65, 66; classroom objects – pencil, rubber and ruler (optional)

### Warmer

- Play *Snap* (see Teacher's Book page 23) to revise vocabulary from the previous lesson.

### Lead-in

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

### 1 Listen to the story again and repeat. Act. 54

- Ask children to look at the story on Class Book page 36. Check how many objects they remembered.
- Play the recording, pausing for children to repeat.
- Divide the class into pairs. One child is Tim and the other is Dad. Ask children to look at the actions that Tim and Dad do in the story (see below suggestions).
- Children act out the story.

### Story actions

Picture 1: Tim kicks the ball.

Picture 2: Dad looks for the ball. Tim looks under the seesaw.

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

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

### 2 Look and say.

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

Lesson Two Grammar

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


**Let's learn!**



Where's the ball?  
It's in the net.




Where's the ball?  
It's on the slide.



Where's the ball?  
It's under the seesaw.

Where's = Where is

3 Write. in on under



It's under the tree.



It's \_\_\_\_\_ the seesaw.




It's \_\_\_\_\_ the swing.

4 Point, ask and answer.



Where's the ball?  
It's under the tree.









in / on / under Unit 5 37

### 3 Write.

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

#### ANSWERS

- 1 *It's under the tree.* 2 *It's on the seesaw.*  
3 *It's under the swing.*

### 4 Point, ask and answer.

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

#### ANSWERS

- 1 *Where's the ball? / It's under the tree.* 2 *Where's the ball? / It's under the slide.* 3 *Where's the ball? / It's on the net.* 4 *Where's the ball? / It's on the slide.* 5 *Where's the ball? / It's in the net.*

### Optional activity

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

### Further practice

Workbook page 37

Grammar reference, Class Book page 124

Student Website • Unit 5 • Grammar

Online Practice • Unit 5 • Grammar

## Lesson Three CB page 38

### Song

#### Learning outcomes

- To identify more park words
- To use park words in the context of a song

#### Language

- Core: *pool, armbands, ice cream, frisbee, climbing frame*
- Extra: *cool, nice, park (n), play (v)*
- Recycled: park words

#### Materials

CD 55–56; The park flashcards 67–71

### Warmer

- Ask the class to tell you as many park words as they can remember from the first vocabulary set. As they say the words, put the appropriate flashcards on the board.
- Play *Where was it?* (see Teacher's Book page 23).

### Lead-in

- Hold up the flashcards 67–71 and say the words for children to repeat.
- Put the flashcards around the room. Say the words for children to point to the correct flashcard and repeat.

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

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

### Transcript

#### Listen and point.

*pool, armbands, ice cream, frisbee, climbing frame*

*ice cream, climbing frame, armbands, frisbee, pool*

#### Listen and repeat.

*pool, armbands, ice cream, frisbee, climbing frame*

#### 2 Listen and sing. 56

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

#### 3 Sing and do. 56

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

### Lesson Three Song

1 Listen, point and repeat. 55

2 Listen and sing. 56

**Let's sing!**

3 Sing and do.

**At the park!**

At the park,  
it's so much fun.  
For you, for me, for everyone!

Play on the seesaw,  
Play in the pool.  
Eat an ice cream,  
it's nice and cool.

Play with a frisbee,  
Play with a ball,  
Play on the slide,  
it's fun for all.

At the park,  
it's so much fun.  
For you, for me, for everyone!

38 Unit 5 The park

### Song actions

Seesaw: Move forearm up and down from the elbow.

Pool: Do a swimming action.

Ice cream: Hold and eat an ice cream.

Frisbee: Throw a frisbee with one hand.

Ball: Catch a ball with two hands.

Slide: Use hand to mime going down a slide.

### Optional activity

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

### Culture note: Parks in Britain

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

### Further practice

Workbook page 38

Picture dictionary, Workbook page 126

Extra writing worksheet 5, Teacher's Resource Centre

Student Website • Unit 5 • Words, Song

Online Practice • Unit 5 • Song



## Lesson Four CB page 39

### Phonics

#### Learning outcomes

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

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

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

#### Language

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

#### Materials

CD 48, 57–59; Phonics cards 13–16 (for revision) and 17–21 (Qq, Rr, Ss, Tt, Uu)

#### Warmer 48

- Start to write the letters of the alphabet on the board and ask children to continue (up to *p*). Ask them to give you the words from previous phonics lessons that began with the letters *m* to *p* (*mum, nurse, orange, pen*).
- Say the chant from Class Book page 33.

#### Lead-in

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

#### 1 Listen, point and repeat. 57

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

#### Transcript

##### Listen and point.

Letter Q /kw/ queen, Letter R /r/ rabbit, Letter S /s/ sofa, Letter T /t/ teddy, Letter U /ʌ/ umbrella

##### Listen and repeat.


Letter Q /kw/ queen, Letter R /r/ rabbit, Letter S /s/ sofa, Letter T /t/ teddy, Letter U /ʌ/ umbrella


#### 2 Listen and chant. 58


- Play the recording for children to listen to the chant.
- Put phonics cards 17–21 around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant once more for children to repeat. Repeat again for them to follow in their Class Books.


Lesson Four Phonics


1 Listen, point and repeat. 57

Qq  
queen  


Rr  
rabbit  


Ss  
sofa  


Tt  
teddy  



Uu  
umbrella  


2 Listen and chant. 58

Where is the queen? Q, q, queen.  
Where is the rabbit? R, r, rabbit.  
Where is the sofa? S, s, sofa.  
Where is the teddy? T, t, teddy.  
Where is the umbrella? U, u, umbrella.

3 Listen to the sounds and join the letters. 59

What has the queen got?



t


s

q

t


r

t



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

The queen is on the sofa.  
The queen has got a rabbit.  
The teddy is on the sofa.  
The teddy has got an umbrella.



Initial sounds Unit 5 39

#### Optional activity

- Give phonics cards 17–21 to five children. Play the chant again and when the children hear their word they hold up their card. The rest of the class points to it.

#### 3 Listen to the sounds and join the letters. 59

- Elicit the three images (*queen, teddy, rabbit*). Ask *What has the queen got?* Play the recording for children to listen and join the letters to find out what the queen has got. Repeat.
- Ask *What has the queen got?* (*a teddy*). Then elicit the sounds children heard, and write them on the board.

#### Transcript

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

#### ANSWER

The queen has got a teddy.

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

- Ask children to look at the pictures. Point to the things and say *What's this?* Read the text for children to follow in their Class Books. Write the first line on the board.
- Ask children to look at the circled *q* at the beginning of *queen*. Draw a circle around the *q* on *queen*.
- Children find and circle other examples of *q, r, s, t, u* at the beginning of words in their Class Books. Write the rest of the chant on the board. Check answers.

**NOTE:** If they highlight the *t* /θ/ in *the*, explain that this is a different sound from /t/, which they will see later.

#### ANSWERS

The queen is on the sofa. The queen has got a rabbit. The teddy is on the sofa. The teddy has got an umbrella.

#### Further practice

Workbook page 39

Student Website • Unit 5 • Phonics

Online Practice • Unit 5 • Phonics

## Lesson Five CB page 40

### Skills Time!

#### Skills development

Reading: read and understand a text about a picture

#### Language

Recycled: vocabulary and structures seen previously

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

#### Materials

CD 24, 60; Toys flashcards 32–41; The park flashcards 62–71

#### Warmer 24

- Sing *Toys, toys, toys, toys!* from Class Book page 16.

#### Lead-in

- Ask children to look at the picture and name as many objects as they can.
- Ask children to try to predict what the text is about (*children in a park*).

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

- Ask children to look at the picture again. Point to different things in the park for children to say the words.
- In pairs, children take turns to point to different things in the park and say the words.

#### ANSWERS

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

**Toys:** frisbee, doll, kite, car

#### 2 Listen, read and point. 60

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

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

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


- Ask children to look at the pictures and text from Exercise 2 again.
- Explain that they are going to read the text and decide which toy belongs to which person. They will then draw a line to link the picture of the child to the name of their toy.
- Read the first text about Toby again. Ask which is Toby's toy (*the car*). Ask them to point to the picture of Toby at the bottom of the page. Show them the example line between Toby and the word *car*.
- Give children time to complete the rest of the exercise individually.

### Skills Time!

Lesson Five

**Reading**

- What can you see in the park? Point and say.
- Listen, read and point. 60




Look! This is a park. Can you see the boys and girls in the park?  
Where are their toys? Can you help?

|  |  |
|--|--|
| <p>1 This is Toby.<br/>His toy is under a tree.<br/>What is it?</p> <p>3 His name is Pete.<br/>His toy is in the football net.<br/>Can you see it?</p> | <p>2 Her name is Sara.<br/>Can you see her toy?<br/>It is on the slide.</p> <p>4 This is Anna.<br/>Her toy is under the swing.<br/>What is it?</p> |
|--|--|


3 Read again. Match the children and toys.

1




doll

2




car

3



kite

4



frisbee

40 Unit 5 Reading: a puzzle test

- Check answers by asking children first *What's Toby's / Sara's / Pete's / Anna's toy?* and then *Where's Toby's / Sara's / Pete's / Anna's toy?*
- Play a memory game. Ask children to study the picture from Exercise 2 for a few moments. Then ask them to close their Class Books.
- Ask questions about the picture, e.g. *What's on the slide? Where's the car? What's under the swing?*
- Ask children to open their Class Books again and see how many answers they got right.

#### ANSWERS

1 car 2 kite 3 frisbee 4 doll

#### Optional activity

- Clean the board and tell the class that they are going to draw a big picture of a park on it. Invite six children to come to the front, one at a time, and draw a swing, a slide, a seesaw, a net, a tree, and a pool.
- Give out Toys flashcards 32–41 to ten children. Ask them to come to the front and put their flashcards somewhere in the park.
- Point to one of the flashcards. Ask *Where's the ... ?* to elicit a sentence, e.g. *It's under the slide*. Repeat with the rest of the flashcards.
- In pairs, children take turns to ask and answer questions about where the different things in the park are.

#### Further practice

Workbook page 40

Online Practice • Unit 5 • Reading

# Lesson Six

CB page 41

## Skills Time!

### Skills development

Listening: number the things in a picture

Speaking: ask and answer questions about where things are

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

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 61; Toys flashcards 32–41; The park flashcards 62–71; Story poster 5; Fluency DVD Unit 5 (optional); two pieces of paper for each child; scissors, glue, a large piece of paper and coloured pens / pencils / crayons for each group (optional)

### Warmer

- Play *Jump* (see Teacher's Book page 23) using the Toys and The park flashcards.

### Lead-in

- Use Story poster 5 to revise *Where's the ... ? It's in / on / under ...*

### 1 Listen and number. 61

- Explain that you are going to play a recording of people describing where objects and people are.
- Play the recording and children point to each word as they hear it.
- Play the recording again, pausing after item 1 to show the example in the Class Books. Continue, pausing after each sentence for children to write the numbers.
- Play the recording a third time for children to check their answers. Check answers with the class.

### Transcript

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

### ANSWERS

- 1 teddy   2 girl   3 kite   4 book   5 ball

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 5.

### 2 Ask and answer.

- Draw attention to the two speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model and drill correct intonation for the class.
- In pairs, children ask and answer questions about where these people and things are in the picture from Activity 1.
- Check the activity. Ask a different pair to ask and answer each question for the class.

Lesson Six

**Listening**

1 Listen and number. 61

**Speaking**

2 Ask and answer. Where's the girl? She's under the tree.

1

2

3

4

5

**Writing preparation**

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

This is Tim.

1 My name's Rosy.

2 This is Billy.

3 Look at Billy and Rosy.

4 Good try, Tim.

5 Billy is two.

6 Rosy is a pupil.

Complete the writing task on page 41 of the Workbook.

Listening, speaking, writing Unit 5 41

### ANSWERS

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

### Optional activity

- Divide the class into groups. Tell children they each have to draw two pictures: a toy, and something from the park. Give each child two pieces of plain paper and give each group one large piece of coloured paper, scissors, glue, and coloured pens/pencils/crayons.
- Children draw, colour, and cut out their pictures. Then they stick the pictures onto the large piece of paper, putting the toys in different locations in the park.
- Children write sentences below the pictures, e.g. *The ball is in the tree.*

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

- Copy the example from Exercise 3 onto the board. Ask one child to come to the board to point to the capital letters. Ask children which of these letters is the start of someone's name. The child draws a circle around that letter. Repeat with the next sentence and a different child.
- Ask children to look at the activity. Explain that they are only going to draw circles around the capital letters that are for someone's name. Check answers with the class.

### ANSWERS

- 1 My name's Rosy.   2 This is Billy.   3 Look at Billy and Rosy.   4 Good try, Tim.   5 Billy is two.   6 Rosy is a pupil.

### Further practice

Workbook page 41 (children write about the park)

Fluency DVD • Skills Time! Speaking • Unit 5

Values worksheet 5, Teacher's Resource Centre

Unit 5 test, Teacher's Resource Centre

Student Website • Listen at home • Track 18 (Words and phrases), Track 19 (Song), Track 20 (Phonics)

Online Practice • Unit 5 • Listening, Speaking and Writing

## Lesson One

CB page 42

## Words

## Learning outcomes

- To identify different members of the family
- To understand a short story

## Language

- Core: *mum, dad, sister, brother, grandma, grandpa*
- Extra: *find, the others, know, they*

## Materials

- CD 56, 62–64; Story poster 6; My family flashcards 72–75; Hello flashcards 1, 3

## Warmer 56

- Sing *At the park!* from Class Book page 38.
- Ask children to name all the people they have met in the story so far. Write the names in a list on the board (*Rosy, Billy, Tim, Miss Jones, Grandma, Grandpa, Dad*). Establish that with the exception of Miss Jones, all the characters are from the same family.

## Lead-in

- Hold up flashcards 72–75, 1, and 3 and say the words for children to repeat. Model words that children don't know.
- Hold up each flashcard for children to say the words.

## 1 Listen, point and repeat. 62

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

## Transcript

## Listen and point.

mum, dad, sister, brother, grandma, grandpa  
dad, grandpa, sister, mum, grandma, brother

## Listen and repeat.

mum, dad, sister, brother, grandma, grandpa

## 2 Listen and chant. 63

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat. This time they can point to the correct flashcards as they hear the words.

## Transcript

## Listen and chant.

mum, mum, mum  
dad, dad, dad  
sister, sister, sister  
brother, brother, brother



grandma, grandma, grandma  
grandpa, grandpa, grandpa

## Optional activity

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

## 3 Listen and read. 64

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

## Further practice

Workbook page 42

Student Website • Unit 6 • Words

Online Practice • Unit 6 • Words



## Lesson Two CB page 43

### Grammar

#### Learning outcomes

- To write sentences with 's to show possession
- To act out a story

#### Language

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

#### Materials

CD 64; Story poster 6; School things flashcards 22–28; Toys flashcards 32–41; Hello flashcards 1, 3; My family flashcards 72–75

### Warmer

- Play *Snap!* (see Teacher's Book page 23) using flashcards 1, 3, and 62–65.

### Lead-in

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

### 1 Listen to the story again and repeat. Act. CD 64

- Ask children to turn to the story on Class Book page 42. Check how many family members they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Tim, Rosy, Mum, Grandma, and Billy. (If the class does not divide into groups of five, you could have some smaller groups, as Grandma and Billy do not speak.)
- Ask children to decide on actions to use when acting out the story (see suggestions below).
- Children act out the story.
- Ask some groups to come to the front to act out the story.

### Story actions

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

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

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

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



### 2 Look and say.

- Look at each picture and ask comprehension questions to check comprehension. Copy the sentences from the Class Book onto the board, leaving spaces where the words *book* and *teddy* are.
- Use flashcards 22–28 and 32–41. Put them in the spaces to elicit sentences with the same pattern, e.g. *This is Mum's pen. This is Billy's train.*
- Ask children to look at the pictures in their Class Books. Say the sentences in the pictures for children to repeat.

Lesson Two Grammar

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

**Let's learn!**

This is Mum's book.

This is Billy's teddy.

3 Follow and write.






1 Mum

2 Dad

3 Rosy

4 Grandma

5 Grandpa

It's \_\_\_\_\_ kite.

It's Mum's book.

It's \_\_\_\_\_ umbrella.

It's \_\_\_\_\_ pen.

It's \_\_\_\_\_ bag.

Pronative 5 Unit 6 43

- Draw children's attention to the 's in each sentence and the way it is connected to a person's name. Point to one of the school items on a child's desk and say, e.g. *This is (name)'s pencil*. Repeat with several other children.
- Ask individual children to come to the front and circle 's in the sentences on the board.

### Optional activity

- Put more gapped sentences on the board, this time replacing the names with blanks. Put flashcards 72–75 in the gaps to elicit sentences with 's.

### 3 Follow and write.

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

### ANSWERS

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

### Further practice

Workbook page 43

Grammar reference, Class Book page 125

Student Website • Unit 6 • Grammar

Online Practice • Unit 6 • Grammar

# Lesson Three

CB page 44

## Song

### Learning outcomes

- To identify more family words
- To use family words in the context of a song

### Language

- Core: *aunt, uncle, cousin*
- Extra: *love (n), lots of*
- Recycled: family words

### Materials

CD 65–66; Hello flashcards 1–3; My family flashcards 72–77

## Warmer

- Play *Jump* (see Teacher's Book page 23) using the family words learnt so far.

## Lead-in

- Hold up flashcards 76, 77, and 2 and say the words for children to repeat.
- Put the flashcards around the room. Say the words for children to point to the correct flashcard and repeat.
- Use flashcards of mum, dad, grandma, and grandpa to describe what *aunt*, *uncle*, and *cousin* mean. Stick them on the board and draw lines to show the relationships (husband and wife, parent and child, brother and sister).

### 1 Listen, point and repeat. 65

- Ask children to look at the pictures. Draw attention to the picture of Rosy. Ask a child to read the speech bubble.
- Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words. Ask children how the people in the pictures are related to Rosy.
- Play the recording all the way through again for children to listen and point and then repeat.
- Hold up flashcards 76, 77, and 2 and say *This is Rosy's ...* for children to complete the sentences.

## Transcript

### Listen and point.

*aunt, uncle, cousin*

*uncle, cousin, aunt*

### Listen and repeat.

*aunt, uncle, cousin*

### 2 Listen and sing. 66

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

### Lesson Three Song

1 Listen, point and repeat. 65

Here are more people in my family.

aunt uncle cousin

2 Listen and sing. 66

3 Sing and do.

Let's sing!

**In my family**

In my family,  
In my family,  
Lots of love,  
For you and for me.

Mum and dad,  
Sister and brother,  
Grandma and grandpa,  
Not like any other.

Aunt and uncle,  
And cousins too,  
My family helps me,  
My family helps you.

In my family, ...

44 Unit 6 My family

### 3 Sing and do. 66

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

## Song actions

Mum and Dad: Raise thumbs.

Sister and brother: Raise index fingers.

Grandma and grandpa: Raise middle fingers.

Aunt and uncle: Raise ring fingers.

Cousins: Raise little fingers.

## Optional activity

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

## Culture note: Families in Britain

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

People in Britain usually share a house with their immediate family only. It is unusual for grandparents to live with the rest of the family. Traditionally, British parents tend to encourage their children to leave the family home and become independent when they finish their schooling (at around 18).

## Further practice

Workbook page 44

Picture dictionary, Workbook page 127

Extra writing worksheet 6, Teacher's Resource Centre

Student Website • Unit 6 • Words, Song

Online Practice • Unit 6 • Song

## Lesson Four CB page 45

### Phonics

#### Learning outcomes

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

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

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

#### Language

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

Extra: *look (out of)*

#### Materials

CD 58, 67–69; Phonics cards 1–21 (for revision) and 22–26 (Vv, Ww, Xx, Yy, Zz)

#### Warmer 58

- Tell children you are nearly at the end of the alphabet. Ask which letters you have learnt. Put phonics cards 1–21 on the board, in the correct order, as children say the letters.
- Play the chant from Class Book page 39.

#### Lead-in

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

#### 1 Listen, point and repeat. 67

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

#### Transcript

##### Listen and point.

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

##### Listen and repeat.


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


#### 2 Listen and chant. 68


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


Lesson Four Phonics


**1 Listen, point and repeat. 67**

Vv  
van  


Ww  
window  


Xx  
box  


Yy  
yo-yo  



Zz  
zebra  


**2 Listen and chant. 68**


Here is a van, v, v, van.  
 Here is a window, w, w, window.  
 Here is a box, x, x, box.  
 Here is a yo-yo, y, y, yo-yo.  
 Here is a zebra, z, z, zebra.

**3 Listen to the sounds and join the letters. 69**


What is in the van?




xwyzwxz  
zxvxzww  
yvwyvyx



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



Look out of the window.  
 What can you see?  
 I can see a zebra in a van.  
 And a yo-yo on a box.



Initial sounds Unit 6 45

#### Optional activity

- Put up phonics cards 1–26 to complete the alphabet.
- Point to each of the letters for children to say them. Point to them in random order for children to say them. Repeat with the sounds and the words on the cards.

#### 3 Listen to the sounds and join the letters. 69

- Elicit the three images (*van, zebra, window*). Ask *What is in the van?* Play the recording for children to listen and join the letters to find out what is in the van. Repeat.
- Ask *What is in the van? (a zebra)*. Then elicit the sounds children heard and write them on the board.

#### Transcript

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

#### ANSWER

A zebra is in the van.

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

- Ask children to look at the pictures and tell you what they can see. Read the text for children to follow in their Class Books. Write the first line on the board.
- Ask children to look at the circled w at the beginning of *window*. Draw a circle around the w on the board.
- Children find and circle more examples of v, w, x, y, z at the beginning of words in their Class Books. Write the rest of the text on the board. Check answers with the class.

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

#### ANSWERS

Look out of the window. What can you see? I can see a zebra in a van, And a yo-yo on a box.

#### Further practice

Workbook page 45

Student Website • Unit 6 • Phonics

Online Practice • Unit 6 • Phonics

## Lesson Five CB page 46

### Skills Time!

#### Skills development

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

#### Language

Recycled: vocabulary and structures seen previously

Extra: *throw, still*

#### Materials

CD 66, 70; a piece of plain paper for each child; coloured pens / pencils / crayons (optional)

#### Warmer 66

- Sing *In my family* from Class Book page 44.
- Ask children how many family words they can remember from the song. Write the words on the board as children say them.
- Allow children to look back at Class Book page 44 to see if they have remembered all of the words.

#### Lead-in

- Ask children to look at Class Book page 46 and point out the picture of the girl at the top of the page. Explain that this is Beth.
- Ask children to look at the pictures and tell you what they can see (pictures of Beth's family at the park) and what they think happened to Beth and her family at the park (Grandpa's hat got stuck in the tree and they tried to get it out).

#### 1 Point and say the family words.

- Ask children to look at the pictures again. This time ask them to guess who the family members are in relation to Beth.
- Point to the pictures of the family members and ask *Who's this?* to elicit the words. If children are not sure, point to the relevant words in the text.
- Ask children to work in pairs, taking turns to point to the people and say the family words.
- Point to the pictures again for individual children to say the family words.

#### ANSWERS

grandpa, brother, mum, dad

#### 2 Listen and read. 70

- Focus attention on the picture of Beth. Tell children they are going to read about something that happened to Beth's family.
- Play the recording for children to listen and follow in their Class Books. Then play it a second time and answer any questions children have.
- Ask comprehension questions, e.g. *Where's the family? What's in the tree? Who throws a ball / hat? What has the bird got?*

### Skills Time!

Lesson Five

**Reading**

1 Point and say the family words.      2 Listen and read. 

Hi, I'm Beth. I'm at the park with my family.

1 It's windy today. Oh no! Where's Grandpa's hat?

2 Grandpa's hat is in the tree!

3 My mum throws a ball. No, Grandpa's hat is still in the tree.

4 My dad jumps. No, Grandpa's hat is still in the tree.

5 My brother gets on Dad's shoulders. Can he get the hat?

6 Yes, he can! Here's Grandpa with his hat. He's happy now.

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

1 The family is at the park.    T

2 The hat is in the net.           

3 It is Beth's hat.                  

4 Beth's grandpa is happy now.

46      Unit 6    Reading: a caption story

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

- Ask children to look at the sentences in their Class Books. Explain that they are going to read some sentences and say whether they are true or not.
- Complete the first two items together and check understanding.
- Monitor the activity, helping children with the meanings of sentences where necessary.
- Check answers with the class.

#### ANSWERS

1 T    2 F    3 F    4 T

#### Optional activity

- Children work in groups. Give each child a piece of paper and each group a set of coloured pencils / pens / crayons.
- Ask children to draw a picture of themselves and / or their families at the park.
- Children take turns to tell the rest of their group something they can see in the picture, e.g. *My dad is under the tree.*
- Display the pictures on the wall. Point to different pictures and ask individual children to tell you something about them, e.g. *The ball is in the net / Jasmine's mum throws a ball.*

#### Further practice

Workbook page 46

Online Practice • Unit 6 • Reading



# Lesson Six

CB page 47

## Skills Time!

### Skills development

Listening: number pictures in the correct order

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

Writing: identify question marks and sentences; write capital letters and question marks in sentences; write about your family's things (Workbook)

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 71; Hello flashcards 1–3; My family flashcards 72–77; Fluency DVD Unit 6 (optional); a piece of plain paper for each child; coloured pens / pencils / crayons (optional)

### Warmer

- Play *What's missing?* (see Teacher's Book page 23) to revise family words.

### Lead-in

- Ask children what they can remember from the reading text in the previous lesson. Ask *Who's in the park? Who has got a hat? Where's the hat? Who gets the hat?* Allow children to look at Class Book page 46 to check.
- Ask children to look at the pairs of pictures on Class Book page 47. They name as many things as possible. Ask them to tell you what is different between each pair of pictures.

### 1 Listen and number the correct picture. 71

- Show children the pictures and the example. Explain that they need to listen and match the sentences they hear to the pictures.
- Play the recording for children to listen and number the pictures.
- Ask children what is happening in each of the pictures.

### Transcript

- I'm in the park with my family. Look at my red balloon!
- Oh no! My balloon is on the slide.
- And now it's in the tree.
- Now a bird is in the tree. It's got the balloon. Oh no!

### ANSWERS

1 d 2 a 3 c 4 b

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 6.

### 2 Point, ask and answer.

- Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask two children to read the question and answer in the speech bubbles. Ask the other children to tell you which picture they are talking about.
- In pairs, children take turns to point to the pictures and ask each other *Who's this?*

Lesson Six

Listening

1 Listen and number the correct picture. 71

Speaking

2 Point, ask and answer. Who's this? It's Beth's dad.

Writing preparation

3 Circle the question marks and underline the sentences. What's your name? My name's Beth.

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

Complete the writing task on page 47 of the Workbook.

Listening, speaking, writing Unit 6 47

### ANSWERS

- Who's this? It's Beth's grandma.
- Who's this? It's Beth's mum.
- Who's this? It's Beth's brother.
- Who's this? It's Beth's dad.

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

- Copy the example question and answer from Exercise 3 onto the board. Ask *Where's the question mark? Where's the sentence?* Circle the question mark and underline the sentence that follows it.
- Children do the exercise. Check answers by asking individual children to come to the front to circle question marks and underline sentences.

### ANSWERS

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

### Optional activity

- Children work in groups. Give each child a piece of plain paper and each group some coloured pens / pencils / crayons.
- Ask children to draw a member of their family.
- Children swap their pictures. They write a sentence about the picture they have been given, e.g. *This is Manuel's aunt.*

### Further practice

Workbook page 47 (children write about their family's things)

Fluency DVD • Skills Time! Speaking • Unit 6

Values worksheet 6, Teacher's Resource Centre

Unit 6 test, Teacher's Resource Centre

Skills test 2, Teacher's Resource Centre

Student Website • Listen at home • Track 21 (Words and phrases), Track 22 (Song), Track 23 (Phonics)

Online Practice • Unit 6 • Listening, Speaking and Writing

## Everyday English CB page 48

### Learning outcomes

To learn some useful language for playing outside

### Language

*Can I go on the (swing), please? Be careful of the (ball). I'm on the (slide).*

### Materials

CD 72–73; Fluency DVD Fluency Time! 2 (optional)

### Warmer

- Tell the class they are going to learn some useful language for playing in the park. Ask children what words they know for talking about the park (*seesaw, slide, net, swing, tree, pool, frisbee, ball, climbing frame*).
- Play *Musical cards* (see Teacher's Book page 23) using the park vocabulary.

### 1 Listen, read and say. 72

- Ask children to say where the people are (*in a park*) and what they can see in the pictures.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.
- Ask pairs of children to act out the dialogue for the class.

### 2 Listen and number. 73

- Show children the pictures and the example. Explain that they need to listen and match the dialogues they hear to the pictures. They should write the numbers of the dialogues in the correct boxes.
- Play the recording for children to listen and number the pictures.
- Ask children what each of the people is saying.

### Transcript

#### Listen and number.

- 1 **Kate** Mum. Can I go on the seesaw, please?  
**Mum** Yes, OK.
- 2 **Kate** Look Mum! I'm on the slide!  
**Mum** Good girl.
- 3 **Mum** Be careful of the frisbee! Are you OK?  
**Kate** I'm fine, Mum.
- 4 **Kate** Look. I'm on the climbing frame.  
**Mum** Come down now, please.

### ANSWERS

(order on Class Book page) 1, 3, 2, 4

## Fluency Time! ②

### Everyday English

1 Listen, read and say. 72

**1** **James:** Can I go on the swing, please?  
**Dad:** Yes, OK ... Be careful of the ball!  
**James:** I'm fine, Dad.

**2** **James:** I'm on the climbing frame!  
**Dad:** Come down now, please.  
**James:** OK.

2 Listening Listen and number. 73

3 Speaking Look at the park objects. Ask and answer.

Can I go on the seesaw, please?  
Yes, OK. Be careful.  
Look, I'm on the slide!  
That's good.

48 Fluency Time! 2 Playing outside Watch the DVD!

### 3 Look at the park objects. Ask and answer.

- Ask children to work in pairs to act out dialogues of their own.
- Ask two children to read out the example dialogue. In pairs, children read the example dialogue, then point to the pictures of the things in the park and ask and answer, as in the example.
- Monitor children's performance. Invite some pairs to act out their dialogues in front of the class.

### Optional activity

- Ask children to think of other things they might ask permission to do (*go to a friend's house / a party / the pool / a football game*). Write their suggestions on the board.
- Children work in pairs to make a new dialogue about one of the ideas on the board, using the dialogues on the Class Book page as models.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 2 Everyday English for the children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 48

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 2

Online Practice • Fluency Time! 2

## Project CB page 49

### Learning outcomes

To make a park poster

To talk about your poster

### Language

*This is my park. Look! I'm on the (swing). Can I go on the (slide), please? Be careful of the (ball).*

### Materials

Fluency DVD Fluency Time! 2 (optional); Fluency project 2 (see Teacher's Resource Centre) (one template for each child); completed poster; coloured pens / pencils / crayons, scissors and glue for each group of children

### 1 Look at the story again. Act.

- Ask children to look at the story in Exercise 1 on Class Book page 48. Ask children what they can remember about the story.
- Play scene 1 of Fluency DVD Fluency Time! 2 Everyday English again. If you don't have time for the DVD, read the dialogue on Class Book page 48.
- Invite groups of children to act out the dialogue (or their own variations of the dialogue).
- Play both scenes of Fluency DVD Fluency Time! 2 Everyday English again for children to watch and listen.

### 2 Make a park poster.

See TB page 140 for detailed instructions on how to make the park poster

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a park poster*).
- Ask *What do you need to make the poster?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the poster template (see Fluency project 2). Give each group coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their posters. Demonstrate with your own completed poster and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? Are you on the (slide)?*

**NOTE:** If you do not have time to use photocopies in class, you can ask children to draw a picture of a park and draw themselves on one of the pieces of park equipment.

### 3 Talk about your poster. Ask and answer.

- Focus on the photo. Tell children they are going to talk about their poster in pairs.
- Ask two children to read out the example dialogue.
- Children can then talk in pairs, telling each other about their posters and asking for permission to go on the park equipment in each other's posters.
- Children can then speak with another pair to talk about more posters.
- Ask some pairs to act out their dialogues for the class.

**Project**

1 Look at the story again. Act.

2 Make a park poster.

3 Speaking Talk about your poster. Ask and answer.

Project: a park poster 49

### Optional activity

- Ask children to think of an object, e.g. an ice cream, a dog, a doll, a bag, and imagine that they have hidden the object somewhere in their park poster scene. They should 'hide' the object in / on / under one of the items in their poster.
- Invite a child to come to the front with his / her poster and tell the class what their hidden object is, e.g. *There's a (bag) in my picture*.
- Ask *Where's the (bag)?* and encourage the rest of the class to ask the child questions to try and guess where the hidden object is, e.g. *Is it on the slide? Is it under the swing? Is it in the tree?*
- The first child to guess the location of the hidden object can take a turn to come to the front with their poster and let the rest of the class guess about their hidden object.

### Watch the DVD!

- Play Fluency DVD Fluency Time! 2 Everyday English again to review the language of the Fluency Time! 2 lessons.
- Play Fluency DVD Fluency Time! 2 Talk to James & Dad! for children to answer the questions.

## Review 2 CB pages 50–51 WB pages 50–51

Review pages answer key, TB page 131

### Further practice

Workbook page 49

Writing portfolio worksheet, Units 4–6, Teacher's Resource Centre

Skills test 2 Fluency Time! 2 test, Teacher's Resource Centre

Progress test 2, Teacher's Resource Centre

Fluency DVD • Fluency Time! 2

Online Practice • Review 2

Lesson One CB page 52

## Words

## Learning outcomes

To identify different clothes

To understand a short story

## Language

Core: *dress, socks, T-shirt, trousers, shorts*Extra: *basket, clothes, his, her*

## Materials

CD 66, 74–76; Story poster 7; My clothes flashcards 78–82

## Warmer 66

- Sing *In my family* from Class Book page 44.
- Ask children what they can remember about the previous story. Ask if they can name all the family members in the story (*Rosy, Billy, Tim (Rosy's cousin), Mum, Grandma*).

## Lead-in

- Hold up flashcards 78–82 and ask *What's this?*
- Say the word *trousers*. Ask children who are wearing trousers to point to them. Repeat with the other.

## 1 Listen, point and repeat. 74

- Ask children to look at the clothes. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put the flashcards around the room. Say the words for children to point to the flashcards and repeat.

## Transcript

## Listen and point.

*dress, socks, T-shirt, trousers, shorts**T-shirt, trousers, shorts, socks, dress*

## Listen and repeat.

*dress, socks, T-shirt, trousers, shorts*

## 2 Listen and chant. 75

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words. This time they can point to any clothes they are wearing when they hear the word. Repeat.

## Transcript

*dress, dress, dress**socks, socks, socks**T-shirt, T-shirt, T-shirt**trousers, trousers, trousers**shorts, shorts, shorts*

**7 Are these his trousers?**

**Lesson One Words**

1 Listen, point and repeat. 2 Listen and chant.

3 Listen and read.

1 Help! The clothes. Look, this is Rosy's dress. Are these her socks? Yes, they are.

2 Is this Billy's T-shirt? Yes, it is. Put it in his basket.

3 Are these his trousers? No, they aren't his trousers. They're my shorts!

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## Optional activity

- Ask five children to come the front. Tell each one that they are wearing a wonderful new dress / T-shirt, or wonderful new socks / trousers / shorts.
- Ask the class to say the chant again. When the children hear their item of clothing, they show it off to the class.

## 3 Listen and read. 76

- Use Story poster 7 to present the story. Point to Mum and then Dad and ask *Who's this?* Ask children to name as many things in the picture as they can.
- Talk about each frame. Ask *What's happening?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Which clothes are Rosy's / Billy's / Dad's? Where does Mum put Rosy's / Billy's clothes?*
- Ask children to open their Class Books. Tell them to follow the words in the story as you play the recording again.
- Ask children to point to the words from Exercise 1 that appear in the story.
- Give flashcards 78–82 to five children. Play the recording again. Each time a child hears his / her item of clothing, he / she holds up the flashcard. Repeat with more children.

## Further practice

Workbook page 52

Student Website • Unit 7 • Words

Online Practice • Unit 7 • Words



## Lesson Two CB page 53

### Grammar

#### Objectives

- To make sentences with *his* and *her*
- To ask and answer questions with *his* and *her*
- To act out a story

#### Language

Core: *This is his / her T-shirt. These are his / her trousers. Are these his / her socks? Yes, they are. / No, they aren't.*

#### Materials

CD 76; Story posters Starter to 7 (optional); My clothes flashcards 78–82

### Warmer

- Draw three stick people on the board. Ask a child to come to the front to 'dress' the first stick person. Say *Draw a T-shirt. Draw some trousers*. Repeat with the second and third stick people so all items of clothing learnt in the previous lesson appear at least once.
- Point to the different items of clothing for children to chorus the words.

