

American

Family and Friends

2nd Edition

2

Teacher's Book Plus

Teacher's Book

- Step-by-step lesson procedures
- Differentiated classroom activities
- 21st Century Learning

Teacher's Resource Center

- Editable tests with audio
- Extensive diagnostic and skills testing
- Cambridge English: YLE exam preparation
- Extra writing resources – including portfolio
- Student Book craft templates

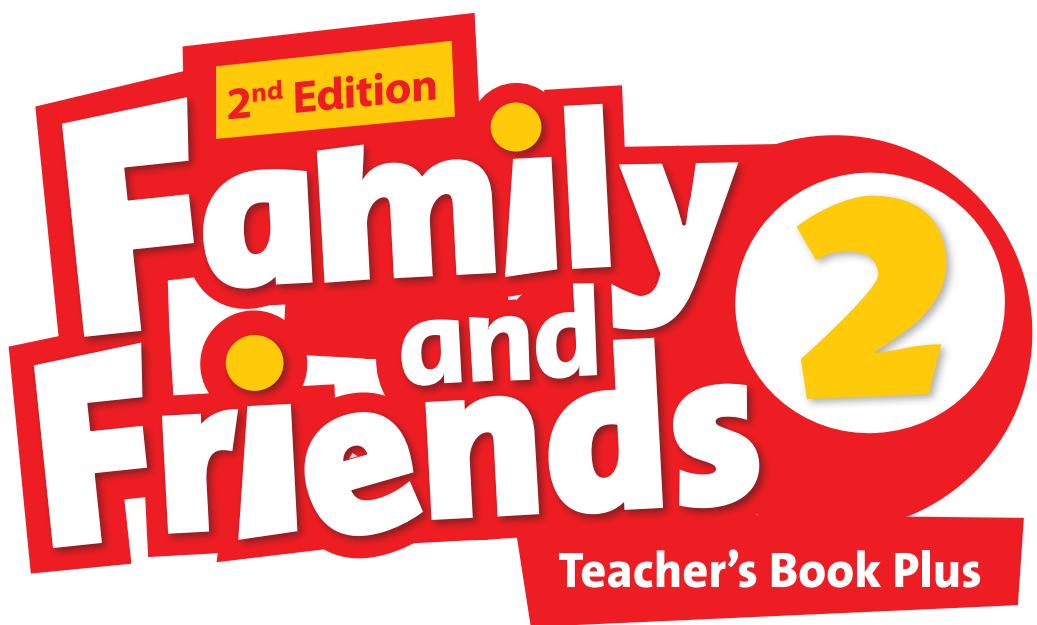
Fluency DVD

- Everyday English scenes from the Student Book
- Native English speakers in real-life scenarios

Online Practice

- Learning management system
- Interactive, auto-scoring exercises
- Online gradebook
- Social learning tools





2nd Edition

Family and Friends

2

Teacher's Book Plus

Julie Penn

Introduction by **Naomi Simmons**

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Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: Welcome back!	p28	Revision: words to describe people, numbers 1–20, family, colors, toys, days of the week Extra: welcome back, learning, end (v), bump, down, week, white, black	I have brown hair. This is my cousin. He has green eyes. Where's Billy? Is he under the bed? There is... There are...
1 Our new things	p32	School things Core: classroom, table, computer, coat hook, pencil case, board, poster, picture, drawers, cabinet, CD player Extra: whiteboard, Wow!, this, that, these, those, what, have a look, work (n), game, touch, knee, feet, bright, wall, sit, with, swimming pool	This / That is... These / Those are...
Fluency Time! 1	p38	Finding things I can't find my... Look under your... It isn't there. Here it is!	
2 They're happy now!	p40	Feelings Core: hot, cold, hungry, thirsty, happy, sad, tired, angry, scared, brave, nervous Extra: babies, twins, cry (v), go to sleep, snore, hug (v), yourself, stamp (v), feelings, feel, sometimes, always, behave, fear, gone, carry on, laugh (v), until, broken, poor, nearly, wake up	We're / They're happy. Are they hot? Yes, they are. / No, they aren't.
Math Time!	p46	Division	
3 I can ride a bike!	p48	Outdoor activities Core: ride a bike, ride a horse, skate, skateboard, play tennis, play soccer Prepositions of place Core: behind, in front of, next to, between Extra: teach, stop, anywhere, hiding, by, perfect, aged, seat, wheel, children, grass, sand, take, young, skateboard (n), skates (n), outdoor (adj)	She can / can't ride a bike. Can he play tennis? Yes, he can. / No, he can't. Prepositions of place
Review 1	p54	Revision of vocabulary and structures from Units 1–3	
4 Do you have a milkshake?	p56	Food Core: salad, fries, pizza, milkshake, cheese sandwich, chicken Numbers 20–100 Core: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred Extra: start (v + n), easy, if, try, number, high, done, much, olive, sure, buy	Do you have a milkshake? Yes, I do. / No, I don't. Does he have fries? Yes, he does. / No, he doesn't.
Fluency Time! 2	p62	Classroom language What's this in English? Speak more slowly, please. Can you spell it, please?	
5 We have English!	p64	School subjects Core: art, math, English, science, P.E., music School rooms Core: school yard, field, art room, computer room, gym Extra: our, their, time, wear, paint, headphones, speak, study, read, primary, lesson, break time, learn	What do we have on Monday? We have science. When do we have P.E.? our / their
Art Time!	p70	Self-portraits	
6 Let's play after school!	p72	After-school activities Core: help my mom, do my homework, visit my grandma, go swimming, have a music lesson, watch TV, listen to music, play with friends, read a book, write an email Extra: how about, well, after, a lot, on my own, cook (v), stories, CD, sport	I visit my grandma every Tuesday. I go swimming every Thursday. I don't watch TV.
Review 2	p78	Revision of vocabulary and structures from Units 1–6	
7 Let's buy presents!	p80	Special days Core: chocolate, candy, balloon, present, cake, card, neighbor, pastries, nuts, tie, buy Extra: birthday, tomorrow, scared of, asleep, someone, or, take off, outside, sky, in half, think about, front, smile (n), everything, give	What do you like? I like / don't like balloons. What does he like? He likes / doesn't like chocolate.
Fluency Time! 3	p86	Shopping Can I help you? I want ... Anything else? How much is it?	

Phonics	Skills	Values
	Listening: identifying people from their descriptions (listening for specific information) Speaking: <i>She has curly hair. His name's James. How many...? What color...?</i> (describing people's appearance; introducing yourself and other people; talking about objects)	Understanding and respecting differences between people
Review of the alphabet and initial sounds	Reading: a description (reading a text describing pictures; reading for specific words) Listening: identifying people and objects from their description (numbering items in the correct order) Speaking: <i>How many...? There are...</i> (asking and answering questions about a picture) Writing: capitalization; Workbook – writing about my classroom (guided writing)	Keep your classroom neat (contributing to keeping the classroom neat) Understanding that it is important to look after possessions and the classroom
Craft: a bedroom poster		
Review of digraphs: <i>ch sh th</i> <i>ch: chair teacher</i> <i>sh: shoes fish</i> <i>th: thumb bath</i>	Reading: a poem: "My feelings" (reading and understanding a poem; matching words with information in the poem) Listening: identifying feelings (numbering pictures of feelings in the correct order) Speaking: <i>Is he sad? No, he isn't. He's...</i> (asking and answering questions about how people feel) Writing: long and short forms; Workbook – writing about my feelings (guided writing)	Let's help each other (finding ways to help people when they need it) Caring for other people
Project: a shape mobile		
Review of CVC words: <i>a e i o u</i> <i>a: cat van</i> <i>e: pen bed</i> <i>i: pig fig</i> <i>o: mop fox</i> <i>u: bus bug</i>	Reading: information on a webpage (reading and understanding information on a webpage; choosing the correct information from the text) Listening: identifying outdoor toys (numbering objects in the correct order) Speaking: <i>Where's the skateboard? It's in front of the table.</i> (asking and answering questions about where things are) Writing: using <i>a/an</i> ; Workbook – writing about what I can and can't do (guided writing)	Sports and safety (practicing sports safely) Encouraging and helping people to be brave
Craft: a school word wheel		
Consonant blends: <i>gr br fr</i> <i>gr: grass grapes</i> <i>br: brush bread</i> <i>fr: frog frisbee</i>	Reading: a caption story (reading and understanding a caption story; finding specific information in a text) Listening: identifying which food items are available in a store Speaking: <i>Do you have apples? Yes, we do.</i> (asking and answering questions about what someone has) Writing: question marks and periods; Workbook – writing about my lunch (guided writing)	Healthy food (understanding that some foods are healthy and others are unhealthy)
Project: a self-portrait		
Consonant blends: <i>dr tr cr</i> <i>dr: drum dress</i> <i>tr: truck tree</i> <i>cr: crayon crab</i>	Reading: a description on a webpage (reading and understanding a webpage; finding specific details in a text) Listening: identifying school rooms from their descriptions (numbering pictures in the correct order) Speaking: <i>What do we have in the art room? We have...</i> (asking and answering questions about different rooms in a school) Writing: capital letters; Workbook – writing about my school subjects (guided writing)	Safety at school (noticing safety hazards in the classroom) Sharing with people at school
Craft: a market stall		
Consonant blends: <i>fl pl bl</i> <i>fl: flower flat</i> <i>pl: plum plate</i> <i>bl: blanket blue</i>	Reading: information texts (reading and understanding a class poster; matching children with their after-school activities) Listening: identifying after-school activities (choosing which activities children take part in) Speaking: <i>I read a book. I don't ride a bike.</i> (talking about which after-school activities you do) Writing: verbs; Workbook – writing about what I do after school (guided writing)	Help your family (respecting the needs of others)
Craft: a card		
Consonant blends: <i>cl gl sl</i> <i>cl: cloud clock</i> <i>gl: gloves glue</i> <i>sl: slide slippers</i>	Reading: instructions on making a card (reading and following instructions; finding specific information in a text) Listening: identifying suitable presents (matching people with the correct present) Speaking: <i>What does he like? He likes tennis.</i> (asking questions about likes and dislikes) Writing: long and short forms; Workbook – writing about presents (guided writing)	Be good at the party! (playing co-operatively and being aware of other people)

8 What time is it?	p88 Everyday activities Core: <i>get up, have breakfast, go to school, go home, have dinner, go to bed</i> Times of the day Core: <i>in the morning, in the afternoon, in the evening, at night</i> Extra: <i>brush my teeth, goodnight, time for, get dressed, cereal, go by bus, so, plane</i>	What time is it? It's seven o'clock. He gets up at six o'clock .
Science Time!	p94 Materials	
9 Where does she work?	p96 Places Core: <i>hospital, school, airport, police station, fire station, store, station, zoo, supermarket, bank, garage</i> Extra: <i>work (v), fantastic, place, thing, out and about, dark, shopping (n), at the moment, cute, feed, vegetable, job</i>	Where does she work? She works in a bank. Does she work in a store? Yes, she does . / No, she doesn't .
Review 3	p102 Revision of vocabulary and structures from Units 1–9	
10 It's hot today!	p104 Weather Core: <i>raining, windy, hot, cold, snowing, sunny</i> Weather activities Core: <i>fly a kite, make a snowman, wear coats, go outside, go ice skating</i> Extra: <i>weather, like (prep), sun hat, catch, quick, key, wet, high up, all together, news, warm, raincoat, sun, sunglasses, fly away, be careful, get wet, keep</i>	What's the weather like? It's windy / raining / hot. Put on / don't put on your coat.
Fluency Time! 4	p110 Making plans Are you free after school ...? Sorry, I'm not free. How about on ...? Great, I'll ask my ...	
11 What are you wearing	p112 Clothes Core: <i>skirt, scarf, gloves, jeans, boots, shirt</i> Time Core: <i>o'clock, fifteen, thirty, forty-five</i> Extra: <i>people, platform, here comes..., slow, hurry up, coach, pass by, wave (v), get on, sit down, seaside, town</i>	Present progressive: What are you wearing? / What's he wearing? I'm wearing a blue skirt. / He's wearing red pants.
Social Studies Time!	p118 Exercise	
12 You're sleeping!	p120 Celebrations Core: <i>wedding, guests, cake, bride, band, invitation</i> Getting ready Core: <i>make a cake, wash the car, brush my hair, take photos, choose a dress</i> Extra: <i>watch (v), video, dance (v), sleep, get ready, by my side, suit (n), excited, can't wait, month, summer, party, clean (v), letters, think, send, soon</i>	Present progressive: What are you / they doing? I'm / We're / They're talking. What's he / she doing? He's / She's eating.
Review 4	p126 Revision of vocabulary and structures from Units 1–12	
13 Look at all the animals!	p128 Farm animals Core: <i>cow, goat, horse, sheep, donkey, goose</i> Adjectives Core: <i>loud, quiet, fast, slow</i> Extra: <i>than, mommy, daddy, other, hen, cheep, cluck, honk, clop, clip, trot, farm, piece, trip (n), leave, bring, rule, run away, finally, bite, scare, sink (n), friendly</i>	Comparatives: This cow is bigger than that cow.
Fluency Time! 5	p134 At a party Everyone's in the ... This is for you. Thank you for having me. You're welcome.	
14 Look at the photos!	p136 Memories Core: <i>kind, bad, wet, dry, fridge, photo</i> Cleaning up Core: <i>neat, messy, floor, trash, dirty</i> Extra: <i>duck, each, play (n), year, wolf, hood, costume, scary, proud, act (v), hard work, ready</i>	Simple past: I / He / She was happy. I / He / She wasn't naughty. You were kind. They weren't dry.
Geography Time!	p142 The Desert	
15 Well done!	p144 People Core: <i>man, men, woman, women, child, children</i> Ordinal numbers Core: <i>first, second, third, fourth, finish line</i> Extra: <i>awards ceremony, award, winner, some, any, race, heavy, lose, runner, carousel, round and round, field, move, real, hurrah!, fresh, miss (v), go back</i>	Simple past: There were some teachers. There weren't any children. Irregular plurals
Review 5	p150 Revision of vocabulary and structures from Units 1–15	

Consonant blends: <i>sm sn st sk</i> <i>sm: smile small</i> <i>sn: snow snake</i> <i>st: stairs star</i> <i>sk: sky skates</i>	Reading: information texts (reading and understanding a text about someone's daily routine; finding specific details in a text) Listening: listening for times and activities (drawing the times when people do certain activities) Speaking: <i>He has breakfast.</i> (talking about what someone does at different times of day) Writing: identifying <i>Wh-</i> questions; Workbook – writing about my day (guided writing)	Personal hygiene (understanding and maintaining good personal hygiene) Respecting the needs of other people
Project: a science experiment		
Long vowels: <i>a + magic e</i> <i>lake face</i> <i>gate plane</i>	Reading: a magazine interview (reading and understanding an interview about someone's job) Listening: listening for details in an interview (choosing the correct information) Speaking: <i>What are Peter's favorite animals?</i> (asking and answering questions about a job) Writing: using commas with <i>and</i> in lists; Workbook – writing about where my family works (guided writing)	All jobs are important (understanding that people in a community have different roles)
Long vowels: <i>i + magic e</i> <i>bike white</i> <i>kite line</i> <i>nine</i>	Reading: a weather report (reading and understanding a weather report; matching images with information in a text) Listening: identifying the weather at certain times from the weather report (choosing the correct option) Speaking: <i>It's Monday. What's the weather like?</i> (talking about weather on different days) Writing: verbs and adjectives; Workbook – writing about the weather (guided writing)	Let's look after our world (understanding what improves and harms the environment) Dressing appropriately to stay healthy outdoors
Craft: a mini book		
Long vowels: <i>o + magic e</i> <i>nose bone</i> <i>rope home</i> <i>stone</i>	Reading: a poem: "At the airport" (reading and understanding a poem; finding specific information in a text) Listening: identifying people by their clothing Speaking: <i>What's he wearing? He's wearing a red shirt. Who is it?</i> (describing what people are wearing) Writing: writing the time; Workbook – writing about my clothes (guided writing)	Let's take care of our things (understanding the importance of looking after personal possessions)
Project: a bar graph		
Long vowels: <i>u + magic e</i> <i>June tube</i> <i>flute cube</i>	Reading: a descriptive email (reading and understanding a descriptive email; completing questions with information from a text) Listening: listening for details to distinguish between photos (numbering pictures in the correct order) Speaking: <i>What's he doing? He's dancing.</i> (talking about what people are doing) Writing: present progressive verbs; Workbook – writing about a party (guided writing)	Let's work together! (working co-operatively with other people)
Craft: a present		
Long vowels: ee <i>tree cheese</i> <i>green feet</i> <i>three</i>	Reading: an information text (reading and understanding a letter about a school visit to a farm; finding specific information in a text) Listening: listening for detail (matching pictures) Speaking: <i>Don't open the gate.</i> (giving positive and negative rules) Writing: using <i>and</i> to connect sentences; Workbook – writing about a farm visit (guided writing)	We're all different! (respecting the similarities and differences between people) Respecting animals and the natural world
Craft: a present		
Short and long vowels <i>cub cube</i> <i>tap tape</i> <i>pip pipe</i>	Reading: a school article (reading and understanding a school article; reading for specific details) Listening: identifying people from their descriptions Speaking: <i>He was a wolf (in the school play).</i> (talking about what people were in a play that took place in the past) Writing: <i>and/or</i> ; Workbook – writing about me and my friends (guided writing)	Let's be kind and good (sharing, helping, and playing together) Understanding the ways people change and develop
Project: a desert scene		
ng / nk <i>ng: ring king swing</i> <i>nk: bank drink pink</i>	Reading: a fairytale (reading and understanding a fairytale; developing comprehension skills) Listening: identifying actions and emotions (ordering the events in a story) Speaking: <i>What's Suzy doing? She's... Is she sad? No, she isn't. She's...</i> (describing what someone / something is doing; asking and answering questions about feelings) Writing: irregular plurals; Workbook – writing about a school open day (guided writing)	Let's remember the values (being aware of good and helpful behavior) Congratulating people on their achievements

Introduction

American Family and Friends 2nd Edition is a complete six-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. The course 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 (kinesthetic learners). *American Family and Friends 2nd Edition* uses all of these approaches to help every child realize his or her potential.