### Lead-in

- Point to Story poster 7 and ask children what happened in the story.
- Cover the poster and ask children to name the items of clothing that appeared in the story (*Rosy's dress, Rosy's socks, Billy's T-shirt, Dad's shorts*).

### 1 Listen to the story again and repeat. Act. CD 76

- Ask children to look at the story on Class Book page 52. They check how many things they remembered.
- Play the recording, pausing for children to repeat.
- Divide the class into pairs. One child is Mum and the other is Dad. Ask the class to decide on the actions for the story (see suggestions below).
- Children act out the story.
- Ask some pairs to come to the front to act out the story.

### Story actions

Picture 1: Mum pulls Rosy's dress down from the line. Dad holds up a sock in each hand.

Picture 2: Dad passes a T-shirt to Mum. Mum is holding a basket.

Picture 3: Mum holds up Dad's shorts.

Picture 4: Dad takes the shorts, smiling.

### 2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences and questions onto the board. Read them aloud, pointing to the clothes if children are wearing them.
- Rub out the clothes words in the sentences. Put flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *This is her T-shirt. Are these his shorts?* Say the sentences in each picture for children to repeat.

Lesson Two Grammar

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

**Let's learn!**



This is her dress.



These are his shorts.



Are these her socks?  
Yes, they are.



Are these his trousers?  
No, they aren't.

aren't = are not


3 Write. his her

1



These are her socks.

2



This is his T-shirt.

3



This is her dress.

4 Point, ask and answer.

1



... her trousers?

2



... his shorts?

3



... his trousers?

4



... her socks?

Are these his / her socks? Yes, they are. Unit 7 53

- Ask individual children to substitute a flashcard to make a new sentence. Practise the sentences and questions with the class.

### 3 Write.

- Write some gapped sentences on the board, e.g. *This is \_\_\_\_\_ T-shirt. This is her dress. These are \_\_\_\_\_ socks.*
- Give the T-shirt flashcard to a boy. Elicit the sentence *This is his T-shirt*. Write the missing word in the gap. Give the dress flashcard to a girl to elicit *This is her dress*. Write in the missing word. Repeat with the other sentences.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences and write the missing words. Check answers with the class.

#### ANSWERS

- 1 These are her socks. 2 This is his T-shirt.  
3 This is her dress.

### 4 Point, ask and answer.

- Ask children to look at the pictures in their Class Books. Model the question and answer with a child in the class.
- In pairs, children take turns to ask and answer similar questions about the other pictures.
- Check the activity by asking pairs to ask and answer questions about the different pictures.

#### ANSWERS

- 1 Are these her trousers? / No, they aren't.  
2 Are these his shorts? / Yes, they are.  
3 Are these his trousers? / Yes, they are.  
4 Are these her socks? / No, they aren't.

### Further practice

Workbook page 53

Grammar reference, Class Book page 125

Student Website • Unit 7 • Grammar

Online Practice • Unit 7 • Grammar

## Lesson Three CB page 54

### Song

#### Learning outcomes

- To identify more words for clothes
- To use clothes words in the context of a song

#### Language

- Core: shoes, coat, hat, cardigan, tracksuit
- Extra: every, day
- Recycled: clothes words

#### Materials

CD 75, 77–78; My clothes flashcards 78–87; Cut and Make 3 (for materials see Teacher's Resource Centre) (optional)

#### Warmer 75

- Say the chant from Class Book page 52.

#### Lead-in

- Hold up flashcards 78–87 and say the words for children to repeat.
- Put the flashcards around the room. Say the words for children to point to the correct flashcard and repeat.

#### 1 Listen, point and repeat. 77

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through for children to listen and point and then repeat.
- Put flashcards 78–87 on the board. Point to the different cards and ask individual children *What's this?*

#### Transcript

##### Listen and point.

shoes, coat, hat, cardigan, tracksuit  
tracksuit, coat, cardigan, hat, shoes

##### Listen and repeat.

shoes, coat, hat, cardigan, tracksuit

#### 2 Listen and sing. 78

- Ask children to look at the pictures. Point to the items of clothing and ask individual children *What's this?*
- Play the song for children to point to the pictures when they hear the five new words. Then play it again as they follow the words in their Class Books.
- Recite the words of the song with the class, without the recording. Say each line for children to repeat.
- Play the song again for children to sing.

#### 3 Sing and do. 78

- Ask children to look at the pictures to see what the actions are for this song (see below). Practise the actions with the class.
- Play the song for children to sing and do their actions.

#### Song actions

In each verse, children mime putting on the items of clothing. At the end of the song, they wave goodbye.

#### Lesson Three Song

##### 1 Listen, point and repeat. 77



##### 2 Listen and sing. 78

##### 3 Sing and do.

#### Let's sing!



#### Every day!

Every day,  
I put on my socks,  
I put on my socks,  
Every day.  
Every day,  
I put on my socks,  
I put on my shoes,  
Every day.  
Every day,  
I put on my socks,  
I put on my shoes,  
I put on my coat,  
Every day.  
Every day,  
I put on my socks,  
I put on my shoes,  
I put on my coat,  
I put on my hat,  
Every day.  
Goodbye, Mum!

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#### Optional activity

- Divide the class into groups. Do Cut and Make 3.
- Sing a different version of the song. Use flashcards to demonstrate, and children can hold up their doll and doll's clothes.
- Put the T-shirt, shorts, and shoes flashcards on the board. Point to the first flashcard and say or sing *Every day I put on my T-shirt*. Sing the first verse with the class. Finish the song by using the flashcards of the T-shirt, shorts and shoes in the same way.

**NOTE:** Collect the dolls and doll's clothes in at the end of the lesson to use them again in Lesson 6.

#### Culture note: School uniforms in Britain

Most schools have a uniform. The uniform reflects the school colours and usually consists of a shirt, tie, jumper, and a pair of trousers for boys. Girls traditionally wear skirts (at secondary school) or dresses (at primary school) but nowadays they often wear trousers.

Most schools have a blazer or fleece jacket for children to wear over their uniform. Boys may have to wear a school cap (as seen on Class Book page 54). At some primary schools, boys are allowed to wear shorts in the summer. It is up to individual schools to decide whether they will allow pupils to dress according to a certain religion.

#### Further practice

Workbook page 54

Picture dictionary, Workbook page 127

Extra writing worksheet 7, Teacher's Resource Centre

Cut and Make 3, Teacher's Resource Centre

Student Website • Unit 7 • Words, Song

Online Practice • Unit 7 • Song

## Phonics

### Learning outcomes

To recognize all the letters of the alphabet in their lower-case forms

To say and write the alphabet

### Language

Recycled: letters of the alphabet; all phonics words

### Materials

CD 68, 79; Phonics cards 1–26

### Warmer 68

- Say the chant from Class Book page 45.

### Lead-in

- Remind children that in the previous phonics lesson they finished the alphabet. Use the complete set of phonics cards for children to practise saying the letters of the alphabet.
- Hold up the cards in a random order, showing only the pictures. Say the name of the animal, person, or object on the front of the card. Children call out the name of the letter it begins with, e.g. *Nurse? (n)*.

### 1 Listen and sing. 79

- Tell children to look at the alphabet in their Class Books. Explain that they are going to sing a song using the letters of the alphabet.
- Write the alphabet on the board in large lower-case letters. Play the song for children to listen and sing along. They point to the letters as they sing.
- Play the recording a second time and repeat.
- Call out letters from the alphabet in random order for children to write the lower-case forms in the air.
- Play the song once more for children to sing and follow in their Class Books.

### 2 Write the letters.

- Use the alphabet on the board to reproduce the activity in the Class Book. Draw socks around letters *a, b, d, f, h, j, m, o, q, s, u, w, z*. Rub out the rest of the letters (you do not have to draw the blank socks).
- Point to the first missing letter on the board and ask the class what should go there, to elicit *c*. Draw a sock in the gap and write the letter *c* in it. Repeat with the next missing letters.
- Ask children to look at the exercise in their Class Books. Allow time for children to write the rest of the missing letters.
- Check the activity by asking individual children to come to the front one at a time to draw a sock and write the missing letter in it.
- Say the alphabet around the class. Point to a child – the child says *a*. Point to another to say *b*, and so on.

### ANSWERS

*c, e, g, i, k, l, n, p, r, t, v, x, y*

Lesson Four Phonics

1 Listen and point. Listen and sing. 79

*I know my ABC, please sing along with me ...*

a b c d e f g h i j k l m n o p  
q r s t u v w x y z

*I know my ABC, please sing along with me.*

2 Write the letters.

3 Look at the pictures. Write the letters.

t y k c r s

h l m v z u

The alphabet Unit 7 55

### Optional activity

- Rub the alphabet off the board. Give out the phonics cards to 26 children. (If you have fewer than 26 children, some of them can have more than one card.)
- Ask children to come to the front in the correct order to put the cards on the board. Do not confirm whether or not the letters are in the correct place at this stage.
- If you have more than 26 children, ask the children who didn't get cards to come to the front. They make any changes to the alphabet they think are necessary.
- Read the alphabet aloud slowly for the class to check the order of the letters on the board.

### 3 Look at the pictures. Write the letters.

- Ask children to look at the pictures in their Class Books. Point to some of the different people and things and ask *What's this?*
- Ask children to look at the example. Explain that they have to write the first letter only of the person or thing in the picture.
- Allow time for children to look at the pictures and write the letters. Check answers with the class.
- Finish the class by singing the alphabet song again.

### ANSWERS

- 1 t – teddy, y – yo-yo, k – kite, c – cat, r – ruler, s – sofa –  
2 h – hat, l – lion, m – mum, v – van, z – zebra,  
u – umbrella

### Further practice

Workbook page 55

Student Website • Unit 7 • Phonics

Online Practice • Unit 7 • Phonics

## Lesson Five CB page 56

### Skills Time!

#### Skills development

Reading: read and understand a story; read for specific details

#### Language

Recycled: vocabulary and structures seen previously

Extra: *try on, team*

#### Materials

CD 09, 80; coloured pens / pencils / crayons, glue, and a large piece of paper for each group of children; pictures of clothes from magazines (optional)

#### Warmer 09

- Sing *Sing a rainbow!* from Class Book page 7.
- Check children can remember the colours by asking, e.g. *What colour is Marion's T-shirt / Leyla's pencil?*
- Ask individual children *What's your favourite colour?*
- Check children's memory by asking, e.g. *What's Hamid's / Asha's favourite colour?*

#### Lead-in

- Ask children to look at the pictures. Point to the picture of the boy and explain that his name is Max. Point to the lady and ask who the class think she is (*Max's mum*).
- Children try to predict what the text is about (*Max is looking for new clothes in a shop with his mum*).
- Ask children to tell you what colours they can see in the pictures.

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

- Ask children to look at the pictures again. Point to different items of clothing for children to say the words.
- In pairs, children take turns to point to different clothes and say the words.
- Point to the different items of clothing and ask *Are these trousers orange / blue? Is this T-shirt green / blue / orange?*

#### ANSWERS

trousers, coat, socks, T-shirt

#### 2 Listen and read. 80

- Ask children to look at the pictures. Tell them that they are going to hear a conversation between Max and his mum in a shop.
- Play the recording for children to listen and follow silently in their Class Books.
- Play the recording a second time. Ask questions to check comprehension, e.g. *Which clothes does Mum / Max like? What is Max's favourite colour? Why does Max like orange?*

#### 3 Read again. Circle the wrong word and write the correct word.

- Ask children to close their Class Books. Copy the sentences from Exercise 3 onto the board. Explain that in each sentence there is one word that is wrong and that the class has to tell you which word it is.

## Skills Time!

### Lesson Five

#### Reading

- 1 Point to the clothes. Say the words. 2 Listen and read.



- 3 Read again. Circle the wrong word and write the correct word.

- 1 Max is a girl. boy  
 2 All Max's cardigans are orange.             
 3 Max's favourite colour is green.

- Look at the first sentence together. Ask children which word in the sentence is wrong (*girl*). Ask what the word should be (*boy*). Draw a circle around the word *girl* on the board. Write *boy* at the end of the sentence. Point out the example in their Class Books.
- Ask children to do the activity in their Class Books. Allow time for children to circle the wrong words and write the correct words at the end of the sentences.
- Check answers by asking individual children to come to the front to circle the wrong word in the sentence and write the correct word at the end of the sentence.

#### ANSWERS

- 1 Max is a girl (boy) 2 All Max's cardigans are orange. (trousers) 3 Max's favourite colour is green (orange)

#### Optional activity

- Divide the class into groups. Tell children they are going to make a poster with pictures of their favourite clothes.
- Give each group a set of coloured pens / pencils / crayons, glue, a large piece of coloured paper, and some magazines with pictures of clothes.
- Children write the title *My favourite clothes* at the top of their picture. They cut out pictures of the clothes they like from magazines and stick them on to the paper.
- They can then label each item of clothing, e.g. *green T-shirt / white shorts / red socks*.
- Collect in the posters and display them on the wall.

**NOTE:** You may wish to use these posters again in the next lesson.

#### Further practice

Workbook page 56

Online Practice • Unit 7 • Reading



# Lesson Six

CB page 57

## Skills Time!

### Skills development

Listening: identify pictures from their descriptions

Speaking: ask and answer questions about colours

Writing: identify and write 's in a sentence; match full and abbreviated forms with the contraction 's; write about favourite clothes (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: *what about*

### Materials

CD 81; Fluency DVD Unit 7 (optional); colour pictures of different clothes from magazines (at least two for each child) (optional); doll and doll's clothes from Lesson 3 (optional)

### Warmer

- Point to clothes you or the children are wearing. Ask *What's this? What colour is it? / What are these? What colour are they?*

### Lead-in

- Ask children how many clothes they can remember from the story, and what colours they were. Write their answers on the board.
- Ask children to look at the pictures on Class Book page 57. Point to each item of clothing for children to name it.

### 1 Listen and number. 81

- Explain that you are going to play a recording of a girl and her mum talking about the clothes. Children have to listen and number the items in the order they hear them.
- Play the recording all the way through. Children point to each picture as they hear the word.
- Play the recording again, pausing after item 1 to show the example. Continue, pausing after each person has spoken for children to number the pictures. Repeat.

### Transcript

1 Mum This blue coat is nice. Try it on.

2 Girl But I like this red coat, Mum.

3 Mum What about these pink trousers? They're nice.

4 Girl But look at these red trousers. My favourite colour is red.

5 Mum OK. Well, these shoes are red.

Girl Yes, I like them too.

### ANSWERS

(in order on page) 2, 1, 5, 4, 3

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 7.

### 2 Look at the pictures again. Point, ask and answer.

- Draw attention to the questions and answers. Read the first two speech bubbles aloud for children to repeat.
- Ask children to take turns to point to the different pictures in Exercise 1 and ask and answer the questions in pairs.

Lesson Six

**Listening**  
 1 Listen and number. 81
 







**Speaking**  
 2 Look at the pictures again. Point, ask and answer.
 

What colour are these trousers?

They're pink.

What colour is this coat?

It's red.

**Writing preparation**  
 3 Circle 's and match.
 

Where's = Where is

What's = What is

1 What's this? ☐ d

2 Where's my tracksuit? ☐

3 It's under the seesaw. ☐

4 She's eight. ☐

5 He's my brother. ☐

Which letter is missing? 's = ... s

It's = It is

He's = He is

a Where is my tracksuit?

b She is eight.

c He is my brother.

d What is this?

e It is under the seesaw.

Complete the writing task on page 57 of the Workbook.

- Ask pairs to ask and answer questions for the class.
- Children work in pairs again. They take turns to point to their own clothes and ask and answer the questions.

### Optional activity

- Divide the class into groups. Give each child at least two pictures of clothes from magazines. (Or they could use the doll and doll's clothes they made in Lesson 3.)
- Children take turns to hold up a picture and ask *What colour is this ... ? What colour are these ... ?* for the rest of the group to answer.

### 3 Circle 's and match.

- Copy the first question from Exercise 3 onto the board.
- Ask a child to point to the 's, then circle it. Ask children to tell you the long form for *What's*. Write *What is* beside it. Repeat with the second sentence. Ask children to tell you what *Where's* is short for.
- Ask children to look at the activity and find and circle the 's in each sentence. Check answers by asking individual children to come to the front to circle the 's in the remaining sentences, and then say the long form.
- Write 's on the board. Ask *What letter is missing?* Elicit *i*. Children complete the answer in their Class Books.

### ANSWERS

1 What's this? d 2 Where's my tracksuit? a  
 3 It's under the seesaw. e 4 She's eight. b  
 5 He's my brother. c 's = is

### Further practice

Workbook page 57 (children write about their favourite clothes)

Fluency DVD • Skills Time! Speaking • Unit 7

Values worksheet 7, Teacher's Resource Centre

Unit 7 test, Teacher's Resource Centre

Student Website • Listen at home • Track 24 (Words and phrases), Track 25 (Song), Track 26 (Phonics)

Online Practice • Unit 7 • Listening, Speaking and Writing

Lesson One CB page 58

## Words

## Learning outcomes

To identify different places in a home  
To understand a short story

## Language

Core: *kitchen, living room, dining room, bedroom, bathroom, garden*

Extra: *certificate, show (v), surprise, good, work, well done*

## Materials

CD 78, 82–84; Story poster 8; My house flashcards 88–93

## Warmer 78

- Sing *Every day!* from Class Book page 54.
- Draw a picture of a home on the board. Talk about children's homes. Ask *Where do you live? Who lives with you?*

## Lead-in

- Hold up flashcards 88–93 and ask *What's this room?* Then hold up flashcard 93 (garden) and say *What's this?*
- Put the flashcards on the board and point to each one for children to say the words again.

## 1 Listen, point and repeat. 82

- Ask children to look at the pictures of the home words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Draw the outline of a house on the board and put the flashcards inside (and the garden flashcard outside) in appropriate places. Say the words for children to point to the correct cards and repeat.

## Transcript

## Listen and point.

*kitchen, living room, dining room, bedroom, bathroom, garden*  
*bathroom, kitchen, garden, living room, bedroom, dining room*

## Listen and repeat.

*kitchen, living room, dining room, bedroom, bathroom, garden*

## 2 Listen and chant. 83

- Play the recording for children to listen to the chant.
- Play the chant for children to say the words. This time they can point to the correct flashcard as they hear the word. Repeat.

**8 Where's Grandma?**

**Lesson One Words**

1 Listen, point and repeat. 82      2 Listen and chant. 83

kitchen living room dining room bedroom bathroom garden

3 Listen and read. 84

1 Look! I've got a certificate for good work at school.  
Well done, Rosy. Go and show your family.

2 Where's Grandma? Is she in the kitchen?  
No, she isn't.

3 Are Dad and Billy in the living room?  
No, they aren't.

4 Surprise!  
Well done, Rosy.  
Thank you!

58 Unit 8 My house

## Transcript

*kitchen, kitchen, kitchen*  
*living room, living room, living room*  
*dining room, dining room, dining room*  
*bedroom, bedroom, bedroom*  
*bathroom, bathroom, bathroom*  
*garden, garden, garden*

## Optional activity

- Play a miming game. Mime the action of making a sandwich. Children call out *Kitchen!*
- Ask a child to mime something he / she might do in one of the rooms. The other children guess the room.
- Repeat with the other children.

## 3 Listen and read. 84

- Use Story poster 8 to present the story. Point to the family members and ask *Who's this?*
- Talk about each frame. Ask *What's happening? What room are they in?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *What has Rosy got? Is Grandma in the kitchen? Where's Rosy's family?*
- Ask children to open their Class Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Further practice

Workbook page 58

Student Website • Unit 8 • Words

Online Practice • Unit 8 • Words

## Lesson Two CB page 59

### Grammar

#### Learning outcomes

- To ask and answer questions about where people are
- To write *Is* and *Are* at the beginning of questions
- To act out a story

#### Language

Core: *Where's Grandma? She's in the bedroom. Where are Dad and Billy? They're in the kitchen. Is she in the garden? Yes, she is. Are they in the living room? No, they aren't.*

#### Materials

CD 84; Story poster 8; Hello flashcards 1–3; My family flashcards 72–77

### Warmer

- Draw the outline of a house on the board and ask children to come and draw the rooms and garden.
- Ask the class to name the different rooms and the garden.

### Lead-in

- Point to Story poster 8 and ask children what happened in the story.
- Cover the poster and ask children which rooms appeared in the story (*kitchen, living room, dining room*).

#### 1 Listen to the story again and repeat. Act. CD 84

- Ask children to turn to the story on Class Book page 58. They check whether they remembered the rooms correctly.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of six to play Rosy, Mum, Dad, Grandma, Grandpa, and Billy. Ask children to decide on the actions for the story (see suggestions below).
- Children act out the story.

### Story actions

Picture 1: Rosy opens the door, looking happy. Mum holds out her hand towards the kitchen.

Pictures 2 and 3: Rosy opens the door, looking for her family. Mum shakes her head.

Picture 4: Mum and Rosy walk through the door, smiling. Grandma holds out a cake. Billy, Dad and Grandpa throw their hands in the air.


#### 2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences and questions onto the board, leaving spaces where the room words are.
- Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *Where's Grandma? She's in the garden. Is she in the bathroom?* Children repeat the new sentences and questions chorally.
- Ask individual children to substitute a flashcard to make a new sentence.
- Children look at the pictures in their Class Books. Ask pairs of children to read out the questions and answers.


Lesson Two Grammar

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


**Let's learn!**




Where's Grandma?  
She's in the dining room.



Is she in the kitchen?  
No, she isn't.




Where are Dad and Billy?  
They're in the dining room too.




Are they in the living room?  
No, they aren't.

they're = they are


3 Write. Is Are




1 Is Billy in the bedroom?  
Yes, he is.



2 Mum and Dad in the garden?  
No, they aren't.



3 Rosy's aunt and uncle in the dining room?  
Yes, they are.



4 Rosy in the bathroom?  
No, she isn't.

4 Look at the pictures again. Point, ask and answer.

Where are Rosy's aunt and uncle?

They're in the dining room.

Are they in the living room? Unit 8 59

- Focus attention on the red letters. Elicit what *'s* and *'re* are short for (*is* and *are*). Show how we make the short forms *She's* and *They're* by writing the words separately and then together on the board.
- Put the grandma flashcard on one side of the board and flashcards of at least two other family members on the other side. Write *She's* next to the picture of grandma, and *They're* next to the pictures of the family. Exchange the picture of grandma for grandpa, and write the word *He's*.
- Write *Is* next to the singular and *Are* next to the plural. Elicit that we use *Is* at the beginning of a question when asking about one person and *Are* when asking about two or more people.

#### 3 Write.

- Write the first sentence on the board.
- Ask children whether *Is* or *Are* should go in the gap. Write *Is* in the gap.
- Children do the activity in their Class Books. Check answers with the class.

#### ANSWERS

1 Is Billy in the bedroom? Yes, he is. 2 Are Mum and Dad in the garden? No, they aren't. 3 Are Rosy's aunt and uncle in the dining room? Yes, they are. 4 Is Rosy in the bathroom? No, she isn't.

#### 4 Look at the pictures again. Point, ask and answer.

- Model the question and answer with a child.
- In pairs, children take turns to ask and answer questions about the other pictures in Exercise 3.

#### Further practice

Workbook page 59

Grammar reference, Class Book page 125

Student Website • Unit 8 • Grammar

Online Practice • Unit 8 • Grammar

## Lesson Three CB page 60

### Song

#### Learning outcomes

- To identify more words for homes
- To use house words in the context of a song

#### Language

- Core: *upstairs, downstairs, house, flat, front door*
- Extra: *follow, table, chair, go, through*
- Recycled: house words

#### Materials

CD 85–86; My house flashcards 88–98; Toys flashcards 32–41

### Warmer

- Play *Snap* (see Teacher's Book page 23) to revise the house words from Lesson 1.

### Lead-in

- Hold up flashcards 88–98 and say the words for children to repeat.
- Give the cards to four children and ask them to come to the front. Say the words again. When a child hears his / her word, they hold up their flashcard.

#### 1 Listen, point and repeat. 85

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Ask individual children to say the words for the class.
- Hold up flashcards 88–98 for individual children to say the words.

### Transcript

#### Listen and point.

*upstairs, downstairs, house, flat, front door*  
*downstairs, front door, house, upstairs, flat*  
**Listen and repeat.**  
*upstairs, downstairs, house, flat, front door*

#### 2 Listen and sing. 86


- Ask children to look at the picture of the house. Point to the rooms for children to name them. Ask children what they can see in the rooms.
- Play the song for children to point to the pictures when they hear the five new words. Then play it again as they follow the words in their Class Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

#### 3 Sing and do. 86

- Children look at the pictures and decide what the actions are (see suggestions below). Practise the actions.
- Play the song for children to sing and do the actions.

**Lesson Three Song**


1 Listen, point and repeat. 85



2 Listen and sing. 86

3 Sing and do.

**Let's sing!**



60 Unit 8 • My house

### Song actions

- Come into my house:** Arms open to welcome.
- What can you see?:** Look from left to right.
- Upstairs and downstairs:** Point up and down.
- Come, follow me:** Beckon with hand.
- Go through the door:** Open a door.
- Go upstairs / Go downstairs:** Point up / point down.
- What's in my bedroom / the dining room?:** Open a door.
- Four teddy bears:** Cuddle a teddy bear.
- Table and chairs:** Sit down.

### Culture note: Homes in Britain

While flats are popular with single people and young couples, most families live in houses. A typical family house has two to four bedrooms, a bathroom, a kitchen, and a living room. There may be a kitchen and a separate dining room, or a "kitchen-diner" which is a kitchen with a table for the family to sit and eat their meal. Children often have their own rooms, but it isn't unusual for them to share with a sibling of the same sex up to about the age of ten.

Many houses also have a garden. Gardening is a popular hobby and many people enjoy growing their own fruit and vegetables, or watching the wildlife in their gardens. In some towns, people who don't have gardens can also rent a small plot of land called an allotment.

### Further practice

**Workbook page 60**

**Picture dictionary, Workbook page 128**

**Extra writing worksheet 8, Teacher's Resource Centre**

**Student Website • Unit 8 Words, Song**

**Online Practice • Unit 8 • Song**



# Lesson Four CB page 61

## Phonics

### Learning outcomes

- To pronounce the sound /ʃ/ on its own and in words
- To differentiate between the sounds /ʃ/, /s/, /h/

### Language

- Core: shoes, sheep, fish
- Extra: want

### Materials

- CD 79, 87–88; Phonics cards 27–29 (sh)

### Warmer 79

- Sing the alphabet song from Class Book page 55.
- Say the alphabet around the class.

### Lead-in

- Tell children that although they have learnt all the letters of the alphabet, they haven't learnt all the sounds of English. Some sounds are represented by more than one letter (see note below).
- Tell children they will be looking at the letters *sh* that represent the sound /ʃ/.
- Write *sh* on the board in large letters and explain that this is a new sound. Model the sound for children to repeat.
- Hold up phonics cards 27–29, saying the words for the class to repeat. Repeat in a different order.

### Language note: digraphs

- Distinct sounds that are represented by a combination of letters, such as *sh*, *ch*, *th* are called 'digraphs'. Digraphs should be treated as if they were letters of the alphabet in their own right.

### 1 Listen, point and repeat. 87

- Ask children to look at the words that contain the letters *sh*. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording all the way through for children to point to the words and then repeat them.

### Transcript

#### Listen and point.

S and h say /ʃ/.

/ʃ/ shoes /ʃ/ sheep /ʃ/ fish

#### Listen and repeat.

/ʃ/ shoes /ʃ/ sheep /ʃ/ fish

### 2 Listen and chant. 88

- Ask children to look at the picture. Tell them that this girl is called Shirley. Ask what she's got (*a fish and a sheep*). Ask what clothes are red (*her shoes*).
- Play the recording for children to listen to the chant.
- Put the phonics cards around the room. Play the chant again for children to point to the cards as they hear the words.
- Repeat the chant line by line and ask children to repeat. Play the chant again, pausing for them to repeat.
- Play the chant once more for children to repeat and follow.

Lesson Four Phonics

1 Listen, point and repeat. 87

**sh**

**shoes**

**sheep**

**fish**

2 Listen and chant. 88

Shirley's shoes are red,  
Her T-shirt is blue.  
She's got a toy sheep,  
And a toy fish too.  
The sheep is white,  
The fish is blue.  
Shirley wants to play,  
With me and with you.

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

4 Look at the picture and circle the correct sound.

1

**sh h s**

2

**sh h s**

3

**sh h s**

4

**sh h s**

Digraphs sh Unit 8 61

### 3 Read the chant again. Circle the *sh* sounds.

- Ask children to look at the chant in Exercise 2. Focus attention on the circled *sh* at the beginning of *Shirley*. Ask them to find and circle other examples of *sh* at the beginning or ending of words.
- Check answers by reading the text together.

### ANSWERS

Shirley's shoes are red, Her T-shirt is blue. She's got a toy sheep, And a toy fish too. The sheep is white, The fish is blue. Shirley wants to play, With me and you.

### Optional activity

- Divide the class into four groups. Assign an action to each group, e.g. 1 – jump in the air; 2 – clap your hands; 3 – wave your arms; 4 – turn around.
- Play the chant. The groups do their actions when they hear the sound /ʃ/. Swap actions and repeat.

### 4 Look at the picture and circle the correct sound.

- Point to the first picture. Ask *What's this?* to elicit *a sheep*. Ask *What's the sound?* to elicit /ʃ/. Show children how the /ʃ/ sound is circled.
- Children look at the rest of the pictures and circle the letters that the words begin with.
- Check answers by writing the words from Exercise 4 on the board. Ask individual children to come to the front to circle the letters that represent the sounds they begin with.

### ANSWERS

1 sh 2 s 3 h 4 sh

### Further practice

Workbook page 61

Student Website • Unit 8 • Phonics

Online Practice • Unit 8 • Phonics

## Skills Time!

### Skills development

Reading: read and understand a description of a flat; find specific information in a text

### Language

Recycled: vocabulary and structures seen previously

Extra: *balcony, little, next door*

### Materials

CD 89; My house flashcards 88–98; a plain piece of paper for each child; coloured pens / pencils / crayons for each group of children (optional)

### Warmer

- Play *Order the letters* to revise houses vocabulary. Show the class a flashcard and elicit the word. Hide the card. Write the jumbled-up letters of that word on the board, followed by the correct number of lines for the number of letters. Call children to the board to write one letter at a time to complete the word.
- Talk about homes. Ask individual children to name the rooms in their house / flat. Encourage them to tell you something about them, e.g. *My bedroom is pink*.

### Lead-in

- Ask children to look at the pictures and ask what kind of text it is. Elicit that this is Andy's webpage. Point to the photo of the family and show them Andy at the bottom right of the photo.
- Without children reading the article, ask *Where does Andy live – in a house or in a flat?*

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

- Look at the pictures together. Point to the different rooms for the class to chorus the words.
- Model the word *balcony* as you point to the picture of the balcony.
- Ask children to work in pairs. They take turns to point to the rooms and say the words with their partners.

### ANSWERS

living room, dining room, bedroom

### 2 Listen and read. 89

- Play the recording for children to listen and follow the text in their Class Books.
- Play the recording again. Ask comprehension questions, e.g. *Is the dining room big? Is the big bedroom for Andy? Has the flat got a balcony? What can you see from the balcony?*
- Ask children to look at the question at the end of the webpage. Ask children to point to the photo with Andy's sister in it (Photo 1) and then to find Andy's sister (she's kneeling down next to Andy).

## Skills Time!

### Lesson Five

#### Reading

1 Point to the rooms. Say the words.

2 Listen and read.

Andy's homepage

My flat

My family

My friends

My school

My name's Andy. This is a photo of my family in our flat. We are in the living room.

Here is the dining room. It is little but the table is big. The kitchen is next door. It is yellow and white.

There are three bedrooms. The big bedroom is for my mum and dad.

And this is the balcony. Look, you can see my favourite tree.

This is my bedroom. Next door is my sister's bedroom.

Can you see my sister in a photo?

Add picture

Remove picture

3 Read again and write.

bedroom flat living room dining room

1 There are photos of Andy's flat.

2 The sofa is in the .

3 The is little.

4 One is big.

62 Unit 8 Reading: a description

### 3 Read again and write.

- Explain to children that they are going to look at some sentences and complete them.
- Write the example answer on the board, with a blank for the final word and the list of four options from the word pool. Ask children to choose the best word to complete the sentence (*flat*).
- Ask a child to read the complete sentence aloud for the class. Point out the example answer in their Class Books.
- Play the recording once more as children listen. Ask them to read the article again and complete the rest of the sentences.
- Check answers by asking individual children to read the sentences aloud.

### ANSWERS

- 1 There are photos of Andy's flat.
- 2 The sofa is in the living room.
- 3 The dining room is little.
- 4 One bedroom is big.

### Optional activity

- Divide the class into groups. Give each child a piece of plain paper and each group a set of coloured pens / pencils / crayons. Ask children to draw a picture of their favourite room in their house / flat.
- Children take turns to hold up their pictures and tell the other children in their groups about the room they have drawn.
- Ask some children to come to the front to tell the class about their favourite room.

### Further practice

Workbook page 62

Online Practice • Unit 8 • Reading

# Lesson Six

CB page 63

## Skills Time!

### Skills development

Listening: number items in the correct order

Speaking: ask and answer questions beginning with *Where's...*

Writing: identify vowels within words; write about your home (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: TV

### Materials

CD 86, 90; My house flashcards 94, 95; Phonics cards 1, 5, 9, 15, 21; Fluency DVD Unit 8 (optional)

## Warmer 86

- Sing *Come into my house* from Class Book page 60.

## Lead-in

- Ask children what they can remember from the reading text from the previous lesson. Ask them to name the rooms in Andy's flat.
- Ask children to look at the picture on Class Book page 63. Point to the different rooms for children to say the words. Ask them to name as many things in the rooms as they can.

## 1 Listen and number. 90

- Explain that you are going to play a recording of a girl talking about the rooms in her house.
- Play the recording all the way through for children to point to the rooms they hear.
- Play the recording again, pausing for children to number the rooms.
- Play the recording a third time for children to complete their answers. Check answers with the class.

## Transcript

- 1 Look, this is my house. It's got an upstairs and a downstairs. Upstairs, you can see two bedrooms.
- 2 Also upstairs, you can see two bathrooms.
- 3 Downstairs, there is a kitchen.
- 4 Look, this is the living room. It's got a TV and a sofa.
- 5 And here is the dining room. The family can eat here.

### ANSWERS

- 1 bedroom
- 2 bathroom
- 3 kitchen
- 4 living room
- 5 dining room

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 8.

Lesson Six

**Listening**

1 Listen and number. 90

**Speaking**

2 Look at the picture again. Ask and answer.

living room    bathrooms    dining room    bedrooms    kitchen

Where are the bedrooms?  
Where's the kitchen?

They're upstairs.  
It's downstairs.

**Writing preparation**

3 Say the vowel letters. Circle the vowels in the words.

a e i o u

This is my house.

1 This is a front door.

2 She's in the kitchen.

3 Where's Grandma?

4 Well done, Rosy.

5 Here are two bedrooms.

6 The bathroom is upstairs.

Complete the writing task on page 63 of the Workbook.

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

- Ask children to look at the questions and answers in the speech bubbles. Read them aloud for children to repeat. Hold up the upstairs and downstairs flashcards. Say the name of each room in the picture and ask *Upstairs or downstairs?* Children look at the picture and say whether each room is upstairs or downstairs.
- In pairs, children take turns to ask and answer questions about the rooms in Exercise 1.

## 3 Say the vowel letters. Circle the vowels in the words.

- Copy the vowels and the example sentence from the Class Book onto the board. Point to each vowel for children to say the letter names.
- Look at the example. Ask children to call out the vowels. Circle the letters as children say them.
- Ask children to do the exercise in their Class Books. Write the remaining sentences on the board.
- Check answers by asking individual children to come to the front to circle the vowels in each remaining sentence.

### ANSWERS

- 1 This is a front door.
- 2 She's in the kitchen.
- 3 Where's Grandma?
- 4 Well done, Rosy.
- 5 Here are two bedrooms.
- 6 The bathroom is upstairs.

## Further practice

Workbook page 63 (children write about their home)

Fluency DVD • Skills Time! Speaking • Unit 8

Values worksheet 8, Teacher's Resource Centre

Unit 8 test, Teacher's Resource Centre

Student Website • Listen at home • Track 27 (Words and phrases), Track 28 (Song), Track 29 (Phonics)

Online Practice • Unit 8 • Listening, Speaking and Writing

## Lesson One

CB page 64

## Words

## Learning outcomes

Learning outcomes

To identify different foods in a lunch box

To understand a short story

## Language

Core: lunch box, sandwich, drinks, apple, banana, biscuit

Extra: lunch, lunchtime, choose, share, get

## Materials

CD 86, 91–93; Story poster 9; My lunch box flashcards 99–104; real food items from the vocabulary list (optional)

## Warmer 86

- Sing *Come into my house* from page 60.
- Ask children to tell you what they can remember about the previous story. Tell children that this lesson's story is about sharing. Talk about the importance of sharing.

## Lead-in

- Use flashcards 99–104 (or real food items) to elicit the vocabulary for this lesson. Hold up the flashcards / foods and ask *What's this?* Repeat in a different order.

## 1 Listen, point and repeat. 91

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

## Transcript

## Listen and point.

lunch box, sandwich, drinks, apple, banana, biscuit  
drinks, sandwich, apple, biscuit, lunch box, banana

## Listen and repeat.

lunch box, sandwich, drinks, apple, banana, biscuit

## 2 Listen and chant. 92

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words.
- Put the flashcards around the room. Children point to the correct flashcards as they hear the words. Repeat.

## Transcript

lunch box, lunch box, lunch box  
sandwich, sandwich, sandwich  
drinks, drinks, drinks  
apple, apple, apple  
banana, banana, banana  
biscuit, biscuit, biscuit

## 3 Listen and read. 93

- Use Story poster 9 to present the story. Ask children to name as many things in the picture as they can. Talk about each frame. Ask *What's happening in the story?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble you hear the text.
- Ask comprehension questions, e.g. *Where are Rosy and Tim? What time is it? Has Rosy got her lunch box? Who helps Rosy? Is there enough for Rosy?*
- Ask children to open their Class Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Draw the outline of a big lunch box on the board. Invite individual children to come to the front to fill it with different things. Say, e.g. *Draw three bananas.* Continue until the lunch box is full.
- Point to the different foods in the box for children to say them aloud, e.g. *two sandwiches, five drinks ...*

## Further practice

Workbook page 64

Student Website • Unit 9 • Words

Online Practice • Unit 9 • Words



## Lesson Two CB page 65

### Grammar

#### Learning outcomes

To make sentences with *'ve got / haven't got*  
To act out a story

#### Language

Core: *I've got an apple / two sandwiches. I haven't got my lunch box.*

#### Materials

CD 93; Story poster 9; My lunch box flashcards 99–104; a piece of plain paper for each child (optional); an apple

### Warmer

- Play *Snap!* (see Teacher's Book page 23) to revise the vocabulary from the previous lesson.

### Lead-in

- Point to Story poster 9 and ask children what happened in the story.
- Cover the poster and ask which foods appeared in the story.

### 1 Listen to the story again and repeat. Act. 93

- Ask children to look at the story on Class Book page 60. They check how many items of food they remembered
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Miss Jones, Rosy, Tim, and the girl from Rosy's class. Ask children to decide on actions for the story (see suggestions below).
- Children act out the story.

### Story actions

Picture 1: Miss Jones points to school bags. Rosy holds up her empty hands, looking sad.

Picture 2: Tim passes a sandwich to Rosy.

Picture 3: The girl hands Rosy an apple.

Picture 4: Rosy stands up and extends both arms to show that the table is covered with food.


### 2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences onto the board, leaving spaces where the food words are.
- Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *I've got two apples. I haven't got my sandwich. I've got a biscuit.*
- Hold up an apple and say *I've got an apple*. Hide it, shake your head and show your empty hands and say *I haven't got an apple*. Do the same with some classroom objects.
- Look again at the three sentences. Tell children you are going to tick sentences where the child has got something, and cross sentences where the child hasn't. Ask them to tell you which ones to tick (1 and 3) and which to cross (2).


Lesson Two Grammar

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


**Let's learn!**



*I've got two sandwiches.*




*I haven't got my lunch box.*




*I've got an apple.*

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


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




*I haven't got a drink.*




*a lunch box.*




*a sandwich.*



*a banana.*



*two drinks.*



*an apple.*

4 Look at the pictures again. Say and answer.

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

I've got two drinks.
Number 5!

I've got / I haven't got ... Unit 9 65

- Ask children to look at the pictures in their Class Books. Ask different children to say each sentence.
- Point out the box showing the long and short forms of *have got*. Show children how we make the short forms *'ve got* and *haven't got* by writing both forms on the board.
- Focus attention on the third sentence. Ask why we say *an apple* (because *apple* begins with a vowel).

**NOTE:** There will be more practice of *a* and *an* in Lesson 6.

### 3 Write.

- Write some gapped sentences on the board, using food words, e.g.  *a banana / drink*.
- Hold up the banana flashcard and nod your head. Ask children what should go in the gap. Elicit *I've got a banana*. Hold up the drinks flashcard and shake your head. Elicit *I haven't got a drink*. Repeat with the other flashcards.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example for the class.
- Children look at the rest of the sentences individually and write down the missing words. Check answers with the class.

### ANSWERS

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

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

- Ask children to look at the pictures again. Point to the different pictures and ask *What has he / she got?*
- Model the dialogue with a child.
- In pairs, children take turns to point to the pictures and say what one of the people in the pictures has or hasn't got.

### Further practice

Workbook page 65

Grammar reference, Class Book page 126

Student Website • Unit 9 • Grammar

Online Practice • Unit 9 • Grammar

## Lesson Three CB page 66

### Song

#### Learning outcomes

- To identify more types of food
- To use food words in the context of a song

#### Language

- Core: *tomato, pear, grapes, pineapple, cherries*
- Recycled: lunch box words

#### Materials

- CD 94–95; My lunch box flashcards 105–109; real food items from the vocabulary list (optional)

### Warmer

- Play *Do it!* to revise vocabulary from the unit. Assign each child a word. Give instructions, e.g. *Lunch box, jumps! Sandwich, stamp your feet!* Children who have that word assigned to them do the action.

### Lead-in

- Use flashcards 105–109 or real food items to introduce the five new words. Hold up the cards or foods one at a time and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again.

#### 1 Listen, point and repeat. 94

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Put the flashcards around the room. Play the recording again. Ask children to point to the different types of food as they hear them.
- Give the flashcards to individual children and ask them to tell the class what they have got.

### Transcript

#### Listen and point.

tomato, pear, grapes, pineapple, cherries  
cherries, pear, tomato, pineapple, grapes

#### Listen and repeat.






tomato, pear, grapes, pineapple, cherries

#### 2 Listen and sing. 95

- Ask children to look at the pictures and say who is in the picture. Ask what they think the song will be about. Point to the different types of food in the pictures one at a time and ask children *What's this? / What are these?*
- Play the song for children to point to the pictures when they hear the new words. Then play it again as they follow the words in their Class Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.



### Lesson Three Song

1 Listen, point and repeat. 94

 tomato
  pear
  grapes
  pineapple
  cherries

2 Listen and sing. 95      3 Sing and do.

#### Let's sing!

#### Open my lunch box!

Open my lunch box.  
What can you see?  
I've got a sandwich,  
You can share with me.

I've got a tomato.  
I've got a pear.  
And I've got some grapes,  
And I'm happy to share.

66 Unit 9 • My lunch box

### Optional activity

- Give the flashcards to five children. Ask them to come to the front. Sing the song again. When the five children hear their words, they hand their flashcards to a different child in the class.
- The five children who now have the flashcards come to the front. Repeat.

#### 3 Sing and do. 95

- Ask children to look at the pictures and decide what the actions are (see suggestions below). Practise the actions with the class.
- Play the song for children to sing and do the actions.

### Song actions

Open my lunch box: Mime opening a box or bag.

What can you see?: Point to eye.

I've got: Mime holding up the different types of food.

You can share with me / I'm happy to share: Mime offering food to classmates.

### Further practice

Workbook page 66

Picture dictionary, Workbook page 120

Extra writing worksheet 9, Teacher's Resource Centre

Student Website • Unit 9 • Words, Song

Online Practice • Unit 9 • Song

# Lesson Four CB page 67

## Phonics

### Learning outcomes

- To pronounce the sound /tʃ/ on its own and in words
- To differentiate between the sounds /tʃ/, /k/, /h/

### Language

- Core: *chair, teacher, chick*
- Extra: *chirp, say*

### Materials

- CD 88, 96–97, Phonics cards 30–32 (ch)

### Warmer 88

- Ask children which pair of letters they looked at in the previous phonics lesson (*sh*) and which sound these letters represent (/ʃ/). Ask children if they can remember the words that contained the sound (*shoes, sheep, fish*).
- Say the chant from page 61.

### Lead-in

- Tell children that they will be looking at the letters *ch* that represent the sound /tʃ/. Write *ch* on the board in large letters. Model the sound for children to repeat.
- Hold up phonics cards 30–32, saying the words for the class to repeat. Repeat in a different order.

### 1 Listen, point and repeat. 96

- Ask children to look at the words that contain the letters *ch*. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording all the way through for children to point to the words and then repeat them.

### Transcript

#### Listen and point.

C and h say /tʃ/.

/tʃ/ chair /tʃ/ teacher /tʃ/ chick

#### Listen and repeat.

/tʃ/ chair /tʃ/ teacher /tʃ/ chick


### 2 Listen and chant. 97

- Ask children to look at the picture. Ask *Who's this?* to elicit *a teacher*, and *What's she got?* to elicit *a chick*. Ask *Where is she?* (mime sitting) to elicit *on a chair*.
- Play the recording for children to listen to the chant.
- Put the three cards around the room. Play the chant again for children to point to the cards as they hear the words.
- Repeat the chant line by line and ask children to repeat. Then play the chant again and pause for them to repeat.
- Tell children they are chicks. Every time they hear a /tʃ/ sound, they must flap their wings. Play the chant again.
- Play the chant once more for children to follow in their Class Books.

Lesson Four Phonics


**1 Listen, point and repeat.** 88

**ch**




**chair**

**teacher**




**chick**



**2 Listen and chant.** 97


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



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


**4 Look at the picture and circle the correct sound.**

1




ch h c

2




c k ch

3



ch c h

4



s c ch

Digraphs ch Unit 9 67

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

- Ask children to look at the chant in Exercise 2. Focus attention on the circled *ch* at the beginning of *Charlie*. Ask them to find and circle other examples of *ch* at the beginning or ending of words.
- Check the activity by reading the text together, emphasizing each of the /tʃ/ sounds in the words.

### ANSWERS

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

### Optional activity

- Put the three phonics cards on the board and write a new chant: *Teacher, chair, teacher, chair, chick, chick, chick!*
- Point to the cards as you say the words for children to say them. Point to the cards more quickly so that the chant gets faster.

### 4 Look at the picture and circle the correct sound.

- Point to the first picture. Ask *What's this?* to elicit *a chair*. Ask *What's the sound?* to elicit /tʃ/. Show children how the /tʃ/ sound is circled.
- Ask children to look at the rest of pictures and circle the sounds that the words begin with.
- Check answers with the class. Write the words from Exercise 4 on the board. Invite individual children to come to the front to circle the letters that represent the sounds they begin with.

### ANSWERS

1 ch 2 c 3 h 4 ch

### Further practice

Workbook page 67

Student Website • Unit 9 • Phonics

Online Practice • Unit 9 • Phonics

## Lesson Five CB page 68

### Skills Time!

#### Skills development

Reading: read and understand descriptions of lunch boxes; match lunch boxes with their descriptions

#### Language

Recycled: vocabulary and structures seen previously

Extra: *cheese, water, today*

#### Materials

CD 98; My lunch box flashcards 99–109

#### Warmer

- Play *Jump* (see Teacher's Book page 23) to revise vocabulary from the unit.

#### Lead-in

- Talk about lunch boxes. Ask *Have you got a lunch box?* Count how many children say yes. Ask *What colour is your lunch box? What have you got in it today?*
- Ask children to look at the pictures and try to predict what the text is about (three children are describing what they've got in their lunch boxes).

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

- Ask children to look at the pictures again. Point to the different types of food for children to say the words.
- In pairs, children take turns to point to different types of food and say the words.

#### ANSWERS

**drink, sandwich, apple, orange, banana, pear, biscuit**

#### 2 Listen and read. 98

- Explain that each of the three children is going to describe what they've got in their lunch box today. They are going to describe one of the lunch boxes A, B, or C.
- Play the recording for children to listen and follow the text in their Class Books.
- Play the recording a second time, stopping after each person. Ask comprehension questions, e.g. *Has he got an orange? Has she got a banana? Has he got two sandwiches?*
- Talk about the lunch boxes. Ask *Do you like lunch box A / B / C? What is your favourite food in lunch box A / B / C?*

#### 3 Read again. Write A, B or C.

- Look at the picture of the girl and read the sentence *Her lunch box is A*. Look at the picture of lunch box A and ask children to tell you what they can see. Then read the girl's description of her lunch box.
- Children read about the boy and the other girl and choose their lunch boxes by looking at the pictures and reading the text carefully again. They write the letters of the correct lunch boxes in the gaps. Check answers with the class.

#### ANSWERS

**1 A 2 C 3 B**

## Skills Time!

### Lesson Five

#### Reading

- Point to the food. Say the words.
- Listen and read. 98

- Read again. Write A, B or C.

#### Optional activity

- Draw the outlines of three lunch boxes on the board, and label them A, B, and C. Fill the lunch boxes with 'food' using flashcards 99–109.
- Describe one of the lunch boxes for the class to guess which one it is.
- In pairs, children take turns to describe the lunch boxes for their partner to guess.
- Ask some of the children to describe a lunch box for the class to guess.

#### Culture note: Food at school in Britain

Lunchtime in most schools usually starts at around 12 o'clock and lasts for an hour. Children eat first, and then go outside and play in the playground until afternoon classes resume. Many schools have a canteen where hot food is available, but a lot of children bring in their own packed lunches.

In their school lunch boxes, children often have sandwiches, a piece of fruit, a bag of crisps, a drink, and perhaps a piece of cake or a biscuit. Healthier alternatives to cake and crisps, such as boxes of dried fruit and tubes of yogurt, are available in supermarkets.

Following a series of TV programmes, presented by celebrity chef Jamie Oliver, that aimed to improve the standard of school food, schools now offer healthier food with a variety of fruit and vegetables.

#### Further practice

Workbook page 68

Online Practice • Unit 9 • Reading



# Lesson Six

CB page 69

## Skills Time!

### Skills development

Listening: identify items as they are heard

Speaking: ask and answer questions about lunch boxes

Writing: complete sentences with *a* or *an*; write about lunch boxes (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: *inside*

### Materials

CD 99; Fluency DVD Unit 9 (optional); a piece of paper for each child (optional)

### Warmer

- Play *What's missing?* (see Teacher's Book page 23) to revise food.

### Lead-in

- Ask children to look at the photos of food. Point to the different types of food for children to name them.

### 1 Listen and tick (✓). 99

- Explain that you are going to play the recording and children have to decide if the speaker has got the item in their lunch box. Play the recording all the way through. Ask children to point to each food word as they hear it.
- Play the recording again, pausing after the first item. Show children the example tick. Ask what other items the speaker has got (*cherries and a drink of pineapple juice*). Tell children to tick the boxes for cherries and a drink of pineapple juice in the first row.
- Play the rest of the recording for children to tick the words in the second and third rows. Play the recording again.
- Check answers with the class.

### Transcript

- I've got a red lunch box. What's in my lunch box? Let's see. In my lunch box I've got a sandwich. I've got some cherries, and I've got a drink of pineapple juice.
- My lunch box is blue. Look inside! I've got an orange, I've got a sandwich and I've got a pear. I haven't got a biscuit today.
- I've got a purple lunch box. Let's see what's inside. Ah, I've got an apple. Mmm, that's good. I've got an egg. And I've got some grapes. I've got eight grapes!

### ANSWERS

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |
| 1 |   | ✓ | ✓ | ✓ |   |   |   |   |
| 2 | ✓ |   | ✓ |   | ✓ |   |   |   |
| 3 |   |   |   |   |   | ✓ | ✓ | ✓ |

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 9.

Lesson Six

Listening

1 Listen and tick (✓). 99

|   |  |  |   |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|
|   |  |  |   |  |  |  |  |  |
| 1 |  |  | ✓ |  |  |  |  |  |
| 2 |  |  |   |  |  |  |  |  |
| 3 |  |  |   |  |  |  |  |  |

Speaking

2 Look at the pictures again. Ask and answer.

a sandwich   an egg   an apple   a pear  
a drink   an orange   eight grapes   three cherries

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

Writing preparation

3 Write a or an.

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

1 This is a biscuit.   2 I've got an apple.  
3 I've got an umbrella.   4 This is a hat.  
5 It's a sandwich.   6 I haven't got an egg.

Complete the writing task on page 69 of the Workbook.

99

Listening, speaking, writing Unit 9 69

### Optional activity

- Children work in groups. Give each child a piece of paper. On the left they write the names of the others in the group. They draw six columns next to the names. At the top of each, they draw a different food. Children then take turns to say what they have got in their lunch boxes. The other children put a tick in the right place.

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

- Ask children to read the words in the word pool aloud. Model correct intonation for the class.
- Children work in pairs. They take turns to ask and answer similar questions, using the words in the box.

### 3 Write.

- Write the five vowels on the left-hand side of the board. Write some singular nouns beginning with vowels that children know below them. Write some nouns beginning with consonants on the right-hand side.
- Write *an* before the nouns beginning with vowels, and *a* before the nouns beginning with consonants. Read them out with their articles as children repeat. Rub off the articles, then say words and ask children to say *a* or *an*.
- Write the example sentences on the board with gaps for the articles. Ask children to tell you which word should go in the gaps. Write *an* and then *a* in the gaps.
- Ask children to do the exercise. Then ask individual children to come to the front to write the correct words.

### ANSWERS

1 a 2 an 3 an 4 a 5 a 6 an

### Further practice

Workbook page 69 (children write about their lunch box)

Fluency DVD • Skills Time! Speaking • Unit 9

Values worksheet 9, Teacher's Resource Centre

Unit 9 test, Teacher's Resource Centre

Skills test 3, Teacher's Resource Centre

Student Website • Listen at home • Track 30 (Words and phrases), Track 31 (Song), Track 32 (Phonics)

Online Practice • Unit 9 • Listening, Speaking and Writing

## Everyday English CB page 70

### Learning outcomes

To learn some useful language for getting dressed

### Language

*Hurry up! Put on your (hat), please. Take off your (hat), please.*

### Materials

CD 100–101; Fluency DVD Fluency Time! 3

### Warmer

- Tell children they are going to learn some useful language for getting dressed. Ask what words they know for clothes (*dress, socks, T-shirt, trousers, shorts, shoes, coat, hat, cardigan, tracksuit*). Write their suggestions on the board.
- Play *Bingo* (see Teacher's Book page 23) using the words on the board.

### 1 Listen, read and say. 100

- Focus on the pictures. Ask children to say where the people are (*at home / in a bedroom*) and who they think the girl is talking to in each picture (*her mum in picture 1 and her teacher in picture 2*). Ask children what clothes they can see in the pictures.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in groups of three.
- Ask groups of children to act out the dialogue for the class.

### 2 Listen and tick (✓) the correct picture. 101

- Show children the pictures and ask them to say who / what they can see in each picture. Explain that they need to listen and decide which picture matches each dialogue in the recording.
- Play the recording for the children to listen and tick the correct pictures.
- Ask children to point to the correct pictures and say what Grandma is saying in each picture.

### Transcript

- 1 **Grandma** Hurry up, please, James.  
**James** OK, Grandma. Sorry.  
 2 **Grandma** Put on your coat. It's cold.  
**James** OK. I like this coat.  
 3 **James** Hello, Grandma  
**Grandma** Hello, James. Take off your shoes, please.

### ANSWERS

- 1 Picture 1 ✓ 2 Picture 2 ✓ 3 Picture 1 ✓

## Fluency Time! 3

### Everyday English

**1 Listen, read and say. 100**

Mum: Get dressed, now! Hurry up!  
 Kate: OK, Mum.  
 Mum: Put on your hat, please.

Mr. Smith: Sorry I'm late.  
 Mrs. Smith: Take off your hat, please.  
 Kate: Yes, Mrs Smith.

**2 Listening Listen and tick (✓) the correct picture. 101**

**3 Speaking Look at the clothes. Point and say.**

Hurry up, please. Put on your hat.  
 Yes, OK.  
 Take off your hat.  
 OK.

70 Fluency Time! 3 Getting dressed Watch the DVD!

### 3 Look at the clothes. Point and say.

- Ask children to work in pairs.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then point to the pictures of the clothes in the box and tell their partners to put them on / take them off.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

### Optional activity

- Say a sentence, e.g. *I'm hot* (fanning yourself) / *I'm cold* (shivering) / *It's very sunny* (shielding your eyes) / *It's raining* (holding out your hand to feel the rain).
- Encourage individual children to tell you what to do, e.g. *Put on your (shorts) / Put on your (coat) / Put on your (hat)*.
- If you like, you can divide the class into two teams to play this game. Say a sentence to each team in turn and award one point for each suggestion.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 70

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 3

Online Practice • Fluency Time! 3

## Project CB page 71

### Learning outcomes

To make a clothes cube

To play a game with your clothes cube

### Language

*Hurry up! Put on your (jumper). Take off your (coat).*

### Materials

Fluency DVD Fluency Time! 3 (optional); Fluency Project 3 (see Teacher's Resource Centre) (one template for each child); completed clothes cube; coloured pens / pencils / crayons, scissors and glue for each group of children

### 1 Look at the story again. Act.

- Ask children to look at the story in Exercise 1 of the Everyday English lesson on Class Book page 70. Ask children what they can remember about the story.
- Play scene 1 of Fluency DVD Fluency Time! 3 Everyday English again. If you don't have time for the DVD, read the dialogue on Class Book page 70.
- Ask groups of children to act out the dialogue (or their own variations of the dialogue).
- Play both scenes of Fluency DVD Fluency Time! 3 Everyday English again for children to watch and listen.

### 2 Make a clothes cube.

See TB page 140 for detailed instructions on how to make the clothes cube

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a clothes cube*).
- Ask *What do you need to make the clothes cube?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the clothes cube template (see Fluency Project 3, Teacher's Resource Centre). Give each group out coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their clothes cubes. Demonstrate with your own completed cube and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? How do you spell (jumper)?*

**NOTE:** If you do not have time to use photocopies in class, you can ask children to draw, colour and label six items of clothing on a piece of paper, then put a tick or a cross next to each. Instead of throwing a cube in Exercise 2, children can throw a coin or other small object onto the paper and talk about the item it lands on.

### 3 Throw the clothes cube and say. ✓ = Put on ✗ = Take off

- Focus on the photo. Tell children they are going to use their clothes cubes to play a game.
- Show children that each side of their cube has a tick (✓) or a cross (✗). Explain that the tick means that they should tell their partner to put on the item of clothing shown on the cube and the cross means that they should tell their partner to take off the item of clothing shown on the cube.



- Demonstrate the game with a child, using one of the cubes. Ask the child to throw the cube, then encourage the child to say which side of the cube is up, what clothes item is on the top side of the cube and whether there is a tick or a cross next to the clothes item. Model the sentence for this side of the cube, e.g. *Put on / Take off your ...*
- Ask two children to read out the example dialogue.
- Children play the game in pairs, taking turns to throw their clothes cube and tell their partner to put on / take off the item of clothing shown.
- Ask some pairs to play the game in front of the class.

### Optional activity

- Play *Simon says ...* (see Teacher's Book page 23) using the instructions *Put on / Take off* for miming putting on and taking off items of clothing.
- Ask confident children to take turns to give a few instructions to the rest of the class.

### Watch the DVD!

- You can now play Fluency DVD Fluency Time! Everyday English again to review the language of the Fluency Time! 3 lessons.
- Play Fluency DVD Fluency Time! 3 Talk to Kate & James! for children to answer the questions.

### Review 3 CB pages 72–73 WB pages 72–73

Review pages answer key, TB page 131

### Further practice

Workbook pages 71

Writing portfolio worksheet, Units 7–9, Teacher's Resource Centre

Skills test 3 Fluency Time!, Teacher's Resource Centre

Progress test 3, Teacher's Resource Centre

Fluency DVD • Fluency Time! 3

Online Practice • Review 3

## Lesson One

CB page 74

## Words

## Learning outcomes

To identify adjectives for describing hair

To understand a short story

## Language

Core: *long, short, blond, brown, curly, straight*Extra: *over there, hair, new, friend*

## Materials

CD 95, 102–104; Story poster 10; My friends flashcards 110–115

## Warmer 95

- Sing *Open my lunch box!* from Class Book page 66.
- Ask children to tell you what they can remember about the previous story.
- Tell children that this lesson's story is about friends. Ask several children to tell you the name of one of their friends.

## Lead-in

- Put your hands on your own hair. Say the word *hair* and write it on the board.
- Hold up flashcards 110–115 and ask *Long or short hair? Blond or brown hair? Curly or straight hair?* Repeat in a different order.

## 1 Listen, point and repeat. 102

- Ask children to look at the different kinds of hair. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and point and then repeat the words.
- Hold up flashcards 110–115 for individual children to say the words.
- Play the recording again. Each time a child hears a word that describes their own hair, they stand up.

## Transcript

## Listen and point.

*long, short, blond, brown, curly, straight*  
*curly, long, brown, blond, straight, short*

## Listen and repeat.

*long, short, blond, brown, curly, straight*

## 2 Listen and chant. 103

- Play the recording for children to listen to the chant.
- Play the chant again for children to say the words. They point to someone who has this kind of hair when they hear the word. Repeat.

## 10 A new friend!

Lesson One Words

**1 Listen, point and repeat.** 102

**2 Listen and chant.** 103

**3 Listen and read.** 104

**1** I've got a new friend. Look, this is Alice with her teddy.

She's got curly hair.

**2** Yes. And she's got blue eyes.

My new friend is Adam. He's got curly hair too. But he hasn't got blue eyes.

**3** Look over there. It's Adam.

And he's with Alice.

**4** Are you friends?

We're brother and sister.

We're cousins. And now we're all friends.

74 Unit 10 My friends

## Transcript

*long, long, long*  
*short, short, short*  
*blond, blond, blond*  
*brown, brown, brown*  
*curly, curly, curly*  
*straight, straight, straight*

## Optional activity

- Ask six children to come to the front. Give each child one of the flashcards from Exercise 1.
- Play the chant again. The children at the front stamp their feet when their hair type is mentioned.
- Repeat with different children and actions.

## 3 Listen and read. 104

- Use Story poster 10 to present the story. Ask children to name as many things in the picture as they can. Look at each character and ask them to describe that person's hair. Talk about each frame. Ask *What's happening?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Who's Rosy's new friend? What's Alice got? Are the new friends cousins?*
- Ask children to open their Class Books and follow the words in the story as you play the recording again.

## Further practice

Workbook page 74

Picture dictionary, Workbook page 129

Student Website • Unit 10 • Words

Online Practice • Unit 10 • Words



## Lesson Two CB page 75

### Grammar

#### Learning outcomes

To make sentences with *has / hasn't got* to describe appearance

To act out a story

#### Language

Core: *He's / She's / It's got blue eyes. He / She / It hasn't got black eyes.*

#### Materials

CD 103, 104; Story poster 10; My friends flashcards 110–115

### Warmer 103

- Put flashcards 110–115 around the room. Say the words for children to point to the appropriate flashcards.
- Say the chant from Lesson 1 again. Each time children hear a word describing their own hair they stand up.

### Lead-in

- Hold up Story poster 10 and ask children what happened in the story.
- Cover the poster and ask children questions about the story, e.g. *Has Adam got curly or straight hair? Has Alice got blue or green eyes? Who are brother and sister – Alice and Adam, or Rosy and Tim?*

### 1 Listen to the story again and repeat. Act. 104

- Ask children to look at the story on Class Book page 74. They check if their answers were right.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Rosy, Tim, Alice, and Adam. Ask children to decide on the actions for the story (see suggestions below).
- Children act out the story.
- Ask some groups to come to the front to act out the story.

### Story actions

Pictures 1 and 2: Rosy holds up a photo (the child could use a piece of paper or a book). Tim looks at it.

Picture 3: Tim points to Adam. The other children all wave at each other.

Picture 4: The children mime laughing.

### 2 Look and say.


- Look at each picture and ask children to describe what they can see.
- Copy the sentences from the Class Book onto the board. Read them aloud, pointing to your own eyes and hair, or indicate children in the class to reinforce meaning.
- Rub out the adjectives in the sentences. Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. *He's got long hair. She hasn't got green eyes.* Children repeat the new sentences chorally.
- Ask children to look at the pictures in their Class Books. Ask different children to read each box aloud for the class.

**Lesson Two Grammar**


**1** Listen to the story again and repeat. **Act.**

**2** Look and say.


**Let's learn!**



He's got short hair.  
He hasn't got straight hair.



She's got blue eyes.  
She hasn't got brown eyes.




It's got black eyes.  
It hasn't got long hair.

he's got = he has got  
hasn't got = has not got


**3** Write. 's got    hasn't got

1




He 's got    blond hair.

2




She    straight hair.

3



It    blue eyes.

4



He    curly hair.

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

She's got straight hair.

Number 2.

He's / She's / It's got / It hasn't got ... Unit 10 **75**

- Ask children which sentences say what the person looks like / doesn't look like. Point out the box showing the full and abbreviated forms of *has got*.
- Ask a boy to come to the front. Say, e.g. *He's got short hair. He hasn't got long hair.* Repeat with a girl.
- Show children how we make the short forms *'s got* and *hasn't got* by writing the words separately and then together on the board.

### 3 Write.

- Put three of the flashcards on the board and write a gapped sentence next to each one, e.g. *She \_\_\_\_\_ long hair. He \_\_\_\_\_ brown hair. She \_\_\_\_\_ straight hair.*
- Point to each sentence for children to tell you what goes in the gaps: *'s got* or *hasn't got*.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences and write down the missing words. Check answers with the class.

### ANSWERS

- 1** He's got blond hair. **2** She's got straight hair.  
**3** It hasn't got blue eyes. **4** He hasn't got curly hair.

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

- Ask children to look at the pictures from Exercise 3 again. Say *curly hair, blond hair, straight hair, short hair, brown eyes.* Children point to the appropriate pictures.
- Model the dialogue with a child in the class.
- In pairs, children take turns to say what each person has got / hasn't got. Their partner guesses the number.

### Further practice

Workbook page 75

Grammar reference, Class Book page 126

Student Website • Unit 10 • Grammar

Online Practice • Unit 10 • Grammar

# Lesson Three

CB page 76

## Song

### Learning outcomes

- To identify shapes
- To use shapes in the context of a song

### Language

- Core: *square, circle, triangle, rectangle, diamond*
- Extra: *side, the same, smooth, round, just*

### Materials

CD 105–106; Shapes flashcards 116–120; one piece of paper for each pupil; a selection of coloured shapes and glue for each group of children (optional)

## Warmer

- Play *Simon says* ... (see Teacher's Book page 23) using instructions children have already learnt.

## Lead-in

- Hold up flashcards 116–120 and say the words for children to repeat.
- Draw one of the shapes on the board, with part of the shape un-drawn. Ask a child to draw the missing part. The class calls out the name of the shape. Repeat with rest of shapes

### 1 Listen, point and repeat. 105

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through for children to listen and then repeat.
- Hold up the flashcards, for individual children to say the words.
- Play the recording again. Children draw the shapes in the air as they hear them.

## Transcript

### Listen and point.

square, circle, triangle, rectangle, diamond  
rectangle, diamond, triangle, square, circle

### Listen and repeat.

square, circle, triangle, rectangle, diamond

### 2 Listen and sing. 106

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

### 3 Sing and do. 106

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

## Lesson Three Song

### 1 Listen, point and repeat. 105



### 2 Listen and sing. 106

### 3 Sing and do.

### Let's sing!

#### It's a square!

It's got four sides.  
They're all the same.  
It's got four sides.  
They're all the same.  
It's a square!

It hasn't got sides.  
It's smooth and round ...  
It's a circle!

It's got four sides.  
Two long, two short ...  
It's a rectangle!

It's got three sides.  
Just one, two, three ...  
It's a triangle!

76 Unit 10 Shapes

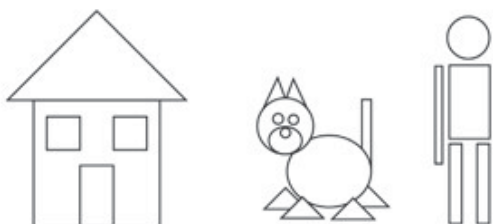
## Song actions

It's got three / four sides: Hold up correct number of fingers.  
It hasn't got sides: Shake heads.

It's a square / circle / rectangle / triangle!: Draw shapes in the air.

## Optional activity

- Tell children they are going to make pictures out of the shapes in this lesson. Divide the class into groups. Give each child a piece of plain paper and each group a selection of coloured shapes and glue.
- Children make pictures by sticking the shapes onto their piece of paper, as in these examples:



- Children can write about the shapes they have used, e.g.  
*This is a house. It's a square and a triangle. The windows are squares and the door is a rectangle.*  
*My cat has got two (pink) circles, four (blue) triangles and an (orange) rectangle.*  
*This is a man. His head is a circle. His body is a rectangle. His legs and arms are rectangles too.*

## Further practice

Workbook page 76

Picture dictionary, Workbook page 121

Extra writing worksheet 10, Teacher's Resource Centre

Student Website • Unit 10 • Words, Song

Online Practice • Unit 10 • Song

# Lesson Four CB page 77

## Phonics

### Learning outcomes

To pronounce the sound /θ/ on its own and in words  
To differentiate between the sounds /θ/, /t/, /h/

### Language

Core: *three, bath, teeth*  
Extra: *count*

### Materials

CD 97, 107–108; Phonics cards 33–35 (th)

### Warmer 97

- Ask children which pair of letters they looked at in the previous phonics lesson (*ch*) and which sound these letters represent (/tʃ/).
- Ask children if they can remember the words from the lesson that contained the sound (*chair, teacher, chick*).
- For each word, ask children where the /tʃ/ sound comes – at the beginning, in the middle, or at the end of the word. Write the words on the board for individual children to come to the front to circle the *ch*.
- Say the chant from Class Book page 67.

### Lead-in

- Tell children they will be looking at the letters *th* that represent the sound /θ/. Write *th* on the board in large letters. Model the sound for children to repeat.
- Hold up phonics cards 33–35 saying the words for the class to repeat. Repeat in a different order.

### 1 Listen, point and repeat. 107

- Ask children to look at the words that contain the letters *th*. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording all the way through for children to point to the words and then repeat them.

### Transcript

#### Listen and point.

T and h say /θ/.

/θ/ three /θ/ bath /θ/ teeth

#### Listen and repeat.

/θ/ three /θ/ bath /θ/ teeth

### Optional activity

- Ask three children to come to the front. Give each one a different phonics card and ask them to stand in a line, holding the cards in front of them.
- Say the words in random order. The other children point to the correct pictures.

**Lesson Four Phonics**

**1 Listen, point and repeat.**

**th**

**three**

**3**

**bath**

**teeth**

**2 Listen and chant.**

Baby Theo's in the bath.  
One, two, three.  
Baby Theo counts his teeth.  
One, two, three.

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

**4 Look at the picture and circle the correct sound.**

1

h th t

2 **10**

h th t

3 **3**

th tr h

4

th s sh

Digraphs th Unit 10 **77**

### 2 Listen and chant. 108

- Ask children to look at the picture of the baby. Explain that the baby's name is Theo. Ask where Theo is (*in the bath*). Play the recording for children to listen to the chant.
- Put the three phonics cards around the room.
- Play the chant again for children to point to the cards as they hear the words. Play the chant again. Every time children hear a /θ/ sound, they punch the air with their fists.
- Repeat the chant line by line and ask children to repeat. Then play the chant again, pausing for them to repeat.
- Play chant again for children to follow in their Class Books.

### 3 Read the chant again. Circle the th sounds.

- Ask children to look at the chant in Exercise 2. Focus attention on the circled *th* at the beginning of *Theo*.
- Ask children to find and circle other examples of *th* at the beginning or ending of words.
- Check the activity by reading the text together, emphasizing each of the /θ/ sounds in the words.