It 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 *American Family and Friends 2nd Edition* includes the following:

- Student Book
- Workbook with Online Practice
- Student website with Online Play
- Teacher's Book Plus containing:
 - Teacher's Resource Center
 - 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 *American Family and Friends 2nd 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 Student Book with support from the flashcards and recordings, and are then practiced 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 *American Family and Friends 2nd 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.

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

Every unit 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* (pin), *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 practicing 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 Classroom Presentation Tool. 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.

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.

Picture dictionary

A picture dictionary is provided on pages 128–136 of the Workbook for children to color 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. Children can practice 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 practice 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.

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 work! Good job! 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 behavior so that bad behavior does not become a means of gaining attention.

Songs and chants

Every unit in *American Family and Friends 2nd Edition* contains a song for children to practice 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 practice 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.

Games

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 *American Family and Friends 2nd Edition*

can take place at the children's desks with a minimum of classroom disruption.

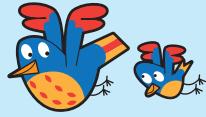
Involving parents

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.
- Show parents the completed Values worksheets from the Teacher's Resource Center.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays, and the songs they have learned, along with their actions.

oxfordparents

Help your child with English



Oxford Parents is a 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 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 and have fun helping their children with English!

Flashcard games

Jump

- Ask 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 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 out the unit flashcards to different children around the class. They pass the card to the child next to them and so on, while the music is playing.
- Stop the music suddenly. Ask the children who are holding the cards, *What's this?* (or another appropriate question) to elicit the words.
- Play the music and continue the game.

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.
- Ask about a number of different vocabulary items.

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.

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.
- 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.

More games

Simon says...

- Ask 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 should 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*.
- Every now and then insert an instruction which is not preceded by *Simon says...* to see which children are paying attention.
- Continue the game until there is one winner.

Mime the word

- Ask 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. For example, children say *It's a lion* and mime being a lion 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, run*) or any vocabulary set where 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 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. Children cross off the words in their grids as they hear them. The first child to complete a line of three shouts *Bingo!* and is the winner.

Forwards and backwards

- Make sure children are in rows so that they can count around the class.
- Ask children to start counting, with each child saying the next number in order.
- 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/americanfamilyandfriendsforgames

Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! lessons in *American Family and Friends 2nd Edition* give learners the opportunity to personalize the language they learn and to practice 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.

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.

In the Student Book and Workbook

The Fluency Time! lessons in *American Family and Friends 2nd Edition* provide learners with useful language for a variety of everyday situations.

Each of the five Fluency Time! lessons in *American Family and Friends 2nd Edition* consist of an Everyday English page followed by a craft 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 craft 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.

The Workbook provides further written practice of the Everyday English language, including activities based on the Fluency Time! DVD.

In the Fluency DVD

The Everyday English dialogues are also presented in the new Fluency Time! DVD. The key Everyday English language is acted out by native speakers in various real-life locations. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

21st Century Learning

The Four Cs

As our world becomes increasingly interconnected, today's young students must develop strong skills in creativity, collaboration, communication, and critical thinking.

Creativity

Creativity is an essential 21st Century Skill. Students who exercise and demonstrate creativity are better prepared to solve problems, make changes, and express themselves clearly. Creativity can be fostered through project work and other arts-based hands-on experiences. However, creativity is also about thinking processes. Creative thinking can be encouraged through asking students interesting questions and having them ask their own questions. Using different techniques to approach problem solving also helps students to internalize meaning in a personal way. *American Family and Friends 2nd Edition* encourages creativity through the use of interesting texts which stimulate personal responses, craft activities which help students to understand the world around them, and projects which require them to problem solve and express themselves.

Collaboration

Collaboration requires direct communication between students, which strengthens the skills of listening and speaking and the associated skills of turn-taking, clarifying, explaining, and discussing. Students who work together often achieve better results, as they benefit from each other's strengths. But they also develop a sense of team spirit and pride throughout the process. *American Family and Friends 2nd Edition* offers opportunities for collaboration in every unit. Whether it is through project work, group games, or team discussions, students are sharing ideas, expressing personal opinions and developing important social skills.

Communication

Communication forms an important part of collaboration. Students need to learn the skills of listening, speaking, reading, and writing to effectively take part in an age of rapid change. As our world becomes increasingly interconnected, today's young students must develop skills that allow them to communicate in a variety of ways, including oral and written skills but also digital communication skills.

Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to analyze the information by making sense of it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems and deal with an ever-changing world. *American Family and Friends 2nd Edition* encourages children to think about language, to focus on meaning and to react to the world of English in a personal way. Subject areas are introduced so that students can make connections between content and language, interesting facts are presented, and children are invited to be curious and questioning.

Values

Values, which can also be called civic education, are a key strand in *American Family and Friends 2nd Edition*. Teaching values is important as it focuses on the whole child, not just language skills. It improves children's awareness of good behavior, and how their behavior 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 Center – one per unit.
- In the exemplification of good behavior throughout the course, in particular in the two class plays in the Teacher's Resource Center, in the Student Book stories and their characters, and in the Student 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.

CLIL

CLIL (Content and Language Integrated Learning) refers to teaching subjects (such as science, math, art, geography) through a foreign language. CLIL increases motivation by presenting language in natural, real-life contexts, which interests students and encourages them to communicate. *American Family and Friends 2nd Edition* provides five CLIL spreads to enable students to learn cross-curricular content and English simultaneously.

In the Student Book and Workbook

All of the CLIL lessons in *American Family and Friends 2nd Edition* focus on a school subject. The content areas are carefully chosen to be interesting to students, while at the same time not overwhelming them with too much new information.

The CLIL pages in the Workbook provide further practice of the new language through reading, writing, listening, and speaking activities, ensuring that the students have plenty of practice of the new language and content in all four skills.

CLIL topic

Students are introduced to the subject topic and new vocabulary is pre-taught through a vocabulary presentation activity, supplemented by flashcards. The students read a text based on the lesson topic and complete a comprehension activity. A critical thinking activity is always included so that students can personalize the topic and the new language.

CLIL project

The vocabulary and skills focus is followed by a project related to the topic. This allows students to create something which demonstrates their understanding of the concepts and language from the subject lesson. It is followed by a stage where students present their projects to the class, increasing spoken confidence and general presentation skills.

Differentiation

Most classes contain students with mixed abilities. *American Family and Friends 2nd Edition* provides support for students who may be above or below the average level of the class. The Teacher's Book contains suggestions on how to make activities easier for students who require more support, or more challenging for students who need more independence. This ensures that all students remain confident and motivated throughout your lessons.

Classroom tips for mixed ability classes

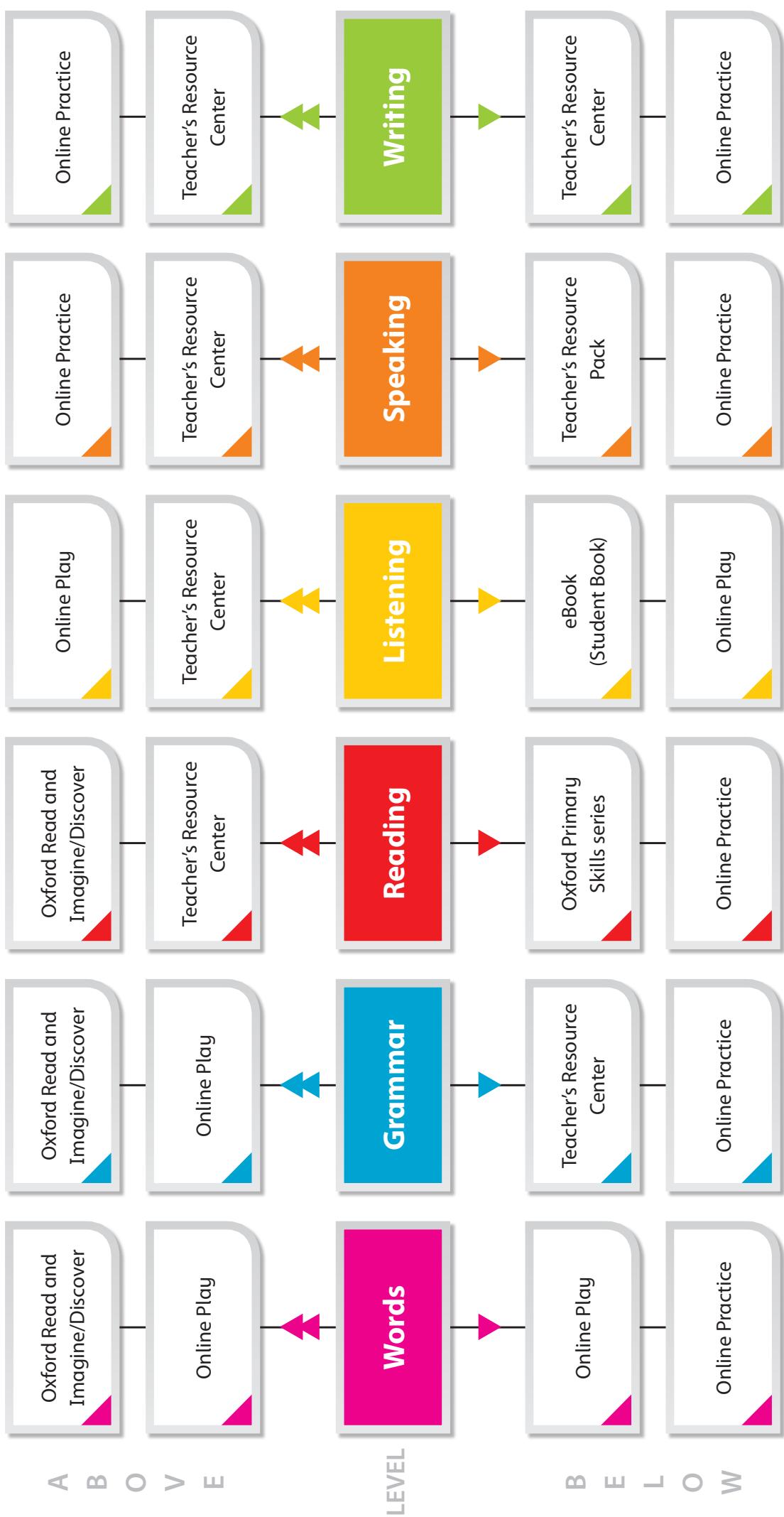
- Think about where your students are sitting. Place less confident students closer to you, so that you can deal with any issues.
- Some more confident students may enjoy being "volunteer teaching assistants". This will allow confident students to revise new language while helping other students to learn it.
- Give simple, clear instructions so that students of all levels can understand you easily. Use hand gestures as well as words to explain the activities.
- Don't grade your language as much when talking to confident students. They will benefit from the extra natural language input and one-to-one interactions will encourage them to explore language further.
- Set goals for each lesson to help the students to focus. The goals can be different for each student, depending on their abilities, but reaching the goals will give the same sense of achievement to all students.

Support and extension material

There is a wealth of support and extension material available to *American Family and Friends 2nd Edition* students, offering additional practice in skills, vocabulary, and grammar. The Online Practice and eBooks, as well as the *Oxford Skills* series and *Grammar Friends*, provide plenty of reinforcement for less confident students and further practice for confident students.

American Family and Friends 2nd Edition includes a diagnostic test to be completed at the start of each year. This will enable you to assess your students' abilities and decide which material will be most useful. The progress tests after every three units will help you to check your students' progress and provide reinforcement where necessary.

Differentiation Map



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 Student 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 practice 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 practice 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 Center contains two plays for the whole class to act out, one at the end of each semester.

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.

Assessment

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *American Family and Friends 2nd 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 Center offers:

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

The Cambridge English: YLE Practice section in the Teacher's Resource Center 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 introduction sections of the Teacher's Resource Center.

Digital learning

The use of technology in language learning can allow the teacher to become a facilitator and a moderator, whilst the student is able to work more independently, connect to additional resources, and transfer knowledge both within and beyond the classroom. Immediate collaboration and feedback are also significant benefits of effective technology implementation, through the use of tablets, classroom presentation tools, and learning management systems.

eBooks

American Family and Friends 2nd Edition can be accessed in its print edition or in eBook form. eBooks are most commonly accessed on tablets, although they can also be used on laptop computers. Tablets provide a large amount of flexibility, not only because they allow students to store an enormous amount of text books and information on one, small device, but also because they contain innovative learning tools which can be used both inside and outside the classroom.

Learning Outcomes

Students can easily use tablets to help them search for vocabulary, translation, and pronunciation, as well as images, audio, and video. However, to ensure that the tablets are used effectively as a learning tool, teachers need to think about the following points:

- How will using the tablet help fulfil our learning outcomes?
- How will students be using the tablet?
- What is my role when the tablets are being used?

Fundamentally, tablets are just another useful tool to assist in language learning. Different learning outcomes will lead to varying amounts of tablet use. Just as with print textbooks, students need time to work together to complete exercises and activities, to check their work, and to discuss ideas and work on projects. Spoken production should still be an important part of the lesson.

Classroom management

An eBook based lesson must be a controlled, well-planned lesson. Before starting, think about whether you want your students to work in groups or individually.

Independent work

- If each student has a set of headphones, they can work independently without disturbing others.
- Ask students to turn their devices face down until you tell them to start working in the eBooks. Tell students that they should complete interactive activities only when you give the go-ahead.
- Only upon your instruction should students press the “check answers” button.

Group / paired work

- Put students into groups with one device per group. Students can take turns to answer a question within interactive activities.
- Groups can compete against each other for points.

Whole class work

- Designate one student to play audio on their device with the volume turned up for everyone to listen to as you work through the lessons.

Online Practice

For teachers

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

- Create online classes for the course using the “Manage Classes” feature.
- Assign work directly linked to the Student 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” set up by the teacher.
- Send emails and take part in English discussions as their level increases.

Online Play

Online Play is a place for students to access the audio and video animations, downloadable activities, and to explore language further through fun vocabulary games and activities.

Audio

Students need to listen to English again and again in order to improve their receptive skills. Online Play offers a place where students can access the songs, chants, and target language at home.

Stories

Watching the unit stories come to life provides consolidation of the target language from the first two lessons of each unit.

Downloadable activities

There are a number of fun craft and downloadable activities for students to complete at home. These can be done in conjunction with parents but are also simple enough for students to work with by themselves.

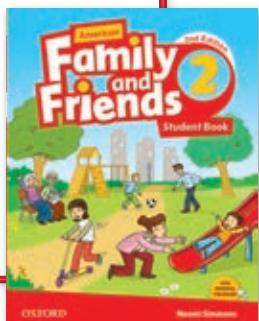
Language games

Children need to have fun with language. These games encourage children to work with target language at their own pace and without being graded. Many games have more than one level, providing support for less confident students and challenge and extension for more confident students.

Integrated Component Overview

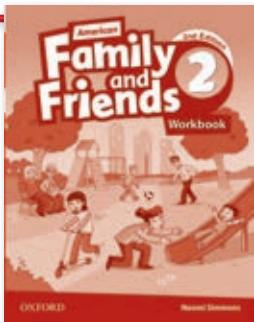
Student Book

The Student Book contains 15 units. Each unit presents vocabulary and grammar with opportunity to practice both with a focus on all four skills. Fluency Time! pages provide Everyday English practice, and subject pages (such as Science Time!) bring content and language learning together.



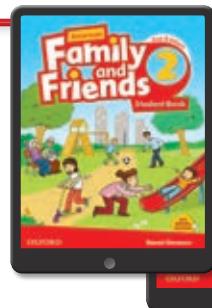
Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class.



eBook

Both the Student Book and Workbook are available as eBooks. By accessing *American Family and Friends 2nd Edition* on a tablet or laptop, students can access extra interactivity types and control the audio and video features themselves.



Student Online Practice

Online Practice is a blended approach to learning where students can interact with activities to further practice the language and ideas taught in the Student Book.



For the Student



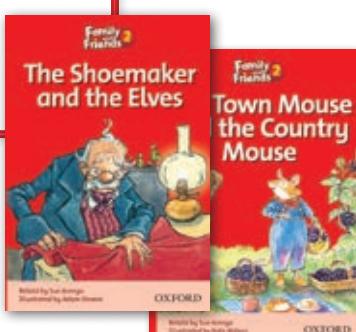
Online Play

Online Play is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, audio, games, and downloadable craft activities to do at home.



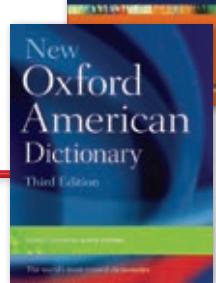
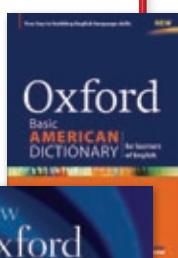
Recommended Readers

Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



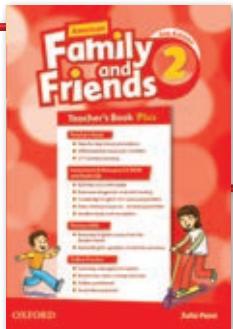
Recommended Dictionaries

Levels 1–4 *Oxford Basic American Dictionary*
Levels 5–6 *Oxford American Dictionary*



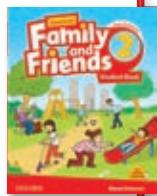
Teacher's Book Plus

The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the Fluency Time! DVD, and access codes for the Teacher's Resource Center Online Practice and the Classroom Presentation Tool.



Classroom Presentation Tool

The *American Family and Friends* 2nd Edition Classroom Presentation Tool is software that allows teachers to present content in an interactive way. It can be used either on an Interactive Whiteboard or on a projector.



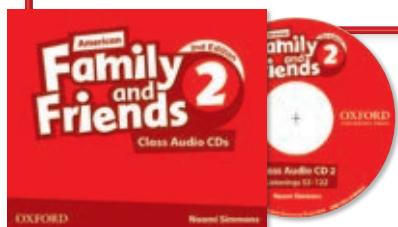
Online Practice

Teachers have complete access to students' online practice, with a grade book which enables instant marking. This allows teachers to see the scores in one place and to analyse their students' needs more effectively.



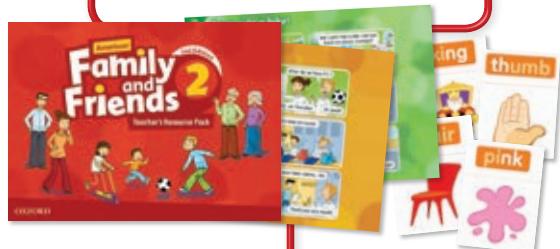
Audio CD

The Class Audio CDs support teaching in class and contain recordings of all the listening texts, reading texts, songs, and speaking dialogues.



Teacher's Resource Pack

The Teacher's Resource Pack contains posters which depict the unit stories, flashcards, and phonics cards. All of these components act as visual learning aids, supporting language learning by providing extra practice outside the Student Book.



Fluency Time! DVD

This DVD contains native speakers in real-life scenarios and locations using the Everyday English taught in *American Family and Friends* 2nd Edition Fluency Time! This provides opportunities for students to combine core grammar structures with Everyday English and to model pronunciation and intonation on the examples provided by native speakers.

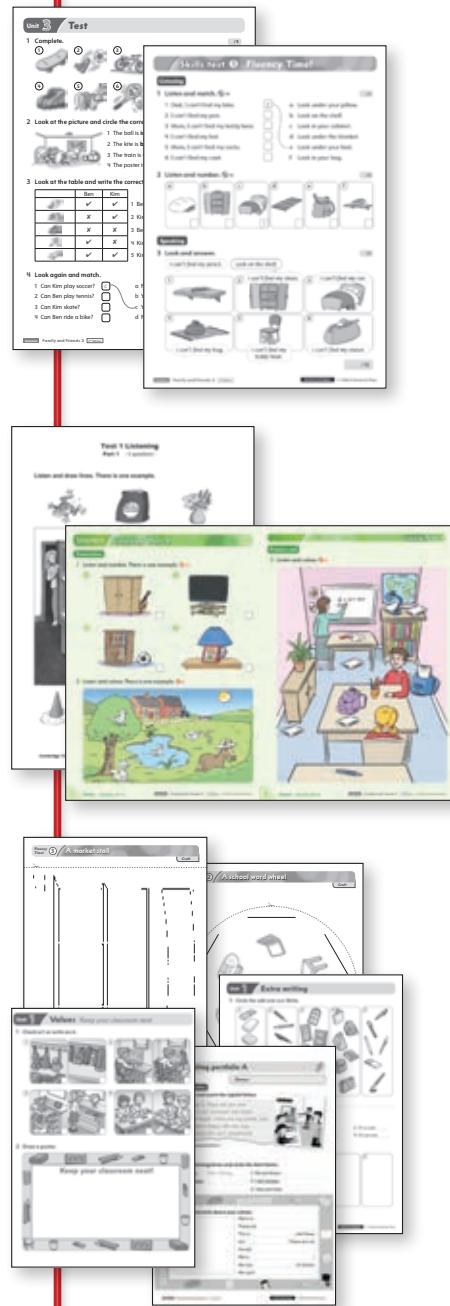


Teacher's Resource Center

The *American Family and Friends 2nd Edition* Teacher's Resource Center contains a wide range of editable and printable tests, as well as a variety of photocopyable resources to support and supplement the course. All of the audio for these tests is available on the Teacher's Resource Center.

Course Tests

- A diagnostic test so that students' level of ability going into this course is understood.
- Extensive testing for all four skills areas, including 5 Fluency Time! tests for use after every three units.
- Tests for each course unit and a progress test for use after every three units.



Cambridge English: YLE Practice

- Notes and tips 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.

Course Resources

- Fluency Time! craft templates
- 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 learners at or below level, while Portfolio B is aimed at providing activity extension for students above level.
- Extra Writing worksheets for further practice of each unit's writing objective
- Values worksheets for every course unit.
- Class play scripts for the end of each semester.

Differentiation Map

The Differentiation Map (see p.11 in this Teacher's Book) is an interactive navigation tool. It enables teachers to choose the appropriate content, within the Teacher's Resource Center, and other components to meet their students' individual needs.

Teacher's Website

The Teacher's Website provides additional materials for students and teachers to supplement all the other components available.

Parent Website

The Parent Website provides support and materials for parents of students studying with *American Family and Friends 2nd Edition*.

Classroom language

Saying what you are going to do at the beginning of a unit, lesson, or activity	Today we're going to... Now we're going to...	do some listening / speaking / coloring / writing. listen and point. sing a song. play a game. listen carefully.
Showing children how to do something	We'll... We can...	start like this. do it this way. point to the...
	I'm going to show you... Let's do some together first so you'll see...	what I mean. what to do. how to do it.
Giving instructions for moving around and helping in class	Everybody,... Now everyone,... I want you to... (name / names), can you... (name / names), would you...	stand up, please. come out here to the front, please. stand beside your desks / tables. go back to your places. hold this flashcard?
Giving encouragement and praise	Good work, (name)... That's very good, (name)... Excellent, (name)...	you're really good at this! you know the first letters of ten words. your picture is really neat.
	That's...	very nice. very neat work. really good. great!
Asking for recall of words, phrases, and activities	Now, who can... Let's see. Can you remember... What's... Can you...	show me the cat? tell me what this is? what Billy says? who / what this is? what happens next? what happened last time? this? his / her name? do the actions and sing the song? see Tim climbing the tree? count the oranges? tell me what Rosy says? help me tell the story? remember six things?
Encouraging good behavior	Quiet everyone,...	settle / calm down. that's good, (name / s). thank you, (name / s).
Setting up pairs and groups	Are you ready? You're going to do this... OK, everyone. You're going to work... We're going to...	in pairs / in twos. in small groups. in groups of three / four. play this together. make four groups. share the coloring pencils.

Tour of a unit

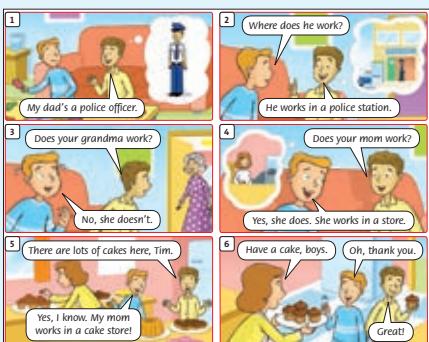
Lesson One Words and Story

Lesson 1 teaches and practices 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 listen to the story and point to the pictures, using the Story poster. They find key words in the story.



The children practice the words with a rhythmic chant.

Where does she work?

Lesson One Words

1 Listen, point, and repeat. 2 Listen and chant. 3 Listen and read.

hospital **school** **airport** **police station** **fire station** **store**

1 My dad's a police officer. 2 Where does he work? He works in a police station. 3 Does your grandma work? No, she doesn't. 4 Does your mom work? Yes, she does. She works in a store. 5 There are lots of cakes here, Tim. 6 Have a cake, boys. Oh, thank you. Yes, I know. My mom works in a cake store! 7 There are lots of cakes here, Tim. 8 Have a cake, boys. Oh, thank you. Great!

72 Unit 9 Places

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 Student 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 that reflect the meaning of the chant.

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 Student Books and find and point to the words from Exercises 1 and 2 that appear in the story.

Workbook

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

Where does she work?

Lesson One Words

1 Find and circle the words.

hospital school police station fire store

2 Look and write.

1 hospital 2 school 3 police station 4 fire station



Online Practice allows children to practice the vocabulary further.

Lesson Two Grammar

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

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



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

The children practice writing the grammar structure.

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

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

Where **does** he work?
He works in a police station.

Does your mom work in an airport?
No, she **doesn't**.

Does she work in a store?
Yes, she **does**.

3 Write. Yes, she **does**. No, she **doesn't**. Yes, he **does**. No, he **doesn't**.

1 Does he work in a hospital?
No, he **doesn't**.

2 Does she work in a store?

3 Does he work in an airport?

4 Does she work in a school?
Yes, she **does**.

5 Does she work in a police station?

6 Point, ask, and answer.

Where does he work? He works in a ...

Where does she work? She ...

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 practice the dialogue in open pairs.

Workbook

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

Lesson Two: Grammar

1 Follow the maze and write.

hospital school supermarket police station fire station shop

2

3

4

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9

10

2 Watch.

1 Does he work in a police station?

2 Does she work in a fire station?

3 Does he work in a school?

4 Does she work in a shop?

5 Does he work in a supermarket?

3 Listen and tick.

4 Listen and answer.

5 Listen and answer.

6 Listen and answer.

7 Listen and answer.

8 Listen and answer.

9 Listen and answer.

10 Listen and answer.

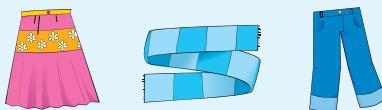


Online Practice allows children to recognize the grammar structures in a different context and to consolidate their understanding of the story.

Lesson Three Words and Song

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

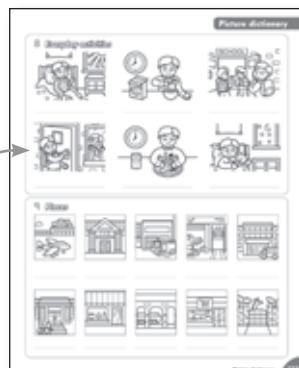
The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children learn and sing the song.

The children perform actions as they sing the song.

The children can color in and write the new words in the Picture dictionary in the Workbook.



Lesson Three Song

1 Listen, point, and repeat.

station zoo supermarket bank garage

2 Listen and sing.

3 Sing and do.

Let's sing!

Places to go

Places to go, things to see,
Out and about, my mom and me.

We go to the bank,
We go to the park.
We go to the zoo
Until it is dark.

Places to go, things to see,
Out and about, my mom and me.

We go to the airport,
We see some planes.
We go to the station
And see some trains.

Places to go, things to see,
Out and about, my mom and me.

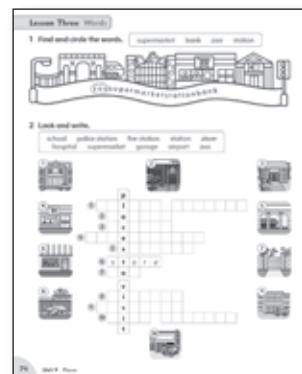
74 Unit 9 Places

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 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.

Workbook

The children practice 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 practice the new vocabulary further and consolidate their understanding of the song.

Teacher's Resource Center

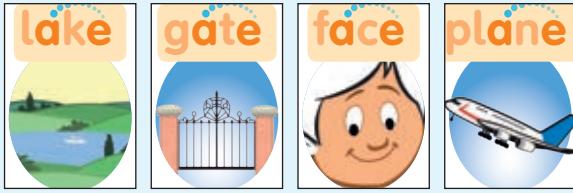
There is extra written practice for the vocabulary and structures from the unit on the Teacher's Resource Center Extra writing worksheet.



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.

Teaching phonics

- Introduce the new sound and its letter or letters. Show the class the phonics card and say, for example, *Magic e makes the vowel long*. Model the sound a number of times for children to repeat.
- 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.

Workbook

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



Online Practice allows children to practice 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.

Skills Time!
Lesson Five
Reading

1 Look at the picture. Where does she work? What animals can you see?
2 Listen and read.

She works at a zoo!

I'm at the zoo with Molly. Molly works at the zoo. She looks after the big animals: elephants, giraffes, lions, and tigers. Molly says, "My favorite animals are the elephants. We have six elephants at the zoo." Molly gets up every day at six o'clock. She starts work at seven o'clock. She feeds the lions and tigers. They eat meat. Then she feeds the giraffes and the elephants. They eat vegetables. Molly says, "I go home at three o'clock. I'm always happy. I love my job!"

3 Read again. Circle the false word and write the correct word.

1 Molly works at a bank.
2 Her favorite animals are the tigers.
3 There are four elephants at the zoo.
4 Molly gets up at nine o'clock.
5 The lions eat salad.
6 Molly is always sad.

76 Unit 9 Reading: an interview

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.

Skills Time!
Lesson Five
Reading

1 Read.

I'm James. My dad works in an office. Every day he gets up at six o'clock. He puts on a sweater, takes a shower, and eats his breakfast. Then he goes to work by car.

In his office, my dad has a big table. His computer is on the table. He also has a phone on his desk, my notes, and me in his office. There is a chair with a pen and a pencil.

He goes home at five o'clock and we all have dinner together at seven o'clock.

2 Read again. Circle three clothes words. Underline three family words.

3 Circle the incorrect word. Then write the sentence correctly.

1 James' dad works in a school.
2 He gets up at nine o'clock.
3 He puts on green pants.
4 He has a car and a bike.
5 There are pens and spoons in the desk.
6 He goes home at seven o'clock.
7 They have lunch at seven o'clock.

76 Unit 9 Reading: an interview



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 Student 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 practice 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 circle the correct word.

1 Peter looks after the **big / little** animals.
2 His favorite animals are the **lions / parents / monkeys**.
3 There are **23 / 32 / 17** monkeys at the zoo.
4 There are **five / four / seven** parrots at the zoo.
5 Fred is **blue and green / black and white / yellow and pink**.
6 Fred can **write / read / talk**.

Speaking

2 Ask and answer.

What are Peter's favorite animals? They're monkeys.
How many monkeys are there? There are ...

Writing preparation

3 Circle the commas. Underline and.

She looks after elephants, giraffes, lions, **and** tigers.
1 For breakfast I eat bread, cheese, and yogurt.
2 In my room there is a bed, a cabinet, a rug, and a chair.
3 I like lions, tigers, monkeys, and zebras.
4 In my lunchbox I have a sandwich, a drink, and a cookie.

Complete the writing task on page 77 of the Workbook.

GO! 77

Listening, speaking, writing Unit 9 77

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.

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.

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

Lesson Six

1 Write the sentences with commas. **and**

1 I like apples, grapes, bananas.
2 I like apples, grapes, and bananas.
3 I have a brother, a grandfather, a dog, a cat.
4 In the morning I wake up, eat breakfast, go to school.

2 Circle the places where your family works.

3 Draw and write about where your family works.

About me!

My mom works in a ...



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 watch 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 watch again, repeating the dialogues with the recording.

The children look at the pictures, to help them understand the context, before they watch the video and complete the comprehension activity.

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

Fluency Time! 4

Everyday English

1 Watch and listen. Read and say.

2 Watch and listen. Write.

3 Speaking Ask and answer.

Monday Tuesday Wednesday mom dad grandma grandpa

Are you free after school today?
Sorry. I'm not **free** today.
How about on Tuesday?
Yes, that's **free**.

We can play with my doll's house.
Great. I'll ask my mom. Oops!
Sorry, Mrs. Smith.

Oh, are you **free** after school?
We play catch.

No, **I'm not free**.

OK. I'll ask my friend, Alice. She likes sports.

Are you free after school on **Tuesday**?
Sorry, I'm not **free** on **Tuesday**.
How about **Wednesday**?
Yes, that's **free**. I'll ask my **dad**.

86 Fluency Time! 4 - Making plans

Teaching Everyday English

Story

- Focus on the pictures. Ask children to say where the people are (*at school / in the playground*) and who they think the girls are talking to in each picture.
- Play the DVD for children to watch and follow the dialogue in their Student Books.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the DVD.
- Children practice the dialogue in pairs or groups.
- Ask groups of children to act out the conversation 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 watch and write in the missing words.
- The DVD 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 DVD for the children to listen to the dialogue.
- Ask children to fill in the missing words in the exercise, crossing out the words they use in the word pool as they work.

Speaking

- Ask children to work in pairs.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then make plans with their partners using the words in the boxes.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Workbook

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



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

Fluency Time! Craft

The Craft 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! Craft in the Teacher's Resource Center.

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



Teaching crafts

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 Student Book. Ask the children what they can remember about the story.
- Play the Fluency DVD, Fluency Time! again. If you don't have time for the DVD, read the story in the Student Book.
- Ask groups of children to act out the dialogue (or their own variations of the dialogue).

Craft

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a mini book*).
- Ask *What do you need to make the mini book?* to elicit *colored pens, scissors, glue*.
- Divide the class into groups. Give each child copies of the mini book templates (see Fluency Time! Craft 4, Teacher's Resource Center). Give each group colored pens / pencils / crayons, scissors and glue.
- Use the pictures and instructions to talk children through the process of making their mini book. Demonstrate with your own completed book 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 color is this? How do you spell ...*

Speaking

- Focus on the photo. Tell children they are going to use their book to make plans with a partner.
- Ask two children to read out the example dialogue.
- Children play the game in pairs, taking turns to ask each other about their plans.
- Ask some pairs to act out their conversation in front of the class.

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 crafts.