### ANSWERS

Baby theo's in the bath. One, two, three. Baby theo counts his thee. One, two, three.

### 4 Look at the picture and circle the correct sound.

- Point to the first picture. Ask *What's this?* to elicit *Theo*. Ask *What's the sound?* to elicit /θ/. Show children how the *th* sound is circled.
- Ask children to look at the rest of pictures and circle the sounds that the words begin with.
- Check the answers with the class.

### ANSWERS

1 th 2 t 3 th 4 s

### Further practice

Workbook page 77

Student Website • Unit 10 • Phonics

Online Practice • Unit 10 • Phonics

## Lesson Five CB page 78

### Skills Time!

#### Skills development

Reading: read and understand a descriptive letter; match children to their descriptions

#### Language

Recycled: vocabulary and structures seen previously

Extra: *dear, best, tall, picture, great, tell, from*

#### Materials

CD 109; My friends flashcards 110–115; a piece of plain paper for each child (optional); coloured pens / pencils / crayons for each group of children (optional)

### Warmer

- Play *Slow reveal* (see Teacher's Book page 23) using flashcards 110–115.
- Talk about writing letters. Ask *Do you write letters? Who do you write to? What do you write about? Do you prefer letters or emails?*

### Lead-in

- Ask children to look at Class Book page 78 and tell you what they can see (*a letter and a photo*). Ask them to look at the bottom of the letter to see who wrote it (Katie).
- Ask children to look at the photo and tell you what they can see. Ask *Where are the children?* Encourage children to name the park things in the background.
- Ask children to predict what they think the letter is about (Katie is describing her friends).

#### 1 How many friends can you see?

- Ask children to look at the picture again and to count the friends in the foreground of the picture.

#### ANSWER

There are five friends.

#### 2 Listen and read. 109

- Explain that children are going to listen to Katie reading her letter. Play the recording for children to listen and follow.
- Ask comprehension questions, e.g. *Who is the letter to / from? Who is Katie's best friend? Is Charlie short? Where is Katie in the photo?*

#### 3 Read again. Write the names.

- Ask children to look at the picture from Exercise 2. Point to the girl on the left. Ask the class to describe her (*She's got blonde hair and blue eyes*). Ask *Who's she?* (Isabel)
- Ask children to look at the photos in Exercise 3. They read the letter again and write down the names of the other children. Check answers with the class.
- Ask individual children to describe each of the friends in Exercise 3, e.g. *This is Isabel. She's got long blond hair. Her eyes are blue.*

#### ANSWERS

1 Isabel 2 Charlie 3 Katie 4 Danny 5 Emily

### Skills Time!

#### Lesson Five

##### Reading

- 1 How many friends can you see?
- 2 Listen and read. 109

Dear Beth,

This is a photo of me with my four friends. We are on a roundabout at the park. All my friends are great.

Emily is my best friend. She's got brown hair. It's long and curly. Charlie is Emily's little brother. He's five. He's quite short and he's got black, short hair.


Isabel is a good friend, too. She's tall and she's got long, blond hair. Her eyes are blue.

Danny is my cousin. He's in the photo, too. He's tall and he's got brown hair and brown eyes. Can you see him? He's got a blue T-shirt.






I'm in the photo, too. I have very long, straight hair and brown eyes. Can you see me?

Have you got a photo of you and your friends? Please write soon.

From,  
Katie



- 3 Read again. Write the names.



78 Unit 10 Reading: a descriptive letter

### Optional activity

- Do a picture dictation with the class. Give out blank paper to each child.
- Read a description of a boy slowly, e.g. *He's small. He's got blue eyes. He's got short, curly hair. It's brown.*
- Children listen to the description and draw and colour what they hear.
- Repeat with a description of a girl. Children turn over their paper to use the back.
- Children compare their pictures and describe them to the class.

### Culture note: British national characteristics

Britain has a multi-cultural society, in which around 9% of people described themselves as non-white in the census of 2011. Ethnic mix varies from region to region, with large cities such as London and Birmingham having a more diverse population than small towns and villages.

The "English rose" complexion (fair skin, blond hair, and blue eyes) is not truly representative of the average person living in Britain today. Blond, and red hair is becoming less common in Britain and there have even been reports that these hair colours may die out over the next two centuries as a result of the way that genes are passed down through the generations.

### Further practice

Workbook page 78

Online Practice • Unit 10 • Reading



# Lesson Six

CB page 79

## Skills Time!

### Skills development

Listening: number items in the correct order

Speaking: ask and answer questions about appearance

Writing: match full and abbreviated forms with the contractions 've and 's; write sentences with 've and 's; write about friends (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: jumper

### Materials

CD 110; Shapes flashcards 116–120; Fluency DVD Unit 10 (optional)

### Warmer

- Ask a child to come to the front. Ask the class to describe him / her, e.g. *He / She's got blond hair. He / She's got blue eyes. He / She's tall.*
- Repeat with other children.

### Lead-in

- Ask children what they can remember from the reading text in the previous lesson. Ask children the names of Katie's friends and what they look like. Allow children to look back at Class Book page 78 to check. Write their answers, or draw the friends, on the board.
- Ask children to look at the photo on Class Book page 79. Point to the different children for the class to describe them.

### 1 Listen and number. 110

- Tell children they are going to hear a recording describing the children in the picture. They must number the children in the order that they hear them described.
- Play the recording all the way through.
- Play the recording again, pausing after the first description to show the example. Continue playing, pausing after each description for children to find and number the child.
- Play the recording again for children to complete their answers. Check answers with the class.

### Transcript

Here are some friends at school. Can you find them?

- This friend is a girl. She's got long, blond hair. Her eyes are blue.
- Can you see the boy with brown, curly hair? He's got a green jumper.
- This friend is a boy. He's got blond hair and blue eyes. He's tall.
- This girl has got black hair. It's straight. She's got a blue jumper.

### ANSWERS

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

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 10.

Lesson Six

Listening

1 Listen and number. 110

Speaking

2 Look at the picture again. Ask and answer.

She's got blond hair. Who is it? It's number 1.

Writing preparation

3 Circle 's and 've and match.

I've got blue eyes. = I have got blue eyes.  
 She's got black hair. = She has got black hair.

|                            |                          |                              |
|----------------------------|--------------------------|------------------------------|
| 1 She's got brown eyes.    | <input type="checkbox"/> | a I have got two sisters.    |
| 2 It's got black eyebrows. | <input type="checkbox"/> | b She has got brown eyes.    |
| 3 I've got two sisters.    | <input type="checkbox"/> | c He has got a toy train.    |
| 4 He's got a toy train.    | <input type="checkbox"/> | d It has got black eyebrows. |

Which letters are missing? 's = s 've = ve

Complete the writing task on page 79 of the Workbook.

79

Listening, speaking, writing Unit 10

79

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

- Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read the dialogue aloud for the class.
- In pairs, children take turns to ask and answer similar questions about the children in Exercise 1.
- Monitor the activity and help where necessary, checking especially for intonation.
- Ask some pairs to ask and answer questions for the class.

### 3 Circle 's and 've and match.

- Copy the example sentences *I've got blue eyes* and *She's got black hair* onto the board. Circle *I've* and *She's*. Ask children what the long forms are and write them next to each sentence.
- Ask children to do the exercise in their Class Books.
- Check answers by reading the sentences on the left for the class to chorus the corresponding sentence on the right.
- Ask children what words 's and 've are short for (*has* and *have*). They fill in the answers in their Class Books.

### ANSWERS

1 b 2 d 3 a 4 c 's = has, 've = have

### Further practice

Workbook page 79 (children write about their friend)

Fluency DVD • Skills Time! Speaking • Unit 10

Values worksheet 10, Teacher's Resource Centre

Unit 10 test, Teacher's Resource Centre

Student Website • Listen at home • Track 33 (Words and phrases), Track 34 (Song), Track 35 (Phonics)

Online Practice • Unit 10 • Listening, Speaking and Writing

## Lesson One CB page 80

### Words

#### Learning outcomes

- To identify zoo animals
- To understand a short story

#### Language

- Core: *elephant, giraffe, monkey, big, tall, little*
- Extra: *zoo, funny*

#### Materials

- CD 106, 111–113; Story poster 11; The zoo flashcards 121–126

### Warmer 106

- Sing *It's a square!* from Class Book page 76.
- Talk about zoos. Ask *Do you like zoos? What animals can you see at the zoo?*

### Lead-in

- Hold up flashcards 121–123 (zoo animals) and ask *What's this?*
- Hold up flashcards 124–126 (adjectives) for children to say the words.
- Shuffle all the flashcards and hold them up in a different order for children to chorus the words.

### 1 Listen, point and repeat. 111

- Ask children to look at the pictures of the different animals and the adjectives. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put the flashcards around the room. Say the words for children to point to the correct flashcards and repeat.

### Transcript

#### Listen and point.

elephant, giraffe, monkey, big, tall, little  
monkey, tall, giraffe, big, elephant, little

#### Listen and repeat.

elephant, giraffe, monkey, big, tall, little

### 2 Listen and chant. 112

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. They can point to the correct flashcards when they hear the words. Repeat.
- As a class, decide on actions for the chant (e.g. ways of miming animals or using hands to show sizes).
- Play the chant again. Children do the actions as they listen.

## 11 I like monkeys!

Lesson One Words

**1 Listen, point and repeat. 111**





elephant
giraffe
monkey

**2 Listen and chant. 112**





big
tall
little

**3 Listen and read. 113**

**1** The zoo. Great! I like animals.  
Look at the elephants, Billy.



Oh no! I don't like elephants. They're big!

**2** Look at the giraffes.



Ahhh! I don't like giraffes. They're tall!

**3** Billy, you like animals. But you don't like elephants. And you don't like giraffes.



Look over there!

**4** I like monkeys! I like monkeys! They're little and I'm little too.



Yes. They're funny and you're funny too!

Bo Unit 11 The zoo / adjectives

### Transcript

elephant, elephant, elephant, giraffe, giraffe, giraffe  
monkey, monkey, monkey, big, big, big  
tall, tall, tall, little, little, little

### 3 Listen and read. 113

- Use Story poster 11 to present the story. Ask questions about the story, e.g. *Who can you see? Where are they?* Talk about each frame. Ask children to name the animals in frames 1, 2, and 4. Ask *What's happening?*
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Where is Rosy and her family? Does Billy like elephants? Why? / Why not?*
- Ask children to open their Class Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

### Optional activity

- Put the animal flashcards on the board, one below the other. Give the adjective flashcards to three children. Ask the children to put the adjective flashcard next to the animal it describes in the story.
- Take the animal flashcards from the board and give them to three children. Shuffle the adjective flashcards and put them back on the board. Ask children to put the animals next to the adjectives that describe them.

### Further practice

Workbook page 80

Student Website • Unit 11 • Words

Online Practice • Unit 11 • Words

## Grammar

### Learning outcomes

- To make sentences with *like* and *don't like*
- To act out a story

### Language

Core: *I like lions. I don't like elephants. They're big. I'm little.*

### Materials

CD 113; Story poster 11; The zoo flashcards 121–126

## Warmer

- Play *What's missing?* (see Teacher's Book page 23) with flashcards to revise vocabulary from the previous lesson.

## Lead-in

- Point to Story poster 11 and ask children what happened in the story.
- Cover the poster and ask children which animals appeared in the story.

## 1 Listen to the story again and repeat. Act. 113

- Ask children to look at the story on Class Book page 74 and check that they remembered it correctly.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of seven to play the parts of Rosy, Billy, Mum, Dad, an elephant, a giraffe, and a monkey. If the class doesn't divide into seven, have some larger groups with more than one of each type of animal.
- Ask children to decide on the actions for the story (see suggestions below).
- Children act out the story.
- Ask some groups to come to the front to act out the story.

## Story actions

Picture 1: Rosy points to the elephants, smiling. The elephants swing their trunks. Billy extends his arms to show how big they are.

Picture 2: Dad points to the giraffes. The giraffes stand up tall and eat leaves from a tree. Billy puts his hand above his head to show how tall they are.

Picture 3: Mum shakes her head. Billy points excitedly to the monkeys.

Picture 4: Rosy and Billy laugh at the monkeys. The monkeys play in their cage.


## 2 Look and say.

- Ask children to look at the pictures. Ask comprehension questions.
- Copy the sentences and questions onto the board, leaving spaces where the animal words are. Put different flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *I like giraffes. I don't like monkeys. They're little. I'm tall.* Read them aloud. The class repeats chorally.
- Ask individual children to come to the front to replace the animal words with different flashcards. Chorus the new sentences. Repeat with the adjectives.


Lesson Two Grammar

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


**Let's learn!**



I like monkeys.




I don't like elephants.




They're big. I'm little.

am / is / are + big


3 Write. like don't like




I like lions.



I don't like elephants.



I like giraffes.




I don't like monkeys.

4 Say and answer.

big little tall black brown yellow white

They're big.  
They're elephants.



I like / don't like ... Unit 11 81

- Ask children to open their Class Books. Read the sentences for children to repeat.
- Write *I* on the board, *he / she / it* on a new line, and *they* on a third line. Point to yourself and say *I am (tall)*. Point to the class and say *You're little*. Ask children which form of *be* we use after each of the words on the board (*am, is, are*) and write them next to the words on the board.
- Show children how we make the short forms *You're* and *They're* by writing the words *You / They* and *are* separately and then together on the board.

## 3 Write.

- Write some gapped sentences on the board, using animal words, e.g. *I \_\_\_\_\_ chicks / zebras / dogs.*
- Next to each sentence, draw a smiley or a sad face. Point to each sentence and ask children what should go in the gaps. Complete the sentences with *like* or *don't like*.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example sentence for the class.
- Children look at the rest of the sentences and write down the missing words. Check answers with the class.

## ANSWERS

- 1 I like lions. 2 I don't like elephants.  
3 I don't like giraffes. 4 I like monkeys.

## 4 Say and answer.

- Ask children to look at the pictures. Point to the different animals for children to name them. Model the dialogue with a child in the class.
- In pairs, children take turns to describe the animals for their partner to guess.

## Further practice

Workbook page 81

Grammar reference, Class Book page 126

Student Website • Unit 11 • Grammar

Online Practice • Unit 11 • Grammar

## Lesson Three CB page 82

### Song

#### Learning outcomes

- To identify more zoo animals
- To use zoo animals in the context of a song

#### Language

- Core: *tiger, snake, parrot, polar bear, seal*
- Extra: *Hip, hooray!, growl, hiss, squawk, hear*
- Recycled: zoo words

#### Materials

CD 114–115; The zoo flashcards 127–131

### Warmer

- Revise the vocabulary from the previous lesson. Describe animals for the class to guess, e.g. *It's big. It's grey. What is it?* (*It's an elephant.*)
- Start drawing an animal on the board, quite slowly. Children shout out when they think they know what animal it is. The first child to guess correctly gets a point.

### Lead-in

- Hold up flashcards 127–131 and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again.

#### 1 Listen, point and repeat. 114

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Point to the flashcards on the board for individual children to repeat.

### Transcript

#### Listen and point.

tiger, snake, parrot, polar bear, seal  
polar bear, snake, tiger, seal, parrot

#### Listen and repeat.

tiger, snake, parrot, polar bear, seal

#### 2 Listen and sing. 115

- Ask children to look at the pictures. Point to the animals one at a time and ask *What are these?*
- Play the recording for children to point to the pictures when they hear the new words. Then play it again as they follow the words in their Class Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing along.

#### 3 Sing and do. 115

- Ask children to look at the pictures and decide what the actions are (see suggestions below). Practise the actions with the class.
- Play the song for children to sing and do the actions.

### Lesson Three Song

#### 1 Listen, point and repeat. 114



#### 2 Listen and sing. 115

#### 3 Sing and do.



82 Unit 11 The zoo

### Song actions

Tiger: Hold fingers up like claws.

Snake: Wiggle one arm like a snake.

Parrot: Flap arms like wings.

### Optional activity

- Revise the animals vocabulary with a miming activity. Hold your arm in front of your nose and wave it around. Ask the class *What am I?* to elicit an elephant.
- Ask individual children to do a mime for the rest of the class to guess.

### Culture note: Zoos in Britain

There are zoos and safari parks throughout Britain. The difference between them is that in zoos animals are kept in cages, while in safari parks animals are free to move around the land and visitors must stay in their cars.

Typical zoo animals include lions, tigers, elephants, parrots, zebras, monkeys, and giraffes, but most zoos will have many more types of animal, big and small, from all around the world.

In 1981, the Zoo Licensing Act came into force in Britain. The Act aims to protect the welfare of animals by ensuring that they live in an environment that is suitable to them and they are allowed to express the kind of behaviour they would in the wild.

### Further practice

Workbook page 82

Picture dictionary, Workbook page 121

Extra writing worksheet 11, Teacher's Resource Centre

Student Website • Unit 11 • Words, Song

Online Practice • Unit 11 • Song



# Lesson Four CB page 83

## Phonics

### Learning outcomes

To pronounce the sound /æ/ on its own and in words

To identify the letter *a* in the middle of words and associate it with the sound /æ/

To blend the vowel *a* with consonants to form simple CVC words

### Language

Core: *cat, man, fan*

### Materials

CD 108, 116–117, Phonics cards 36–38 (cat, fan, man) and 1, 3, 6, 13, 14, 20

### Warmer 108

- Ask children which pair of letters they looked at in the previous phonics lesson (*th*) and which sound these letters represent (/θ/).
- Say the chant from Class Book page 77.

### Lead-in

- Tell children they are now looking at sounds in the middle of words.
- Hold up phonics cards 36–38 (cat, fan, man) for the class to repeat. Ask children what today's letter is (*a*) and what sound it makes (/æ/).
- Ask three children to come to the front. Give them the phonics cards for *c*, *a*, *t*. Ask children to stand a little distance from each other. Point to the letters for the class to name them.
- Ask the children with the cards to move closer together. Encourage the class to say the sounds again and run them together to pronounce the word *cat*.
- Tell children that saying the sounds separately and putting them together can help them say and read new words.
- Use the same process with different children and new cards. Children say *f-a-n* and *m-a-n*. Ask *What's the vowel?* to elicit *a*.

### Language note: CVC words

'Blending' is saying individual sounds and then running them together in order to 'sound out' a word.


'CVC' words are three-letter words which follow the pattern consonant-vowel-consonant. The last five phonics lessons will teach children how to blend consonants and vowels to form simple three-letter words.

### 1 Listen, point and repeat. 116


- Ask children to look at the words that contain the vowel *a*.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat the sounds and words.
- Play the recording all the way through for children to point to the words and then repeat them.
- Hold up the flashcards for children to sound out the letters and say the words.

**Lesson Four Phonics**


**1 Listen, point and repeat.** 108



cat




man




fan

**2 Listen and chant.** 108



The cat's got a hat.  
The cat's got a hat.  
a, a, a, a, a.


The man's got a fan.  
The man's got a fan.  
a, a, a, a, a.



**3 Read the chant again. Circle the *a* in the middle of the words.**


**4 Write.**

1




tha  
hat

2




nam

3



afn

4



cto

CVC words • Unit 11 83

### Transcript

#### Listen and point.

/k/ /æ/ /t/ – cat, /m/ /æ/ /n/ – man, /f/ /æ/ /n/ – fan

#### Listen and repeat.

/k/ /æ/ /t/ – cat, /m/ /æ/ /n/ – man, /f/ /æ/ /n/ – fan

### 2 Listen and chant. 117

- Ask questions about the picture to establish what children can see. Play the recording for children to listen to the chant.
- Play the recording again for children to say the chant. Children point to the pictures in their Class Books as they hear the words. Repeat.
- Play the chant once more for children to follow.

### 3 Read the chant again. Circle the *a* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled *a* in the middle of *cat*. Ask children to find and circle other examples of *a* in the middle of words. Check with the class.

### ANSWERS

The cat's got a hat. The cat's got a hat. a, a, a, a, a.  
The man's got a fan. The man's got a fan. a, a, a, a, a.

### 4 Write.

- Ask children to look at the pictures. Point to each one for children to say the word.
- Write *th a* on the board. Ask a child to come to the front to write the correct word (*hat*).
- Children complete the questions individually.
- Check answers with the class.

### ANSWERS

1 hat 2 man 3 fan 4 cat

### Further practice

Workbook page 83

Student Website • Unit 11 • Phonics

Online Practice • Unit 11 • Phonics

## Skills Time!

### Skills development

Reading: read and understand a poem; read for specific information

### Language

Recycled: vocabulary and structures seen previously

Extra: *leaves, guess, top, tongue, wrong, there, food, head, neck, at all, listen, true, on top of*

### Materials

CD 118; cut-up pictures of animals taken from magazines or the internet; one large piece of paper and glue for each group (optional); Cut and Make 4 (for materials see Teacher's Resource Centre) (optional)

### Warmer

- Play *Mime the word* (see Teacher's Book page 23) with animal words.
- Say words for any of the animals children have learnt. Children mime being that animal, e.g. for *elephant* they put one arm in front of their faces like a trunk; for *lion* they show their teeth and 'claws', etc.

### Lead-in

- Ask children to look at the picture and tell you what they can see. Ask *What colour is the (zebra)? What's the (giraffe) doing?*

### 1 Look at the picture. Talk about the animals.

- Ask children to look at the picture again. Ask them to tell you everything they can about the animals in English, e.g. *It's tall. It's brown and yellow. It's got four legs.*

### 2 Read and listen to the poem. 118

- Play the recording for children to listen to the poem.
- Play the recording a second time while children read the poem in their Class Books.
- Ask comprehension questions about the poem, e.g. *What animal is it? Where is the giraffe? What does the giraffe look like? What can it see? What does it eat? How does it get its food?*

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

- Write the example sentence on the board. Say *The giraffe is tall – yes or no? (yes). Say True or false?* to establish that the sentence is true. Write *T* on the board next to the sentence. Point out the example sentence in the Class Book.
- Children read the other sentences and then read the poem again to see whether the sentences are true or false. They mark them accordingly. Play the recording again as they mark their answers.
- Check answers with the class.

### ANSWERS

1 T 2 F 3 F 4 T

## Skills Time!

### Lesson Five

#### Reading

- Look at the pictures. Talk about the animals.
- Read and listen to the poem.

#### What am I?

I am an animal at the zoo.  
Listen now, this is true.  
I'm yellow and brown. My tongue is red.  
I've got two little ears on top of my head.  
My neck is long and I am tall.  
I haven't got any hands at all.  
I can see the tops of trees.  
My food is there. I like green leaves.  
To get my food, my tongue is long.  
Can you guess? Don't get it wrong!  
So what am I? Do you know?  
Point to me and say 'hello'!

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

- The animal is tall. ☒ T
- The animal has got two hands. ☐ F
- The animal is black and white. ☐ F
- The animal has got two ears. ☐ F

Unit 11 Reading a poem

### Optional activity

- Put the cut-up pictures of animals on the table in front of you. Pick some of them up and show them to the class. Ask questions, e.g. *What's the animal? What can you see – an arm or a leg?*
- Divide the class into groups. Distribute different parts of the animals until each group has a collection of legs, heads, bodies, and tails. Give each group a large piece of paper and some glue. They stick the body parts in the correct positions so the animal is complete.
- Help children to write the animal's name next to the image on the paper.
- Children take turns to pretend to be the animal and say something about themselves (they can use the giraffe poem as a model), e.g. *I am a ... I've got two big ears.*

### Optional activity

- Do Cut and Make 4.
- When children have finished colouring and making the masks, children can take them home.

### Further practice

Workbook page 84

Cut and Make 4, Teacher's Resource Centre

Online Practice • Unit 11 • Reading

# Lesson Six

CB page 85

## Skills Time!

### Skills development

Listening: listen for specific details

Speaking: describe animals

Writing: identify and write adjectives in sentences; write about animals you like (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: *pretty, next, first*

### Materials

CD 119; The zoo flashcards 121–131; Fluency DVD Unit 11 (optional)

### Warmer

- Play *What's the picture?* (see Teacher's Book page 23) using the animal words from the unit.

### Lead-in

- Put flashcards 121–131 on the board, with the animals on one side and the adjectives on the other side.
- Point to an animal. Ask different children *What's this? Do you like lions / tigers / snakes?* Encourage children to give reasons why they do or don't like the animal. They should use the adjectives on the board to help them.

### 1 Listen and number. 119

- Show the children the pictures and the example. Ask the children to name the animals.
- Explain that they need to listen and match the descriptions they hear to the pictures. They should write the numbers of the descriptions in the correct boxes.
- Play the recording for the children to listen and number the pictures, then play it again for children to check their answers. Go through the answers with the class.

### Transcript

- 1 Mum** Look at all the animals, Toby.  
**Boy** Wow!! Let's see the little monkeys first. I like monkeys. They're my favourite animals.  
**2 Boy** I really like elephants, Mum. they're big and grey and they've got big ears.  
**3 Mum** Oh, look at these polar bears!  
**Boy** Yes, one is big and one is little. It's a mum and baby. I really like polar bears.  
**4 Boy** Oh no! Let's not see the snakes, Mum. They're long and scary. I don't like snakes.  
**5 Mum** Quickly, Toby. Look!  
**Boy** I like these animals. they're so cute. I like seals a lot.  
**6 Boy** But I don't like lions. they're very big. I don't like them.  
**Mum** Yes, me too. Let's go.

### ANSWERS

- 1 monkey 2 elephants 3 polar bears 4 snake  
 5 seals 6 lion



### Optional activity



- Children watch Fluency DVD Skills Time!, Unit 11.



Lesson Six

Listening

1 Listen and number. 119

Speaking

2 Look at the pictures again. Ask and answer.

snake polar bear elephant monkey lion seal

It's grey. It's got blue eyes. What is it? It's an elephant.

Writing preparation

3 Circle the adjectives.

It's a long snake. It's a little monkey.

1 It's a white polar bear. 2 It's a green snake.  
 3 This is a brown monkey. 4 They're tall giraffes.  
 5 It's an orange and black tiger. 6 It's a blue parrot.

adjectives = describing words

Complete the writing task on page 85 of the Workbook.

85

Listening, speaking, writing Unit 11

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

- Ask individual children to read each word in the word pool in turn, then all the children repeat.
- Ask children to look at the question and answer in the speech bubbles. Read the speech bubbles aloud for children to repeat.
- In pairs, children take turns to describe the animals in the box for their partner to guess.
- Ask individual children to describe an animal for the class to guess.

### 3 Circle the adjectives.

- Copy the two example sentences onto the board.
- Explain that each sentence contains one describing word, and that this word is called an adjective.
- Point to each sentence and ask *Where's the adjective?* Circle the adjectives in the two sentences.
- Ask children to look at the exercise in their Class Books. Allow time for them to circle the adjective in each of the sentences. Write the remaining sentences on the board.
- Check answers with the class. Ask individual children to come to the front to circle the adjectives in the sentences.

### ANSWERS

- 1 It's a white polar bear. 2 It's a green snake.  
 3 This is a brown monkey. 4 They're tall giraffes.  
 5 It's an orange and black tiger. 6 It's a blue parrot.

### Further practice

Workbook page 85 (children write about animals they like)

Fluency DVD • Skills Time! Speaking • Unit 11

Values worksheet 11, Teacher's Resource Centre

Unit 11 test, Teacher's Resource Centre

Student Website • Listen at home • Track 36 (Words and phrases), Track 37 (Song), Track 38 (Phonics)

Online Practice • Unit 11 • Listening, Speaking and Writing

Lesson One CB page 86

## Words

## Learning outcomes

To identify more types of food

To understand a short story

## Language

Core: *rice, meat, carrots, yogurt, fish, bread*Extra: *dinnertime, finished*

## Materials

CD 95, 120–122; Story poster 12; Food flashcards 132–137

## Warmer 95

- Sing *Open my lunch box!* from Class Book page 66.
- Ask *What other food words do you know?* Make a list on the board.

## Lead-in

- Hold up flashcards 132–137 and ask *What's this?*
- Hold up the flashcards in a different order and repeat.

## 1 Listen, point and repeat. 120

- Ask children to look at the different food items. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put the flashcards around the room. Say the words for children to point to the correct flashcards and repeat.

## Transcript

## Listen and point.

*rice, meat, carrots, yogurt, fish, bread**fish, rice, yogurt, bread, meat, carrots*

## Listen and repeat.

*rice, meat, carrots, yogurt, fish, bread*

## 2 Listen and chant. 121

- Play the recording for children to listen to the chant. They can clap the rhythm as they listen.
- Play the chant for children to say the words. They can point to the correct flashcard as they hear the word. Repeat.

## Transcript

*rice, rice, rice**meat, meat, meat**carrots, carrots, carrots**yogurt, yogurt, yogurt**fish, fish, fish**bread, bread, bread*

**12 Dinnertime!**

**Lesson One Words**

**1 Listen, point and repeat. 120**



rice meat carrots yogurt fish bread

**2 Listen and chant. 121**

**3 Listen and read. 122**



86 Unit 12 Food

## Optional activity

- Play the chant again. When children hear the name of a food they like, they rub their tummies. When they hear the name of a food they don't like, they shake their heads.

## 3 Listen and read. 122

- Use Story poster 12 to present the story. Ask children what foods they can see in the pictures.
- Talk about each frame. Ask *Where are the family? What's happening?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Does Billy like carrots? Does Billy like yogurt? Does Billy eat his carrots? Where does the yogurt go?*
- Ask children to open their Class Books. Tell them to listen and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Further practice

Workbook page 86

Student Website • Unit 12 • Words

Online Practice • Unit 12 • Words



## Lesson Two CB page 87

### Grammar

#### Learning outcomes

- To ask and answer the question *Do you like ... ?*
- To act out a story

#### Language

Core: *Do you like yogurt? Yes, I do. / No, I don't. What do you like? I like fish.*

#### Materials

CD 122; Story poster 12; Food flashcards 132–137

### Warmer

- Draw foods from the previous lesson on the board. As you are drawing, children guess what the food is.
- Ask individual children to come to the front. They choose a food and draw a smiley or a sad face next to it to show whether or not they like the food. Then they tell the class *I like / don't like carrots*, etc.

### Lead-in

- Point to Story poster 12 and ask children what happened in the story.
- Cover the poster and ask children which types of food appeared in the story.

### 1 Listen to the story again and repeat. Act. CD 122

- Ask children to look at the story on Class Book page 80. They check how many items of food they remembered.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Rosy, Billy, Mum, and Dad (Rosy and Dad don't speak). Ask children to decide on the actions for the story (see suggestions below).
- Children act out the story.

### Story actions

Picture 1: Mum offers carrots to Billy. Billy shakes his head.

Picture 2: Mum points to Billy's plate to tell him to eat.

Picture 3: Mum hands Billy a yogurt. Billy is smiling.

Picture 4: Billy covers himself in yogurt. Mum tries to stop him. The rest of the family laugh.

### 2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences and questions from the Class Book onto the board, leaving spaces where the food words are.
- Put flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *Do you like meat?* The class repeats. Ask individual children *Do you like meat?* to elicit *Yes, I do*, or *No, I don't*. Repeat with different foods.
- Ask children to open their Class Books and look at the pictures. Ask different children to say each sentence.
- Ask children to look at the short answers to the questions. Write on the board *do + not = don't*. Check comprehension by asking what *don't* is short for (*do not*).

Lesson Two Grammar

**1 Listen to the story again and repeat. Act.**

**2 Look and say.**

**Let's learn!**

Do you like yogurt?  
Yes, I do.

Do you like carrots?  
No, I don't.

What do you like?  
I like yogurt.

don't = do not

**3 Write.** Yes, I do. No, I don't.

Do you like yogurt?  
Yes, I do.

Do you like bread?

Do you like fish?

Do you like carrots?

**4 Point, ask and answer.**

meat   rice   ice cream   yogurt   bread   tomatoes

Do you like meat?

Yes, I do.

Do you like carrots? Yes, I do. Unit 12 87

### 3 Write.

- Write two gapped sentences on the board using food words, e.g. *Do you like bread / rice?*
- Read the first question with the class and nod your head to elicit the answer *Yes, I do*. Write it on the board. Read the second question and shake your head to elicit the answer *No, I don't*. Write the answer on the board.
- Children look at the rest of the questions in their Class Books and write the answers.
- Check answers with the class.

### ANSWERS

1 Yes, I do. 2 No, I don't. 3 No, I don't. 4 Yes, I do.

### 4 Point, ask and answer.

- Ask children to look at the pictures. Point to the different types of food for children to name them.
- Model the question and answer with a child.
- In pairs, children take turns to point to the pictures and ask their partner *Do you like ... ?* Their partner looks at the smiley or sad face and replies *Yes, I do* or *No, I don't*.
- Check answers by asking different pairs to ask and answer each question for the class.
- In pairs, children take turns to ask the questions again, but this time they give answers that are true for themselves.

### ANSWERS

1 Do you like meat? / Yes, I do. 2 Do you like rice? / Yes, I do. 3 Do you like ice cream? / Yes, I do. 4 Do you like yogurt? / No, I don't. 5 Do you like bread? / Yes, I do. 6 Do you like tomatoes? / No, I don't.

### Further practice

Workbook page 87

Grammar reference, Class Book page 126

Student Website • Unit 12 • Grammar

Online Practice • Unit 12 • Grammar

## Lesson Three CB page 88

### Song

#### Learning outcomes

- To identify drinks
- To use drink words in the context of a song

#### Language

- Core: *milk, juice, water, hot chocolate, tea*
- Extra: *drink (v), late, school*
- Recycled: lunch box and food words

#### Materials

CD 123–124, Food flashcards 132–137; Drinks flashcards 138–142; My lunch box flashcards 99–109

### Warmer

- Play *Bingo* (see Teacher's Book page 23) with the food words.

### Lead-in

- Hold up flashcards 138–142 and say the words for children to repeat.
- Play *Slow reveal* (see Teacher's Book page 23). Children shout out the name of the drink they see.

#### 1 Listen, point and repeat. 123

- Ask children to look at the pictures. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Put the flashcards on the board. Point to each one for individual children to say the words.

### Transcript

#### Listen and point.

*milk, juice, water, hot chocolate, tea*  
*water, tea, juice, milk, hot chocolate*

#### Listen and repeat.

*milk, juice, water, hot chocolate, tea*

#### Optional activity

- Teach children the words *Yum!* (for a food or drink they like) and *Yuck!* (for a food or drink they don't like). They can make appropriate facial expressions as they practise saying the words.
- Hold up flashcards from Lessons 1 and 3. Children respond by saying *Yum!* and *Yuck!* to describe foods and drinks they like and don't like.

#### 2 Listen and sing. 124

- Ask children to look at the pictures. Point to the different types of food and drink in the pictures one at a time and ask children *What's this? / What are these?*
- Play the song for children to point to the pictures when they hear the food and drink words. Then play it again as they follow the words in their Class Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

### Lesson Three Song

  
milk

  
juice

  
water

  
hot chocolate

  
tea

1 Listen, point and repeat. 123

2 Listen and sing. 124

3 Sing and do.

#### Let's sing!

**Drink your milk!**

Eat your figs and drink your milk,  
Drink your milk,  
Drink your milk,  
Eat your figs and drink your milk,  
Don't be late for school!

Eat your bread and drink your juice, ...  
Here's your water, here's your bag, ...



#### 3 Sing and do. 124

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

### Song actions

**Eat your figs / bread:** Eat the different types of food.

**Drink your milk / juice:** Drink from a glass.

**Don't be late for school:** Point to a watch.

**Here's your water, here's your bag.** Give the objects out.

### Culture note: Meals in Britain

Bread is a staple of the British diet for children and adults alike. Bread is often the base of a meal (typically toast for breakfast or sandwiches for lunch), but is less often eaten alongside a meal as in many other countries.

As a general rule, the largest meal of the day in Britain is eaten in the early evening. Traditionally, this meal would consist of meat (or fish), potatoes, and another fresh vegetable. However, traditional British food is less popular than it used to be, and many families now choose to eat non-British dishes. The most popular styles of cooking are Mediterranean (especially Italian), Indian, and Far-Eastern. Eating out in restaurants is relatively expensive in Britain, and for a lot of people it is restricted to special occasions. However, many families regularly choose to order a takeaway meal, which can be delivered to their homes.

### Further practice

Workbook page 88

Picture dictionary, Workbook page 130

Extra writing worksheet 12, Teacher's Resource Centre

Student Website • Unit 12 • Words, Song

Online Practice • Unit 12 • Song

# Lesson Four CB page 89

## Phonics

### Learning outcomes

- To pronounce the sound /e/ on its own and in words
- To identify the letter e in the middle of words and associate it with the sound /e/
- To blend the vowel e with consonants to form simple CVC words
- To match rhyming words
- To differentiate between the sounds /æ/ and /e/

### Language

Core: *bed, pen, red*

### Materials

CD 108, 125–126; Phonics cards 39–41 (bed, pen, red) and 2, 4, 5, 14, 16, 18

### Warmer 108

- Ask children which vowel they looked at in the previous lesson (a) and which sound this letter represents (/æ/). Ask children if they can remember the words that contained the sound (*cat, man, fan*).
- Say the chant from Class Book page 77.

### Lead-in

- Hold up the bed, pen, and red phonics cards, saying the words for the class to repeat. Ask if the sound comes at the beginning, middle, or end of these words (the middle). Ask children what they think this lesson's letter is (e) and what sound it makes (/e/).
- Call three children to the front. Give them the phonics cards for *b, e, d*. Point to the letters for the class to name them. Encourage the class to say the sounds again and run them together to pronounce the word *bed*.
- Repeat with different children holding new flashcards. Children say *p-e-n* and *r-e-d*. Ask children *What's the vowel?* to elicit *e*.

### 1 Listen, point and repeat. 125

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

### Transcript

#### Listen and point.

/b/ /e/ /d/ – *bed*, /p/ /e/ /n/ – *pen*, /r/ /e/ /d/ – *red*

#### Listen and repeat.


/b/ /e/ /d/ – *bed*, /p/ /e/ /n/ – *pen*, /r/ /e/ /d/ – *red*

### 2 Listen and chant. 126


- Talk about the picture with children to establish what they can see. Play the recording for them to listen to the chant.
- Play the recording again for children to say the chant. They point to the pictures in their Class Books as they hear the words. Repeat.
- Play the chant once more for children to follow.

**Lesson Four Phonics**


**1 Listen, point and repeat.** 125



bed




pen




red

**2 Listen and chant.** 126




Ken's got a pen,  
Pen, pen, pen.  
Ken's pen is red,  
Red, red, red.  
Where's Ken's pen?  
Pen, pen, pen.  
It's on Ken's bed,  
Bed, bed, bed.



**3 Read the chant again. Circle the e in the middle of the words.**


**4 Match the words that rhyme.**

1




Ken

2




red

3




cat


4




man




hat



pen



fan



bed

CVC words e Unit 12 89

### Optional activity

- Tell children you are going to say some sentences containing words with the /e/ sound in the middle. Read out these sentences: *This is my pen. The apple is red. It's my pen. Is Ken in bed? You've got ten pens.*
- When children hear a word with the /e/ sound in the middle they tap the table, say the sound and repeat the word.

### 3 Read the chant again. Circle the e in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled e in the middle of *Ken*.
- Children find and circle other examples of e in the middle of words. Check answers with the class.

### ANSWERS

Ken's got a pen, Pen, pen, pen. Ken's pen is red, Red, red, red. Where's Ken's pen? Pen, pen, pen. It's on Ken's bed, Bed, bed, bed.

### 4 Match the words that rhyme.

- Ask children to look at the pictures. Point to each one for them to say the word. Make sure they are correctly producing and differentiating the /e/ and the /æ/ sounds.
- Look at the example with the class. Tell children that there are four pairs of rhyming words. Model the words *Ken* and *pen* to show how they rhyme.
- Children to draw lines to match the other rhyming words. Check answers with the class.

### ANSWERS

1 pen 2 bed 3 hat 4 fan

### Further practice

Workbook page 89

Student Website • Unit 12 • Phonics

Online Practice • Unit 12 • Phonics

## Skills Time!

### Skills development

Reading: read and understand a menu; find specific details in a text

### Language

Recycled: vocabulary and structures seen previously

Extra: *menu, hungry, dessert, café*

### Materials

CD 127; Food flashcards 132–137; Drinks flashcards 138–142; Lunch box flashcards 99–109; paper and pencils for each child (optional)

### Warmer

- Talk about cafés. Ask *Do you go to cafés? What kind of food can you eat in a café?* Tell children to imagine they are in a café. Ask what kind of food they would order.

### Lead-in

- Use the Food, Drinks, and Lunch box flashcards to revise the different types of food. Hold up the flashcards for the class to name them. Then ask individual children *Do you like apples / tomatoes / bread?*
- Ask them to look at the text on the black background and tell you what they think it is. Teach the word *menu* in English.

### 1 What food do you like? Point and say.

- Ask children to look at the menu. Check that children understand the different categories: food, desserts, and drinks. Ask whether they can think of anything else to add to each category.
- Ask children to work in pairs. They take turns to point to the types of food they like on the menu and say the words.
- Ask some children to tell the class which food they like.

### 2 Listen and read. 127

- Ask children to look at the photos of the two girls. Tell the class that their names are Sally and Emma. Ask what they are looking at (*menus*). Elicit that they are talking about the food they like on the menu.
- Play the recording for children to listen and follow the text in their Class Books.
- Play the recording a second time. Ask the class questions about the text to check comprehension, e.g. *Does Emma like ice cream / fish? Does Sally like apple juice? Who likes bananas – Emma or Sally?*

### 3 Read again. Tick (✓) what Emma and Sally like. Cross (X) what they don't like.

- Ask children to look at the different types of food in the table. Point to each one for the class to say the words.
- Read the first line of Sally's text to the class. Ask *Does Sally like meat?* (yes). Show them the tick in the chart.
- Ask a child to read the following line aloud. Ask *Does Sally like eggs?* (no). Children put a cross under the eggs.

## Skills Time!

Lesson Five

**Reading**

1 What food do you like? Point and say. 2 Listen and read. 127

**Food**

**Desserts**

**Drinks**

I'm hungry. Let's look at the menu. I like meat and rice. I like carrots too. I don't like fish or eggs. I like ice cream. I like apple juice but I don't like milk. What do you like, Emma?

**Sally**

I like ice cream, too. And I like fish and eggs. I like rice but I don't like carrots. I like bananas but I don't like grapes. I like milk but I don't like apple juice.

**Emma**

3 Read again. Tick (✓) what Sally and Emma like. Cross (x) what they don't like.

| Sally | ✓ |  |  |  |  |  |  |
|-------|---|--|--|--|--|--|--|
| Emma  |   |  |  |  |  |  |  |

90 Unit 12 Reading: information texts

- Ask children to read the rest of the text and tick the food that the children like and cross the food they don't like.
- Check answers by drawing the chart on the board and mark the ticks and crosses onto the chart as they say them.

### ANSWERS

|       |   |   |   |   |   |   |   |
|-------|---|---|---|---|---|---|---|
|       |   |   |   |   |   |   |   |
| Sally | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Emma  |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |

### Optional activity

- Divide the class into groups. Give a blank piece of paper to each child and ask them to draw a table similar to the one in their Class Books. Instead of the names Emma and Sally, they put the names of the people in their group.
- Children take turns to ask someone from their group which foods they like / don't like. The rest of the group listen. Everyone completes the information in their charts.
- Children continue until all members of the group have described the foods they like and don't like, and the table is complete.

### Further practice

Workbook page 90

Online Practice • Unit 12 • Reading



# Lesson Six

CB page 91

## Skills Time!

### Skills development

Listening: listen for specific details

Speaking: ask and answer questions about food likes and dislikes

Writing: match full and abbreviated forms of the negative contraction *n't*; write sentences with *n't*; write about food you like (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: *because*

### Materials

CD 128; Food flashcards 132–137; Drinks flashcards 138–142; My lunch box flashcards 99–109 (optional); Fluency DVD Unit 12 (optional)

### Warmer

- Ask children to name as many types of food from the menu in the previous lesson as they can. Put the relevant flashcards on the board.

### Lead-in

- Ask children to look at the photo of the father and daughter in Exercise 1. Ask children what they think they are doing (they are looking at a menu).

### 1 Listen and draw ☺ or ☹. 128

- Tell children that the girl is going to tell her dad what food she likes and doesn't like. Go through the food photos at the top right of the page, asking them to name each one.
- Play the recording for children to point to the foods as they hear them.
- Explain that children must listen and draw a smiley face if the girl likes the food and a sad face if she doesn't. Play the recording again, pausing to show the example.
- Play the recording again for children to complete their answers. Repeat. Check answers with the class.

### Transcript

**Dad** Are you hungry, Jessie?

**Girl** Yes, I am.

**Dad** Well, let's look at the menu. What do you want?

**Girl** Well, I like yogurt, but I don't like ice cream. I like bread because I like sandwiches.

**Dad** So, you can have a sandwich. Which sandwiches do you like?

**Girl** Mmm, I don't like meat. Um, I want an egg sandwich. And an apple, please. I like apples.

### ANSWERS

1 ☺ 2 ☹ 3 ☺ 4 ☺ 5 ☹ 6 ☺


### Optional activity


- Children watch Fluency DVD Skills Time!, Unit 12.


Lesson Six


Listening


1 Listen and draw ☺ or ☹.





1 

2 

3 

4 

5 

6 

Speaking

2 Look at the menu on page 90. Ask and answer.

What do you like?

I like eggs and ...

Writing preparation

3 Circle n't and match.

isn't = is not   don't = do not   aren't = are not

1 I don't like tea. ☐

2 It isn't a banana. ☐

3 They aren't my shorts. ☐

4 She isn't my sister. ☐

a They are not my shorts.

b I do not like tea.

c She is not my sister.

d It is not a banana.

What letter is missing? n't = n ... t

Complete the writing task on page 91 of the Workbook.

91

Listening, speaking, writing Unit 12 91

### 2 Look at the menu on page 90. Ask and answer.

- Ask children to look at the question and answer in the speech bubbles. Read the speech bubbles aloud for children to repeat.
- Ask a pair of children to read the dialogue for the class.
- Ask children to turn to the menu on Class Book page 90. In pairs, they take turns to ask and answer the question *What do you like?* using the food and drinks on the menu.
- Encourage children to say which kinds of food they don't like as well as the ones they do.

### 3 Circle n't and match.

- Copy the three examples onto the board. Point to each one for children to read. Ask a child to circle the *n't* in each word. Then ask what all the contractions are short for (*not*).
- Ask children to do the exercise in their Class Books. Explain that they have to match the sentences with contractions to the ones with full forms.
- Check answers by reading the sentences on the left for the class to chorus the corresponding sentence on the right.
- Ask children to look at the question at the bottom of the page. Ask *What letter is missing?* (*o*).

### ANSWERS

1 b 2 d 3 a 4 c n't = not

### Further practice

Workbook page 91 (children write about food they like)

Fluency DVD • Skills Time! Speaking • Unit 12

Values worksheet 12, Teacher's Resource Centre

Unit 12 test, Teacher's Resource Centre

Skills test 4, Teacher's Resource Centre

Student Website • Listen at home • Track 39 (Words and phrases), Track 40 (Song), Track 41 (Phonics)

Online Practice • Unit 12 • Listening, Speaking and Writing

Unit 12 105

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## Everyday English CB page 92

### Learning outcomes

To learn some useful language for at the dinner table

### Language

*Would you like (salad)? Yes, please. No, thanks.*

### Materials

CD 129–130; Fluency DVD Fluency Time! 4 (optional)

### Warmer

- Tell the class they are going to learn some useful language for at the dinner table. Ask children what they usually have for dinner. Ask them what other food words they know.
- Play *Snap* (see Teacher's Book page 23) using the food words.

### 1 Listen, read and say. 129

- Focus on the pictures. Ask children to say where the people are (*at home / at the dinner table*) and what food items they can see in the pictures.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.
- Ask pairs to act out the dialogue for the class.

### 2 Listen and number. 130

- Show children the pictures and the example. Explain that they need to listen and match the dialogues they hear to the pictures. They should write the numbers of the dialogues in the correct boxes.
- Play the recording for children to listen and number the pictures.
- Ask children what each of the people is saying.

### Transcript

- 1 **Dad** Would you like carrots, Kate?  
**Kate** Yes, please. Carrots are delicious.
- 2 **Dad** Would you like bread?  
**Kate** Yes, please, Dad. I like bread.
- 3 **Dad** Would you like yogurt?  
**Kate** I like yogurt, but no thanks. I'm full.
- 4 **Kate** Thank you for dinner, Dad.  
**Dad** You're welcome, Kate.

### ANSWERS

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

### 3 Look at the food words. Ask and answer.

- Ask children to work in pairs to make some dialogues of their own.
- Ask two children to read out the example dialogue.

## Fluency Time! 4

### Everyday English

**1 Listen, read and say. 129**

Mum: Would you like salad?  
 James: Yes, please. Mmm, this is delicious.  
 Mum: I'm happy you like it.

Mum: Would you like fries?  
 James: No, thanks. I'm full. Thank you for dinner.

**2 Listening Listen and number. 130**

**3 Speaking Look at the food words. Ask and answer.**

a sandwich   a biscuit   rice   juice   tea

Girl: Would you like a sandwich?  
 Boy: Yes, please.

Girl: Would you like juice?  
 Boy: No, thanks.

92 Fluency Time! 4 At the dinner table Watch the DVD!

- In pairs, children read the example dialogue, then choose food words from the box and ask and answer, as in the example.
- You can extend this activity by asking children to think of their own food words to ask and answer about.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

### Optional activity

- Ask children to suggest some food words. Write ten or twelve of their suggestions on the board.
- Ask children to write down three of the words on the board on a piece of paper or in their notebooks. Tell them not to show anyone their words.
- Children then ask and answer in pairs to find their partner's words. They ask *Would you like (eggs)?* Their partner answers *Yes, please* if that word is on their list and *No, thanks* if that word is not on their list.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 4 Everyday English for the children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 92

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 4

Online Practice • Fluency Time! 4

## Project CB page 93

### Learning outcomes

To make a plate of food

To ask and answer about food

### Language

*Would you like (tomatoes)? Yes, please. / No, thanks.*

### Materials

Fluency DVD Fluency Time! 4 (optional); Fluency project 4 (Teacher's Resource Centre) (one template for each child); completed food plate; coloured pens / pencils / crayons, scissors and glue for each group of children; reusable adhesive (optional)

### 1 Look at the story again. Act.

- Ask children to look at the story in Exercise 1 on Class Book page 92. Ask children what they can remember about the story.
- Play scene 1 of Fluency DVD Fluency Time! 4 Everyday English again. If you don't have time for the DVD, read the dialogue on Class Book page 92.
- Ask groups of children to act out the dialogue (or their own variations of the dialogue).
- Play both scenes of Fluency DVD Fluency Time! 4 Everyday English again for children to watch and listen.

### 2 Make a plate of food.

See TB page 140 for detailed instructions on how to make the food plate

- Focus on the pictures. Ask children to say what they think the girl in the pictures is doing (*making a plate of food*).
- Ask *What do you need to make the plate of food?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the food plate template (see Fluency project 4). Give each group coloured pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their plate of food. Demonstrate with your own completed food plate and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? Do you like (pizza)?*

**NOTE:** If you do not have time to use photocopies in class, you can ask children to draw a circle on a piece of paper and draw two food items on it in Exercise 1. Children can draw more food items on their plates in Exercise 2.

### 3 Fill your food plate. Ask and answer.

- Focus on the photo. Tell children they are going to talk about their plates of food and offer each other more food in pairs.
- Ask two children to read out the example dialogue.
- Children can then ask and answer in pairs, offering each other food, refusing or accepting offers and sticking the food items they accept on their plate. In order to repeat the game, children can just place the food items on their plates, or stick them with reusable adhesive.
- Ask some pairs to act out their dialogues for the class.

Project

**1 Look at the story again. Act.**

**2 Make a plate of food.**



Colour and cut out the plate.



Colour and cut out the food.



Stick two items on the plate.



I've got meat, carrots and salad.  
Tell your partner about your plate.

**3 Speaking** Fill your food plate. Ask and answer.



Project: a food plate 93

### Optional activity

- Play a memory game. Ask a child to come to the front to show the rest of the class his / her full food plate.
- Tell the class to look at the plate for one minute and try to remember all of the food items on the plate.
- Tell the child to turn their plate away from the class, so that the rest of the children can't see what's on it. The rest of the children take turns to ask questions and try to remember all of the items on the plate. They ask *Would you like (meat)?* The child at the front looks at his / her plate and answers *Yes, please* if the item is on his / her plate and *No, thanks* if the item is not on his / her plate.
- When children have remembered all of the items on the plate, you can repeat the game with another child's plate.

### Watch the DVD!

- You can now play Fluency DVD Fluency Time! 4 Everyday English again to review the language of the Fluency Time! 4 lessons.
- Play Fluency DVD Fluency Time! 4 Talk to Mum! for children to answer the questions.

### Review 4

CB pages 94–95

WB pages 94–95

Review pages answer key, TB page 131

### Further practice

**Workbook pages 93**

**Writing portfolio worksheet, Units 10–12, Teacher's Resource Centre**

**Skills test 4 Fluency Time!, Teacher's Resource Centre**

**Progress test 4, Teacher's Resource Centre**

**Fluency DVD • Fluency Time! 4**

**Online Practice • Review 4**

## Lesson One

CB page 96

## Words

## Learning outcomes

To identify bedroom objects

To understand a short story

## Language

Core: *rug, bed, cupboard, shelf, pillow, blanket*Extra: *tidy up, tidy (adj), room*

## Materials

CD 86, 131–133; Story poster 13; My bedroom flashcards 143–148

## Warmer 86

- Sing *Come into my house* from Class Book page 60.
- Tell children that this lesson's story is about keeping your bedroom tidy. Ask *What's in your bedroom? Is it tidy or messy?*

## Lead-in

- Hold up flashcards 143–148 and ask *What's this?*
- Hold up the flashcards in a different order and repeat.

## 1 Listen, point and repeat. 131

- Ask children to look at the different bedroom objects. Play the first part of the recording for children to listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put the flashcards on the board. Point to the bedroom objects for individual children to say the words aloud.

## Transcript

## Listen and point.

*rug, bed, cupboard, shelf, pillow, blanket**blanket, bed, cupboard, shelf, pillow, rug*

## Listen and repeat.

*rug, bed, cupboard, shelf, pillow, blanket*

## 2 Listen and chant. 132

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat. They can point to the correct flashcard or item in the classroom when they hear it.

## Transcript

*rug, rug, rug**bed, bed, bed**cupboard, cupboard, cupboard**shelf, shelf, shelf**pillow, pillow, pillow**blanket, blanket, blanket*

**13 Tidy up!**

**Lesson One Words**

**1 Listen, point and repeat. 131**

**2 Listen and chant. 132**

**3 Listen and read. 133**

96 Unit 13 My bedroom

## 3 Listen and read. 133

- Use Story poster 13 to present the story. Ask some questions about the story, e.g. *Where are Rosy and Grandma? Where's Billy? What rooms can you see?*
- Focus attention on the first picture. Ask children to name as many toys, clothes, and bedroom objects as they can.
- Talk about each frame. Ask *What's happening?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Is Rosy's room tidy? What does Rosy do? Is the flat tidy? Why is the kitchen messy?*
- Ask children to open their Class Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Draw a large rectangle on the board. Tell the class it's a bedroom. Ask individual children to come to the front to draw different things in the rectangle, e.g. *Max, please draw a cupboard. Rebecca, please draw a bed.*

## Further practice

Workbook page 96

Picture dictionary, Workbook page 130

Student Website • Unit 13 • Words

Online Practice • Unit 13 • Words



## Lesson Two CB page 97

### Grammar

#### Learning outcomes

- To make sentences with *There's* and *There are*
- To ask and answer questions with *How many ... ?*
- To act out a story

#### Language

Core: *There's a blanket on the bed. There are three T-shirts in the cupboard.*

#### Materials

CD 133; Story poster 13; My bedroom flashcards 143–148

### Warmer

- Play *Snap!* (see Teacher's Book page 23) using flashcards 123–128.

### Lead-in

- Point to Story poster 13 and ask children what happened in the story.
- Cover the poster and ask children which bedroom objects appeared in the story.

### 1 Listen to the story again and repeat. Act. CD 133

- Ask children to turn to the story on page 88 of their Class Books. They check how many of the bedroom objects they remembered.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play the parts of Rosy, Grandma, and Billy. Ask children to decide on the actions for the story (see suggestions below).
- Children act out the story.

### Story actions

Picture 1: Grandma points to the things in the bedroom and shakes her head.

Picture 2: Rosy puts things away, then extends her arm and smiles to show that the room is tidy. Grandma smiles.

Picture 3: Grandma sits down looking contented. Rosy opens the kitchen door and looks horrified.

Picture 4: Billy sits on the floor and bangs his drum. Rosy and Grandma shake their heads.


### 2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences onto the board, leaving spaces where the bedroom objects are. Put flashcards in the spaces to elicit sentences with the same pattern, e.g. *There's a doll on the bed.*
- Ask individual children to replace the flashcards with other bedroom objects and read the new sentences.
- Ask children to open their Class Books and look at the pictures. Ask individual children to say each sentence.
- Write *There's* and *There are* some distance apart on the board. Say different sentences using plural and singular objects, e.g. *There's a book on the desk. There are some pens on the book*, while children point to the correct phrase.


**Lesson Two Grammar**

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

**Let's learn!**



There's a doll on the rug.




There are three books under the bed.

there's = there is


3 Write. There's There are

1




There's a blanket.

2



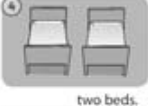
three pillows.

3




a cupboard.

4




two beds.

5



two rugs.

6



a shelf.

4 Look at the pictures again. Point, ask and answer.

How many blankets?

There's one blanket.

There's / There are Unit 13 97

- Draw attention to the grammar box. Ask children *what 'There's' is short for.*

### 3 Write.

- Write some gapped sentences on the board using bedroom objects, e.g. \_\_\_\_\_ a cupboard. \_\_\_\_\_ two pillows. \_\_\_\_\_ a bed. \_\_\_\_\_ two rugs.
- Point to each sentence and ask *There's* or *There are*? Complete the sentences on the board with the class.
- Ask children to look at the pictures in their Class Books. Children look at the rest of the sentences and write down the missing words. Check answers with the class.

**NOTE:** Tell the class that the plural of *shelf* is *shelves*. Explain that this is unusual and they should learn it.

### ANSWERS

- 1 *There's a blanket.* 2 *There are three pillows.*  
3 *There's a cupboard.* 4 *There are two beds*  
5 *There are two rugs.* 6 *There's a shelf.*

### Optional activity

- In pairs, children talk about what they can see on Class Book page 96, e.g. *There's a shelf. There are six books.*

### 4 Look at the pictures again. Point, ask and answer.

- Hold up three pencils. Ask *How many pencils?* Hold up two books, a ruler, and two bags, and ask again.
- Ask children to look at the pictures from Exercise 3 in their Class Books. Ask a pair of children to read the question and answer in the speech bubbles for the class.
- In pairs, children take turns to point to the pictures and ask and answer questions with *How many ... ?*

### Further practice

Workbook page 97

Grammar reference, Class Book page 127

Student Website • Unit 13 • Grammar

Online Practice • Unit 13 • Grammar

# Lesson Three CB page 98

## Song

### Learning outcomes

- To identify numbers eleven to twenty
- To use numbers in the context of a song

### Language

Core: *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

Extra: *more, get in*

Recycled: numbers one to ten

### Materials

CD 134–135; Numbers flashcards 5–14 (one to ten); Numbers flashcards 149–158 (eleven to twenty)

## Warmer

- Revise numbers one to ten. Ask ten children to come to the front of the class. Give each one a number flashcard and ask them to arrange themselves so they are standing in the correct order from one to ten.
- Chorus the numbers with the class. As each number is said, the person holding that flashcard takes a step forward and then back again.

## Lead-in

- Use flashcards 149–158 to introduce the numbers eleven to twenty. Hold up the flashcards and model the words for children to repeat.
- Ask ten different children to come to the front. As before, give each one a flashcard and ask them to stand in the correct order.
- Say the numbers with the class. As each number is said, the child holding the flashcard jumps in the air.

### 1 Listen, point and repeat. 134

- Ask children to look at the numbers in their Class Books. Play the first part of the recording for children to point to the words.
- Play the second part for children to repeat the words.
- Play the recording all the way through again for children to listen and point and then repeat.
- Count around the class. Start the game yourself. Say *one* and then point to the child nearest you to say *two*. The child nearest him / her says *three*, and so on.

## Transcript

### Listen and point.

*eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*  
*thirteen, fifteen, nineteen, twelve, eighteen, eleven, seventeen, twenty, sixteen, fourteen*

### Listen and repeat.

*eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

### Lesson Three Song

1 Listen, point and repeat. 134

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

2 Listen and sing. 135      3 Sing and do.

#### Let's sing!

##### There are ten in the bed

There are ten in the bed,  
And the little one says,  
"Two more, two more."  
Eleven, twelve!

There are twelve in the bed,  
And the little one says,  
"Two more, two more."  
Thirteen, fourteen!

There are fourteen in the bed, ...  
Fifteen, sixteen!

There are sixteen in the bed, ...  
Seventeen, eighteen!

There are eighteen in the bed, ...  
Nineteen, twenty!

Help!

98 Unit 13 Numbers 11–20

## Optional activity

- Write number words on the board in a random order, e.g. *eighteen, thirteen, five, twenty, seven*.
- Ask individual children to come to the front to write the correct digits underneath the numbers.

### 2 Listen and sing. 135

- Ask children to look at the pictures. Ask *How many bears?* Children count the bears (*twelve*).
- Play the recording for children to listen and follow the song in their Class Books
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

### 3 Sing and do. 135

- See suggestions for song actions below. Practise the actions with the class.
- Play the song for children to sing and do the actions.

## Song actions

Ask a child to come to the front to be 'the little one'. Give flashcards showing the numbers ten to twenty to children in the rest of the class.

When the children with the flashcards hear their numbers, they hold up their flashcards. When the child at the front hears his / her name, he / she steps forward and holds up two fingers to invite two more into the bed.

Repeat with eleven different children.

## Further practice

Workbook page 98

Picture dictionary, Workbook page 130

Extra writing worksheet 13, Teacher's Resource Centre

Student Website • Unit 13 • Words, Song

Online Practice • Unit 13 • Song

# Lesson Four CB page 99

## Phonics

### Learning outcomes

- To pronounce the sound /ɪ/ on its own and in words
- To identify the letter *i* in the middle of words and associate it with the sound /ɪ/
- To blend the vowel *i* with consonants to form simple CVC words
- To differentiate between the sounds /e/ and /ɪ/

### Language

Core: *bin, fig, tin*

Extra: *put*

### Materials

CD 126, 136–138; Phonics cards 42–44 (*bin, fig, tin*); Phonics cards 2, 6, 7, 9, 14, 20; Phonics card 40 (optional)

### Warmer 126

- Ask children which vowel they looked at in the previous lesson (*e*) and which sound this letter represents (/e/).
- Ask children if they can remember the words from the lesson that contained the sound (*bed, pen, red*).
- Say the chant from Class Book page 89.

### Lead-in

- Hold up the *bin, fig, and tin* phonics cards, saying the words for the class to repeat. Ask children what they think this lesson's letter is (*i*) and what sound it makes.
- Call three children to the front. Give them the phonics cards for *b, i, n*. Point to the letters for the class to name them.
- Encourage the class to say the sounds again and run them together to pronounce the word *bin*.
- Repeat for children to sound out *f-i-g* and *t-i-n*. Ask children *What's the vowel?* to elicit *i*.

### 1 Listen, point and repeat. 136

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

### Transcript

**Listen and point.**

/b/ /ɪ/ /n/ – *bin*, /f/ /ɪ/ /g/ – *fig*, /t/ /ɪ/ /n/ – *tin*

**Listen and repeat.**

/b/ /ɪ/ /n/ – *bin*, /f/ /ɪ/ /g/ – *fig*, /t/ /ɪ/ /n/ – *tin*


### 2 Listen and chant. 137

- Talk about the picture to establish what children can see. Then play the recording for them to listen to the chant
- Play the recording again for children to say the chant. The children point to the pictures in their Class Books as they hear the words. Repeat.
- Play the chant once more for children to follow in their Class Books.
- Do the chant again. Every time children hear the /ɪ/ sound in the middle of a word, they tap the table.


Lesson Four Phonics

**1 Listen, point and repeat.** 136


**bin**



**fig**




**tin**



**2 Listen and chant.** 137


A *big, big fig*  
In a *big, big tin*.  
Eat the *big fig*.  
Put the *tin* in the *bin*.




**3 Read the chant again. Circle the *i* in the middle of the words.**

**4 Listen to the sounds and join the letters.** 138

What is in the bin?



i i e e e i i



e e i i i e e

CVC words i Unit 13 99

### 3 Read the chant again. Circle the *i* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled *i* in the middle of *big*. Ask children to find and circle other examples of *i* in the middle of words.
- Check answers with the class.

### ANSWERS

A *big, big fig* In a *big, big tin*. Eat the *big fig*. Put the *tin* in the *bin*.

### 4 Listen to the sounds and join the letters. 138

- Elicit the three images in the activity (*bin, tin, pen*). Ask *What is in the bin?*
- Play the recording for children to listen and join the letters to find out what is in the bin. Repeat.
- Ask *What is in the bin?* (*the tin*). Elicit the sounds children heard. Make sure they are correctly producing and differentiating the /e/ and the /ɪ/ sounds each time. Write them on the board so they can check their maze.

### Transcript

/ɪ/ tin /e/ pen /ɪ/ tin /ɪ/ tin /e/ pen /e/ pen /ɪ/ tin

### ANSWER

The tin is in the bin.

### Optional activity

- Put the *bin* and *pen* phonics cards at different ends of the board. Read out this list of words: *fig, bed, tin, red, ten, big, Tim, six, leg, net, fish*. When children hear an /ɪ/ sound they point to the bin. When they hear an /e/ sound, they point to the pen.

### Further practice

Workbook page 99

Student Website • Unit 13 • Phonics

Online Practice • Unit 13 • Phonics

## Lesson Five CB page 100

### Skills Time!

#### Skills development

Reading: read and understand a letter to a magazine;  
read for specific details

#### Language

Recycled: vocabulary and structures seen previously  
Extra: *star (adj)*, *letter*, *magazine*

#### Materials

CD 139; My bedroom flashcards 143–148; a hand-drawn picture of a bedroom; one blank piece of paper for each child

#### Warmer

- Play *What's missing?* (see Teacher's Book page 23) with flashcards 143–148.
- Talk about football. Ask individual children *Do you like football?*

#### Lead-in

- Ask children to look at the picture of the bedroom and the photo of the boy. Explain that the boy's name is Jamie. Ask children to predict what the text is about (Jamie is describing his bedroom). Ask *What does Jamie like?* (*football*).

#### 1 What's in the bedroom? Point and say.

- Ask children to look at the pictures again. Point to the different bedroom objects for children to say the words.
- Ask children to work in pairs, taking turns to point to different bedroom objects and say the words.
- Ask *How many footballs are there on the rug / blanket / pillow / in the box?*

#### ANSWERS

shelf, books, cupboard, bed, pillow, blanket, rug, toy box, toys

#### 2 Listen and read. 139

- Point to the words 'Star letter' at the top of the page. Explain that Jamie is writing a letter describing his bedroom. Ask children to read the first line of the text to find out who Jamie is writing to (*Junior Magazine*).
- Play the recording for children to listen and follow silently in their Class Books.
- Play the recording again. Ask simple questions to check comprehension, e.g. *What's the room in the picture? How many books are on Jamie's shelf? What are Jamie's favourite clothes? What's in the toy box? How old is Jamie?*

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

- Write the first sentence on the board. Say *There are photos on his blanket* – Yes or no? (no). Ask *Is the sentence true or false?* to establish that it's false. Write *F* next to the sentence. Point out the example in the Class Book.
- Ask children to read the other sentences and then read the letter again to see whether they are true or false. They mark them accordingly. Check answers with the class.

**Skills Time!**

**Lesson Five**

**Reading**

**1 What's in the bedroom? Point and say.**
**2 Listen and read.** 139

★ STAR LETTER ★

Dear Junior Magazine,  
This is a picture of my bedroom.  
There is a bed in my bedroom.  
There are lots of footballs on my blanket and pillow. There is a book shelf.  
I have got twelve books on my shelf.  
Four books are about football.  
My clothes are in my cupboard.  
My favourite clothes are my red shorts and red T-shirt for football.  
I have got lots of toys and a big toy box.  
There is a blue rug next to my bed.  
There are footballs on my rug too!  
I like my bedroom and I like football!  
Bye!  
From Jamie (age 7)



Write to JUNIOR MAGAZINE, London, England

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

|   |  |
|---|--|
| 1 There are photos on his blanket. <input type="checkbox"/> F | 2 Jamie has got twenty books. <input type="checkbox"/> |
| 3 Jamie has got two cupboards. <input type="checkbox"/>       | 4 He has got lots of toys. <input type="checkbox"/>    |
| 5 There are footballs on the rug. <input type="checkbox"/>    | 6 He likes his bedroom. <input type="checkbox"/>       |

- Play a memory game. Ask children to close their Class Books. Make statements about Jamie's room (keep a record of the statements you are making). Children listen to each statement and write T (true) or F (false) in their notebooks.
- Check answers by asking children to add up how many they got right.

#### ANSWERS

1 F 2 F 3 F 4 T 5 T 6 T

#### Optional activity

- Do a picture dictation with the class using your own picture of a bedroom. Give each child a piece of paper.
- Describe your picture, e.g. *There's a big bed. There's a teddy bear under the bed. There's a rug. There are three books on the rug.* Children draw what you describe.
- When you have finished, show your picture to the class for children to compare it with their drawings.

#### Culture note: Football in Britain

Football has always been popular with boys, but now girls are becoming more and more interested in the sport. Around 4 million children play football at school and sports clubs and almost 1.5 million of them are girls. This has been put down to the popularity of films such as *Bend it like Beckham* and the creation of professional women's football teams.

Children often like to decorate their rooms to show which team they support or which players they like. This can range from putting a few posters up to having bedding, curtains, and even wallpaper with their team's design.

#### Further practice

Workbook page 100

Online Practice • Unit 13 • Reading



# Lesson Six

CB page 101

## Skills Time!

### Skills development

Listening: identify different rooms from their descriptions

Speaking: ask and answer questions about where things are

Writing: differentiate between sentences and questions; write full stops and question marks; write about your bedroom (Workbook)

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 140; My house flashcards 88–98; My bedroom flashcards 143–148; Fluency DVD Unit 13 (optional)

### Warmer

- Play *Musical cards* (see Teacher's Book page 23) with flashcards 88–98.

### Lead-in

- Ask children what they can remember about Jamie's letter from the previous lesson. Ask *What's Jamie's favourite sport? What's in his room?* Encourage children to describe Jamie's room in as much detail as they can.
- Allow children to check the picture on Class Book page 100 to see how accurate their descriptions were.
- Point out the two pictures, A and B, in Exercise 1. Ask children to name as many things in each one as they can.

### 1 Listen and write A or B. 140

- Tell children that they are going to hear a recording of someone describing the things in the two pictures. After each description they write A or B in the box depending on which picture is being described.
- Play the recording the whole way through, as children point to the things they hear.
- Play the recording again, pausing after item 1 to show the example. Ask questions to check comprehension.
- Continue playing, pausing after each description for children to write A or B. Repeat.
- Check answers with the class.

### Transcript

- There are two beds.
- There is a toy box with lots of toys.
- There's a T-shirt on a chair.
- There is a book on the cupboard.
- There is one bed with a teddy on top.
- There is a big rug. It's green and blue.

### ANSWERS


1 B 2 B 3 A 4 B 5 A 6 B


### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 13.

Lesson Six

**Listening**  
**1 Listen and write A or B.**

**A**  


**B**  


1 ☐ B
2 ☐
3 ☐
4 ☐
5 ☐
6 ☐

**Speaking**  
**2 Look at the pictures again. Ask and answer.**

shoes   teddy   book   T-shirt   ball   bag   books


Where are the shoes?
They're on the rug.

**Writing preparation**  
**3 Read the questions and answers. Write ? or .**

Where's my pillow ? It's on your cupboard .  
 Is it on my cupboard ? Yes, it is .

1 There is a blanket on my bed ☐  
 3 Is it in the kitchen ☐  
 5 There are lots of toys ☐

2 Where's the pillow ☐  
 4 What's in my bedroom ☐  
 6 His name's Jamie ☐

Complete the writing task on page 101 of the Workbook.  