Science Time! Topic

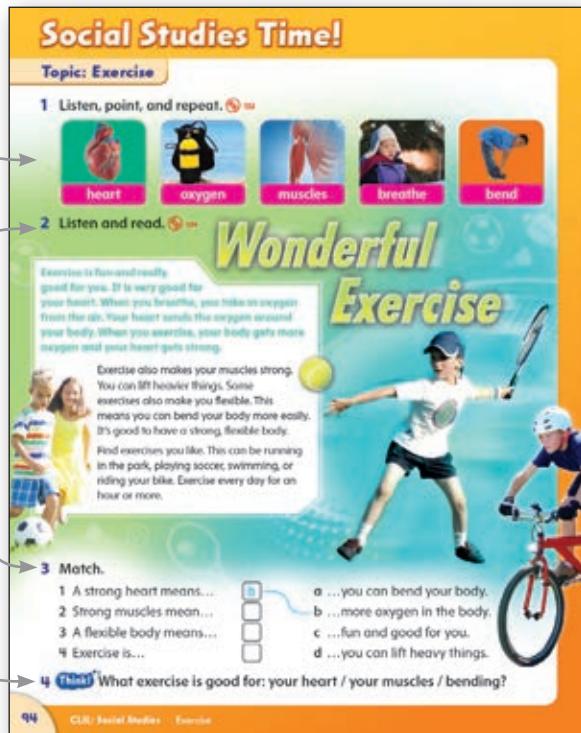
The subject lessons come after every three units and focus on developing teaching content through English. The Topic lesson introduces new language related to the subject and provides reading and speaking practice.

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

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

The children complete a comprehension task to check their understanding of the information in the text.

The children answer questions related to the topic. These questions invite them to personalize the information they have learned in the text.



Teaching Topic lessons

Vocabulary

- Use the flashcards to introduce the new words. Play a flashcard game to practice saying the new words.
- Ask the children to look at the pictures. Play the first part of the recording for the children to listen and point to the pictures.
- Play the second part of the recording for the children to repeat the words.
- Play the recording all the way through again for the children to listen and point and then repeat the words.
- Hold up the flashcards, one at a time, for individual children to say the words.

Listening and reading

- Play the recording for the children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions to check children's understanding of the text.
- Ask the children to point to items in the picture to check their understanding of the new vocabulary.

Comprehension

- Put the children into pairs. Explain the activity and complete the first item together. Check understanding, then allow the children to complete the activity in their pairs.
- Monitor the activity, helping children as necessary.
- Check answers with the class.

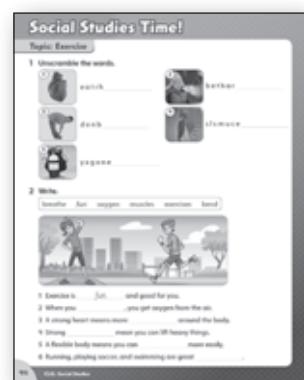
NOTE: The Teacher's Book contains notes on how to adapt these activities for mixed ability classes.

Speaking

- Explain the aim of the questions (to find out about the topic beyond the information given in the text).
- Have children write down the answers to the questions.
- Put children in pairs to check their answers.
- Have pairs say their answers to the class.

Workbook

The children practice reading and writing the new words from the Topic lesson.



Children do exercises to practice the vocabulary and explore the topic further in Online Practice.

Science Time! Project

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

The children review the language from the Topic lesson through a listening activity.

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

The children produce the language in a freer speaking activity. In groups or to the class, children use their completed projects to practice the new language in a more personalized dialogue. They are encouraged to include additional words or structures that they remember from previous units.



Teaching projects

Listening

- Explain that you are going to play a recording. Make sure the children understand what they need to do while they are listening (check boxes, number pictures in the correct order, etc).
- Play the recording once through. Play it again, pausing after each item so that the children have time to think about their answer.
- Check answers with the class.

Project

- Explain the project to the children and make sure they understand what they are going to make. Look at the pictures with the class and ask the children to say what things they need to make the project.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into groups and hand out materials for the project. For some projects, there are templates on the Teacher's Resource Center. A list of materials for each project is provided in the main teaching notes.
- Use the pictures and instructions to talk the children through the process of making the project. Demonstrate with a completed project and make sure the children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What color is this?*

NOTE: The Teacher's Book contains notes on how to adapt these activities for mixed ability classes.

Speaking

- Put the children into pairs or groups. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed project, or using the example in the Student Book. Hold up the project or book and talk about the project, as in the example, pointing to items as you mention them.
- The children talk in groups. Encourage the children to include language from previous units as they talk about their projects.
- Invite two or three children to stand up and tell the class about their projects.

Workbook

The children complete a listening and speaking activity to practice the new words from the lesson.



Children write about their project in Online Practice.

Starter Welcome back!

Starter Welcome back!

Lesson One

1 Listen and sing. 2 Sing and do.

Let's sing!

Welcome song

3 Listen and read.

Starter Three / He has ... Where's ...?

Lesson One

SB page 4

Learning outcomes

To recall the main characters from *American Family and Friends 1*

To understand a short story

Language

Recycled: vocabulary and structures from *American Family and Friends 1*

Extra: *welcome back, learning, end (v)*

Materials

CD 01–02; Starter story poster

Warmer

- As children arrive, say *Hello*. Encourage them to say *Hello* to you. Say *It's a new year. Welcome back!*
- Begin with greetings. Ask and answer *How are you?* and *What's your name?* with individual children. Children then ask and answer in pairs or small groups.
- Tell children they are going to start with a song. If the class did *American Family and Friends 1*, ask *Can you remember any of the songs from American Family and Friends 1?*
- Encourage children to say or sing any lines they remember. If they remember a song well, sing it together. If they can't remember any songs, write the words to *Sing a rainbow*

and sing it together: *Red and yellow, / And pink and green, / Purple and orange, / And blue. / I can sing a rainbow, / Sing a rainbow, Sing a rainbow too.*

1 Listen and sing. 01

- Ask children to open their books and look at the three children at the top of the page. Point to each one as children say their names. (If it is their first time meeting the characters, point and say their names for children to repeat – *Rosy, Billy, and Tim*.)
- Children listen to the *Welcome song* and then sing it. Play the recording. Children listen and follow along.
- Focus attention on the words. Read each line for children to repeat after you.
- Play the recording again for children to sing along.

2 Sing and do.

- Ask children to think of actions for the song (see suggestions below).
- Play the song again. Children sing and do their actions.

Song actions

Welcome back to all our friends – wave

Fun and learning never end! – punch the air

Welcome back, it's a happy day – wave and smile

A day for learning – mime opening a book

A day for play! – jump in the air

Differentiation

Below level:

- Put students in pairs. Play the song again and have them do the actions and sing once more.

At level:

- Put children into groups. Ask them to think of new actions for the song. Play the song again for children to practice. If time permits, children share with the class.

Above level:

- Ask children to walk around the room and introduce themselves in English, e.g. *Hi, my name is (Linda)*. Monitor and help as needed.

3 Listen and read. 02

- Use the Starter story poster to present the story. Ask what words they know in the pictures.
- Ask *What's happening in the story?* Point to each frame for the class to talk about them.
- Ask children to look at the poster as you play the recording. Point to the speech bubbles while they listen to the words.
- Ask comprehension questions: *What is Rosy's video about? What's on Billy's bed?*

Further practice

Workbook page 4

Online Practice • Starter Unit • Lesson One

Lesson Two

1 Listen to the story again and repeat. Act.

2 Circle T (true) or F (false).

1 Rosy has brown hair. <input checked="" type="radio"/> T <input type="radio"/> F	2 Tim is Rosy's brother. <input type="radio"/> T <input checked="" type="radio"/> F
3 Tim has brown eyes. <input type="radio"/> T <input checked="" type="radio"/> F	4 Billy has curly hair. <input type="radio"/> T <input checked="" type="radio"/> F
5 Billy is four. <input type="radio"/> T <input checked="" type="radio"/> F	6 Billy is under the bed. <input type="radio"/> T <input checked="" type="radio"/> F

3 Listen and number. 

mom	dad	brother	sister	grandma	grandpa
aunt	uncle	cousin			

4 Point and say.

long	short	curly	straight	brown	black	white
------	-------	-------	----------	-------	-------	-------

This is Rosy's mom. She has curly hair. This is Rosy's dad. He has ...

Music / Story / Starter

2 Circle T (true) or F (false).

- Ask children to look at the sentences. Ask *Does Rosy have brown hair?* to establish that the first sentence is true. Explain that *T* means true, and *F* means false.
- Read the rest of the sentences to check understanding, but tell children not to say the answers yet.
- Children work in pairs to complete the activity.

ANSWERS

1. T 2. F 3. F 4. T 5. F 6. F

3 Listen and number. 03

- Tell children they are going to hear about the people in Rosy's family. Ask children to read the words.
- Play the recording. Pause after the first item for children to find Rosy's mom. Point out the example 1.
- Play the recording to the end, pausing after each item for children to write the numbers.

ANSWERS

(clockwise from left) 2, 1, 6, 5, 7, 8, 9, 3, 4

4 Point and say.

- Ask two children to read the sentences in speech bubbles. The second child finishes the second sentence in his / her own words. Ask the class to repeat each sentence.
- Children work in pairs. They take turns to point to the people in Rosy's family and describe them.

Differentiation

Below level:

- Look at the words in the box together. Say each adjective and ask children to point to an example in the picture. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- Switch the pairs. Ask the children to say a third sentence about each family member, e.g. *This is Rosy's mom. She has curly hair. She has brown eyes.* Monitor and elicit as needed.

Further practice

Workbook page 5

Picture dictionary, Workbook page 128

Online Practice • Starter Unit • Lesson Two

Lesson Two

SB page 5

Learning outcomes

To review family words

To identify people from their descriptions

To describe people's appearance

To act out a story

Language

Recycled: family words, appearance words

Extra: black

Materials

CD  02–03; Starter story poster

Warmer

- Ask children if they remember what happened in the story. Hold up the story poster to encourage ideas.
- Ask questions about the characters, e.g. *Who has green eyes? Who is two? Who is Rosy's cousin?*

1 Listen to the story again and repeat. Act. 02

- Ask children to look at the story on page 4.
- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play Rosy, Tim, and Billy.
- Focus attention on the story pictures. As a class, decide on actions for the story. Play the recording again. Children do the actions as they listen.
- Children practice acting out the story in their groups.
- Ask some groups to come to the front to act out the story.

Lesson Three

1 Ask and answer.

Hello. How are you?
I'm fine, thank you.

What's your name?
My name's ...

How old are you?
I'm ...

2 Look and say. Introduce a friend.

This is my friend.
His name's James.
He's nine.

This is my friend.
Her ...
She's ...

3 Listen and sing. 04

Let's sing!

Monday, Tuesday, Wednesday, Jump!
Monday, Tuesday, Wednesday, jump!
Thursday, Friday, down with a bump!
Saturday, Sunday, let's say "Hi!"
Days of the week, let's say "Goodbye!"

4 Sing and do.

Starter Days of the week

- Ask a child to stand up and read the first speech bubble to the class, pausing after each sentence so that the class can repeat what they hear.
- Divide the class into groups of three or four. Children take turns to 'introduce' their friends to each other.
- Monitor the activity and help with pronunciation.

3 Listen and sing. 04

- Ask children to look at the pictures. Ask *What can you see?* Elicit the actions the children are doing (*jumping, waving*).
- Play the recording once for children to listen.
- Read each line aloud for children to repeat after you.
- Play the recording again for children to sing along.

4 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see the suggestions). Play the recording for children to listen, sing, and do their actions.

Song actions

Monday, Tuesday, Wednesday, Jump! – jump in the air

Thursday, Friday, down with a bump! – sit down on chairs

Saturday, Sunday, let's say 'Hi!' – wave hello

Days of the week, let's say 'Goodbye!' – turn around and wave

Lesson Three

SB page 6

Learning outcomes

To greet people and ask questions about them

To introduce someone to a friend

To say the days of the week

Language

Recycled: days of the week

Extra: bump, down, week

Materials

CD 04

Warmer

- Play *Jump* (see page 8) with the class to review family words.
- Ask children what they can remember about Rosy's family. Ask *Who is Billy / Tim? How old is Billy / Tim?*

1 Ask and answer.

- Ask one of the stronger children to come to the front. Read the speech bubbles together as the class listens.
- Say the dialogue again, pausing after each line for the class to repeat. Encourage children to make the words flow together, avoiding any unnecessary pauses.
- Ask children to work in pairs and say the dialogue with their partner. Monitor and help as necessary.

2 Look and say. Introduce a friend.

- Ask children to look at the pictures. Ask *What can you see?* Elicit or explain that the children in the pictures are introducing a friend to someone else.

Differentiation

Below level:

- Play the song again and have them do the actions and sing once more.

At level:

- Write the days of the week on the board. Say one of them. Ask children to point to the correct word. If you wish, make it a game by dividing the class into teams. Teams discuss the answer before coming to the board. Give one point for each correct answer.

Above level:

- Write the days of the week on pieces of paper. Give one to each child. Ask them to get in line in the proper order, e.g. Monday – Sunday. Make more than one line if necessary.

Further practice

Workbook page 6

Online Practice • Starter Unit • Lesson Three

Lesson Four

1 Look. Ask and answer.

ball car train doll teddy bear puzzle bike



How many cars are there?

There are ... cars.

2 Listen and point. Ask and answer. 05



red green blue yellow pink purple
black white brown orange gray

What color is number 18? It's ...

3 Write the numbers.

ten	10	thirteen	_____	seventeen	_____
twenty	_____	fifteen	_____	fourteen	_____
eleven	_____	twelve	_____	sixteen	_____
eighteen	_____	nineteen	_____		

Toys, colors, and numbers • Starter 7

Lesson Four

SB page 7

Learning outcomes

To ask and answer questions about toys

To ask and answer questions about colors

To write numbers 10–20 in digit form

Language

Recycled: toys, colors, numbers 10–20

Extra: white

Materials

CD 05

Warmer

- Write the numbers 1–20 on the board in a random order, with space between each number. Point to the numbers for children to say the words chorally. Leave the numbers on the board for later in the lesson.
- Ask questions to practice using numbers, e.g. *How many tables are there in the room? How many pencils do you have on your desk?*

1 Look. Ask and answer.

- Ask children to look at the picture and name the different toys they see (without counting them). Ask *Which toys does the girl / boy like?*
- Read the words in the box, pausing after each one for children to point to each toy in the picture.
- Choose a child to read the example dialogue with you. Pause for the class to repeat. Encourage children to flow the words together, avoiding unnecessary pauses.
- Practice more examples, e.g. *How many dolls are there?*

- Remind children that when they talk about more than one of something, they add *s* to the end of the word. Model *bike* and *bikes*. Children repeat before they start.
- Ask children to work in pairs. They take turns to ask and answer about how many of each toy there are.

2 Listen and point. Ask and answer. 05

- Ask children to look at the exercise and tell you what they can see (*cars*). Tell them they are going to listen to someone saying different numbers. They must listen and point to the cars with the numbers they hear.
- Play the recording. Children listen and point. Repeat.
- Ask children to read the color words in the box aloud. Read them again, pausing after each word for them to point to a car that is that color and say the number.
- Ask children to look at the speech bubbles. Choose a child to read the dialogue with you. He / She answers by looking at the picture and saying the color of car 18.
- Ask the class to repeat the question and answer chorally.
- Ask children to work in pairs. They take turns to ask and answer questions about the color of the cars.

3 Write the numbers.

- Ask children to look at the number words in their books. Read through the list together.
- Focus attention on the example. Ask children to write the number 10 in the air with their fingers. Call out other numbers. Children write in the air.
- Ask children to look at the rest of the numbers. Allow time for them to write the digit next to each word.

Differentiation

Below level:

- Put children in pairs and ask them to look at Exercise 2 again. One child points to a car, and the other says the number word. Switch roles for even practice.

At level:

- Put a list of numbers on the board, or use the ones from the warmer. Ask children to come to the front and write the words next to each number. When all the words are there, erase the digits and ask children to write them.

Above level:

- Have children stand in a row at the front of the classroom. Say a word, and ask the first child to spell it. If correct, he / she stays at the front. If incorrect, he / she sits down, and the next student tries. Continue until there is only one student left. That student is the winner.

ANSWERS

ten 10, thirteen 13, seventeen 17, twenty 20, fifteen 15, fourteen 14, eleven 11, twelve 12, sixteen 16, eighteen 18, nineteen 19

Further practice

Workbook page 7

Picture dictionary, Workbook page 129

Starter test, Teacher's Resource Center

Online Practice • Starter Unit • Lesson Four

1 Our new things

Lesson One Words

1 Listen, point, and repeat. 2 Listen and chant. 3 Listen and read.

classroom **table** **computer** **coat hook** **pencil case** **board**

Look! These are your new tables and chairs.

Those are your new coat hooks.

That is our new board.

Do you like our new things?

And this is the new computer. Look!

Wow!

And is this a new teddy bear, Rosy?

No...

This is my new pencil case. Look, new pencils and pens!

8 Unit 1 School things

Lesson One

SB page 8

Words

Learning outcomes

To identify common school things

To understand a short story

Language

Core: *classroom, table, computer, coat hook, pencil case, board*

Extra: *whiteboard, wow*

Materials

CD 01, 06–08; Story posters Starter and 1; *School things* flashcards 1–6

Warmer 01

- Sing the *Welcome* song from page 4.
- Ask children what they remember about the story from the Starter Unit.
- Use the Starter story poster to retell the story with the class. Ask *Who's in Rosy's video? Where's Billy?*

Lead-in

- Use flashcards 1–6 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model

any words that children don't know. Ask children to point to real objects in the classroom if possible.

- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 06

- Ask children to look at the school things. Play the first part of the recording. Children point to the pictures.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Differentiation

Below level:

- Review the vocabulary words again. Show the flashcards, and ask children to call out the words. Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching one word to its flashcard. Repeat for the other words.

At level:

- Play *Musical cards* (see page 8) with the new words.

Above level:

- Play the "at level" game, but when the music stops, students must say and spell the word.

2 Listen and chant. 07

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the blanks in the chant.
- Repeat, more than once if necessary.
- Children say the chant as a class, without the recording.