Listening, speaking, writing   Unit 13   101

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

- Ask children to look at Picture A. Revise prepositions with the class. Ask questions, e.g. *Where's the teddy?* to elicit *It's on the bed*. Children then look at Picture B. Ask *Where are the toys?* to elicit *They're in the toy box*.
- Ask children to look at Exercise 2. First, ask individual children to read out the words in the word pool. The class repeats in chorus.
- Draw attention to the questions and answers in the speech bubbles. Read the question aloud for children to repeat, then the answer. Model correct intonation.
- Ask a pair of children to read the question and answer.
- Ask children to work in pairs. They take turns to ask and answer similar questions about the things in the box.

### 3 Read the questions and answers. Write ? or .

- Copy the two example questions and sentences onto the board, without the question marks or full stops.
- Ask children to tell you which ones are questions and which are sentences. Ask different children to come to the front to write the question marks and full stops at the ends.
- Children do the exercise in their Class Books. Write the remaining questions on the board.
- Check answers with the class, by calling children to write the answers on the board.

### ANSWERS

- There is a blanket on my bed .
- Where's the pillow ?
- Is it in the kitchen ?
- What's in my bedroom ?
- There are lots of toys .
- His name's Jamie .

### Further practice

Workbook page 101 (children write about their bedrooms)

Fluency DVD • Skills Test! Speaking • Unit 13

Values worksheet 13, Teacher's Resource Centre

Unit 13 test, Teacher's Resource Centre

Student Website • Listen at home • Track 42 (Words and phrases), Track 43 (Song), Track 44 (Phonics)

Online Practice • Unit 13 • Listening, Speaking and Writing

Lesson One CB page 102

## Words

## Learning outcomes

- To identify action verbs
- To understand a short story

## Language

- Core: *run, fly, walk, talk, swim, climb*
- Extra: *clever, silly, can (v)*

## Materials

- CD 115, 141–143; Story poster 14; Verbs flashcards 159–164

## Warmer 115

- Sing *Let's go to the zoo!* from Class Book page 82.
- Ask children what they can remember about the previous story.
- Tell children that this lesson's story is about things people can or can't do. Talk about abilities. Ask *Can you swim / climb / run quickly?*
- Tell children that there's an action figure in the story. Ask if anyone has an action figure and if so, what it can do.

## Lead-in

- Hold up flashcards 159–164 and say the words for children to repeat.
- Repeat in a different order and for each word model an action for children to imitate at their desks.

## 1 Listen, point and repeat. 141

- Ask children to look at the pictures of the actions. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up flashcards 159–164 for individual children to say the words.

## Transcript

## Listen and repeat.

run, fly, walk, talk, swim, climb  
walk, run, climb, talk, swim, fly  
Listen and repeat.  
run, fly, walk, talk, swim, climb

## 2 Listen and chant. 142

- Play the recording for children to listen to the chant.
- Play it a second time for children to say the words. Repeat.
- Play *Simon says* ... (see Teacher's Book page 23). Give the instructions (*Simon says*) *run / fly / walk / talk / swim / climb* for children to mime the actions.

14

Action Boy can run!

Lesson One Words

1 Listen, point and repeat. 141

2 Listen and chant. 142

run

fly

walk

talk

swim

climb

3 Listen and read. 143

1 Look at my toy, Uncle. His name's Action Boy.  
Hello. Nice to meet you.  
Look! He can run.

2 Look, Tim. Action Boy can fly.  
Great! Can he play football?  
Yes, he can.

3 Look, Rosy. Action Boy can walk. He can run and he can fly.  
You are clever, Action Boy!

4 How old are you, Action Boy?  
Silly Rosy! He can't talk. He's a toy.

102 Unit 14 Verbs

## Transcript

run, run, run  
fly, fly, fly  
walk, walk, walk  
talk, talk, talk  
swim, swim, swim  
climb, climb, climb

## Optional activity

- As a class, decide on an action for each word from the chant. Children mime the actions at their desks as if they were walking, running etc. Play the chant again. Children do the actions as they say the words.

## 3 Listen and read. 143

- Use Story poster 14 to present the story. Ask questions, e.g. *What has Billy got?* Focus attention on each frame. Ask children to name as many things as they can. Ask *Who's in the living room? Where's Tim / Rosy? What's he / she doing? What's happening?*
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *Can Action Boy run / fly / walk / talk?*
- Ask children to open their Class Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Further practice

Workbook page 102

Student Website • Unit 14 • Words

Online Practice • Unit 14 • Words

## Lesson Two CB page 103

### Grammar

#### Learning outcomes

- To make sentences with *can* and *can't*
- To ask and answer questions about what people can do
- To act out a story

#### Language

Core: *He can / can't fly. Can she play football? Yes, she can. / No, she can't.*

#### Materials

CD 143; Story poster 14; Verbs flashcards 159–164; a piece of plain paper for each child (optional)

### Warmer

- Play *Mime the word* (see Teacher's Book page 23) with the Verbs flashcards.

### Lead-in

- Hold up Story poster 14 and ask children what happened in the story.
- Put down the poster and ask children which actions Billy talked about in the story.

### 1 Listen to the story again and repeat. Act. CD 143

- Ask children to look at the story on Class Book page 102. They check how many of the actions they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Billy, Uncle, Tim, and Rosy. Ask children to decide on the actions for the story (see suggestions below).
- Children act out the story.

### Story actions

Picture 1: Billy moves Action Boy quickly to make him run. (Use a pencil or a pencil case for Action Boy.) Uncle waves hello at Action Boy.

Picture 2: Billy throws Action Boy in the air. Tim kicks a football.

Picture 3: Billy moves Action Boy from side to side to make him walk. Rosy writes with a pen.

Picture 4: Rosy talks to Action Boy. Billy laughs.


### 2 Look and say.

- Look at each picture and ask children what they can see. Copy the sentences and questions from the Class Book onto the board, leaving spaces where the action words are.
- Put flashcards in the spaces to elicit sentences and questions with the same pattern, e.g. *He can swim. He can't fly. Can he climb?* Children repeat the sentences chorally.
- Ask children to look at the pictures in their Class Books. Ask different children to say each sentence.
- Draw attention to the grammar box. Ask children what *can't* is short for. Ask a child to write the words *can* and *not* on the board.


**Lesson Two Grammar**

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


**Let's learn!**




He can fly.



He can't talk.




Can he play football?  
Yes, he can.




Can he talk?  
No, he can't.

can't = cannot


3 Write. can   can't




1 This doll can't talk.




2 She can run.




3 She can't climb.



4 She can walk.




5 She can swim.




6 She can't fly.

4 Look at the pictures again. Point, ask and answer.



Can she talk?



No, she can't.

He can / can't fly. Can he talk? Unit 14 103

### 3 Write.

- Draw a doll on the board and tell the class it's 'Action Girl'.
- Write some gapped sentences on the board, using actions, e.g. *She \_\_\_\_\_ walk / talk / swim.*
- Point to each sentence. Nod your head to indicate that Action Girl can do something and shake your head to show that she can't. Write words in the gaps as children say them.
- Ask children to look at the pictures in their Class Books. Ask one child to read the example for the class.
- Children look at the rest of the sentences and write the missing words. Check answers with the class.

### ANSWERS

- 1 She can't talk. 2 She can run. 3 She can't climb.  
4 She can walk. 5 She can swim. 6 She can't fly.

### Optional activity

- Give each child a piece of paper. They draw an action figure or doll. Put flashcards 159–164 on the board.
- Children work in pairs and take turns to use the actions on the board to say what their toy / character can or can't do.

### 4 Look at the pictures again. Point, ask and answer.

- Ask children to look at the pictures from Exercise 3. Model the question and answer with a child in the class.
- In pairs, children take turns to point to the pictures and ask and answer questions about what Action Girl can do.
- Ask children to look at the pictures in Exercise 2 and ask and answer questions about what Action Boy can do.

### Further practice

Workbook page 103

Grammar reference, Class Book page 127

Student Website • Unit 14 • Grammar

Online Practice • Unit 14 • Grammar

## Lesson Three CB page 104

### Song

#### Learning outcomes

- To identify more verbs
- To use verbs in the context of a song

#### Language

- Core: *write, draw, sing, dance, cook*
- Extra: *do, anything, song, smile (v), alphabet*
- Recycled: verbs

#### Materials

CD 144–145; Verbs flashcards 165–169

### Warmer

- Play *Snap* (see Teacher's Book page 23) using the verbs children have learnt.

### Lead-in

- Hold up flashcards 165–169 and say the words for children to repeat.
- Put the flashcards on the board and point to them in a different order for children to repeat again. They can mime the actions as they say the words.

#### 1 Listen, point and repeat. 144

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

#### Transcript

##### Listen and point.

*write, draw, sing, dance, cook*

*dance, sing, cook, write, draw*

##### Listen and repeat.

*write, draw, sing, dance, cook*

[Start box here](#)

#### Optional activity

- Ask a child to come to the front. He / She mimes one of the new words and the other children guess what the word is. Repeat with several different children.

#### 2 Listen and sing. 145

- Ask children to look at the pictures. Point to the different actions for them to name them.
- Play the song for children to point to the pictures when they hear the five new words. Then play it again as they follow the words in their Class Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

#### 3 Sing and do. 145

- Ask children to look at the pictures and decide what the actions are (see suggestions below). Practise the actions with the class.
- Play the song for children to sing and do the actions.

### Lesson Three Song



write



draw



sing



dance



cook

**2 Listen and sing.** **3 Sing and do.**

**Let's sing!**



*I can write my alphabet.  
My alphabet, my alphabet.  
I can write my alphabet  
From A to Z.*

*I can do anything, anything, anything.  
I can do anything, if I try.*

*I can draw an elephant, ...  
With two big ears.*

*I can do anything, ...*

*I can sing this song to you, ...  
And make you smile.*

*I can do anything, ...*

**I can do anything!**








104 Unit 14 Verbs

- Write these lines from the song on the board:  
*I can write ... I can draw ... I can sing ...*
- Ask children to think of different endings for these lines.
- Play the song again. Children sing their new version of the song.

### Song actions

**I can write:** Write the letter 'a' in the air.

**I can draw an elephant:** Draw an elephant's trunk.

**I can sing this song:** Point to mouth.

**I can do anything:** Outstretch arms.

### Culture note: The National Curriculum

- The programme of subjects that schools in Britain have to teach is called the National Curriculum. At primary school, children must have lessons in English, maths, science, design and technology, ICT (information and communication technology), history, geography, art and design, music, and PE (physical education – sport).
- Schools are also required to provide religious education, but parents are allowed to withdraw children from these classes, if they have reason for doing so. As well as these subjects, schools are advised to teach personal, social, and health education (PSHE). These classes cover areas such as citizenship, nutrition, physical activity, and emotional health and well-being.

### Further practice

**Workbook page 104**

**Picture dictionary, Workbook page 131**

**Extra writing worksheet 14, Teacher's Resource Centre**

**Student Website • Unit 14 • Words, Song**

**Online Practice • Unit 14 • Song**



## Phonics

### Learning outcomes

- To pronounce the sound /ɒ/ on its own and in words
- To identify the letter o in the middle of words and associate it with the sound /ɒ/
- To blend the vowel o with consonants to form simple CVC words
- To match rhyming words
- To differentiate between the sounds /ɪ/ and /ɒ/

### Language

Core: dog, fox, log

Extra: sitting

### Materials

CD 137, 146–147; Phonics cards 45–47 (dog, fox, log) and 4, 6, 7, 15, 24

### Warmer 137

- Ask children which vowel they looked at in the previous lesson (i) and which sound this letter represents (/ɪ/).
- Ask children if they can remember the words from the lesson that contained the sound (bin, fig, tin).
- Say the chant from Class Book page 99.

### Lead-in

- Hold up the dog, fox, and log phonics cards, saying the words for the class to repeat. Ask children what they think today's letter is (o) and what sound it makes.
- Call three children to come to the front. Give them the phonics cards for d, o, and g. Point to the letters for the class to name them.
- Encourage the class to say the sounds again and run them together to pronounce the word dog.
- Repeat with different children holding new cards. Children say f-o-x and l-o-g. Ask children *What's the vowel?* to elicit o.

### 1 Listen, point and repeat. 146

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

### Transcript

Listen and point.

/d/ /ɒ/ /g/ – dog, /f/ /ɒ/ /ks/ – fox, /l/ /ɒ/ /g/ – log

Listen and repeat.


/d/ /ɒ/ /g/ – dog, /f/ /ɒ/ /ks/ – fox, /l/ /ɒ/ /g/ – log

### 2 Listen and chant. 147


- Ask questions about the pictures to establish what children can see. Play the recording for them to listen to the chant.

Lesson Four Phonics


1 Listen, point and repeat. 146



dog




fox




log

2 Listen and chant. 147




Look at the dog.  
It's sitting on a log.





Look at the fox.  
It's sitting in a box.


3 Read the chant again. Circle the o in the middle of the words.


4 Match the words that rhyme.


1   
dog


2   
bin


3   
box

4   
fig

5   
tin

6   
log

7   
big

8   
fox

CVC words • Unit 14 • 105

- Play the recording again for children to say the chant. Children point to the pictures in their Class Books as they hear the words. Repeat.
- Play the chant once more for children to follow in their Class Books.
- Ask children to think of actions for the chant. Play the chant again. Children do the actions as they say the words.

### 3 Read the chant again. Circle the o in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled o in the middle of dog. Ask them to find and circle other examples of o in the middle of words.
- Check answers with the class.

### ANSWERS

Look at the dog. It's sitting on a log.  
Look at the fox. It's sitting in a box.

### 4 Match the words that rhyme.

- Ask children to look at the pictures. Point to each one for children to say the word. Make sure they are correctly producing and differentiating the /ɒ/ and the /ɪ/ sounds.
- Tell children that there are four pairs of rhyming words. Ask children to draw lines to match the rhyming words.
- Check answers with the class.

### ANSWERS

1 log 2 tin 3 fox 4 big

### Optional activity

- Play a rhyming game. Read out the pairs of words below, pausing between them. When children hear two words that match, they clap their hands: box / fig; log / dog; bin / box; big / fig; fox / box; log / big; bin / tin

### Further practice

Workbook page 105

Student Website • Unit 14 • Phonics

Online Practice • Unit 14 • Phonics

## Lesson Five CB page 106

### Skills Time!

#### Skills development

Reading: read and understand a text about animals; read for specific details

#### Language

Recycled: vocabulary and structures seen previously

Extra: *stripes, fruit, nuts, pet, jump, fast, very, beautiful*

#### Materials

CD 148; The zoo flashcards 105–107, 111–113; a piece of plain paper for each child; coloured pens / pencils / crayons for each group of children (optional)

#### Warmer

- Play *Jump* (see Teacher's Book page 23) to revise the words for zoo animals.

#### Lead-in

- Ask children to look at the pictures of the animals and predict what the text is about (there are two descriptions of animals).
- Ask *Do you like tigers / parrots?* Encourage children to give reasons for their answers.
- In pairs, children ask each other questions about animals they like and don't like.

#### 1 What animals can you see? What colour are they?

- Ask children to look at the pictures again. Ask *What colour is the tiger / parrot?* Elicit or teach the word *stripes*. Ask *Which animal has got stripes?* (*the tiger*).
- Ask children to name any other animals they can think of that have (or can have) stripes, e.g. zebras, cats, birds, and snakes.

#### ANSWERS

tiger – orange, black, white    parrot – blue, green, red, yellow

#### 2 Listen and read. 148

- Play the recording for children to listen and follow silently in their Class Books.
- Play the recording again. Ask questions to check comprehension, e.g. *Has the tiger got stripes? Can it climb trees? Can the parrot sing / write? Does it like meat / fruit and nuts?*

#### 3 Read again and tick (✓).

- Explain that you are going to do an activity to see what the animals can do. Ask *Can the parrot fly?* (*yes*). Children look at the chart in their Class Books. Explain that they will put ticks when an animal can do something. Show them the tick in the box for the parrot. Ask *Can the tiger fly?* (*no*). Show how there is no tick next to the tiger on the chart.
- Ask children to read the other statements and then read the text again. They tick the box if the statement is true for that animal.

### Skills Time!

Lesson Five

**Reading**

- What animals can you see? What colour are they?
- Listen and read. 148

#### Beautiful Animals

This is a very big cat.  
It has got orange and black stripes.  
It can swim.  
It can climb trees.  
It can jump.  
And it can run very fast.  
This animal likes meat.  
You can see it at the zoo.  
**What is it?**

**It is a tiger.**



This is a bird.  
It is blue, green, red and yellow.  
It can fly and it can sing.  
It can't read and write.  
But it can talk!  
This animal likes fruit and nuts.  
It can be a pet in a house.  
**What is it?**

**It is a parrot.**



- Read again and tick (✓).

|                   | tiger | parrot |
|-------------------|-------|--------|
| 1 It can fly.     |       | ✓      |
| 2 It can swim.    |       |        |
| 3 It's a big cat. |       |        |

|                 | tiger | parrot |
|-----------------|-------|--------|
| 4 It can talk.  |       |        |
| 5 It can climb. |       |        |
| 6 It can sing.  |       |        |

- Check answers by asking a different child to read each sentence. The rest of the class say *yes* or *no*.
- Write the sentences *It's a tiger* and *It's a parrot* on the board and drill them with the class. Make statements about the different animals (see below). Children chorus *It's a tiger* or *It's a parrot*.  
*It's got stripes. (tiger)*  
*It can talk. (parrot)*  
*It's blue, green, red, and yellow. (parrot)*  
*It can run. (tiger)*  
*It eats meat. (tiger)*  
*It can be a pet. (parrot)*

#### ANSWERS

|                   | tiger | parrot |
|-------------------|-------|--------|
| 1 It can fly.     |       | ✓      |
| 2 It can swim.    | ✓     |        |
| 3 It's a big cat. | ✓     |        |
| 4 It can talk.    |       | ✓      |
| 5 It can climb.   | ✓     |        |
| 6 It can sing.    |       | ✓      |

#### Optional activity

- Divide the class into groups. Tell children they are going to draw a picture of their favourite zoo animal.
- Give each child a piece of paper and each group a set of coloured pens / pencils / crayons. Children draw and colour their pictures.
- Children take turns to describe their animals to the rest of the group.
- Ask some children to show and describe their animals to the class.

#### Further practice

Workbook page 106

Online Practice • Unit 14 • Reading

# Lesson Six

CB page 107

## Skills Time!

### Skills development

Listening: number items in the correct order

Speaking: ask and answer questions about different animals

Writing: match and write full and abbreviated forms of *can't*; write about what you can do (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: *live* (v)

### Materials

CD 149; The zoo flashcards 121–123, 127–129; Fluency DVD Unit 14 (optional)

### Warmer

- Ask children to name as many animals as they can. If necessary, help them by saying *I'm thinking of an animal. It lives in a zoo. It's brown / white / little / big, etc.*
- Write the names of the animals on the board.

### Lead-in

- Ask children which animals they read about in the previous lesson.
- Allow children to check the pictures and text on Class Book page 106 to see how much they remembered.
- Ask children to look at the pictures on Class Book page 107. Point to the animals for children to name them. Focus attention on the list of animals on the board. Check with the class whether they managed to name all of the animals that appear in the pictures.

### 1 Listen and number. 149

- Tell children that they are going to hear a recording of people talking about the animals in the pictures.
- Play the recording all the way through. Children point to the pictures as they hear the words.
- Play the recording again, pausing after the first conversation. Ask children which animal they are talking about (*a giraffe*) and point out the example answer 1 in the box next to the giraffe.
- Play the rest of the conversations for children to number the pictures. Repeat. Check answers with the class.

### Transcript

- This animal has got a long neck. It's very tall. / Is it a giraffe? / Yes, it is.
- This animal lives at the zoo. It can run fast. It's a big cat. / Is it a tiger? / No, it isn't. It's brown. / I know! It's a lion.
- This animal is very long. It can't walk. It hasn't got legs. / That's easy. It's a snake.
- It's got two legs and it can walk. / Is it a parrot? / No it isn't. It can't fly. It's yellow. / It's a chick!
- This has got two legs and two arms. It can run and it can walk. It can climb trees. / Is it a monkey? / Yes, that's right. It's a monkey.

### ANSWERS

- 1 giraffe 2 lion 3 snake 4 chick 5 monkey

Lesson Six

Listening

1 Listen and number. 149

Speaking

2 Look at the pictures again. Say and answer.

It's got four legs. It can run. It's brown and big.

Yes, it is.

Is it a lion?

Watch the DVD!

Writing preparation

3 Circle n't and match.

can't = cannot

1 It can't read. ☐ a Action Boy cannot talk.

2 A seal can't fly. ☐ b It cannot read.

3 Action Boy can't talk. ☐ c I cannot swim.

4 I can't swim. ☐ d A seal cannot fly.

What letter is missing? n t = n t

Complete the writing task on page 107 of the Workbook.

107

Listening, speaking, writing Unit 14 107

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 14.

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

- Ask children to look at the dialogue in the speech bubbles. Read the first speech bubble aloud for children to repeat, then the second. Model correct intonation for the class.
- Ask a pair of children to read the dialogue for the class.
- Ask children to work in pairs. They take turns to ask and answer similar questions about the animals in Exercise 1.
- Ask some pairs to ask and answer questions for the class.

### 3 Circle n't and match.

- Copy the example onto the board. Ask a child to come to the front and circle the *n't*.
- Ask children to look at the activity in their Class Books. Ask them which sentence on the right means the same as *It can't read* (*It cannot read*). Explain that they have to draw lines between the sentences with contractions and the ones with full forms.
- Children read and match the sentences.
- Check answers by reading the sentences on the left for the class to chorus the corresponding sentence on the right.
- Ask children what letter is missing in *n't* (o) and fill in the answer at the bottom of the page.

### ANSWERS

- 1 b 2 d 3 a 4 c n't = not

### Further practice

Workbook page 107 (children write about what they can do)

Fluency DVD • Skills Time! Speaking • Unit 14

Values worksheet 14, Teacher's Resource Centre

Unit 14 test, Teacher's Resource Centre

Student Website • Listen at home • Track 45 (Words and phrases), Track 46 (Song), Track 47 (Phonics)

Online Practice • Unit 14 • Listening, Speaking and Writing

## Lesson One

CB page 108

## Words

## Learning outcomes

To identify things from the beach

To understand a short story

## Language

Core: sandcastle, beach, crab, the sea, boat, shell

Extra: good idea, together, wait, another

## Materials

CD 145, 150–152; Story poster 15; The beach flashcards 170–175; complete set of Story posters (optional)

## Warmer 145

- Sing *I can do anything!* from Class Book page 104.
- Ask children what they can remember about the previous story.
- Tell children that this lesson's story is about the beach. Talk about beaches. Ask *Do you ever go to the beach with your family? What do you do there? What can you see? Do you like the beach?*

## Lead-in

- Hold up flashcards 170–175 and ask *What's this?*
- Hold up the flashcards in a different order and repeat.

## 1 Listen, point and repeat. 150

- Ask children to look at the different things from the beach. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put the flashcards around the room. Play the recording again. Children point to the flashcards as they hear them.

## Transcript

## Listen and point.

sandcastle, beach, crab, the sea, boat, shell

beach, boat, crab, sandcastle, the sea, shell

## Listen and repeat.

sandcastle, beach, crab, the sea, boat, shell

## 2 Listen and chant. 151

- Play the recording for children to listen to the chant.
- Play the chant a second time for children to say the words. Repeat. They can point to the correct flashcard when they hear it.

## Transcript

sandcastle, sandcastle, sandcastle

beach, beach, beach

crab, crab, crab

the sea, the sea, the sea

**15 Let's play ball!**

**Lesson One Words**

**1 Listen, point and repeat.** 150

sandcastle beach crab the sea boat shell

**2 Listen and chant.** 151

**3 Listen and read.** 152

1 Come on. Let's make a sandcastle!

2 Let's play ball, Grandma!

Great. OK!

Catch, Grandma!

Wait, Billy!

3 Oh no. Sorry.

It's OK. Let's make another sandcastle together!

4 Look at our sandcastle now!

108 Unit 15 The beach

boat, boat, boat  
shell, shell, shell

## 3 Listen and read. 152

- Use Story poster 15 to present the story. Ask children questions, e.g. *Where are the family? Who can you see?*
- Ask children what they can see in each frame. Ask *What's happening? What is Billy playing with? What do the family make together?* Encourage predictions from the class.
- Ask children to look at the poster while you play the recording. Point to each speech bubble as you hear the text.
- Ask comprehension questions, e.g. *What does Tim want to do? What does Billy want to do? What happens to the sandcastle? What do the family do next?*
- Ask children to open their Class Books and follow the words in the story as you play the recording again.
- Ask children to find and point to the words from Exercise 1 that appear in the story.

## Optional activity

- Put Story posters Starter–7 on the board so they show the stories from the first half of the course. Point to the stories and ask children to tell you what happened. Turn the posters over to show stories 8–15 and do the same.
- Talk about the stories. Ask individual children *What was your favourite story? Why?*

## Further practice

Workbook page 108

Student Website • Unit 15 • Words

Online Practice • Unit 15 • Words



## Lesson Two CB page 109

### Grammar

#### Learning outcomes

- To make suggestions with *Let's ...*
- To respond positively to suggestions
- To act out a story

#### Language

Core: *Let's make a sandcastle. That's a good idea. / Great. / OK!*

#### Materials

CD 152; Story poster 15; The beach flashcards 170–175

### Warmer

- Play *What's the picture?* (see Teacher's Book page 23) to revise the vocabulary from the previous lesson.
- Point to the different things on the board for children to say the words.

### Lead-in

- Point to Story poster 15 and ask children what happened in the story.
- Cover the poster and ask children which beach objects appeared in the story.

#### 1 Listen to the story again and repeat. Act. 152

- Ask children to look at the story on Class Boom page 108. They check how many of the beach objects they remembered.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of seven to play the parts of Rosy, Tim, Billy, Mum, Dad, Grandma, and Grandpa. If the class does not divide into seven, there can be some smaller groups, as Mum and Grandpa don't have speaking parts.
- Ask children to decide on the actions for the story (see suggestions below).
- Children act out the story.
- Ask some groups to come to the front to act out the story.

### Story actions

Picture 1: Tim picks up his bucket and spade.

Picture 2: Billy throws the ball. Grandma holds out her hand to tell him to stop.

Picture 3: Rosy, Tim, and Grandma hold up their hands and shake their heads.

Picture 4: The whole family mimes making a sandcastle together happily.


#### 2 Look and say.

- Ask children to look at the pictures in their Class Books. Ask different children to say each sentence.
- Copy the sentences and questions onto the board.
- Ask children which word we use to make suggestions (*Let's*). Ask what we say to accept the suggestion (*That's a good idea* and *Great. OK!*)


Lesson Two Grammar

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

**Let's learn!**




Let's make a sandcastle.  
That's a good idea.



Let's play ball.  
Great. OK!

3 Circle and write.




1

Let's make a \_\_\_\_\_.

sandcastle

ice cream

crab




2

Let's swim in the \_\_\_\_\_.

house

living room

sea




3

Let's find \_\_\_\_\_.

a yogurt

shells

play



4

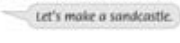
Let's play \_\_\_\_\_.

beach


ball

hat

4 Look at the pictures again. Point and say.



Let's make a sandcastle.



That's a good idea.

Let's = verb   Unit 15   109

#### 3 Circle and write.

- Ask children to close their Class Books. Write the first sentence on the board. Put the flashcards at the top of the board.
- Point to the first sentence and ask the class which flashcard should go in the gap.
- Put the sandcastle flashcard into the gap and write the word *sandcastle* next to it. Children read the complete sentence aloud.
- Ask children to look at the activity in their Class Books. They choose the correct word from the box, circle it, and then write it at the end of the sentence.
- Write the other sentences on the board. Check answers by inviting different children to come to the front to put the correct flashcard in the gap. Write the word next to the flashcard.

#### ANSWERS

- 1 Let's make a sandcastle.   2 Let's swim in the sea.  
3 Let's find shells.   4 Let's play ball.

#### 4 Look at the pictures again. Point and say.

- Ask children to look at the sentences in their Class Books. Model the question and answer with a child in the class.
- Ask children how else they could respond to this suggestion (*Great. OK!*). Point out that both responses are positive and mean roughly the same.
- Ask children to work in pairs. They take turns to read the sentences from Exercise 3 and respond with *That's a good idea* or *Great. OK!*

#### Further practice

Workbook page 109

Grammar reference, Class Book page 127

Student Website • Unit 15 • Grammar

Online Practice • Unit 15 • Grammar

# Lesson Three

CB page 110

## Song

### Learning outcomes

- To recognize more beach words
- To use beach words in the context of a song

### Language

- Core: *sun cream, bat, ice lolly, bucket, spade*
- Extra: *wonderful, forget*
- Recycled: beach words

### Materials

CD 153–154; The beach flashcards 176–180

## Warmer

- Play *Where was it?* (see Teacher's Book page 23) to revise beach words.

## Lead-in

- Hold up flashcards 176–180 and say the words for children to repeat.
- Hold up the flashcards in a different order for children to repeat again.

### 1 Listen, point and repeat. 153

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

## Transcript

### Listen and point.

*sun cream, bat, ice lolly, bucket, spade*  
*spade, sun cream, bucket, ice lolly, bat*

### Listen and repeat.

*sun cream, bat, ice lolly, bucket, spade*

### 2 Listen and sing. 154

- Ask children to look at the pictures and name as many things as they can.
- Play the recording for children to listen and follow the song in their Class Books.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the song again for children to sing.

### 3 Sing and do. 154

- Ask children to look at the pictures and decide what the actions are (see suggestions below).
- Ask four or five children to come to the front to demonstrate the actions to the rest of the class.
- Play the song for children to listen and do the actions.

### Lesson Three Song

1 Listen, point and repeat. 153

sun cream bat ice lolly bucket spade

2 Listen and sing. 154

3 Sing and do.

**Let's sing!**

**It's a wonderful day!**

Hey, hey!  
It's a wonderful day.  
We are going to the beach today.  
Don't forget your sun cream,  
Don't forget your hat.  
Don't forget your frisbee,  
Or your ball and bat.

Hey, hey!  
It's a wonderful day ...

Have an ice cream,  
Have a drink.  
Have an ice lolly,  
Yellow or pink.

Hey, hey!  
It's a wonderful day ...

## Song actions

Hey, hey!: Wave hands.

Don't forget your sun cream: Put on sun cream.

Don't forget your hat: Put on a hat.

Don't forget your frisbee: Throw a frisbee.

Or your ball and bat: Hit a ball with a bat.

Have an ice cream / a drink / an ice lolly: Eat or drink.

## Optional activity

- Make an alternative version of the song with the class by replacing some of the words, e.g. *Don't forget your book / sandwiches. Have an apple / a biscuit.*
- Ask the class to make other suggestions.

## Culture note: The British seaside

- Beach resorts in Britain are often referred to as 'the seaside'. Popular seaside activities include swimming in the sea or 'paddling' (playing in shallow water), sunbathing, playing ball games, and making sandcastles. Some beaches are suitable for surfing.
- Traditional seaside towns often have piers and funfairs. There are usually hotels along the beach front, but many families prefer to stay in tents, caravans, or self-catering chalets.
- The most popular beaches tend to be in places where the weather is warmest. The beaches of Devon and Cornwall on the southwest coast attract large numbers of tourists during the summer. However, many British families prefer to take a holiday abroad.

## Further practice

Workbook page 110

Picture dictionary, Workbook page 131

Extra writing worksheet 15, Teacher's Resource Centre

Student Website • Unit 15 • Words, Song

Online Practice • Unit 15 • Song

## Phonics

### Learning outcomes

- To pronounce the sound /ʌ/ on its own and in words
- To identify the letter *u* in the middle of words and associate it with the sound /ʌ/
- To blend the vowel *u* with consonants to form simple CVC words
- To differentiate between the sounds /ɪ/, /ʊ/, /ʌ/

### Language

Core: *rug, jug, sum*

### Materials

CD 147, 155–157; Phonics cards 48–50 (*rug, jug, sum*) and 7, 10, 13, 18, 19, 21; Phonics cards 42, 24 (optional)

### Warmer 147

- Ask children which vowel they looked at in the previous lesson (*o*) and which sound this letter represents (/ɒ/).
- Ask children if they can remember the words from the lesson that contained the sound (*dog, fox, log*).
- Say the chant from Class Book page 105.

### Lead-in

- Hold up the *rug, jug, and sum* phonics cards, saying the words for the class to repeat. Ask children what they think this lesson's letter is (*u*) and what sound it makes.
- Call three children to the front. Give them the phonics cards for *r, u, g*. Point to the letters for the class to name them.
- Encourage the class to say the sounds again and run them together to pronounce the word *rug*.
- Repeat for children to say *j-u-g* and *s-u-m*. Ask children *What's the vowel?* to elicit *u*.

### 1 Listen, point and repeat. 155

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

### Transcript

#### Listen and point.

/r/ /ʌ/ /g/ – *rug*, /dʒ/ /ʌ/ /g/ – *jug*, /s/ /ʌ/ /m/ – *sum*

#### Listen and repeat.




/r/ /ʌ/ /g/ – *rug*, /dʒ/ /ʌ/ /g/ – *jug*, /s/ /ʌ/ /m/ – *sum*

### 2 Listen and chant. 156


- Play the recording for children to listen to the chant. Talk about the picture to ensure the meaning is clear.
- Play the recording again for children to say the chant. They point to the pictures in their Class Books as they hear the words. Repeat.
- Play the chant once more for children to follow in their Class Books.

Lesson Four Phonics

1 Listen, point and repeat. 155

2 Listen and chant. 156




*I'm on the rug.*  
*Rug, rug, rug.*  
*With juice in a jug.*  
*Jug, jug, jug.*

*Here is my mum.*  
*Mum, mum, mum.*  
*She's got my sum.*  
*Sum, sum, sum.*

3 Read the chant again. Circle the *u* in the middle of the words.

4 Listen to the sounds and join the letters. 157

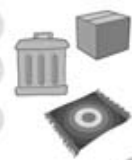
Where is the dog?



u i o i o u o

o o u o u i i

i u i u i o u



CVC words u Unit 15 111

### 3 Read the chant again. Circle the *u* in the middle of the words.

- Ask children to look at the chant again. Focus attention on the circled *u* in the middle of *rug*. Ask them to find and circle other examples of *u* in the middle of words they have learnt in this lesson.
- Check the activity with the class.

### ANSWERS

*I'm on the rug, Rug, rug, rug. With juice in a jug, Jug, jug, jug. Here is my mum, Mum, mum, mum. She's got my sum, Sum, sum, sum.*

### 4 Listen to the sounds and join the letters. 157

- Elicit the four images in the activity (*dog, bin, box, rug*). Ask *Where is the dog?* Play the recording for children to listen and join the letters to find out where the dog is. Repeat.
- Ask *Where is the dog? (on the rug)*. Elicit the sounds children heard. Make sure they are correctly producing and differentiating the /ʌ/, /ɪ/ and /ʊ/ sounds. Write them on the board so they can check their maze.

### Transcript

/ʌ/ *rug* /ɪ/ *bin* /ʊ/ *box* /ʌ/ *rug* /ʊ/ *box* /ʌ/ *rug*

### ANSWER

The dog is on the rug.

### Optional activity

- Put the *bin, box, and rug* phonics cards around the room. Read out these words: *jug, fig, box, tin, mum, big, fox, six, log, nut, doll, lunch*. When children hear an /ɪ/ sound they point to the *bin*; when they hear an /ʊ/ sound they point to the *box*; when they hear an /ʌ/ sound they point to the *rug*.

### Further practice

Workbook page 111

Student Website • Unit 15 • Phonics

Online Practice • Unit 15 • Phonics

## Lesson Five CB page 112

### Skills Time!

#### Skills development

Reading: read and understand a poster; read for specific details

#### Language

Recycled: vocabulary and structures seen previously

Extra: *shell, crab, bucket, spade, hotel, balcony, clean, swimming pool*

#### Materials

CD 158; Cut and Make 5 (for materials see Teacher's Resource Centre) (optional)

### Warmer

- Ask children to imagine that they are going to the beach. Ask them to name as many things as possible that they would want to take with them. If necessary, prompt with questions, e.g. *What will you play with / eat / drink / do / wear?*

### Lead-in

- Ask children to look at the page and tell you what they think the text is (*a postcard*). Ask them to look at the bottom of the postcard to see who wrote it (*Robbie*).
- Ask them to look at the picture and predict what the postcard is about (*a holiday at the beach*).

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

- Ask children to look at the picture again. Ask them to say the words they know from the picture.
- Ask children to work in pairs. They take turns to point to the things in the pictures and say the words.

#### ANSWERS

beach, umbrella, the sea, ball, sandcastle, hat, drink, ice lolly, boat

#### 2 Listen and read. 158

- Ask children *What can you do at the beach?* Write their ideas up on the board.
- Tell children they are going to listen to Robbie reading his postcard. Play the recording for them to listen and follow silently in their Class Books.
- Play the recording a second time. Answer any questions children have.
- Look again at the list of ideas about what you can do at the beach on the board. Check with the class if any of their ideas were mentioned in the text.
- Ask questions to check comprehension, e.g. *What has Robbie got? What can he do at the beach? Is the sea clean? Has his hotel room got a balcony?*

#### 3 Read again. Circle the correct word.


- Explain that you are going to look at some sentences and find the correct words.
- Write the first sentence on the board. Ask *Is Robbie on holiday with his brother or his sister?* (his sister). Draw a circle around the word *sister* on the board. Show the example answer in the Class Book.

### Skills Time!

#### Lesson Five


##### Reading

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



2 Listen and read.

Hi Ben,  
I am on holiday here with my sister, mum and dad.  
The beach is lovely. It is long and sandy. I've got a new bucket and spade, so we can make sandcastles. There are shells and crabs on the beach, too. I've got a ball and ball too, so we can play games together.  
The sea is blue and clean here. We can swim in the sea and go in a boat. I like boats, so I'm happy about that.  
Our hotel is really nice. I can see the sea from my bedroom. There is a swimming pool at the hotel.  
I can swim here, too!  
From,  
Robbie.



Ben Jones  
18 Park Avenue  
London  
UK  
HA1 5BA

3 Read again. Circle the correct word.

1 Robbie is on holiday with his brother / sister.

2 The sea is green / blue.

3 Robbie can / can't see the sea from his bedroom.

4 There are crabs / frisbees on the beach.

5 Robbie likes trains / boats.

112 Unit 15 Reading a postcard

- Children read the postcard again and circle the correct options.
- Check answers with the class. Read the first part of each sentence for children to call out the final word.

#### ANSWERS

1 sister 2 blue 3 can 4 crabs 5 boats

#### Optional activity

- Read out true or false sentences about the text, eg:
  - 1 *The beach isn't sandy.* (F)
  - 2 *You can play frisbee on the beach.* (T)
  - 3 *You can find chicks in rock pools.* (F)
  - 4 *The sea is clean.* (T)
  - 5 *There are cafés near the beach.* (T)
- Children listen to each statement and write T (true) or F (false) in their notebooks.
- Check answers by asking children to add up how many they got right.

#### Optional activity

- Do Cut and Make 5.
- When they have finished colouring and making the beach mobiles, children can take them home.

#### Further practice

Workbook page 112

Cut and Make 5, Teacher's Resource Centre

Online Practice • Unit 15 • Reading



# Lesson Six

CB page 113

## Skills Time!

### Skills development

Listening: identify pictures from their descriptions

Speaking: make and respond to suggestions

Writing: identify and write verbs in sentences; write about the beach (Workbook)

### Language

Recycled: vocabulary and structures seen previously

Extra: *flavour*

### Materials

CD 159; Verbs flashcards 139–147; Fluency DVD Unit 15 (optional)

### Warmer

- Play *Simon says* ... (see Teacher's Book page 23) using verbs children know. When you say the verb, children mime it.

### Lead-in

- Ask children what they can remember about the beach from the postcard in the previous lesson. Encourage children to describe the beach in as much detail as they can. Ask *What can you do at the beach?*
- Allow children to check page 112 of their Class Books to see how well they remembered the postcard.
- Ask children to name as many things as they can in each of the pictures on page 113.

### 1 Listen and write A or B. 159

- Tell children they are going to hear a recording of different people from the pictures talking. They must listen, work out which picture is being described, and then write A or B to show which picture it is.
- Play the recording all the way through for children to point to the pictures as they hear the words.
- Play the recording again, pausing after each sentence or short dialogue for children to write A or B.
- Play the recording a third time for children to check their answers. Check answers with the class.

### Transcript

- I like ice cream. This ice cream is banana flavour.
- I like football. Do you? / Yes, I do. Football is great!
- Look! Let's find crabs and shells. / Great, OK!
- Here, don't forget to put on sun cream. / Thanks, Mum.
- I've got a frisbee. Let's play. / That's a good idea.
- Do you like my sandcastle? / Yes. It's very big.

### ANSWERS

1 A 2 B 3 B 4 A 5 A 6 B

### Optional activity

- Children watch Fluency DVD Skills Time!, Unit 15.

### 2 Look at the pictures again. Point and say.

- Read the speech bubbles aloud for children to repeat. Model correct information for the class.

Lesson Six

Listening

1 Write A or B.

1 A

2

3

4

5

6

Speaking

2 Look at the pictures again. Point and say.

play bat and ball

find crabs and shells

make a sandcastle

play football

play frisbee

put on sun cream

Let's play bat and ball.

Great, OK!

Writing preparation

3 Circle the verbs.

Let's run.

Let's go in a boat.

1 Let's swim.

2 Let's walk.

3 Let's play ball.

4 Let's find shells.

5 Let's put on sun cream.

6 Let's make a sandcastle.

Complete the writing task on page 113 of the Workbook.

page 113

Listening, speaking, writing

Unit 15

113

- Ask a pair of children to read the speech bubbles for the class. Ask children to identify the people in the picture who are having that conversation.
- Ask if children can remember the other positive responses to suggestions they learnt in Lesson 2 (*That's a good idea.*).
- Children work in pairs, taking turns to point to different people in the picture and make suggestions for their partner to answer.

### Optional activity

- In pairs, children use the postcard on Class Book page 112 to point to people and practise similar conversations.

### 3 Circle the verbs.

- Copy the two example sentences onto the board.
- Look at the sentences together. Point to each one and ask *Where's the verb?* Ask a child to come to the front to circle the verb in each sentence.
- Children do the exercise in their Class Books. Write the remaining sentences on the board.
- Check answers with the class by asking individual children to come to the front to circle the verbs.

### ANSWERS

- Let's swim.
- Let's walk.
- Let's play ball.
- Let's find shells.
- Let's put on sun cream.
- Let's make a sandcastle.

### Further practice

Workbook page 113 (children write about the beach)

Fluency DVD • Skills Time! Speaking • Unit 15

Values worksheet 15, Teacher's Resource Centre

Unit 15 test, Teacher's Resource Centre

Skills test 5, Teacher's Resource Centre

Student Website • Listen at home • Track 48 (Words and phrases), Track 49 (Song), Track 50 (Phonics)

Online Practice • Unit 15 • Listening, Speaking and Writing

## Everyday English CB page 114

### Learning outcomes

Learn some useful language for finding things

### Language

*I can't find (my pencil case). Look under your (pillow). It isn't there. Here it is.*

### Materials

CD 160–161; Fluency DVD Fluency Time! 5 (optional)

### Warmer

- Tell the class they are going to learn some useful language for finding things. Ask if they have tidy bedrooms or messy bedrooms. Ask what words they can remember for talking about their bedrooms (*rug, shelf, bed, cupboard, pillow, blanket, desk, chair*).
- Play *Jump* (see Teacher's Book page 23) with the bedroom vocabulary.

### 1 Listen, read and say. 160

- Focus on the pictures. Ask children to say where the people are (*in the girl's bedroom*) and what they think the girl is looking for (*her pencil case*).
- Play the recording for children to listen and follow in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs.
- Ask pairs to act out the dialogue for the class.

### 2 Listen and tick (✓) the correct picture. 161

- Show children the pictures and ask them to say who / what they can see in each picture. Explain that they need to listen and decide which picture matches each exchange on the recording.
- Play the recording for children to listen and tick the correct pictures.
- Ask children to point to the correct pictures and say what Grandma is saying in each picture.

### Transcript

- 1 **James** Grandma. I can't find my sock. I've got one, but can't find the other one.  
**Grandma** Oh James. Let's look for the sock.
- 2 **Grandma** Look in your cupboard.  
**James** It isn't there.  
**Grandma** Oh dear. Where is it?
- 3 **Grandma** Look on your bed. Here it is!  
**James** Thanks, Grandma. These are my favourite socks.

### ANSWERS

- 1 Picture 1 ✓ 2 Picture 1 ✓ 3 Picture 1 ✓

## Fluency Time! 5

### Everyday English

**1 Listen, read and say.**

**2 Listening** Listen and tick (✓) the correct picture.

**3 Speaking** Look at the words. Point and say.

pen teddy book cupboard bed shelf

*I can't find my book.*  
*It isn't there.*  
*Look on your shelf.*  
*Look on your cupboard.*  
*Here it is.*

114 Fluency Time! 5 Finding things Watch the DVD!

### 3 Look at the words. Point and say.

- Ask children to work in pairs. Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose one word from each box and act out more dialogues.
- You can extend this activity by asking children to choose their own lost items and places to make new dialogues.
- Monitor children's performance. Ask some pairs to act out their dialogues for the class.

### Optional activity

- Tell children to close their eyes. Hide an item (e.g. a pen / a book / an eraser) somewhere around your desk.
- Tell children to open their eyes. Say *I can't find my (pen)*.
- Encourage children to suggest places to look, e.g. *Look in your bag / under your desk / on your chair*. Look in the places suggested. Say *It isn't there* if the suggestion is incorrect and *Here it is* (holding up the item) if the suggestion is correct.
- Ask children to hide their own items for the rest of the class to help find them.

### Watch the DVD!

- Ask children to close their Class Books.
- Play Fluency DVD Fluency Time! 5 Everyday English for the children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

### Further practice

Workbook page 114

Everyday English phrase bank, Workbook page 123

Fluency DVD • Fluency Time! 5

Online Practice • Fluency Time! 5

### Learning outcomes

To make a bedroom poster

To play a game with the bedroom poster

### Language

*I can't find my (sock). Look under the (pillow). It isn't there. Here it is.*

### Materials

Fluency DVD Fluency Time! 5 (optional); Fluency project 5 (Teacher's Resource Centre) (one template for each child); completed poster; coloured pens / pencils / crayons, scissors and glue for each group of children

### 1 Look at the story again. Act.

- Ask children to look at the story in Exercise 1 on Class Book page 114. Ask children what they can remember about the story.
- Play scene 1 of Fluency DVD Fluency Time! 5 Everyday English again. If you don't have time for the DVD, read the dialogue on Class Book page 114.
- Invite groups of children to act out the dialogue (or their own variations of the dialogue).
- Ask children to say the words they can remember for talking about bedrooms. Write the words on the board.
- Play both scenes of Fluency DVD Fluency Time! 5 Everyday English again for children to watch and listen.

### 2 Make a bedroom poster.

See TB page 140 for detailed instructions on how to make the bedroom poster

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a bedroom poster*).
- Ask *What do you need to make the poster?* to elicit *coloured pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the poster template (see Fluency project 5). Give each group coloured pens / pencils / crayons, scissors and glue. (If possible, the copies of the template should be copied or glued onto a sheet of thin card, so the items which need to be lifted are firm.)
- Use the pictures and instructions to talk children through the process of making their posters. Demonstrate with your own completed poster and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this? Is there a (shelf) in your bedroom? What's on the (bed)?*

**NOTE:** If you do not have time to use photocopies, ask children to draw a picture of their bedroom in Exercise 1, then draw the items they "find" in their bedroom into their picture in Exercise 2. Alternatively, children can use the template to make their bedroom poster but draw the smaller, hidden items instead of cutting and sticking them into the poster.

### 3 Use the bedroom poster and say.

- Focus on the photo. Tell children they are going to use their bedroom posters to play a game in pairs. Ask two children to read out the example dialogue.
- Children play the game in pairs at their desks, helping each other find the hidden items in each other's bedrooms. Children then swap partners.



- Ask pairs of children to demonstrate the game at their desks while the rest of the class turns to watch.

### Optional activity

- Children play a game in pairs. Tell children to place a few things on the desk between them. They should include small things which can be hidden, e.g. an eraser, a pencil sharpener, and larger things which could have things hidden in / under them, e.g. a bag, a pencil case.
- One of the children closes their eyes. The other child hides one of the smaller things somewhere on the desk. The other child opens their eyes and works out which thing is missing, then tries to find it. They should use the language from this lesson and the Everyday English lesson, e.g. *A: I can't find the (eraser). Is it (under the bag)? B: No! It isn't there. A: Is it (in the pencil case)?*
- Children take turns to hide and find things.

### Watch the DVD!

- You can now play Fluency DVD Fluency Time! 5 Everyday English again to review the language of the Fluency Time! 5 lessons.
- Play Fluency DVD Fluency Time! 5 Talk to Kate & James! for the children to answer the questions.

### Review 5 CB pages 116–117

Review pages answer key, TB page 131

### Further practice

Workbook pages 115

Writing portfolio worksheet, Units 13–15, Teacher's Resource Centre  
Skills test 5 Fluency Time!, Teacher's Resource Centre

Progress test 5, Teacher's Resource Centre

Fluency DVD • Fluency Time! 5

Online Practice • Review 5

WB pages 116–117

## Culture CB pages 118–119

### Learning outcomes

- To learn about families in Britain
- To write about your family

### Language

- Vocabulary: *cousin, sister, grandma*
- Grammar: *Who / Which / What / Where*

### Materials

CD  162

### Warmer

- Tell children they are going to learn about families.
- Ask children what words they know for family members. Write their answers on the board. Play *Snap* (See Teacher's Book page 23) with the family words.

### Culture note: Families in Britain

There are more than 17 million families in Britain, but there are lots of different kinds of families. Most families have a mum and a dad, and the average number of children per family in Britain is 1.8. However, many children have only one parent living at home, or have step-parents. The average number of people living in one home as a family in Britain is 2.4. This is a smaller average than in most other European countries.

### 1 Listen and circle the family words. 162

- Focus on the pictures. Ask children to say what they think the children are doing (*the boy is showing the girl some photos of his family*) and how they think the people in the photos are related to the boy.
- Use the pictures to revise / pre-teach the words: *cousin, sister, grandma*.
- Play the recording for children to listen and follow the text in their Class Books.
- Play the recording again, pausing if necessary, for the children to circle the family words in the text.
- Ask children to read out the sentences with the family words.

### ANSWERS

cousin, sister, grandma

### 2 Read again. Circle the correct word.

- Read out the first sentence. Ask children to look at the text in Exercise 1 and find the information which gives them the answer (the sentences: *This is my cousin* and *His name's Danny*).
- Move around the class as children complete the activity, helping if necessary.
- Ask children to read out the sentences with the correct words.

### ANSWERS

1 Danny 2 six 3 green 4 nine

### 3 Look, ask and answer.

- Ask questions about people and things in the classroom, e.g. *Who's this? Which is (your book)? What's (her name)? Where is (my bag)?* and encourage the children to answer.
- Encourage children to ask and answers questions in pairs using *Who / Which / What / Where*.
- Ask children to look at the grammar box. Write the example questions and answers on the board. Explain that we use *Who* to ask about people, *Which* to ask about one specific thing or person in a group, *What* to ask about things and *Where* to ask about places / positions.
- Change the questions on the board to ask about other things (erase and rewrite the answers as children answer the questions), e.g. *Which is your (pen)? What's (his) name? Where's (Maria)?* Ask the questions to children around the class.
- Ask children to write four questions each about people and things in the classroom, using *Who / Which / What / Where*. Children can then ask and answer their questions in pairs. Alternatively, you can divide the class into two teams and ask children from each team in turn to ask a question to the other team. You can award one point for each correct answer.
- Tell children to look at the picture. Explain that the boy is Tom and the people in the photo are his family members.
- Ask a pair of children to read out the example dialogue.
- Children ask and answer about the people in the photo. Move around the class and monitor children's performance.
- Ask some pairs to say sentences about the picture for the class.
- You can extend this activity by asking more questions about the people in the photo, e.g. *What's Tom's cousin's name? Which is his sister? Where's Tom's dad?* Children point to the correct people in the photo (and answer if the question requires it).

### ANSWERS

*Who's this? / She's Holly. She's Tom's sister.*  
*Who's this? / She's Becky. She's Tom's cousin.*  
*Who's this? / She's Mrs Simms. She's Tom's mum.*  
*Who's this? / He's Mr Simms. He's Tom's dad.*

### 4 Write about your family.

- Read out the example text. Ask *Have you got a big / small family? Who's in your family? How many sisters / brothers have you got? What's (your sister's) name?*
- Children draw a picture of their family and write a short text about it. Move around the class as children work and help if necessary.
- Ask children to read out their texts to the class.
- You can display children's work around the classroom.

### Further practice

Workbook page 120

Online Practice • Culture • Family



# Wild animals

## Culture CB pages 120–121

### Learning outcomes

To learn about wild animals in Britain

To write about an animal

### Language

Vocabulary: *squirrel, ant, butterfly, bird*

Grammar: *This / That / These / Those*

### Materials

CD  163

### Warmer

- Tell children they are going to learn about wild animals in Britain.
- Ask children what words they know for animals. Write their answers on the board. Play *Bingo* (see Teacher's Book page 23) with the animal words.

### Culture note: Wild animals in Britain

Many homes in Britain have gardens behind them. Lots of small wild animals can be seen in back gardens, especially in the countryside. Common wild animals in Britain are: birds, frogs, toads, squirrels, mice, hedgehogs, foxes and a variety of insects including ants, bees and butterflies.

### 1 Listen and number. 163

- Focus on the pictures. Ask children to say where the girl is (*in a garden*) and what animals they can see in the pictures.
- Use the pictures to revise / pre-teach the words: *squirrel, ant, butterfly, bird*.
- Play the recording for children to listen and follow the text in their Class Books.
- Show children the answer boxes in the pictures. Explain that they need to listen and read and write the correct number next to each animal.
- Play the recording again, pausing if necessary, for children to number the pictures.
- Ask *What's number (1)?* Children say the correct animals.

### ANSWERS

1 garden 2 butterfly 3 birds 4 ants 5 squirrel

### 2 Read again. Circle T (true) or F (false).

- Read out the first sentence. Ask children to look at the text in Exercise 1 and find the sentence which gives them the answer (*I like animals*). Show children how *T* has been circled as an example.
- Move around the class as children complete the activity, helping if necessary.
- Ask children to read out the sentences and say if each one is true or false. Ask children to say which sentences in the text gave them their answers.

### ANSWERS

1 T 2 F 3 T 4 F 5 T

### 3 Look and say.

- Point to the parts of the body covered in Unit 3 and say *This is my (nose). These are my (legs)*. Encourage children around the class to point to and say sentences about parts of their bodies.
- Hold or point to items in the classroom and say sentences with *This / That / These / Those*. Ask questions about other items in the classroom using *What's this / that? What are these / those?*
- Ask children to look at the grammar box. Write the example sentences on the board. Explain that we use *This* for singular items which are close to us and *That* for singular items which are some distance from us. We use *These* for plural items which are close to us and *Those* for plural items which are some distance from us. Ask children to read out the sentences and point to the corresponding animals in the picture.
- Write words on the board, e.g. *chair / chairs, bag / bags, book / books, pencil / pencils*. Point to or hold items to represent a sentence with the words on the board, e.g. *This / That is a chair. / Those / These are books*. Encourage children to say the correct sentences.
- Give items to or place items some distance from children around the room and encourage them to make their own sentences with *This / That / These / Those*.
- Ask children to talk about the picture using *This / That / These / Those*. Remind children when we use *This / That / These / Those*, then allow children time to talk in pairs.
- Move around the class and monitor children's performance. Ask some pairs to say sentences about the picture in front of the class.

### ANSWERS

*This is a squirrel / a butterfly. These are butterflies. Those are birds. That's a dog / boy.*

### 4 Write about an animal.

- Read out the example text. Ask *What's your favourite animal? What colour is it? Is it big / small? How many (legs) has it got?*
- Children draw a picture of their chosen animal and write a short text about it. Move around the class as children work and help if necessary.
- Ask some children to read out their texts to the class.
- You can display children's work around the classroom.

### Further practice

Workbook page 121

Online Practice • Culture • Wild animals

# At my school

## Culture CB pages 122–123

### Learning outcomes

To learn about schools in Britain

To write about your class

### Language

Vocabulary: *break time, home time*

Grammar: imperatives

### Materials

CD  164

### Warmer

- Tell children they are going to learn about schools in the Britain.
- Ask children what words they already know for talking about school. Write their answers on the board. Ask children what class they are in at school and how many children are in their class.

### Culture note: Schools in Britain

Children go to primary school from the age of about four or five years old until they are eleven or twelve years old. Children usually stay with the same class all day and are taught by the same teacher for all subjects.

Most school children wear a school uniform. They usually have one uniform for summer and one uniform for winter. School usually starts at about nine o'clock and finishes at about three o'clock. The children usually have a break mid-morning and a break for lunch. Some schools have a break mid-afternoon, too.

When children leave primary school, they go to secondary school. These schools are usually much bigger and children have different teachers for all their subjects. Most children go to comprehensive (government-funded) secondary schools. These are usually mixed-sex and are close to where the children live.

### 1 Listen and read. 164

- Focus on the pictures. Ask children to say where the boy is (*in a school / classroom*) and what they can see in the pictures.
- Pre-teach the words: *break time, home time*.
- Play the recording for children to listen and follow the text in their Class Books.

### 2 Read again. Finish the sentences.

- Read out the example sentence. Ask children to look at the text in Exercise 1 and find the sentence which gives them the answer (*My teacher is Miss Taylor*). Show children how the sentence has been completed with the missing word.
- Move around the class as children complete the activity, helping if necessary.
- Ask children to read out the completed sentences

### ANSWERS

- 1 Leo's teacher is Miss Taylor.
- 2 She's got straight hair.
- 3 She's got blue eyes.
- 4 Miss Taylor says, "Listen. Don't talk."
- 5 There are ten boys and ten girls.
- 6 At break time, Miss Taylor says, "Walk. Don't run."

### 3 Point and say.

- Play *Simon says* ... (see Teacher's Book page 23) using a mixture of positive and negative imperatives. If you have confident students, you can invite them to give a few instructions to the rest of the class.
- Ask children to look at the grammar box. Write the example sentences on the board and ask children to say which sentences are positive and which are negative. Explain that we use imperatives to give instructions.
- Write positive and negative imperatives on the board. Ask children to say the negative and positive forms.
- Draw a tick on one side of board and a cross on the other. Write a positive imperative sentence under the tick and a negative imperative sentence under the cross. Ask children to say what's different about the two sentences. Say negative and imperative sentences to children around the class. Children come to the board to touch the tick if the sentence is positive or the cross if the sentence is negative.
- Tell children to look at the pictures and decide what the children in the pictures are doing and whether or not they should be doing it in class.
- Children point to the pictures and say sentences using positive or negative imperatives.
- Move around the class and monitor children's performance. Ask some children to say sentences about the pictures for the class.

### ANSWERS

- a Don't talk. b Stand up! c Sit down!  
d Put your hand up! e Don't run.

### 4 Write about your class.

- Read out the example text. Ask *What class are you in? Who's your teacher? What does your teacher look like? What do you do at break time?*
- Children draw a picture of their school and write a short text about their class. Move around the class as children work and help if necessary.
- Ask children to read out their texts to the class.
- You can display children's work around the classroom.

### Further practice

Workbook page 122

Online Practice • Culture • At my school

# Review pages answer key

## Review 1

### Class Book pages 28–29

**1 Circle the odd-one-out. Write.**

1 eight 2 shoulders 3 folder 4 scooter 5 bookcase

**2 Match.**

1 c 2 e 3 a 4 b 5 d

**3 Write.**

1 my, your, my 2 my, These are, This is

**4 Read and circle.**

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

**5 Circle.**

1 c 2 l 3 b 4 k 5 e 6 d

## Review 2

### Class Book pages 50–51

**1 Circle the odd-one-out. Write.**

1 net 2 zookeeper 3 ice cream 4 mum 5 cousin

**2 Number the picture.**

(clockwise from top left) 4, 9, 3, 2, 5, 8, 6, 7, 1

**3 Look and write.**

Can, seesaw, careful, slide

**4 Write.**

1 He's 2 She's 3 He's 4 She's

**5 Look at the picture again and write.**

1 in 2 under 3 in 4 in

**6 Circle.**

1 p 2 z 3 t 4 v 5 m 6 r

## Review 3

### Class Book pages 72–73

**1 Circle the odd-one-out. Write.**

1 cherries 2 flat 3 pear 4 cardigan

**2 Write.**

1 Where's, He's 2 Where are, They're  
3 Where are, They're 4 Where's, She's

**3 Look and write.**

Hurry, Put, OK, Take

**4 Write.**

1 Her 2 His 3 His 4 His 5 Her

**5 Write the letters.**

d, g, i, l, n, q, r, u, x, z

**6 Circle.**

1 sh 2 ch 3 ch 4 sh

## Review 4

### Class Book pages 94–95

**1 Circle the odd-one-out. Write.**

1 rice 2 rectangle 3 parrot 4 yogurt

**2 Write.**

1 It's got, It's got, It hasn't got 2 It's got, It hasn't got  
3 It hasn't got, It's got 4 It hasn't got, It's got

**3 Look and write.**

Would, thanks, like, please

**4 Look at the pictures. Read and circle.**

1 like, like, don't like  
2 like, don't like, don't like

**5 Look at the pictures and write.**

a – man, cat, fan  
e – bed, pen, red

## Review 5

### Class Book pages 116–117

**1 Circle the odd-one-out. Write.**

1 shell 2 twelve 3 beach 4 the sea

**2 Write T (true) or F (false).**

1 T 2 T 3 F 4 F 5 T

**3 Write.**

1 can 2 can't 3 can't 4 can

**4 Look and write.**

can't, Look, there, Here, sofa

**5 Match.**

1 Let's make a sandcastle. 2 Let's put on sun cream.  
3 Let's go in a boat. 4 Let's find crabs.

**6 Circle the vowel.**

1 u 2 i 3 e 4 o 5 a

**7 Look at the pictures again and write.**

a – fan e – pen i – fig o – log u – jug

# Workbook answer key

## Starter Unit Page 4

- 1 Tim 2 Billy 3 Miss Jones  
4 Rosy
- Children's own answers

## Page 5

- 1 Hello  
2 How are you? I'm fine.  
3 What's your name? My name's Tim.  
4 Bye
- 1 b 2 c 3 d 4 a

## Page 6

- two, four, five, seven, eight
- (from left to right) 5, 9, 3, 1, 8, 10, 7, 6, 4, 2
- 1 nine 2 six 3 I'm ten

## Page 7

- Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
- Children colour the picture following the instructions.

## Unit 1 Page 8

- 1 pencil 2 book 3 ruler  
4 rubber 5 pen
- 1 ruler 2 pen 3 book  
4 rubber 5 pencil

## Page 9

- 1 It's a pen. b 2 It's a ruler. d  
3 It's a pencil. a 4 It's a book. e  
5 It's a rubber. c
- 1 What's this? It's a pencil.  
2 What's this? It's a rubber.  
3 What's this? It's a ruler.

## Page 10

- 1 bag 2 door 3 window
- 1 pencil 2 bookcase 3 door  
4 folder 5 window 6 pen  
7 bag

## Page 11

- 1 c 2 d 3 a 4 b
- 1 apple 2 bird 3 cat 4 dog
- The cat likes birds.  
The dog likes apples.  
Here's the cat with the bird.  
Here's the dog with the apple.
- A a B b C c D d

## Page 12

- 1 Emma 2 bag 3 rubber  
4 folder 5 pen
- Children colour the picture following the instructions.

## Page 13

- 1 three 2 two 3 three 4 three  
5 five 6 four

- Children's own answers
- Children's own answers

## Unit 2 Page 14

- (from left to right) 1, 5, 3, 2, 4
- Children's own answers
- 1 ball 2 puzzle 3 doll 4 car  
5 teddy

## Page 15

- 1 This is my puzzle.  
2 This is your ball.  
3 This is your doll.  
4 This is my teddy.
- 1 Yes, it is. 2 No, it isn't.  
3 Yes, it is. 4 No, it isn't.

## Page 16

- 1 bike 2 train 3 kite



- 1 puzzle 2 bike 3 game  
4 scooter 5 doll 6 kite  
7 train 8 car

## Page 17

- Children colour the following:  
e – egg, f – fig, g – goat, h – hat
- 1 egg 2 fig 3 goat 4 hat
- There's an egg with a blue hat.  
Look, the goat's got a fig.  
The goat likes figs.
- E e F f G g H h

## Page 18

- 1 F 2 T 3 F 4 T 5 T 6 F  
7 F 8 T
- Toys: scooter, ball, car  
Colours: yellow, white, pink  
Animals: bird, zebra, cat

## Page 19

- 1 This is my bike. b  
2 Open the door. c  
3 This is my red ball. d  
4 Close the window. a
- Children's own answers
- Children's own answers

## Unit 3 Page 20

- (clockwise from top) 2, 4, 1, 5, 3
- 1 arms 2 face 3 legs 4 ears

## Page 21

- 1 two arms 2 two legs 3 one  
nose 4 two ears

- 1 These are my eyes.  
2 This is my nose.  
3 These are my ears.  
4 This is my face.

## Page 22

- Children trace the pictures.
- Children colour the picture following the instructions.
- 1 eyes 2 ears 3 nose  
4 shoulders 5 legs 6 face

## Page 23

- I-i-ink, J-j-jam, K-k-kite, L-l-lion
- The lion's got some jam.  
The lion's got some ink.  
Look! Here's a kite.  
Oops! The lion is a mess.
- 1 jam 2 bird 3 kite 4 fig  
5 lion 6 ink 7 apple 8 cat

## Page 24

- (top row) 3, 6, 1  
(bottom row) 2, 4, 5
- 1 cat 2 face 3 four 4 legs

## Page 25

- 1 Cut out the four legs. Fold the legs. 2  
2 This is my nose. 1  
3 This is my pen. This is my pencil.  
And this is my ruler. 3  
4 It's a rubber. It's my red rubber.  
5 It's orange. The nose is pink. The  
eyes are green. It's a tiger! 4
- This is my nose / face.  
These are my eyes / ears / legs /  
arms / hands / fingers.
- Children's own answers

## Fluency Time! 1 page 26

- 1 This is Mrs White.  
2 Nice to meet you, too.  
3 This is James.  
4 Nice to meet you.  
Nice to meet you, too.
- 1 This is Emily.  
2 Nice to meet you.  
3 Nice to meet you, too.

## Page 27

- 1 Dad  
2 Kate  
3 Mrs Smith
- 1 c 2 a 3 d 4 b
- Children's own answers.  
Kate's bag is purple.

## Review 1 Pages 28–29

- Children colour the picture following the instructions.
- 1 (✓) 2 boys 2 (X) 2 girls  
3 (X) 4 windows 4 (✓) 1 door



- 3 toys: train, ball, game, puzzle  
school: pen, ruler, book, pencil  
body: eyes, eyebrows, hands, face
- 4 1 What's this?  
2 How old are you?  
3 It's a scooter.  
4 What's your name?
- 5 1 This is my nose.  
2 This is my face.  
3 These are my shoulders.  
4 These are my arms.  
5 These are my fingers.  
6 These are my legs.
- 6 1 apple 2 goat 3 fig 4 bird  
5 jam 6 cat 7 ink 8 egg

## Unit 4 Page 30

- 1 fireman, teacher, pilot, housewife, pupil  
2 1 c, housewife 2 b, teacher  
3 e, fireman 4 a, pilot 5 d, pupil

## Page 31

- 1 1 He's a pilot.  
2 She's a teacher.  
3 She's a housewife.  
4 He's a fireman.
- 2 1 Is she a housewife?  
2 Yes, she is.  
3 Is he a fireman?  
4 No, he isn't.  
5 Is she a teacher?  
6 Yes, she is.

## Page 32

- 1 1 She's a doctor.  
2 He's a policeman.  
3 He's a farmer.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| p | o | p | l | i | c | e | m | a | n | ★ |
| i | t | e | a | c | h | e | r | ★ | p |   |
| l | p | o | s | t | m | a | n | ★ | u |   |
| o | f | a | r | m | e | r | ★ | ★ | p |   |
| t | d | o | c | t | o | r | ★ | ★ | i |   |
| z | o | o | k | e | e | p | e | r | l |   |

- 2 1 pupil 2 farmer 3 policeman  
4 postman 5 zookeeper  
6 doctor 7 teacher 8 pilot

## Page 33

- 1 1 m 2 p 3 n 4 o  
2 1 pen 2 mum 3 orange  
4 nurse
- 3 My mum is a nurse.  
She's got an orange and a pen.  
She can eat the orange.  
She can write with the pen.
- 4 a, b, C, d, E, f, g, h, i, J, K, l, m, N, O, p

## Page 34

- 1 Children read the sentences.  
2 1 housewife 2 teacher 3 pupil  
4 pilot

- 3 family: mum, grandma  
jobs: pilot, housewife  
numbers: eight, six  
names: Harry, Ella

## Page 35

- 1 1 This is my grandpa.  
2 He's a postman.  
3 This is my brother.  
4 These are my hands.  
5 I'm a pupil.
- 2 Children's own answers  
3 Children's own answers

## Unit 5 Page 36

- 1 (clockwise from top left) 1, 4, 5, 3, 2  
2 1 It's a tree. 2 It's a swing.  
3 It's a slide. 4 It's a net.  
5 It's a seesaw.

## Page 37

- 1 1 Rosy's under the tree.  
2 Billy's in the net.  
3 Tim's on the slide.
- 2 1 He's on the slide.  
2 She's under the tree.  
3 He's in the net.

## Page 38

- 1 1 pool 2 frisbee 3 ice cream  
2 1 seesaw 2 tree 3 net 4 slide  
5 pool 6 frame 7 armbands

## Page 39

- 1 Q-q-queen, R-r-rabbit, S-s-sofa, T-t-teddy, U-u-umbrella  
2 The queen is on the sofa.  
The queen has got a rabbit.  
The teddy is on the sofa.  
The teddy has got an umbrella.
- 3 1 kite 2 nurse 3 queen  
4 rabbit 5 teddy  
6 orange 7 sofa 8 umbrella

## Page 40

- 1 1 bike 2 teddy 3 ball 4 kite  
5 doll  
2 1 F 2 F 3 T 4 T 5 T

## Page 41

- 1 1 My name's tim. My name's Tim.  
2 This is rosy. This is Rosy.  
3 rosy and billy are here. Rosy and Billy are here.  
4 tim is a pupil. Tim is a pupil.
- 2 swing, slide, seesaw, pool, tree, ball, frisbee  
3 Children's own answers

## Unit 6 Page 42

- 1 (clockwise from top left) 6, 5, 3, 2, 4, 1  
2 1 This is my brother.  
2 This is my mum.  
3 This is my dad.  
4 This is my grandpa.  
5 This is my grandma.

## Page 43

- 1 (left to right) 4, 1, 2, 3  
2 Children colour the picture following the instructions.  
3 1 Grandpa's 2 Billy's 3 Dad's  
4 Tim's

## Page 44

- 1 red words: uncle, dad, brother, grandpa, cousin  
yellow words: mum, aunt, sister, grandma, cousin

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| g | r | a | n | d | m | a | u |
| r | ★ | c | o | u | s | i | n |
| a | s | i | s | t | e | r | c |
| n | ★ | m | ★ | ★ | ★ | d | l |
| d | a | u | n | t | ★ | a | e |
| p | ★ | m | ★ | ★ | ★ | d | ★ |
| a | b | r | o | t | h | e | r |

- 2 1 dad 2 grandpa 3 uncle  
4 aunt 5 mum  
6 brother 7 sister 8 cousin  
9 grandma

## Page 45

- 1 van, window, box, yo-yo, zebra  
2 1 van 2 window 3 box  
4 yo-yo 5 zebra
- 3 Look out of the window.  
What can you see?  
I can see a zebra in a van  
And a yo-yo on a box.
- 4 q, R, s, t, U, v, W, X, y, Z

## Page 46

- 1 (top row) 6, 3, 4  
(bottom row) 2, 1, 5  
2 1 tree 2 ball 3 uncle  
4 bird 5 kite

## Page 47

- 1 Children trace and write.  
2 1 Who's this?  
2 Is this your teddy?  
3 Where's your bike?  
4 Is it a game?  
5 What's your name?
- 3 Children's own answers  
4 Children's own answers

## Fluency Time! 2 Page 48

- 1 1 Can I go on the swing, please?  
2 Can I go on the slide, please?  
3 Can I go on the seesaw, please?  
4 Can I go on the climbing frame, please?
- 2 1 Can I go on the climbing frame, please? Yes, OK.  
2 Look. I'm on the climbing frame! Come down now, please.  
3 Be careful of the car! I'm fine.