3 Listen and read. 08

- Use Story poster 1 to present the story. Point to each frame in turn for the class to talk about them. Encourage different children to make predictions about the story.
- Ask children to look at the story in their books. Play the recording for them to point to each speech bubble.
- Ask comprehension questions, e.g. *What's in the new classroom? Do the children like their new things?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

Workbook page 8

Online Practice • Unit 1 • Words

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

3 Write. **This That These Those**

4 Point and say. **chairs pencil case board tables ruler coat hooks**

Lesson Two

SB page 9

Grammar

Learning outcomes

To say and write sentences with *This is*, *That is*, *These are*, and *Those are*

To act out a story

Language

Core: *This / That is the new computer. These / Those are new tables.*

Materials

CD 08; Story poster 1; School things flashcards 1–6

Warmer

- Play *Where was it?* (see page 8) using flashcards 1–6.
- Ask what happened in the story. Show Story poster 1 to encourage recall. Cover the poster. Ask which school things were in the story.

1 Listen to the story again and repeat. Act. 08

- Ask children to turn to the story on page 8. Check how many school things they remember.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of three to play Rosy, Tim, and Miss Jones.
- Let children practice acting out the story in groups, then ask a few groups to act out the story in front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences. Children point and repeat.
- Write the sentences on the board. Read them again, pointing to reinforce meaning. Use tables close to you to show the meaning of *this / these*, and ones further away to show *that / those*.
- Replace the school words in each sentence with flashcards. Elicit sentences with the same pattern, e.g. *This / That is a new pencil case. These / Those are new computers.* Children repeat.
- Invite different children to change the school words to make new sentences.
- Ask children to look at the story on page 8 and find examples of the structures from Exercise 2.

3 Write.

- Ask the class to identify all the school things.
- Focus attention on the first sentence. Ask which word is missing. Elicit the full sentence. Write it on the board.
- Ask children to look at the rest of the sentences and write the missing words. Monitor and help as necessary.
- Ask children to say the sentences chorally.

ANSWERS

1. *Those are bags.* 2. *This is a ruler.*
3. *These are pencils.* 4. *That is a computer.*

4 Point and say.

- Ask a child to read the words in the box aloud. Then ask another child to read the sentence in the bubble.
- Put children in pairs to take turns making sentences with the structures in the bubbles and the words in the box. They point to the objects in the classroom as they say their sentences.

Differentiation

Below level:

- Ask children to repeat the sentences in the *Let's Learn!* box after you. Swap out the school things for extra practice. After doing the example in Exercise 4 together, children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, put students into pairs. Have students make more sentences, using other words they know. Monitor to make sure children play both roles.

Further practice

Workbook page 9

Online Practice • Unit 1 • Grammar

Lesson Three Song

1 Listen, point, and repeat.  

2 Listen and sing.  3 Sing and do.

Let's sing!

What's in the classroom?

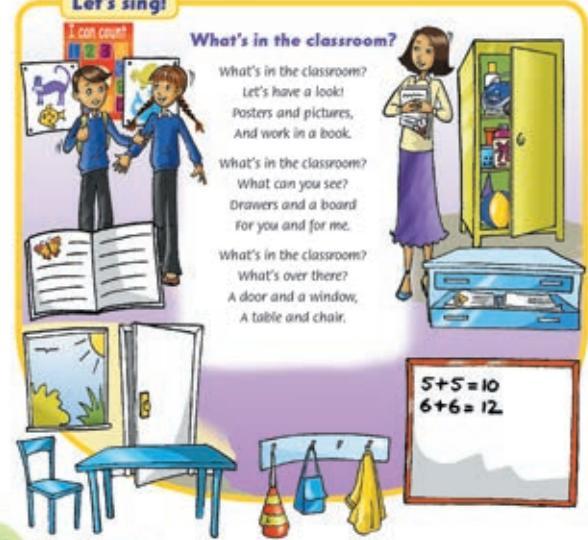
What's in the classroom?
Let's have a look!
Posters and pictures,
And work in a book.

What's in the classroom?
What can you see?
Drawers and a board
For you and for me.

What's in the classroom?
What's over there?
A door and a window,
A table and chair.

I can count 1-10

10 Unit 1 School things



Lesson Three

SB page 10

Song

Learning outcomes

To identify more school things

To use classroom words in the context of a song

Language

Core: poster, picture, drawers, cabinet, CD player

Extra: what, have a look, work (n)

Recycled: school things words

Materials

CD  09–10; School things flashcards 1–2, 6–11

Warmer

- Play a game of *What's the picture?* (see page 8) to practice the vocabulary learned so far in the unit.

Lead-in

- Introduce the new vocabulary with flashcards 7–11. Hold up the cards one at a time and say the words for children to repeat. Point to real items in the classroom if possible.
- Hold up the cards or point to the items in a different order. Children repeat again.

1 Listen, point, and repeat.

- Ask children to look at the pictures in their books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part of the recording for children to repeat. Then play the whole recording for children to listen and then repeat.

- Hold up flashcards 7–11 one at a time for individual children to say the words.

2 Listen and sing.

- Focus on the pictures. Point to the different things and ask *What's this?*
- Ask children to predict what the song is about.
- Play the whole song for children to listen. Then play it again as they follow along in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording. Children sing along.

3 Sing and do.

- Look at the pictures together and choose actions for the song (see suggestions below).
- Play the recording. Children listen and do their actions.

Song actions

What's in the classroom? – raise hands as if asking a question
Verse 1 – point to posters and pictures on the wall and mime opening a book

Verse 2 – mime opening a drawer, then a cupboard

Verse 3 – point to door and a window, then a table and chair

Verse 4 – point to coat hooks, mime hanging up a coat

Differentiation

Below level:

- Give flashcards to different children. Play the recording. When a child hears their word mentioned, they hold their card in the air.

At level:

- Play *Musical cards* (see page 8) to review all the classroom objects children know.
- Play the *What's in the classroom?* song as children pass the cards around. Give flashcards 1–2, and 6–9 to different children.

Above level:

- Put children in groups and ask them to think of different actions for the song. Play the song again so they can practice. If time permits, they can perform their version for the class.

Further practice

Workbook page 10

Picture dictionary, Workbook page 129

Unit 1 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 1 • Song

Lesson Four Phonics

1 Listen and chant.

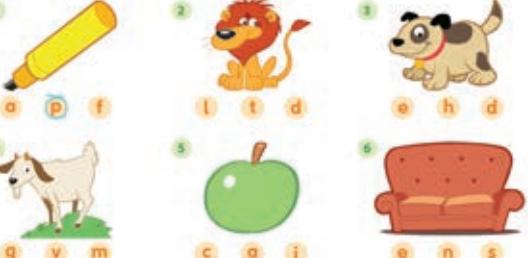


A, B, C, D, E, F, G,
Come and play this game with me.
H, I, J, K, L, M, N,
Close your eyes and count to ten.
O, P, Q, R, S, T,
Touch your nose and touch your knee.
U, V, W, X, Y, Z,
Touch your feet and jump with me.

2 Listen, point, and repeat.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	
Uu	Vv	Ww	Xx	Yy	Zz	

3 Listen and circle the correct sound.



1. a p f	2. l t d	3. e h d
4. g v m	5. c a i	6. e n s

Alphabet / Initial sounds - Unit 1

• Practice the actions with the class. Say *Touch your nose / feet / knee. Close your eyes. Count to ten.*

1 Listen and chant.

- Play the recording. Children listen and follow the chant in their books.
- Read the chant line by line. Children repeat each line.
- Play the recording. Children join in.
- Play the recording once more. This time, children do the actions as they chant. Repeat.

2 Listen, point, and repeat.

- Ask children to look at the letters in their books. Tell them that they are going to hear a recording of the sounds that the letters make at the beginning of words.
- Play the first part of the recording. Children listen and point to the letters.
- Play the second part of the recording for children to repeat the sounds.
- Play the whole recording. Children point and repeat.

3 Listen and circle the correct sound.

- Ask children to look at the pictures and tell you what they see.
- Focus attention on the first picture. Ask *What is it? (a pen)*. Then ask *What's the sound?* to elicit /p/. Show them the example circle around the letter *p*.
- Play the recording. Children listen to the words and circle the correct sounds.
- Play the recording a second time for children to complete or check their answers.

Lesson Four SB page 11

Phonics

Learning outcomes

To review the letters of the alphabet

To identify upper and lowercase forms of letters

To identify sounds the letters make at the start of words

Language

Recycled: letters of the alphabet; words from phonics lessons in *Family and Friends 1*

Extra: *game, touch, knee, feet, nose*

Materials

CD 11–13; *School things* flashcards 1–11

Warmer

- Ask children if they remember the alphabet. Recite it as a class. You can review the whole alphabet with the alphabet song from *American Family and Friends 1*.
- Write up the letters in capitals as children say them.
- Invite different children to come to the board and write the lowercase forms next to each letter. Point to each letter and ask the class what sound it makes at the beginning of a word.

Lead-in

- Ask children to look at the pictures. Point to each one and ask children what the girl or boy is doing.
- Elicit or teach the words *knee, feet, and nose*. Children point to their knees, feet, and nose as you say the words.

- Practice the actions with the class. Say *Touch your nose / feet / knee. Close your eyes. Count to ten.*

1 Listen and chant.

- Play the recording. Children listen and follow the chant in their books.
- Read the chant line by line. Children repeat each line.
- Play the recording. Children join in.
- Play the recording once more. This time, children do the actions as they chant. Repeat.

2 Listen, point, and repeat.

- Ask children to look at the letters in their books. Tell them that they are going to hear a recording of the sounds that the letters make at the beginning of words.
- Play the first part of the recording. Children listen and point to the letters.
- Play the second part of the recording for children to repeat the sounds.
- Play the whole recording. Children point and repeat.

3 Listen and circle the correct sound.

- Ask children to look at the pictures and tell you what they see.
- Focus attention on the first picture. Ask *What is it? (a pen)*. Then ask *What's the sound?* to elicit /p/. Show them the example circle around the letter *p*.
- Play the recording. Children listen to the words and circle the correct sounds.
- Play the recording a second time for children to complete or check their answers.

Differentiation

Below level:

- Put the *School things* flashcards 1–11 on the board. Point to the flashcards one at a time. Children say the sound that the word begins with chorally. Repeat, asking individual children to say the sounds.

At level:

- Ask children to close their books. Write the letters from number 1 on the board. Point and have children say each sound. Play the recording again and have children say the correct letter.

Above level:

- Ask children to pick one of the words from Exercise 3 and write it vertically in their notebooks. For each letter, they should write or draw another word they know which starts with the same letter, e.g. *P – pig, E – egg, N – nest*. Monitor and help as needed.

ANSWERS

1. p 2. l 3. d 4. g 5. a 6. s

Further practice

Workbook page 11

Online Practice • Unit 1 • Phonics

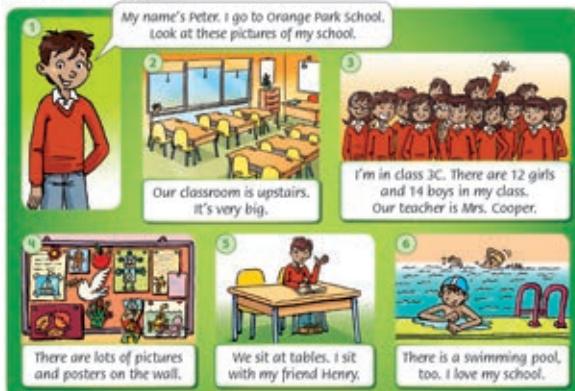
Skills Time!

Lesson Five

Reading

1 Point to things you can see in a school. Say the words.

2 Listen and read. 



3 Read again. Circle the correct word.

1 Where is Peter's classroom?

upstairs / downstairs

2 What class is Peter in?

3C / Orange Park

3 How many boys are there in his class?

12 / 14

4 What is his teacher's name?

Henry / Mrs. Cooper

5 What is on the walls of the classroom?

tables / pictures

6 Is there a swimming pool?

Yes, there is. / No, there isn't.

12 Unit 1 Reading: a description

Lesson Five

SB page 12

Skills Time!

Skills development

Reading: read a text describing pictures; read for specific words

Language

Recycled: vocabulary and structures seen previously

Extra: *bright, wall, sit, with, swimming pool*

Materials

CD  10, 14

Warmer 10

- Sing *What's in the classroom?* from page 10.
- Ask different children to tell you something about their classroom, e.g. *There are posters. There's a computer.*

Lead-in

- Point to the picture of the boy at the top of the text and explain that his name is Peter.
- Ask children to look at the pictures. Ask what they think the text is about (*Peter is describing his school*).
- Encourage children to make predictions about Peter's school, e.g. *There are pictures in the classroom.*

1 Point to things you can see in a school. Say the words.

- Ask children to look at the pictures again in pairs. They point to the different classroom objects and say the words.

ANSWERS

classroom, tables, chairs, board, pictures, posters, drawers, windows, book, pupils

2 Listen and read. 14

- Explain that you are going to play a recording. They should listen and follow along. It doesn't matter if they don't understand all the words.
- Play the recording. Children listen and follow the text.
- Play the recording a second time. Check comprehension by asking simple questions, e.g. *What school does Peter go to? What's in the classroom? What else is in the school?*

3 Read again. Circle the correct word.

- Explain to children that they are going to do an exercise where they choose the right answer out of two options.
- Write the first question on the board with the two possible answers. Ask a child to read it aloud.
- Ask children to find where the text gives them the answer (*upstairs*). Draw a circle around *upstairs* on the board. Show children the answer in their books.
- Read through the rest of the questions with the class and check understanding.
- Let children complete the activity then check answers.

Differentiation

Below level:

- Say these key words and help children find them in the text: *classroom, class, boys, teacher, wall, and pool*. Then re-read the questions in Exercise 3. Children complete the activity in pairs.

At level:

- Children complete the activity.

Above level:

- Put children in pairs to talk about themselves. If children need more support, write the text on the board with blanks for their own information.

ANSWERS

1. upstairs 2. 3C 3. 14 4. Mrs. Cooper
5. pictures 6. Yes, there is.

Further practice

Workbook page 12

Online Practice • Unit 1 • Reading

Lesson Six

Listening
1 Listen and number.

Speaking
2 Point, ask, and answer. boys girls teachers windows doors

How many girls are there? There are two girls.
What color is his hair? It's ...

Writing preparation
3 Underline the capital letters at the start of the sentences. Circle the capital letters at the start of the names.
We have a new CD player.
Our teacher is Mrs. Cooper.
1 My name's Peter. 2 This is my school.
3 Thank you, Miss Jones. 4 This is Rosy's pencil case.
5 Those are your coat hooks. 6 This is Tim.

Complete the writing task on page 13 of the Workbook.

Listening, speaking, writing. Unit 1 13

Lesson Six SB page 13

Skills Time!

Skills development

Listening: identify people and objects from descriptions

Speaking: ask and answer questions about a picture

Writing: identify and write capital letters at the start of sentences and names; write about your classroom (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 10, 15; School things flashcards 1–11;

Warmer 10

- Play *Musical cards* (see page 8). Use *What's in the classroom* from page 10 and flashcards 1–11.

Lead-in

- Ask children what they remember about Peter's school from the previous lesson. Ask *Where's Peter's classroom? What's in Peter's school?* Look at the picture on page 13. Let children describe it.

1 Listen and number. 15

- Tell children they are going to hear a girl describing her classroom. They don't have to understand every word. Play the recording. Children point to people and things.
- Play the recording again, pausing after item 1. Ask children which person is described (*the blond girl*).

- Continue the recording, pausing for children to number the people and things in the order they hear them.

ANSWERS

(clockwise from left) 5, 4, 6, 2, 1, 3

2 Point, ask, and answer.

- Focus on the picture again. Ask *How many children / chairs /whiteboards are there?*
- Ask different children to read the words in the box.
- Invite a child to the front. Read the questions and answers in the bubbles together for the class to repeat.
- Ask children to work in pairs. They practice asking and answering questions using the words in the box.

3 Underline the capital letters at the start of the sentences. Circle the capital letters at the start of the names.

- Ask children to close their books. Copy the example sentences from the Student Book onto the board.
- Call a child to the front of the class. Ask him / her to underline both capital letters.
- Call another child to come and circle the capital letter in the name in the second sentence (check that both M and C are circled as there are two parts to the name).
- Let children complete the activity, then check answers.

Differentiation

Below level:

- Write children's names on the board and ask children to come up and circle the capital letters. Then write the sentences from the box on the board, or use ones of your own. Ask children to underline the capital letters. Do number 1 together. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask children to look at the text on page 12. Ask them to underline the capital letters at the start of the sentences and circle the ones at the start of names. Check answers together.

ANSWERS

- My name's Peter.
- This is my school.
- Thank you, Miss Jones.
- This is Rosy's pencil case.
- Those are your coat hooks.
- This is Tim.

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

Further practice

Workbook page 13 (children write about their classroom)

Unit 1 values worksheet, Teacher's Resource Center

Unit 1 test, Teacher's Resource Center

Online Practice • Unit 1 • Listening, Speaking, and Writing

Fluency Time!

1

Fluency Time! 1

Everyday English

1 Watch and listen. Read and say.  

1 Dad, I can't find my pencil case. Look under your pillow. It isn't there.
2 Here it is. It's under your bed. Thanks, Dad.

2 Watch and listen. Number.  

1 
2 
3 

3 Speaking Look at the words. Point and say.

pen teddy bear book cabinet bed shelf

I can't find my book.
Look on your shelf.
It isn't there.
Look in your cabinet.
Here it is.

14 Fluency Time! 1 Finding things

Fluency Time! 1

Everyday English

SB page 14

Learning outcomes

To 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  16–17;  Fluency DVD Fluency Time! 1

Warmer

- Tell children they are going to learn some useful language for finding things. Ask if they have neat or messy bedrooms. Ask what words they can remember for talking about their bedrooms (*rug, shelf, bed, cabinet, pillow, blanket, desk, chair*).
- Play *Jump* (see page 8) with the bedroom vocabulary.

1 Watch and listen. Read and say. 16

- 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*).
- Children watch the DVD. Play the DVD again for children to listen and read. Encourage children to figure out unknown words from context. Answer questions, then play it again, pausing for children to say the dialogue.

- Review the highlighted phrases in the box with the class. Make sure they understand each phrase and when to use each phrase.
- Ask children to practice the dialogue. Then invite pairs to act for the class.

2 Watch and listen. Number. 17

- Show children the pictures and the example. Explain that they need to listen and match the dialogues to the pictures. They should write the numbers in the correct boxes.
- Play the DVD. Children watch, listen, and number the pictures.
- Ask children what each of the people is saying.

ANSWERS

(in order on page) 2, 1, 3

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.

Differentiation

Below level:

- 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.

At level:

- Children complete the activity as suggested.

Above level:

- Do the "below level" activity, but ask children to work in small groups of 4–5.
- One child hides an item and asks the other children in the group to guess.

Further practice

Workbook page 14

Fluency Time! 1,  Fluency DVD

Online Practice • Fluency Time! 1



Craft

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! 1; Fluency Craft 1 (see Teacher's Resource Center) (one template for each child); completed poster; colored pens / pencils / crayons, scissors, and glue for each group of children

1 Watch the story again. Act.

- Focus on the story in Exercise 1 on Student Book page 14. Ask children what they remember.
- Play Fluency Time! 1 Everyday English again. If you don't have enough time, read the dialogue on Student Book page 14.
- Invite two children to act out the dialogue. Encourage them to change details to make their own variations.
- Play Fluency Time! 1 Everyday English again for children to watch and listen.

2 Make a 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 *colored pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the poster template (see Fluency Craft 1, Teacher's Resource Center). Give each group colored 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 color 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.

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.

Differentiation

Below level:

- Ask one child to come to the front with their poster and say *I can't find my _____*. Ask the rest of the class to make suggestions, e.g. *Look under the _____*.
- Repeat with other children.

At level:

- Children complete the activity as suggested.

Above level:

- 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.

Further practice

Workbook page 15

Skills test 1 Fluency Time!, Teacher's Resource Center

Fluency Time! 1, Fluency DVD

Online Practice • Fluency Time! 1

2 They're happy now!

Lesson One Words

1 Listen, point, and repeat.  2 Listen and chant. 

hot cold hungry thirsty happy sad

3 Listen and read. 

1 Hello, babies! They're twins – brother and sister.

2 Oh no. They're crying. Are they hot? No, they aren't.

3 Are they cold? No, they aren't cold.

4 Look! Bananas. Can the babies eat bananas? Yes. What a good idea!

5 Look, they're hungry. Yes, they like bananas.

They're happy now and we're happy too.

16 Unit 2 Feelings



Lesson One

SB page 16

Words

Learning outcomes

To learn words for feelings and emotions

To understand a short story

Language

Core: *hot, cold, hungry, thirsty, happy, sad*

Extra: *babies, twins, cry (v)*

Materials

CD  10, 18–20; Story posters 1 and 2; *Feelings* flashcards 12–17

Warmer 10

- Sing *What's in the classroom?* from page 10.
- Ask children what they remember about the Unit 1 story.
- Use Story poster 1 to retell the story with the class. Ask *What are the new things in the classroom? Do the children like the new things? What is Rosy's new thing?*

Lead-in

- Hold flashcards 12–17 and ask children how the people feel. Model any unknown words. You could use mime to express the meaning of the new words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 18

- Ask children to look at the pictures of the different feelings. Play the first part of the recording for children to point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording for children to point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Differentiation

Below level:

- Show each flashcard, and ask children to call out the words. Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching a word to its flashcard. Repeat for the other words.

At level:

- Ask children to look at the actions and facial expressions of the children in the pictures. Say different emotions. Children copy the actions and expressions, e.g. for *sad* children rub their eyes and pretend to cry. Then play *Play Mime the word* (see page 8).

Above level:

- Play the “at level” game, but ask children to come to the front. Whisper or show the child the word. He / She mimes the word for others to guess.

2 Listen and chant. 19

- Play the recording and teach the chant.
- Play the recording a second time. Children repeat the words in the blanks in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

3 Listen and read. 20

- Use Story poster 2 to present the story. Talk about each frame with the class and encourage predictions.
- Focus on the story. Play the recording for them to point to the different speech bubbles.
- Ask comprehension questions, e.g. *Are the babies hot / cold / hungry? Do the babies eat the bananas?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

Workbook page 16

Online Practice • Unit 2 • Words

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

We're = We are
They're = They are

3 Look and match. **We're** **They're**

4 Write. **Yes, they are.** **No, they aren't.** **Yes, we are.** **No, we aren't.**

Are they hot? Are you hungry? Are they cold? Are you happy?
Yes, they are. Yes, we are. No, they aren't. No, we aren't.

Unit 2 17

Lesson Two

SB page 17

Grammar

Learning outcomes

To make sentences describing people's feelings

To ask questions about people's feelings

To use the contracted form of *are*

To act out a story

Language

Core: *We're / they're happy. Are they hot? No, they aren't. / Yes, they are.*

Materials

CD 20; Story poster 2; *Feelings* flashcards 12–17

Warmer

- Ask children what happened in the previous story. Show Story poster 2 to encourage recall.
- Cover the poster. Ask which feelings were in the story.

1 Listen to the story again and repeat. Act. 20

- Ask children to turn to the story on page 16. Check how many feelings / emotions they remember.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of six to play Rosy, Tim, Mom, the twins, and the twins' mother. Note: Mom doesn't have a speaking part.

- Let children act in their groups, then ask a few groups to act out the story in front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one. Children point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures. Children repeat.
- Replace the feeling words with flashcards. Elicit sentences with the same pattern, e.g. *We're thirsty. Are they cold?* Children repeat the new sentences.
- Invite different children to change the feelings words to make new sentences and questions.
- Ask children to find the contractions in the grammar box.

3 Look and match.

- Ask children to look at the pictures and the words *We're* and *They're* in the boxes above.
- Ask children to look at the second picture and ask if the children are talking about themselves or other people. Ask *We're or They're?* Establish that the correct answer is *We're*. Point out the matching line.
- Let children complete the activity, then point to each picture for children to say *We're* or *They're*.

ANSWERS

1. **They're** 2. **We're** 3. **We're** 4. **They're**

4 Write.

- Ask how the children in the first picture feel (*hot*). Ask the first question. Children give the answer. Point out the example.
- Let children complete the activity, then check answers. Ask the questions for the class to reply chorally.

Differentiation

Below level:

- Read the *Let's learn!* box together. Change the adjectives, e.g. *Are they cold?*, for more variety.

At level:

- Children re-read the story on page 16 and find sentences and questions with *We're* and *They're*.

Above level:

- Do the "at level" activity. Then children re-write the story with new feelings and practice reading it aloud with a partner.

ANSWERS

1. **Yes, they are.** 2. **No, we aren't.** 3. **No, they aren't.**
4. **Yes, we are.**

Further practice

Workbook page 17

Online Practice • Unit 2 • Grammar

Lesson Three Song

1 Listen, point, and repeat.      

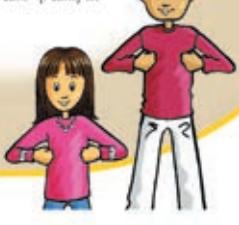
2 Listen and sing.  3 Sing and do.

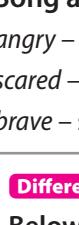
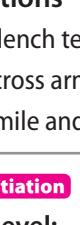
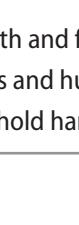
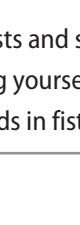
Let's sing!

If you're angry and you know it ...

if you're angry and you know it,
stamp your feet! [stamp, stamp]
if you're angry and you know it,
stamp your feet! [stamp, stamp]
if you're angry and you know it,
And you really want to show it,
if you're angry and you know it,
stamp your feet! [stamp, stamp]
if you're scared and you know it,
Hug yourself! [hug, hug] ...
if you're brave and you know it,
say "I can!" [I can!] ...









18 Unit 2 Feelings

Lesson Three

SB page 18

Song

Learning outcomes

To learn more words for feelings and emotions
To use words for feelings in the context of a song

Language

Core: tired, angry, scared, brave, nervous
Extra: hug (v), yourself, stamp (v)
Recycled: feelings words

Materials

CD  21–22; Feelings flashcards 12–22

Warmer

- Play a game of *Snap!* (see page 8) using flashcards 12–17 to review the words children have learned so far in the unit.

Lead-in

- Use flashcards 18–22 to introduce the new vocabulary. Reinforce the meaning by miming the emotions.
- Hold up the cards one at a time and say the words for children to repeat.
- Hold up the cards in a different order for children to repeat again.

1 Listen, point, and repeat. 21

- Ask children to look at the pictures. Play the first part of the recording. Children point and say the words.
- Play the second part for children to repeat the words.

- Play the whole recording again. Children point and then repeat.
- Hold up flashcards 18–22 and ask *What's this?*

2 Listen and sing. 22

- Ask children to look at the pictures. Point to the different expressions and ask how children are feeling.
- Play the song once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording. Children sing along.

3 Sing and do.

- Ask children to look at the pictures and decide together on what the actions should be (see suggestions below).
- Play the recording. Children listen and do the actions.

Song actions

angry – clench teeth and fists and stamp feet

scared – cross arms and hug yourself

brave – smile and hold hands in fist shape

Differentiation

Below level:

- Give different feelings words from the song to the children so there are several students who are angry, brave, etc. Play the song again. When children hear their word, they wave their arms in the air.

At level:

- Give children different words as above, but instead of waving their arms, they say their words.

Above level:

- Write the song lyrics on the board with blanks for some of the words. Ask children to recall the song and write the correct words.

Further practice

Workbook page 18

Picture dictionary, Workbook page 130

Unit 2 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 2 • Song

Lesson Four Phonics

1 Listen, point, and repeat. 23

ch chair teacher **sh** shoes fish **th** thumb bath

2 Listen and chant. 24

Look at my teacher,
Sitting on a chair.
Her shoes are blue,
She has long, black hair.
A picture of a bath,
And a picture of a fish.
Look at my teacher,
Her name's Miss Wish.

3 Read the chant again. Circle the sounds ch, sh, and th.

4 Listen to the sounds and join the letters. 25

What does the teacher have?

sh sh th th sh ch sh
th sh ch sh th sh ch
sh ch sh ch ch ch th

Digraphs at the end of words Unit 2 19

Lesson Four

SB page 19

Phonics

Learning outcomes

To review sounds made by the combinations ch, sh, and th

To differentiate between the sounds /tʃ/, /ʃ/, and /θ/

Language

Core: chair, teacher, shoes, fish, thumb, bath

Materials

CD 11, 23–25; Phonics cards 1–3 (chair, shoes, thumb)

Warmer

11

- Play the recording and say the chant from page 11 to review the letters of the alphabet.

Lead-in

- Teach the sounds and letters for this lesson with the phonics cards. Hold up the first card and say, *Letters c and h make the sound /tʃ/*. Say the sound for children to repeat several times. Draw the letters ch on the board. The children draw them in the air.
- Repeat the procedure with the other two phonics cards.
- Show the cards and model the words. Children repeat.

1 Listen, point, and repeat.

23

- Play the first part of the recording. Children listen and point to the pictures in their books.
- Play the second part for children to repeat the sounds.
- Play the whole recording. Children point and repeat.

2 Listen and chant.

24

- Ask children to look at the picture. Ask *What can you see?*
- Play the recording. Children listen to the chant. Say the chant line by line and ask children to repeat after you.
- Play the recording again, pausing for children to repeat. Play it again. They follow in their books.

3 Read the chant again. Circle the sounds ch, sh, and th.

- Write the first line of the chant on the board. Ask children to find an example of the letters ch, sh, or th. One child comes to the front to circle the ch in *teacher*.
- Allow time for children to read the chant in their books and circle the other examples.

NOTE: If children notice the /tʃ/ sound in *picture*, praise them. Explain that this is another way of spelling this sound.

ANSWERS

Look at my teacher, / Sitting on a chair. / Her shoes are blue, / She has long, black hair. / A picture of a bath, / And a picture of a fish. / Look at my teacher. / Her name's Miss Wish.

4 Listen to the sounds and join the letters

25

- Elicit the four images in the activity (*teacher, shoes, chair, thumb*). Ask *What does the teacher have?* Children listen and follow the sounds and words in the maze. They should connect the letters to find out if the teacher has shoes, a chair, or a thumb.
- Play the beginning of the recording. Follow the blue line linking the teacher to the letters th to demonstrate.
- Play the recording. Children listen and link the letters.
- Ask *What does the teacher have?* Ask children to say the letters they heard for you to write on the board.

Differentiation

Below level:

- Drill each sound again. Ask children to point to each picture and say the word. Ask children which two letters each word starts with. Children then do the exercise independently.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them think of three more words starting with sh, ch, or th. If time permits, they can draw more pictures of the letters practiced.

ANSWER

The teacher has a chair.

Further practice

Workbook page 19

Online Practice • Unit 2 • Phonics

Skills Time!

Lesson Five

Reading

- 1 Look at the pictures. How does the girl feel?
- 2 Read and listen to the poem. 

My Feelings

Sometimes I am happy.
Sometimes I am sad.
Sometimes I am nervous.
But I am never bad.

When I'm really happy,
I smile and laugh and play.
When I'm really happy,
It's a very good day.

When I'm really sad,
I cry and tell my mom.
We always talk together.
Then happy times can come.

When I'm really nervous,
I'm brave and carry on.
I say, "I can do it!"
Until my fear is gone.

Sometimes I am happy.
Sometimes I am sad.
Sometimes I am nervous.
But I am never bad.



3 Read again. Match.

- 1 play
- 2 cry
- 3 laugh
- 4 be brave and carry on
- 5 smile

- a happy
- b nervous
- c sad

20

Unit 2 Reading a poem

Lesson Five

SB page 20

Skills Time!

Skills development

Reading: read and understand a poem; match actions to feelings

Language

Recycled: vocabulary and structures seen previously

Extra: *carry on, nerves, smile, laugh, cry*

Materials

CD  26; *Feelings* flashcards 12–22; a piece of plain paper for each child; colored pencils (optional); poster board (optional)

Warmer

- Play *What's missing?* (see page 8) to review the feelings words.
- Talk about feelings and actions with children, using mime. Ask *What do you do when you're (scared)?*

Lead-in

- Ask children to look at the pictures on page 20 and predict what the text is about. Try to elicit that a girl has written a poem about her feelings.
- Ask the children if they have ever written a poem and what their poem was about.

1 Look at the pictures. How does the girl feel?

- Ask children to look at the pictures and say how the girl feels in each picture. Ask children how we know (e.g. her actions, her facial expressions).

ANSWERS

Picture 1: happy; Picture 2: sad; Picture 3: nervous

2 Read and listen to the poem. 26

- Tell children they are going to read and listen to the poem. Remind them that they don't have to understand all the words.
- Play the recording. Children listen and follow the poem. Play it again and answer children's questions.
- Ask *What does she do when she's (happy)?* Ask similar questions about the other feelings.
- Play the recording again, pausing for children to repeat. Drill their rhythm and intonation where necessary.
- Ask children to close their books. Read the poem aloud, pausing at key feelings and action words. Encourage children to call out the 'missing' words.

3 Read again. Match.

- Ask children to say the feelings words from the poem. Write these words on one side of the board. Ask the children to call out the action words from the poem. Write these words on the opposite side of the board.
- Ask children to use a word from each side of the board to make a sentence about the girl in the poem, e.g. *When she's happy, she laughs.*
- Ask children to look at the words in their books. Explain that they need to draw lines, matching actions to feelings.
- Let children complete the activity, then compare answers with a partner.

Differentiation

Below level:

- Make a feelings board. Give children paper and colored pencils. Ask them to draw one of the feelings they have learned. Write the heading "Feelings" on a large sheet of poster board. Glue pictures of positive feelings on one side and pictures of negative feelings on the other.

At level:

- Give each child paper and colored pencils to draw a picture of themselves showing a feeling and an action, e.g. laughing and looking happy / crying and looking sad / hiding and looking scared. They then write a sentence about themselves under their picture, e.g. *When I'm happy, I (smile).*

Above level:

- Do the "at level" activity, but ask children to write more than one sentence. Encourage them to think about when they are happy, nervous, or sad.

ANSWERS

1,3,5 a 2 c 4 b

Further practice

Workbook page 20

Online Practice • Unit 2 • Reading

Listening
1 Listen and number.

Speaking
2 Point, ask, and answer. happy sad tired cold nervous hungry

is he sad? No, he isn't. He's nervous. is she ...? No, ...

Writing preparation
3 Look and write the long form.

I'm = I am	He's = He is	We're = We are
You're = You are	She's = She is	They're = They are

1 She's cold. She is cold.
2 They're happy. happy.
3 I'm nervous. nervous.
4 We're thirsty. thirsty.
5 You're brave. brave.
6 He's sad. sad.

Complete the writing task on page 21 of the Workbook.

Listening, speaking, writing Unit 2 21

Lesson Six

SB page 21

Skills Time!

Skills development

Listening: identify people from descriptions of how they feel

Speaking: ask and answer questions about how people feel

Writing: identify and write long and short forms; write about your feelings (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: broken, poor, nearly, wake up

Materials

CD 27; Feelings flashcards 12–22

Warmer

- Call out an emotion from the unit for children to mime.
- Repeat with several different emotions. Ask different children to take turns calling out the emotions.

Lead-in

- Ask children what they remember about the poem from the previous lesson. Ask *How does the girl feel? What does she do when she's happy / nervous / sad?*
- Encourage them to recite any part of the poem they remember and let them check on page 20.
- Ask children to look at the pictures in Exercise 1 and tell you how the children feel in each one. Ask them to predict what they might hear in the listening exercise.