### Page 49

- 1 Yes  
2 No  
3 No
- 1 d 2 a 3 b 4 c
- Children's own answers

### Review 2 Pages 50–51

- 1 This is Bob's frisbee.  
2 This is Lisa's teddy.  
3 This is Bob's ball.  
4 This is Lisa's pen.
- 1 No, he isn't. 2 Yes, she is.  
3 Yes, he is. 4 No, she isn't.
- Jobs: doctor, fireman, postman, nurse  
Family: aunt, grandma, uncle, cousin  
Park: swing, slide, climbing frame, seesaw
- 1 She's a pupil.  
2 It's my brother's ice cream.  
3 She isn't a teacher.  
4 It's under the swing.
- 1 Where's the frisbee?  
2 Where's the ball?  
3 Where's the bird?  
4 Where's the book?
- 1 orange 2 mum 3 umbrella  
4 yo-yo 5 box 6 window  
7 rabbit 8 sofa

### Unit 7 Page 52

- 1 T-shirt 2 trousers 3 shorts  
4 dress
- Children colour the picture following the instructions.
- 1 trousers 2 T-shirt 3 dress  
4 socks 5 shorts

### Page 53

- 1 This is her dress.  
2 These are his trousers.  
3 This is her T-shirt.  
4 These are his shorts.
- 1 Yes, they are. 2 No, they aren't.  
3 Yes, they are. 4 No, they aren't.

### Page 54

- 1 hat 2 coat 3 shoes
- 1 socks 2 cardigan 3 coat  
4 trousers 5 shorts  
6 T-shirt 7 shoes 8 tracksuit

### Page 55



- c, d, f, h, i, j, l, n, o, r, s, v, w, y, z

### Page 56

- 1 coat 2 trousers 3 socks  
4 orange 5 T-shirt 6 football

### Page 57

- Children trace and write.
- 1 Where's my dress?  
2 He's seven.  
3 It's a bird.  
4 What's your name?  
5 She's my sister.
- Children's own answers
- Children's own answers

### Unit 8 Page 58

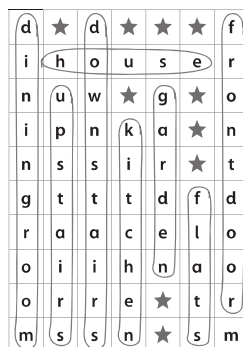
- (clockwise 4, 5, 6, 2, 1, 3)
- 1 This is in the dining room.  
2 This is in the bedroom.  
3 This is in the kitchen.  
4 This is in the living room.  
5 This is in the bathroom.

### Page 59

- 1 Where's Rosy? She's in the living room.  
2 Where are Mum and Dad? They're in the dining room.  
3 Where are Grandma and Grandpa? They're in the kitchen.  
4 Where's Billy? He's in the bedroom.
- 1 No, he isn't. 2 Yes, they are.  
3 No, they aren't. 4 Yes, she is.

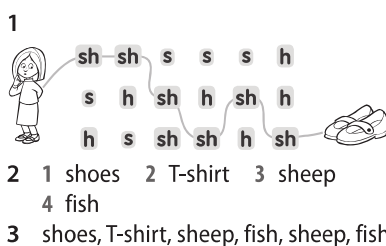
### Page 60

- (clockwise from top left) 4, 1, 2, 3, 5



- 1 dining room 2 downstairs  
3 upstairs 4 front door 5 house  
6 kitchen 7 flats 8 garden

### Page 61



- 1 shoes 2 T-shirt 3 sheep  
4 fish
- shoes, T-shirt, sheep, fish, sheep, fish

### Page 62

- Children read and point.
- 1 flat 2 brother 3 three  
4 bedroom

### Page 63

- b@g, m@m, p@n, h@t, @n, f@g,  
@gg, b@x, @nk
- a: bag, hat  
e: pen, egg  
i: fig, ink  
o: on, box  
u: mum
- Children's own answers
- Children's own answers

### Unit 9 Page 64

- 1 lunch box 2 drink 3 biscuit  
4 banana 5 sandwich 6 orange
- Children's own answers

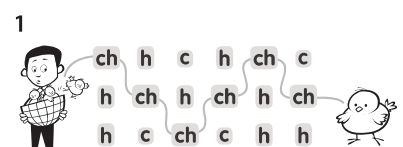
### Page 65

- (top row) 2, 1, 4  
(bottom row) 5, 6, 3
- 1 I've got an apple and a banana.  
2 I've got a sandwich and a biscuit.  
3 I've got two sandwiches and two apples.  
4 I've got an apple. I haven't got a banana.  
5 I haven't got my lunchbox. I've got a drink.  
6 I've got my lunchbox. I haven't got a drink.
- 1 I've got an apple.  
2 I haven't got a sandwich.  
3 I haven't got a biscuit.  
4 I've got an orange.

### Page 66

- 1 pear 2 grapes 3 tomato
- 1 tomato 2 pineapple 3 biscuit  
4 drink 5 sandwich 6 cherries  
7 banana 8 orange  
9 lunch box

### Page 67



- 1 Charlie 2 chick 3 chair  
4 teacher 5 lunchbox
- Charlie, teacher, chair, chick, chick,  
chick, teacher, chair, chick

### Page 68

- Children read the text.
- 1 ✓ 2 ✓ 3 ✓ 4 X 5 X  
6 ✓ 7 ✓ 8 X 9 ✓ 10 X
- 1 I haven't got a banana.  
2 I've got a drink.  
3 I've got an orange.  
4 I haven't got a biscuit.

### Page 69

- 1 a 2 an 3 an 4 an 5 a  
6 a
- 1 Is this a ball? No, it isn't. It's an apple.

- 2 Is this an orange? No, it isn't. It's a ball.
- 3 Children's own answers
- 4 Children's own answers

### Fluency Time! 3 Page 70

- 1 1 Put on your shoes.  
2 Take off your hat.  
3 Put on your socks.  
4 Take off your cardigan.
- 2 1 Get dressed now. Hurry up!  
2 Put on your blue dress.  
3 Put on your coat, please. OK, Grandma.  
4 Take off your shoes, please.

#### Page 71

- 1 1 Kate  
2 James  
3 Mrs Smith  
4 Mum
- 2 a Take off your hat.  
b Hurry up.  
c Put on your hat, please.  
d Take off your shoes, please.
- 3 Children's own answers.

### Review 3 Pages 72–73

- 1 1 a 2 an 3 a 4 an 5 a  
6 an 7 a 8 a
- 2 her: sandwich, apple, orange  
his: egg, banana, biscuit
- 3 1 I've got a sandwich.  
2 I haven't got a banana.  
3 I've got an orange.  
4 I haven't got an apple.  
5 I've got an egg.  
6 I've got a biscuit.
- 4 rooms: bedroom, living room, bathroom, kitchen  
clothes: tracksuit, socks, dress, trousers  
food: cherries, pear, pineapple, grapes
- 5 1 Is Grandpa in the garden?  
2 Is this his cardigan?  
3 She's in the dining room.  
4 I've got a drink.  
5 Where's my sister?  
6 Is Grandma upstairs?
- 6 1 cat 2 chick 3 hat 4 shoes  
5 sofa

### Unit 10 Page 74

- 1 Children draw their picture.
- 2 Children's own answers
- 3 Children's own answers

#### Page 75

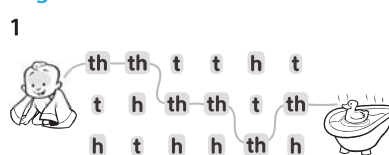
- 1 1 Children colour the pictures following the instructions.
- 2 1 Sarah hasn't got brown eyes. She's got blue eyes.

- 2 She's got long hair. She hasn't got short hair.
- 3 She hasn't got curly hair. She's got straight hair.
- 4 She's got blond hair. She hasn't got black hair.
- 5 Rick hasn't got brown eyes. He's got green eyes.
- 6 He's got short hair. He hasn't got long hair.
- 7 He's got curly hair. He hasn't got straight hair.
- 8 He hasn't got blond hair. He's got brown hair.

#### Page 76

- 1 4 squares, 5 triangles, 2 rectangles, 3 circles, 3 diamonds
- 2 1 triangle 2 rectangle 3 circle  
4 square

#### Page 77



- 2 1 Theo 2 three 3 bath  
4 teeth
- 3 Theo, bath, three, Theo, teeth, three

#### Page 78

- 1 Children read the text.
- 2

| Hair  | black | blond | brown | short | long | curly | straight |
|-------|-------|-------|-------|-------|------|-------|----------|
| Simon | ✓     |       |       | ✓     |      | ✓     |          |
| Ed    |       |       | ✓     | ✓     |      |       | ✓        |
| Amy   |       | ✓     |       |       | ✓    | ✓     |          |
| Eyes  | green | brown | blue  |       |      |       |          |
| Simon |       | ✓     |       |       |      |       |          |
| Ed    | ✓     |       |       |       |      |       |          |
| Amy   |       |       | ✓     |       |      |       |          |

- 3 1 Simon 2 Ed 3 Amy

#### Page 79

- 1 1 I've got short hair.  
2 I've got long hair.  
3 It's got black eyes.  
4 She's got blue eyes.  
5 He's got curly hair.
- 2 Children's own answers
- 3 Children's own answers

### Unit 11 Page 80

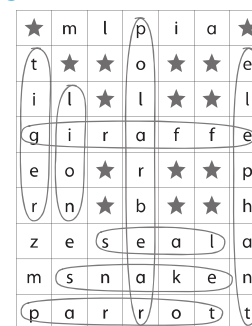
- 1 1 monkey – little 2 giraffe – tall  
3 elephant – big
- 2 1 What are these?  
They're giraffes.  
They're tall.

- 2 What are these?  
They're monkeys.  
They're little.
- 3 What are these?  
They're elephants.  
They're big.

#### Page 81

- 1 1 😊 2 😞 3 😞 4 😊  
5 😊 6 😞
- 2 1 I don't like giraffes.  
2 I like monkeys.  
3 I like zebras.  
4 I don't like elephants.

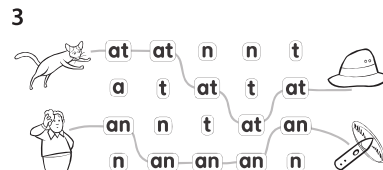
#### Page 82



- 1 1 snake 2 elephant 3 giraffe  
4 polar bear 5 lion 6 seal  
7 tiger 8 parrot
- 2 1 The elephant's ears are big. The elephant's nose is long.  
2 The parrot's legs are short. The parrot's eyes are little.

#### Page 83

- 1 cat, hat, man, fan
- 2 1 The cat has got a hat.  
2 The man has got a fan.
- 3



#### Page 84



- 1 Children read the poem.
- 2 1 seals ✓ 2 monkeys ✓  
3 elephants ✗ 4 zebras ✓  
5 giraffes ✗ 6 snakes ✓
- 3 1 T 2 F 3 T 4 T 5 F 6 T

#### Page 85

- 1 1 This is a tall boy.  
2 This is a big dog.  
3 This is a long snake.  
4 He's got short hair.  
5 It's got little ears.  
6 It's a brown monkey.
- 2 Children's own answers
- 3 Children's own answers

## Unit 12 Page 86

1

|   | meat | yogurt | fish | carrots | rice | bread |
|---|------|--------|------|---------|------|-------|
|  | ✓    | ✗      | ✗    | ✓       | ✓    | ✗     |
|  | ✗    | ✓      | ✓    | ✓       | ✗    | ✓     |

- 2 1 I like meat and rice. I don't like yogurt.  
2 I like fish and carrots. I don't like meat.

### Page 87

- 1 1 Do you like bananas?  
2 Yes, I do.  
3 Do you like carrots?  
4 No, I don't.  
5 Do you like bread?  
6 Yes, I do.  
2 1 Do you like carrots? Yes, I do.  
2 Do you like meat and rice? Yes, I do.  
3 Do you like carrots? No, I don't.  
4 I like yogurt.

### Page 88

- 1 1 hot chocolate 2 water 3 milk  
4 tea 5 juice  
2 1 milk 2 hot chocolate 3 juice

### Page 89

- 1 bed, red, pen, Ken  
2 pen, red, Ken's, bed  
3 1 hat 2 pen 3 fan 4 bed

### Page 90

- 1 Children read the text.  
2 1 b, Alice 2 a, Alice 3 e, Steve  
4 f, Alice 5 d, Steve 6 c, Alice  
7 h, Alice 8 g, Steve

### Page 91

- 1 1 I don't like carrots.  
2 This isn't a yogurt.  
3 They aren't ice creams.  
4 No, it isn't.  
5 No, they aren't.  
6 I don't like juice.  
2 1 I don't like apples.  
2 Her hair isn't straight.  
3 They're not circles.  
4 This isn't tea.  
5 It's not his house.  
3 Children's own answers  
4 Children's own answers

## Fluency Time! 4 Page 92

- 1 1 Would you like rice?  
2 Would you like cherries?  
3 Would you like a sandwich?  
4 Would you like an apple?

- 2 1 Would you like rice? Yes, please.  
2 This is delicious.  
3 Would you like a tomato? No, thanks. I'm full.  
4 You're welcome.

### Page 93

- 1 1 d 2 a 3 c 4 b  
2 1 Mum  
2 James  
3 Mum  
4 James  
5 James  
3 Children's own answers

## Review 4 Pages 94–95

- 1 1 Toby's got black hair.  
2 Tanya hasn't got curly hair.  
3 He hasn't got long hair.  
4 She's got blond hair.  
5 He hasn't got brown eyes.  
6 She's got blue eyes.  
2 1 This is a little monkey.  
2 This is a tall giraffe.  
3 This is a big elephant.  
4 This is a green snake.  
3 shapes: square, triangle, diamond  
food: yogurt, rice, carrots  
animals: polar bear, seal, parrot  
drinks: tea, juice, water  
4 1 I like giraffes.  
2 I don't like parrots.  
3 Do you like snakes?  
4 No, I don't.  
5 Do you like tigers?  
6 Yes, I do.  
5 1 I like elephants. d  
2 I don't like giraffes. b  
3 I don't like monkeys. a  
4 I like zebras. c  
6 1 chair 2 three 3 fish  
4 sheep 5 teacher

## Unit 13 Page 96

- 1 Children draw the bedroom items.  
2 1 Where's the pillow? It's on the bed.  
2 Where's the book? It's on the shelf.  
3 Where the blanket? It's on the bed.  
4 Where the pen? It's on the shelf.  
5 Where's the T-shirt? It's in the cupboard.  
6 Where's the teddy? It's on the rug.

### Page 97

- 1 1 There's 2 There are 3 There are  
4 There's  
2 1 There's a cupboard.  
2 There are four books.  
3 There are two pillows.  
4 There are two beds.  
5 There's a shelf.  
6 There's a rug.

## Page 98

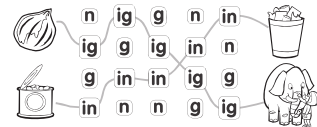
- 1 It's a bed.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| f | o | u | r | t | e | e | n | ★ |
| ★ | e | i | g | h | t | e | e | n |
| ★ | ★ | t | w | e | n | t | y | i |
| s | e | v | e | n | t | e | e | n |
| s | i | x | t | e | e | n | l | e |
| ★ | ★ | ★ | ★ | ★ | ★ | ★ | e | t |
| f | i | f | t | e | e | n | v | e |
| ★ | ★ | t | w | e | l | v | e | e |
| t | h | i | r | t | e | e | n | n |

- 2 eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

### Page 99

- 1 bin, tin, fig, big  
2 fig, tin, fig, bin  
3



### Page 100

- 1 Children read and colour.  
2 1 d 2 g 3 a 4 b 5 f 6 h  
7 c 8 e

### Page 101

- 1 1 Where's your bed? It's in my bedroom.  
2 What's on your shelf? My books are on my shelf.  
3 Do you like your bedroom? Yes, I do.  
2 1 What's her name?  
2 Her name's Lola.  
3 What's on her shelf?  
4 Are the shoes blue?  
3 Children's own answers  
4 Children's own answers

## Unit 14 Page 102

- 1 talk, fly, run, walk, swim, climb  
2 1 fly 2 climb 3 walk 4 run  
5 talk 6 swim

### Page 103

- 1 1 can 2 can't 3 can 4 can't  
5 can 6 can't  
2 1 No, he can't.  
2 Yes, he can.  
3 Yes, she can.  
4 No, she can't.  
5 Yes, it can.  
6 No, it can't.

### Page 104

- 1 1 sing 2 draw 3 write  
2 1 swim 2 walk 3 write  
4 climb 5 dance 6 sing 7 fly  
8 run



### Page 105

- 1 dog, log, fox, box
- 2 dog, log, fox, box
- 3 1 box 2 tin 3 dog 4 fig

### Page 106

- 1 Children read and colour following the instructions.
- 2 1 bird 2 pink 3 eyes 4 long 5 leg 6 white

### Page 107

- 1 1 A giraffe can't climb trees.  
2 I can't swim.  
3 This snake can't walk.  
4 A dog can't fly.
- 2 1 A giraffe cannot swim.  
2 A monkey cannot fly.  
3 A snake cannot run.  
4 A dog cannot talk.
- 3 Children's own answers
- 4 Children's own answers

## Unit 15 Page 108

- 1 (clockwise from top) 2, 3, 1, 4, 5, 6
- 2 1 beach 2 sandcastle 3 crabs 4 sea 5 boat 6 shells

### Page 109

- 1 1 find 2 make 3 swim 4 go 5 find 6 play
- 2 1 Let's go in a boat.  
2 Let's play ball.  
3 Let's make a sandcastle.  
4 Let's find crabs.  
5 Let's swim in the sea.  
6 Let's find shells.

### Page 110

- 1 1 He's got sun cream.  
2 She's got an ice cream.  
3 He's got a bat.



- 2 1 crab 2 bucket 3 sandcastle 4 bat 5 shell 6 sea 7 ice lolly 8 sun cream 9 spade 10 beach

### Page 111

- 1 1 jug 2 rug 3 mum 4 sum
- 2 rug, jug, mum, sum
- 3 1 sum 2 fox 3 jug 4 log

### Page 112

- 1 Children read the text.
- 2 1 fish, birds 2 crab 3 ten 4 two 5 eight 6 Yes

### Page 113

- 1 1 Let's climb.  
2 Let's sing a song.  
3 Let's run.  
4 Let's play ball.
- 2 1 sing 2 climb 3 play 4 run
- 3 Children circle sandcastle, shells, birds, crabs, ball, bat, kite, sun cream, frisbee, boat.
- 4 Children's own answers

## Fluency Time! 5 Page 114

- 1 1 I can't find my pen.  
2 Look on the chair.  
3 I can't find my bag.  
4 Look on the cupboard.
- 2 1 I can't find my shoes. Look in the living room.  
2 They aren't there. Look in the kitchen.  
3 Here they are. Thanks, Grandpa.  
4 Now I can't find my hat.

### Page 115

- 1 1 b 2 c 3 a 4 d
- 2 1 I can't find my pencil case.  
2 Look under your pillow.  
3 It isn't there.  
4 Here it is.  
5 It's under your bed.  
Thank you, Dad.
- 3 Children's own answers.

## Review 5 Pages 116–117

- 1 1 There is 1 bat.  
2 There is 1 ice lolly.  
3 There are 3 crabs.  
4 There is 1 boat.  
5 There are 2 sandcastles.  
6 There are 2 shells.
- 2 sixteen, twelve, nineteen, thirteen
- 3 bedroom: bed, blanket, shelf  
beach: sun cream, boat, bucket  
numbers: fourteen, fifteen, seventeen  
verbs: dance, draw, talk
- 4 1 Let's go to the beach!  
2 That's a good idea.  
3 Can you swim?  
4 Yes, I can.  
5 Let's swim in the sea!
- 5 1 pen 2 sum 3 fox 4 cat 5 man 6 bin 7 leg 8 box
- 6 Children's own answers

## Fluency Time! Review

### Page 118 and 119

- 1 1 I'm on the climbing frame.  
4 Nice to meet you.  
7 Can I go on the swing, please?  
9 Put on your hat.  
12 Take off your coat.  
14 Would you like some rice?  
17 I can't find my teddy.  
18 Be careful of the ball.  
22 No, thanks.  
23 Hurry up.

## Culture Page 120

- 1 1 Which 2 Who 3 Where 4 What
- 2 1 d 2 a 3 b 4 c 5 f 6 e

## Culture Page 121

- 1 1 This park 2 fish 3 These like 4 birds
- 2 1 This 2 That 3 Those 4 These

## Culture Page 122

- 1 1 I'm, nineteen 2 teacher, short 3 Sit, Don't 4 run
- 2 1 Don't walk. 2 Don't stand up. 3 Don't sing. 4 Don't talk.

# Course Resource notes

The Course Resources section of the Teacher's Resource Centre contains Extra Writing and Values worksheets for each unit, Writing Portfolio worksheets, two playscripts of traditional children's stories, five Fluency Time! project templates and five Cut and Make activities.

The Extra Writing worksheets can be used after Lesson 3 in each unit, the Values worksheets after Lesson 6 and the Writing Portfolio worksheets after every three units. Information on the values element of this course can be found in the Introduction to this Teacher's Book. These pages give information on how to use the two playscripts, the Cut and Make activities and the Fluency Time! project templates.

## Playscript 1 Where is my hat?

### Synopsis

Billy, Rosy, Tim, Mum, Dad, Grandma, and Grandad are all in the house getting ready to go out. They are putting on their shoes, coats, hats, and gloves as it is a cold day. Billy is looking for his shoes, coat, and hat, and is asking various family members to help him. He forgets that he is already wearing his hat and he puts on a coat that is much too big.

### Cast

Billy, Rosy, Mum, Dad, Grandma, Grandad, Tim, the Chorus (singers)

### Setting

The play takes place in the hall of Rosy's house.

### Props

- A table and chairs
- An adult-size coat in a cupboard
- Billy's shoes under a chair
- Billy is wearing a red hat but no shoes or coat
- The other characters need coats, hats, gloves, and scarves, which they put on during the play.

## Playscript 2 A present for Miss Jones

### Synopsis

Rosy and Tim are in the classroom with their friends Ella, Lily, John, and Max. They want to give Miss Jones a present. Ella has brought biscuits, Max has bought flowers, and the others have made pictures and mobiles. Suddenly, Rosy clumsily knocks some paint over the things they have made and the biscuits fall on the floor. They are dismayed, but Tim has a great idea: to sing a song for Miss Jones instead. Miss Jones is delighted with her present.

### Cast

Rosy, Tim, Miss Jones, Ella, Lily, John, Max, the Chorus (singers)

### Setting

The play takes place in a classroom.

### Props

- A table and chair for Miss Jones
- Tables and chairs for the children
- Some paper and pens on the table
- Hand-drawn pictures of a parrot, a tiger, and an elephant
- A plate and some pretend chocolate biscuits – made from card or paper.
- Some flowers made out of coloured paper
- A large, empty paint tub

### Preparing for the performances

Read through the play with the class as a group. Allocate the character roles to stronger children. The rest of the group take part in the chorus, singing the song.

Read through the play several times so that the characters and the chorus get a chance to practise their lines. Ask comprehension questions to check that children understand what is happening throughout. Encourage children to take home copies of the playscript to practise and learn their lines at home.

Now practise the play in class, with the key characters at the front (the chorus can remain in their seats). Practise the play again using the props, with the chorus joining the characters at the front to sing the song. Do this as many times as is necessary before the performance for the parents. You may wish to hand out copies of the playscript to parents at the performance.

## Cut and Make 1 (Unit 3) Paper lion

### Materials

One photocopy of the lion cut-out per child; coloured pens or pencils, scissors, glue, and string for each group of children

### Method

- Colour the body parts suitable colours for a lion.
- Cut out the body. Cut the face carefully so that it isn't detached from the body. Give help where necessary.
- Fold the tail backwards so that it sticks up. Then fold the face backwards carefully so that the head sits up.
- Next, cut out the four legs and paws. Fold the legs in a concertina style (backwards and forwards at about 1 cm intervals).
- Stick the paws onto the bottom of the folded legs. Then stick the top of each leg onto the underside of the body.

### Activities

- Attach a string to the top of the lion to make it 'walk'.

## Cut and Make 2 (Unit 4)

### Finger puppets

#### Materials

One photocopy of the puppet page per child, OR one per group of five children; coloured pens or pencils, scissors, and glue for each group of children

#### Method

- Hand out the puppet cut-out sheets, either one for each child or one for each group of five children. (If there is one sheet per group, children will each colour and cut out one puppet from the page.)
- Review the vocabulary: *doctor, policeman, farmer, teacher, pupil*.
- Children colour each puppet and then cut them out.
- Show children how to glue the tabs to make the puppet fit around their fingers.

#### Activities

- Use the puppets for a point and say activity. Children choose one of their puppets, show it and say what it is, e.g. *He's a farmer. She's a pupil*.
- Use the puppets with the Unit 4 song *Two kind doctors* (Class Book, page 30). As children sing each verse they hold up the corresponding puppet.
- Use the puppets for a simple ask and answer activity. Holding a finger puppet, ask *Is he a policeman?* Children answer *Yes, he is. / No, he isn't*. Children can come to the front of the class and ask the questions themselves.

## Cut and Make 3 (Unit 7)

### Doll and doll's clothes

#### Materials

One photocopy of the doll and clothes page per child; coloured pens or pencils and scissors for each group of children; card (optional); a long piece of string and some pegs (optional)

#### Method

- Colour the clothes, then cut them out. Cut out the doll.
- If you have card, use it to reinforce the doll so that it is a little stronger.
- Show children how to fold the tabs so that the clothes fit on the doll.

#### Activities

- Children show their dolls and make simple sentences such as *Her trousers are blue*.
- Children hold up the clothes items and sing a variation of the song *Every day I put on my (socks)* (Class Book page 50). Hold up an item, such as the T-shirt, and ask children to sing accordingly *I put on my T-shirt*.
- Children can stick clothes onto their dolls, label them, and display them in the classroom. You could also supply a long piece of string and pegs and get children to make a clothes line.

## Cut and Make 4 (Unit 11)

### Animal mask

#### Materials

One photocopy of the mask per child; coloured pens or pencils, scissors, string / elastic for each group of children; card (optional)

#### Method

- Colour the animal mask and then cut it out.
- Cut out the holes for the eyes carefully.
- Use card if you have it to make the mask a little stronger.
- Make small holes on the sides of the mask.
- Show children how to thread string or elastic through the holes. Give help where necessary.

#### Activities

- Sing *At the zoo* (Class Book page 76) with the class and get them to hold up or put on the masks at the appropriate verse.

## Cut and Make 5 (Unit 15)

### Beach mobile

#### Materials

One photocopy of the page per child; coloured pens or pencils, scissors, sticky tape, string or elastic for each group of children; two straws or wooden sticks per child; card (optional)

#### Method

- Hand out a copy of the cut-out sheet to each pupil. Show them the picture of the completed mobile.
- Children colour the crab, boat, shell, and sandcastle and then cut them out.
- Use card if you have it to make the pieces a little stronger.
- Show children how to stick together the straws or wooden sticks to make the mobile base.
- Show them how to thread string or elastic through the holes at the top of the pictures and attach these to the straws or sticks.
- Attach another piece of string to the cross of the straws or sticks so that the mobile can be hung up.

#### Activities

- Children can show their mobiles and say simple sentences e.g. *My boat is (yellow). I like (shells). I don't like (crabs)*.

## Fluency Time! 1 Make a puppet

CB page 27

#### Materials

One copy of the puppet template per child (See Teacher's Resource Centre), coloured pens or pencils, scissors and glue for each group of children

#### Method

- Before the lesson, cut out and prepare your own puppet to use as a demonstration.
- Give each child one of the puppet templates (there will be two on each sheet you print off).

- Put the children in groups to share coloured pencils, scissors and glue.
- Ask children to first colour in their puppet template using suitable colours, to show the front and back of their character.
- Then ask them to cut carefully around the dotted lines.
- Show each group how to fold the template in half and put glue on the tab. They stick the tab to the front section to make the puppet shape.

### Activities

- Children can use their puppet carry out simple dialogues, practising introductions and greetings.

## Fluency Time! 2 A park poster CB page 49

### Materials

- One copy of the poster template per child (See Teacher's Resource Centre), coloured pens or pencils, scissors and glue for each group of children

### Method

- Before the lesson, colour and cut out your own poster to use as a demonstration.
- Give each child one poster template and one sheet of objects in a park.
- Put the children in groups to share coloured pencils, scissors and glue.
- Ask children to first colour in their park picture using suitable colours, then colour in the separate items.
- Then ask them to carefully cut out the objects, and choose where to stick them on the poster.
- Finally, ask children to choose a place to draw themselves playing in the park.

### Activities

- Children work in pairs to describe their pictures, and ask and answer questions about playing in a park.

## Fluency Time! 3 A clothes cube CB page 71

### Materials

- One copy of the clothes cube template per child (See Teacher's Resource Centre), coloured pens or pencils, scissors and glue for each group of children

### Method

- Before the lesson, colour and cut out your own clothes cube to use as a demonstration.
- Give each child one clothes cube template.
- Put the children in groups to share coloured pencils, scissors and glue.
- Ask children to first colour in their items of clothing.
- Then ask them to carefully cut around the dotted lines to cut the cube out.
- Show each group how to fold back along the central dotted lines to make a cube shape.
- Demonstrate how to put glue on the tabs, in order to stick the cube together.

### Activities

- Point out the ticks and crosses. Children can use these to play a game in pairs. They throw the cube and look at the picture which lands face up, and make a sentence as shown in the Class Book.

## Fluency Time! 4 A food plate CB page 93

### Materials

- One copy of the food plate template per child (See Teacher's Resource Centre), coloured pens or pencils, scissors and glue for each group of children

### Method

- Before the lesson, colour and cut out your own food plate to use as a demonstration.
- Give each child one plate template and one sheet of food.
- Put the children in groups to share coloured pencils, scissors and glue.
- Ask children to first colour in their plate and the meat which is already in place. They cut this out, then colour in the separate items in suitable colours.
- Then ask them to carefully cut out the food items, and choose two of them to stick onto the plate.

### Activities

- Children work in pairs to describe their plates.
- They can also play a game with the extra items to complete their plates. They practise asking and answering about food they like, as shown in the Class Book dialogue.

## Fluency Time! 5 A bedroom poster CB page 115

### Materials

- One copy of the poster template per child (See Teacher's Resource Centre), coloured pens or pencils, scissors and glue for each group of children

### Method

- Before the lesson, colour and cut out your own bedroom poster to use as a demonstration.
- Give each child one bedroom template and one sheet of items in a bedroom.
- Put the children in groups to share coloured pencils, scissors and glue.
- Ask children to first decorate their bedroom using their favourite colours.
- They can then colour in the separate items, and cut carefully around the dotted lines.
- Put glue on each of the tab sections so that the door, blanket and pillow can be lifted up.
- Show children how to 'hide' the objects in different places on the poster, using the items with tabs to hide or reveal the teddy, book and sock.

### Activities

- Children play with their posters in pairs, asking and answering about where each item is.





# Wordlist

Words in **bold** are core words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

## Starter Unit

Billy  
blue  
class  
come  
come on  
cousin  
**eight**  
everyone  
**five**  
**four**  
Friday  
fun  
Goodbye  
**green**  
Hello  
Hi  
Miss Jones  
Monday  
**nine**  
**one**  
**orange (adj)**  
pink  
purple  
rainbow  
**red**  
Rosy  
Saturday  
**seven**  
sing  
**six**  
sorry  
Sunday  
**ten**  
this  
**three**  
Thursday  
Tim  
too  
Tuesday  
**two**  
Wednesday  
who  
**yellow**

## Unit 1

apple  
bag  
bird  
**book**  
bookcase  
cat  
close (v)  
**dog**  
**door**  
folder  
here  
like (v)  
look at  
OK  
open (v)  
**pen**  
**pencil**  
pencil case  
**rubber**  
ruler  
school bag  
school things  
see  
train  
**window**

## Unit 2

animal  
**ball**  
big  
**bike**  
**car**  
colour (n)  
**doll**  
egg  
fat  
favourite  
**fig**  
furry  
game  
goat  
**hat**  
**kite**  
love (v)  
lovely  
**puzzle**

scooter  
teddy  
toy  
train

## Unit 3

all  
arms  
body  
colour (v)  
cut (out)  
ears  
eyebrows  
eyes  
**face**  
fingers  
fold (v)  
hands  
ink  
jam  
kite  
legs  
Let's  
**lion**  
long  
make  
mess

**nose**  
now  
Oops!  
paper  
paw  
point to  
put on  
shoulders  
stick (v)  
tail  
that's right  
then

## Unit 4

again  
brother  
**doctor**  
eat  
family  
farmer  
fireman

Grandma  
Grandpa  
happy  
hero  
**housewife**  
kind  
lane  
meat  
meet  
**mum**  
nurse  
**orange (n)**  
**pen**  
**pilot**  
**policeman**  
**postman**  
**pupil**  
**teacher**  
uncle  
write  
zookeeper

## Unit 5

armbands  
boy  
**climbing frame**  
cool  
football  
**frisbee**  
girl  
goal  
good try  
help (v)  
**ice cream**  
in  
**net**  
nice  
on  
park (n)  
play (v)  
**pool**  
queen  
rabbit  
seesaw  
slide  
sofa  
swing

teddy  
tree  
umbrella  
under  
where

## Unit 6

at  
**aunt**  
**box**  
**brother**  
cousin  
dad  
find  
flying  
**grandma**  
**grandpa**  
into  
know  
look (out of)  
lots of  
love (n)

**mum**  
photo  
**sister**  
still  
the others  
they  
throw  
**uncle**  
**van**  
**window**  
**yo-yo**  
**zebra**

## Unit 7

basket  
**cardigan**  
clothes  
**coat**  
day  
**dress**  
every  
**hat**  
her  
his  
shoes  
shorts

socks  
team  
tracksuit  
trousers  
try on  
T-shirt  
what about

### Unit 8

balcony  
bathroom  
bedroom  
certificate  
chair  
dining room  
downstairs  
fish  
flat  
follow  
front door  
garden  
go  
good  
house  
kitchen  
little  
living room  
next door  
sheep  
shoes  
show (v)  
surprise  
table  
through  
TV  
upstairs  
want  
well done  
work

### Unit 9

apple  
banana  
biscuit  
chair  
cheese  
cherries  
chick  
chirp  
choose  
drinks  
get  
grapes

inside  
lunch  
lunch box  
lunchtime  
pear  
pineapple  
sandwich  
say  
share  
teacher  
today  
tomato  
water

### Unit 10

bath  
best  
blond  
brown  
circle  
count  
curly  
dear  
diamond  
friend  
from  
great  
hair  
jumper  
just  
long  
new  
over there  
picture  
rectangle

round  
short  
side  
smooth  
square  
straight  
tall  
teeth  
tell  
the same  
three  
triangle

### Unit 11

at all  
big  
cat  
elephant

fan  
first  
food  
funny  
giraffe  
growl  
guess  
head  
hear  
hip, hooray  
hiss  
leaves  
listen  
little  
man  
monkey  
neck  
next  
on top of  
parrot  
polar bear  
pretty  
seal  
snake  
squawk  
tall  
there  
tiger  
tongue  
top  
true  
wrong  
zoo

### Unit 12

because  
bed  
bread  
café  
carrots  
dessert  
dinnertime  
drink (v)  
finished  
fish  
hot chocolate  
hungry  
juice  
late  
meat  
menu  
milk

pen  
red  
rice  
school  
tea  
water  
yogurt

### Unit 13

bed  
bin  
blanket  
cupboard  
eighteen  
eleven  
fifteen  
fig  
fourteen  
get in  
letter  
magazine  
more  
nineteen  
pillow  
put  
room  
rug  
seventeen  
shelf  
sixteen  
star (adj)  
thirteen  
tidy (adj)  
tidy up  
tin  
twelve  
twenty

### Unit 14

alphabet  
anything  
beautiful  
can (v)  
clever  
climb  
cook  
dance  
do  
dog  
draw  
fast  
fly  
fox

fruit  
jump  
live (v)  
log  
nuts  
pet  
run  
silly  
sing  
sitting  
smile (v)  
song  
stripes  
swim  
talk  
very  
walk  
write

### Unit 15

alone  
another  
bat  
beach  
boat  
bucket  
clean  
crab  
enjoy  
flavour  
forget  
good idea  
hotel  
ice lolly  
jug  
litter  
rock pool  
rug  
sandcastle  
sandy  
shell  
spade  
stall  
sum  
sun cream  
the sea  
together  
wait  
welcome  
wonderful

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