1 Listen and number. 27

- Tell children that they are going to hear a recording of a girl talking about how her friends are feeling. They have to decide which person she is talking about each time.
- Play the recording. Children listen and point to the people as they hear them mentioned.
- Play the recording again, stopping after the first description for children to find the correct picture.
- Play the recording. Children number the pictures. Then check answers with the class.

ANSWERS

(top row) 5, 1, 4 (bottom row) 6, 2, 3

2 Point, ask, and answer.

- Ask children to look the pictures again. Ask questions, e.g. *Is he / she happy / hungry / nervous?*
- Ask a child to read the words in the box. Then ask a pair of children to read the example.
- Children work in pairs. They take turns to point to the children in the pictures and ask and answer questions using the words in the word box.

3 Look and write the long form.

- Copy the six examples of contractions onto the board.
- Write the first example sentence and ask children to tell you the long form (*She is*). Write the complete sentence on the board, and point out the example.
- Write more sentences on the board, e.g. *We're sad. You're happy. I'm hot.* Invite individual children to underline the contracted words. Ask the class to tell you the long form and write the sentences on the board.
- Let children complete the activity. Then check answers.

Differentiation

Below level:

- Ask children to close their books. Write the six contractions on the board. Call individual children to the board and ask them to write the long form. Help as needed. Read the short and long forms together. Then children complete the activity together.

At level:

- Children complete the activity.

Above level:

- Children write more sentences with contractions on a sheet of paper or in their notebooks. Have them switch sheets. Children change the contractions to the long forms.

ANSWERS

- She is cold.
- They are happy.
- I am nervous.
- We are thirsty.
- You are brave.
- He is sad.

Further practice

Workbook page 21 (children write about their feelings)

Unit 2 values worksheet, Teacher's Resource Center

Unit 2 test, Teacher's Resource Center

Online Practice • Unit 2 • Listening, Speaking, and Writing

Math Time!

Math Time!

Topic: Division

1 Listen, point, and repeat.  

whole half third quarter three quarters

2 Listen and read.  

DIVIDING SHAPES

Here is a circle. Let's divide the circle into two equal shapes. Each shape is a half. There are always two halves in one whole shape.

Look at this square. Divide the square into four equal shapes. Each shape is one quarter. How many quarters in a whole? Yes, four. Can you see three quarters of the shape?

This rectangle is in three equal parts. Each part is a third. There are three thirds in a whole. What color is one third? What color are the other two thirds?

We can divide everything in this way. There is one cake and four children. Cut the cake into quarters!

3 Match.

1 We divide this into quarters.  a There are three equal shapes.
2 We cut this in half.  b There is one shape.
3 It is cut in thirds.  c There are four equal shapes.
4 It is whole.  d There are two equal shapes.

4 Think! What are things that you can divide into halves, thirds, and quarters?

22 CUL: Math - Division

Topic: Division

SB page 22

Learning outcomes

To learn some useful content and language about dividing shapes

Language

Core: *whole, half, third, quarter, three quarters*

Extra: *equal, parts, divide*

Materials

CD  28–29; *Math Time!* flashcards 23–27

Warmer

Critical Thinking

- Ask children to name all the shapes they know in English. Write their answers on the board.
- Point to square / circular / rectangular / triangular items around the classroom and ask children to tell you what shape each item is.

Lead-in

- Write some simple additions on the board, e.g. $4 + 3 =$ / $5 + 2 =$ / $2 + 3 =$ / $6 + 2 =$. Point to each of the symbols and elicit / teach the words *plus* and *equals*. Then ask children to come to the board and complete the sums.

1 Listen, point, and repeat. 28

- Ask children to look at the 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.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Stick the flashcards (23–27) on the board and number them 1–5. Say *It's (a whole / a half / a third / a quarter / three quarters)*. Children hold up fingers to show the correct numbers.

2 Listen and read. 29

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *How many (thirds) are there in a whole?*
- Ask children to say which shapes they can see and how each shape is divided.

3 Match.

- Put children into pairs. Explain to children that they are going to work together to match the sentences.
- Complete the first item together and check understanding.
- Monitor and help, then check answers with the class.

ANSWERS

1. c 2. d 3. a 4. b

4 Think! What are things that you can divide into halves, thirds, and quarters?

Critical Thinking

- Explain that we want to find things that we can divide into two, three, or four pieces. Ask children to think about items from around the classroom (e.g. stationery, toys) and make a list of things they can divide into halves, thirds, and quarters.

Collaboration

- Put children in pairs to check their answers, then have pairs report back to the class.

Differentiation

Below level:

- Collect a few different items from around the classroom (stationery items, toys, etc).
- Ask children to say which of the items we can divide into halves, thirds, and quarters, and which are difficult to divide.
- Children work in pairs to think of two or three more items that can be divided.

At level:

- Complete the activity as suggested.

Above level:

- Have children work individually to complete the activity.
- Have children choose an item to draw, then use three different colored pens / pencils to show how the item can be divided into halves, thirds, and quarters.
- Invite children to show their pictures to the class.

Further practice

Workbook page 22

Online Practice • Math Time!

Project

SB page 23

Learning outcomes

To listen and identify shapes

To make a shape mobile

Language

This rectangle is cut in three equal shapes. Each shape is a third.

Materials

CD 30; *Math Time!* flashcards 23–27; card, scissors, rulers, colored pencils, string, clothes hangers, a hole punch

Warmer

- Hold up the flashcards, one at a time. Ask children to say the words, then say how many pieces of each there are in a whole.

1 Listen and write the number. 30

- Explain that you are going to play a recording of a boy and a girl talking about different shapes. Children need to listen and number the pictures in the correct order.
- Play the recording once through. Play again, pausing after each item so that children have time to think about their answers.
- Check answers with the class.

ANSWERS

(from left to right) 3, 1, 4, 2

2 Project. Make a shape mobile.

Communication

- Explain that children are going to make a shape mobile. Ask *What do you need to make this project?* Elicit / Teach card, a ruler, colored pens or pencils, scissors, string, a clothes hanger, a hole punch.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into pairs.
- Hand out card, a ruler, colored pens or pencils, scissors, string, and a clothes hanger to each group. Explain that children should draw shapes on the card and cut them out, then divide the shapes into equal parts and color a whole, a half, a third, a quarter, and three quarters. They write the names of the shapes and how they are divided on the backs of the shapes.
- Help children to punch holes in the tops of their shapes and thread string through the holes. The children tie the other end of each piece of string to their clothes hanger to make a mobile.

Differentiation

Below level:

- Draw a circle, rectangle, square, diamond, and triangle on the board. Leave one shape whole, but divide the other shapes into halves, thirds, or quarters. Ask children to name each shape and say how it is divided. Color one or more parts of each shape. Write the name of the shape and the correct fraction word below each shape.
- Move around the class helping children to complete their mobiles.

At level:

- Complete the activity as suggested.

Above level:

- When children have completed their mobiles, have them play a game in pairs. They take turns to describe a shape on a mobile for their partner to guess, e.g. A: *It's divided into four shapes. Each shape is a quarter. One of the quarters is red.* B: *It's the rectangle!*

3 Present your project.

Communication

- Put pairs of children together with other pairs. Tell them that they are now going to talk about their projects with each other.
- Demonstrate by either holding up and talking about a completed mobile, or using the example in the Student Book.
- Children talk in groups. Encourage children to include language from previous units as they talk about the different shapes on their mobiles, e.g. *This is a big square. It's in four quarters. Two of the quarters are red.*
- Invite individual children to stand up and present their projects to the class.

Further practice

Workbook page 23

Online Practice • Math Time!

Lesson One Words

1 Listen, point, and repeat. 2 Listen and chant.

ride a bike ride a horse skate skateboard play tennis play soccer

3 Listen and read.

1 I can skate, I can swim, And I can skateboard.

2 But I can't ride a bike. Can you teach me please, Grandpa?

3 I'm scared, Grandpa.

4 Grandpa, Are you there?

5 I can't do this. I can't ride a bike.

6 Look, You can ride a bike now!

24 Unit 3 • Outdoor activities

Lesson One

SB page 24

Words

Learning outcomes

To identify outdoor activities

To understand a short story

Language

Core: *ride a bike, ride a horse, skate (v), skateboard (v), play tennis, play soccer*

Extra: *teach, behind, stop*

Materials

CD 22, 31–33; Story posters 2 and 3; *Outdoor activities* flashcards 28–33

Warmer 22

- Sing *If you're angry and you know it* from page 18.
- Ask children to tell you what they remember about the story from the previous unit.
- Use Story poster 2 to retell the story with the class. Ask *Who do Rosy and Tim see in the park? How do the babies feel? What do Rosy and Tim give the babies?*

Lead-in

- Use flashcards 28–33 to teach vocabulary. Hold up each card and ask *What's this?* If you wish, mime the activities. Model any unknown words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 31

- Ask children to look at the different outdoor activities. Play the first part of the recording. Children listen and point. Hold up the correct flashcard.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words and phrases.
- Hold up the flashcards in a random order and ask the class to say the words and phrases.

Differentiation

Below level:

- Ask six children to come to the front. Give each of them a flashcard. Play the chant. When a child's activity is mentioned, they hold up the flashcard and wave.

At level:

- Play *Musical cards* (see page 8).

Above level:

- Ask children to close their books. Scramble the letters of each word on the board. Call children to the board to unscramble the words.

2 Listen and chant. 32

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words and phrases in the blanks in the chant.
- Children say the chant as a class, without the recording.

3 Listen and read. 33

- Use Story poster 3 to present the story. Talk about each frame with the class. Ask children what they see in the pictures and encourage predictions.
- Ask children to look at the story in their books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Can Tim swim / skate / ride a bike? What does Grandpa teach Tim?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

Workbook page 24

Online Practice • Unit 3 • Words

Lesson Two Grammar

Let's learn!



I can skate.



I can't skateboard.



Can she play tennis?
Yes, she can.



Can he ride a bike?
No, he can't.

3 Write. **He She They** **can can't**



He can ride a bike.



ride a horse.



play soccer.



skate.



play tennis.



skateboard.

4 Point, ask, and answer.

Can he ride a bike?

Yes, he can.

Can she ...?

Can they ...?

Can she ...? Yes, she can. / No, she can't.

25

Lesson Two

SB page 25

Grammar

Learning outcomes

To write sentences with *can* and *can't*

To ask and answer questions about what people can and can't do

To act out a story

Language

Core: *I can skate. I can't skateboard. Can she play tennis? Yes, she can. / No, she can't.*

Materials

CD 33; Story poster 3; *Outdoor activities* flashcards 28–33

Warmer

- Ask children what happened in the story in the previous lesson. Show Story poster 3 to encourage recall.
- Cover the poster and ask children which outdoor activities were mentioned in the story.

1 Listen to the story again and repeat. Act. 33

- Ask children to turn to the story on page 24. Check how many of the outdoor activities they remember.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into pairs to be Tim and Grandpa.

- Let children practice acting out the story, then ask a few pairs to act in the front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one for children to point to the picture and repeat.
- Write the sentences and questions on the board. Read them, miming to reinforce meaning. Children repeat.
- Erase the activities and replace with different flashcards. Elicit sentences with the same pattern, e.g. *I can play football. I can't ride a horse.* Children repeat.
- Invite different children to change the activities words to make new sentences and questions.

3 Write.

- Ask children to look at the pictures. Point to each one for children to tell you what outdoor activity they see.
- Ask children to look at the first picture. Ask *He, She, or They? (He); then can or can't? (can).* Show the example.
- Let children look and complete the sentences.

ANSWERS

- 1** He can ride a bike. **2** He can't ride a horse.
- 3** They can't play soccer. **4** She can skate.
- 5** They can play tennis. **6** She can't skateboard.

4 Point, ask, and answer.

- Ask children to look at the speech bubbles. Choose a child to read the question and answer with you.
- Ask children to work in pairs. They take turns to point to the people in Exercise 3 and ask questions about them.
- Ask some pairs to ask and answer questions aloud.

Differentiation

Below level:

- Give flashcards 28–33 to different children.
- Elicit *I can / can't (skate)* from each child. Then elicit *Can he / she (skate)?* and the appropriate answer.
- Put children in pairs and practice with *they*. Then have children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask children what other actions they know. Help with vocabulary if needed. Switch pairs for children to ask and answer again.

Further practice

Workbook page 25

Online Practice • Unit 3 • Grammar

Lesson Three Song

1 Listen, point, and repeat.  

2 Listen and sing.  3 Sing and do.

Let's sing!

Where is my teddy bear?

Where is my teddy bear?
Where is he?
Where is my teddy bear?
I can't find him anywhere!
Look behind the bedroom door.
Is he hiding there?
Look behind the bedroom door.
I can't find him anywhere!
Look in front of the sofa.
Is he hiding there?
Look in front of the sofa.
I can't find him anywhere!
Look next to the big toy box.
Is he hiding there?
Look next to the big toy box.
Oh yes! Look, he's hiding there!



26 Unit 3 Prepositions of place

Lesson Three

SB page 26

Song

Learning outcomes

To identify common prepositions

To use prepositions in the context of a song

Language

Core: *behind, in front of, next to, between*

Extra: *anywhere, hiding*

Materials

CD  34–35; Prepositions of place flashcards 34–37; a stuffed animal, e.g. a teddy bear (optional)

Warmer

- Before the children come into the classroom, hide the teddy bear so that just a part of him can be seen.
- Tell the children you are sad because you can't find your teddy bear. Ask them to help. Without leaving their seats, children look around the classroom for the teddy bear until one of them tells you where it is.

Lead-in

- Use flashcards 34–37 to introduce the new vocabulary. Show each card. Say the words and phrases for children to repeat.
- Demonstrate the meaning of the words by putting the teddy bear behind, in front of, next to an object, and between two items.
- Hold up the cards in a different order. Children repeat.

1 Listen, point, and repeat.

- Ask children to look at the pictures. Play the first part of the recording for children to point to the pictures and say the words and phrases.
- Play the second part of the recording for children to repeat the words and phrases.
- Play the whole recording. Children listen and repeat.
- Hold up flashcards 34–37 one at a time for individual children to say the words and phrases.

2 Listen and sing.

- Ask children to look at the pictures and predict what the song is about (*a girl who's looking for something*).
- Play the song once for children to listen. Then play it again as they follow the words in their books.
- Play the recording. Children sing along.

3 Sing and do.

- Ask children to decide on the actions (see suggestions).
- Play the recording. Children listen and do their actions.

Song actions

Where is my teddy bear? – look around for teddy bear

I can't find him anywhere! – shake head

behind the bedroom door – open door

in front of the sofa – looking with hands on hips

between the bed and the chair – look from side to side

next to the big toy box – kneel on the floor

Oh yes! Look, he's hiding there! – give the teddy bear a hug

Differentiation

Below level:

- Children underline the prepositions in the song lyrics. They sing again, paying special attention to those words.

At level:

- Write the song lyrics on the board with blanks for prepositions. Play the song again and have children recall the words from memory.

Above level:

- In pairs, children change the lyrics to sing about something they recently lost and looked for, e.g. *Where is my (toy train)? / Where is (it)?*

Further practice

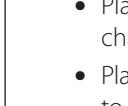
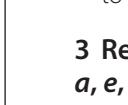
Workbook page 26

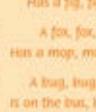
Picture dictionary, Workbook page 130

Unit 3 extra writing worksheet, Teacher's Resource Center

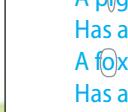
Online Practice • Unit 3 • Song

Lesson Four Phonics

1 Listen, point, and repeat.      
    

2 Listen and chant.     
A cat, cat, cat
is in a van, van, van.
A pen, pen, pen
is on my bed, bed, bed.
A pig, pig, pig
Has a fig, fig, fig.
A fox, fox, fox
Has a mop, mop, mop.
A bug, bug, bug
Is on the bus, bus, bus.

3 Read the chant again. Circle the middle sounds a, e, i, o, and u.

4 Listen and circle the middle sound.       
1 2 3 4 5
a e i o u
a e i o u
i a u
u e i
u o i

CVC words a-e-i-o-u **Unit 3** **27**

2 Listen and chant. 37

- Ask children to look at the picture. Ask *What can you see?*
- Play the recording. Children listen to the chant. Say the chant line by line. Ask children to repeat after you.
- Play the recording again, pausing after each line for children to repeat. Play it again. Children follow along.

3 Read the chant again. Circle the middle sounds a, e, i, o, and u.

- Ask children to look at the chant again. Focus attention on the first line. Ask children what middle sound they can find (/æ/). Children circle the a in *cat* each time.
- Allow time for children to read the rest of the chant and circle the other examples of letters a, e, i, o, and u.

ANSWERS

A **cat, cat, cat**
Is in a **van, vanan**.
A **pen, pen, pen**
Is on my **bed, bed, bed**.
A **pig, pig, pig**
Has a **fig, fig, fig**.
A **fox, fox, fox**
Has a **mop, mop, mop**.
A **bug, bug, bug**
Is on the **bus, bus, bus**.

4 Listen and circle the middle sound. 38

- Ask children to look at the pictures and identify the objects. Ask *What's the middle sound of 'bed'*? to elicit /e/. Show children the example around the letter e.
- Allow time for children to look at the rest of the pictures and circle the letter that represents the middle sound.

Differentiation

Below level:

- Ask children to close their books. Elicit the target words, e.g. *cat*. Ask *What is the middle sound?* Write the vowels on the board if needed. Children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, put them in groups. Together, they think of other words with vowels in the middle and make a list. Make it a game by giving one point for each word. The group with the most words wins.

ANSWERS

1. e 2. o 3. a 4. u 5. i

Further practice

Workbook page 27

Online Practice • Unit 3 • Phonics

Lesson Four

SB page 27

Phonics

Learning outcomes

To review sounds made by the letters a, e, i, o, and u
To differentiate between the sounds /æ/, /e/, /i/, /ɒ/ and /ʌ/

Language

Core: *cat, van, pen, bed, pig, fig, mop, fox, bus, bug*

Extra: *by*

Materials

CD  24, 36–38; Phonics cards 4–8 (*cat, pen, pig, mop, bus*)

Warmer 24

- Do the chant from page 19 to review the sounds.

Lead-in

- Revise the sounds made by the letters a, e, i, o, and u. Then elicit the CVC (consonant-vowel-consonant) words for this lesson using the phonics cards.
- Hold up the first card. Ask *What are the sounds?* to elicit (c-a-t). Practice the sounds several times together. Then say *cat*. Children repeat. Repeat with the other cards.

1 Listen, point, and repeat. 36

- Play the first part of the recording. Children listen and point to the pictures in their books.
- Play the second part for children to repeat the sounds.
- Play the whole recording. Children point and repeat.

Skills Time!

Lesson Five

Reading

1 Look at the pictures. What can you see? 2 Listen and read. 

Outdoor Toys

This is a perfect bike for children aged 7 to 10. It has big wheels. You can ride it on grass or sand, so take it to the beach or park.



Scooters are really good fun. This scooter is fast and easy to ride. It has two small wheels. It is available in pink, green, or blue.



Are you or your friend learning to skate? These skates have four wheels on each skate, so they are easy and safe for new skaters. They look great, too!



This swing is perfect for fun in your yard. Two children can play together as there are two swings. The seats are blue and yellow.



3 Read again. Check (✓).

	1 It has four wheels.	2 It has small wheels.	3 There are two seats.	4 It has big wheels.	5 It's for two children.	6 You can ride it on the beach.
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input checked="" type="checkbox"/>				

28

Unit 3 Reading: information

ANSWERS

a bike, a scooter, some skates, a swing

2 Listen and read.

- Play the recording. Children listen and follow along.
- Ask the children what kind of text they think this is (a webpage showing a set of advertisements for toys).
- Play the recording a second time. Ask comprehension questions, e.g. *How many wheels has the bike got? What color are the swings?*
- Look at the text again and read as a class. Ask individual children to read different sentences aloud.

3 Read again. Check (✓).

- Ask individual children to read the sentences in the table aloud.
- Tell children to look at the first sentence and find a sentence in the text which gives the same information. Ask the children to read that sentence from the text and say which toy it describes. Show children the example in the table.
- Allow time for the children to find the rest of the information in the text and check the correct boxes in the table.
- Check answers by reading the sentences from the table and asking the children to call out the correct toy.

Differentiation

Below level:

- Children go back to the text to find the answers. Help them find clues by asking *How do you know?* Children can point or say what helped them find the answer.

At level:

- In pairs, students play a guessing game. One child thinks of a toy and gives clues, e.g. *It has two wheels.* The other child guesses, e.g. *Is it a bike?* Monitor and help as needed.

Above level:

- Ask each child to look at the text and write two more sentences for the activity, e.g. *It is easy to ride. It is available in pink.* etc. Check students' work.

ANSWERS

1. **skate** 2. **scooter, skates** 3. **swing**
4. **bike** 5. **swing** 6. **bike**

Further practice

Workbook page 28

Online Practice • Unit 3 • Reading

Lesson Five

SB page 28

Skills Time!

Skills development

Reading: read information about outdoor toys; read and check the correct information

Language

Recycled: vocabulary and structures seen previously

Extra: *grass, sand, available*

Materials

CD  35, 39; *Outdoor activities* flashcards 28–33; a piece of plain paper for each child; colored pencils for each group of children (optional)

Warmer

- Sing *Where is my teddy bear?* from page 26.

Lead-in

- Use the outdoor activities flashcards to review the new activities words from this unit. Ask the children to say what each of the children on the flashcards can do.
- Ask the children to make a list of three things they can do and three things they can't do, then ask and answer questions with their partner, e.g. *Can you skate? No, I can't. / Can you ride a bike? Yes, I can.*

1 Look at the pictures. What can you see?

- Ask children to look at the pictures and name as many outdoor toys as they can. Help with unknown words.
- Ask the children which outdoor toys they have.

Listening

1 Listen and number. 



2 Point, ask, and answer. in front of behind next to between



Where's the skateboard?
It's in front of the table.

Where are the ...?
They're ...

Writing preparation

3 Read. Circle the vowels at the start of the words. Write *a* or *an*.

This is *an* apple. It's a *blue* doll.

1 It is orange bike.
2 This is skateboard.
3 She has umbrella.
4 I have banana.

Remember!
a, e, i, o, u
We are vowels
And we help you.

Complete the writing task on page 29 of the Workbook.
page 29

Listening, speaking, writing Unit 3 24

1 Listen and number. 40

- Tell children they are going to hear a girl talking about toys. She will say two things about each of the objects.
- Play the recording. Children point to the objects.
- Play the recording again, pausing after the first item. Ask children which picture the girl is talking about (*the skateboard*) and show them the example.
- Play the recording again for children to number the objects. Play it once more for children to complete their answers, then check answers with the class.

ANSWERS

skates 3, 6; skateboard 1, 5; child's bike 2, 7; adult's bike 4, 8

2 Point, ask, and answer.

- Ask children to look at the picture and name the items.
- Ask a child to read the words in the word pool. Then ask a pair of children to read out the example exchange.
- The children work in pairs. They take turns to ask and answer questions about where the things are.

3 Read. Circle the vowels at the start of the words. Write *a* or *an*.

- Copy the two examples from the book onto the board. Ask children which letters are vowels (*a, e, i, o, and u*). Ask which words in the sentences (apart from *a* and *an*) begin with a vowel. Circle the *a* of *apple*.
- Explain that children should circle the vowels and decide whether to put *a* or *an*.
- Focus on the *Remember!* box to review the vowels.
- Let children complete the activity, then write the sentences on the board and invite individual children to come and circle the vowels and write *a* or *an*.

Differentiation

Below level:

- Write the alphabet on the board. Ask children to come up and circle the vowels. Elicit some words from children. Ask if they start with vowels. If they do, ask a child to come up and write *an*. If not, they should write *a*. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, put them in groups. Together, they think of other nouns that start with vowels and make a list. Make it a game by setting a time limit of four minutes. When time is up, the group with the most words wins.

ANSWERS

1. *an* 2. *a* 3. *an* 4. *a*

Further practice

Workbook page 29 (children write about what they can and can't do)

Unit 3 values worksheet, Teacher's Resource Center

Unit 3 test, Teacher's Resource Center

Online Practice • Unit 3 • Listening, Speaking, and Writing

Lesson Six

SB page 29

Skills Time!

Skills development

Listening: identify outdoor toys from their descriptions

Speaking: ask and answer questions about where things are

Writing: identify vowels at the start of words; write *a* or *an* before nouns and adjectives; write about what you can and can't do (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *skateboard (n)*, *skates (n)*, *outdoor (adj)*

Materials

CD 

Warmer

- Ask a question about the location of something in the class, e.g. *Where's (Aisha's) bag?*
- Children answer the question using the prepositions learned in Lesson 3. The first child to answer correctly asks another question to the class.

Lead-in

- Ask children what they remember about the webpage from the previous lesson. Ask *Who is the bike for? What color are the scooters?*
- Ask children to look at the pictures in Exercise 1 and identify what they see. Ask them to predict what they might hear.

Review 1

Review 1

1 Circle the odd-one-out. Write.

1	tables	coat hooks	skateboard	chairs	skateboard
2	hot	computer	cold	happy	
3	behind	next to	between	half	
4	nervous	poster	picture	drawers	
5	tired	scared	quarter	sad	

2 Look and match. Ask and answer.



1 Where's the bird?
2 Where's Rosy?
3 Where's Billy?
4 Where's the ball?
5 Where's Tim?

a He's behind Rosy.
b It's next to the box.
c He's in front of Rosy.
d She's between Tim and Billy.
e It's on the slide.

3 Check (✓) the picture that contains the sound.

1 o	2 o	3 i	4 o	5 u
a bed	a pen	a school bus	a spoon	a pen
b car	b elephant	b meat	b pig	b school bus

30 Review 1

Review Lesson

SB page 30

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 35; flashcards 1–37

Warmer 35

- Sing *Where is my teddy bear?* from Student Book page 26.

Lead-in

- Use a variety of flashcards 1–37 to recycle vocabulary from the previous three units.
- Hold up each flashcard and ask *What's this?* for children to say the word.

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It's a toy, not something found in the classroom*). Say *Can you find and say other classroom objects around you?*
- Have children work individually to complete the exercise.
- Put children into pairs and have them compare their answers.
- Check the answers with the whole class.

ANSWERS

1. skateboard 2. computer 3. half
4. nervous 5. quarter

2 Look and match. Ask and answer.

- Do number one with the class. Ask why the example answer is correct. Have children point to the bird on the slide in the picture.
- Have children work individually to complete the exercise.
- Have children compare their answers in pairs by taking turns to ask each other the question and then give the answer.
- Check the answers with the whole class.

ANSWERS

1. e 2. d 3. a 4. b 5. c

3 Check (✓) the picture that contains the sound.

- For number 1, elicit the words *bed* and *van* from children. Drill the different vowel sounds.
- Have children work in pairs to do the rest of the exercise. Encourage children to say the sounds and the words to each other to help them understand which word contains the correct sound.
- Have pairs check their answers with another pair.
- Check answers with the class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- For the second exercise, write the questions and answers on the board. Elicit the answers from children in the class. Practice the questions and answers by reading them aloud, chorally as a class.

At level:

- With Exercise 2, children can change partners and practice the questions and answers two or three more times.

Above level:

- Have children complete the first exercise. Then put children into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Have each pair or small group swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After the third exercise have each pair draw another picture with the correct sound in their notebooks for all the numbers in the exercise.
- Have them swap their notebooks with another pair who say and write the words with those sounds.

ANSWERS

1. b 2. a 3. b 4. a 5. b

Review 1

4 Look and number.

Here it is.
 I can't find my car.
 It isn't there.

Look on the shelf.
 Look under the sofa.

5 Write. ride play fly

1 Alex can ride a bike.
 2 He can play soccer.
 3 But he can't play a horse.
 4 Ruby can fly a kite.
 5 She can play tennis.
 6 But she can't ride a bike.

6 Write ✓ or ✗.

Alex	✓				
Ruby					

7 Ask and answer.

Can Alex ride a bike? Yes, he can.
 Can Ruby ...?

8 Read and color.

My work in Units 1, 2, and 3 is:

OK Good Excellent

Play Play a game! ▶

ANSWERS

Alex – ✓, ✓, ✗, (nothing for the kite or tennis racket)
 Ruby – ✗ (nothing for soccer or the horse), ✓, ✓

7 Ask and answer.

- Put students into pairs to practice asking each other about the things Alex and Ruby can and can't do. First model the activity with a confident child.
- Have two confident children ask and answer the questions for the class.

8 Read and color.

- Have children color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- To provide extra support for Exercises 5 and 6, draw pictures of someone flying a kite, riding a horse and playing soccer on the board. Leave the pictures there for children to refer to as they complete the exercises.

At level:

- Children complete the activities.

Above level:

- For Exercise 4, have children substitute different words for *car*, *shelf*, and *sofa*. Put children in pairs to practice the dialogue substitution, and change the pairs every 30 seconds so that children practice with a number of partners.
- For Exercise 6, put students into pairs. Have them copy the table and pictures into their notebook with the partner's name in place of Alex or Ruby. Have them ask each other what they can and can't do and check or write an x.
- Change pairs and have children report back to each other. For example: *Ahmed can play soccer, but he can't fly a kite.*
- Have three or four confident children report back to the class about what their partner can and can't do.

Further practice

Workbook pages 30 & 31

Writing portfolio 1 worksheet, Teacher's Resource Center

Progress test 1, Teacher's Resource Center

Skills test 1, Teacher's Resource Center

Online Practice • Review 1

Review Lesson

SB page 31

4 Look and number.

- Review the language *on* and *under*. Place classroom items around the room, on or under different things. Ask children *Where's the pencil* (*It's on the desk*). *Where's the folder*? (*It's under the chair*).
- Have children complete the exercise individually.
- Put children into pairs. Have them practice the dialogue together.
- Ask two more confident children to say the dialogue for the class.

ANSWERS

1. I can't find my car. 2. Look on the shelf. 3. It isn't there. 4. Look under the sofa 5. Here it is!

5 Write.

- Ask three confident children to stand up in front of the class. Ask one to do the action for *fly*, one to do the action for *ride*, and one to do the action for *play* (possibly add a game, such as *play soccer*).
- Ask the class if they are correct.
- Have children complete the exercise individually.
- Do not check answers for this exercise until children have completed Exercise 6.

ANSWERS

1. ride 2. play 3. ride 4. fly 5. play 6. ride

6 Write (✓) or (✗).

- Ask children to look at the pictures and put a check or write an x for Alex and Ruby. Make sure they understand that they are looking at the previous exercise in order to complete this one.
- Have children check their answers in pairs.
- Check answers with the class.

4 Do you have a milkshake?

Lesson One Words

1 Listen, point, and repeat. 2 Listen and chant. 3 Listen and read.

Lesson One Words

salad, fries, pizza, milkshake, cheese sandwich, chicken

3 Listen and read.

1 Do you have a milkshake, Rosy? Yes, I do.

2 Where's Billy? He's behind the tree.

3 Does he have a sandwich? No, he doesn't. And he doesn't have his salad.

4 Here you are, Billy. Thank you.

5 Billy, do you like the food? Well ... they like the food. They?

6 Sorry, Mom. Bad birds! It's OK. We have more food.

32 Unit 4 Food

Lesson One

SB page 32

Words

Learning outcomes

To identify types of food

To understand a short story

Language

Core: *salad, fries, pizza, milkshake, cheese sandwich, chicken*

Extra: *don't worry, bad*

Materials

CD 35, 41–43; Story posters 3 and 4; Food flashcards 38–43

Warmer

• Sing *Where is my teddy bear?* from page 26.

• Use Story poster 3 to retell the story. Ask *What can Tim do? Can he ride a bike? Does Grandpa help him?*

Lead-in

• Use flashcards 38–43 to teach the food vocabulary. Hold up each one and ask *What's this?* Model any new words. • Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 41

- Ask children to look at the food pictures. Play the first part of the recording. Children point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Differentiation

Below level:

- Divide the class into six groups, one for each type of food. Assign one vocabulary word to each group. Play the chant again. When children hear their word, they mime eating or drinking it. If time permits, switch words and play the song again.

At level:

- Write the food words on the board. Give flashcards 38–43 to different children. Ask children to match the pictures to the words. Make it a game by dividing the class into teams. Give three cards to each team. The team who can match all their cards first wins. Shuffle the cards, hand them out, and play again.

Above level:

- Place the flashcards in a row. Above them write blanks for the letters of each word. Call students to the board to write in the letters. Encourage children to say the word after they've written it. Erase and repeat.

2 Listen and chant. 42

- Play the recording and teach the chant.
- Play the chant again for children to repeat the words.
- Children say the chant as a class, without the recording.

3 Listen and read. 43

- Use Story poster 4 to present the story. Talk about each frame and encourage predictions.
- Ask children to look at the story in their books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Where are Mom, Rosy, and Billy? Does Rosy give Billy a sandwich?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

Workbook page 32

Online Practice • Unit 4 • Words

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

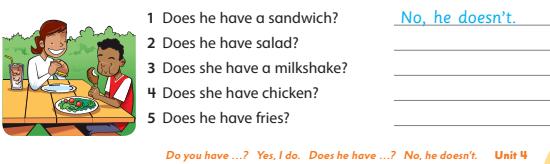
Let's learn!

- 3 Write. Yes, I do. No, I don't.



- 4 Look, ask, and answer.

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



Do you have ...? Yes, I do. Does he have ...? No, he doesn't. Unit 4 33

Lesson Two

SB page 33

Grammar**Learning outcomes**

To ask and answer questions about what people have

To write short answers to questions

To act out a story

Language

Core: Do you have a milkshake? Yes, I do. / No, I don't.

Does he have a sandwich? Yes, he does. / No, he doesn't.

Materials

CD 43; Story poster 4; Food flashcards 38–43

Warmer

- Ask children what happened in the story in the previous lesson. Show Story poster 4 to encourage ideas.
- Cover the poster and ask which foods were in the story.

1 Listen to the story again and repeat. Act. 43

- Ask children to look at the story on page 32. Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of three to play Mom, Rosy, and Billy.
- Play the recording again. Children mime the actions.
- Let children practice acting in their groups. Ask a few groups to act out the story in front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the questions and answers, pausing after each one. Children point to the picture and repeat.
- Write the sentences and questions on the board. Read them again for children to repeat.
- Replace the food words with flashcards. Elicit sentences with the same pattern, e.g. *Do you/Does he have a cheese sandwich?* Children repeat the new sentences.
- Invite children to change the foods again.

3 Write.

- Ask children to look at the picture and tell you what foods the children have (*milkshake, chicken, and salad*).
- Children read the answers in the box. Read the first question in the speech bubble for children to answer.
- After children finish, ask the class questions.

ANSWERS

1. Yes, I do. 2. No, I don't.

4 Look, ask, and answer.

- Ask the class to identify the foods. Look at the first question. Point to the boy and ask *Does he have a sandwich?* (*No, he doesn't*.)
- Allow time for children to read the questions and choose the correct answer from the word box. Explain that they will use one of the options more than once.
- Ask the questions for the class to reply chorally.

Differentiation**Below level:**

- Draw a picture of a table on the board. Invite individual children to come up and draw different foods on it. Say *This is (Jim's) table. Does he have a salad?* Children answer Yes or No chorally.

At level:

- Children complete the activity.

Above level:

- Put children into groups and ask them to make a simple menu. Give each group paper and markers. Tell them to draw a few foods. Ask one child to be the server. The guests ask *Do you have (a sandwich)?* The server checks the menu and says Yes, we do or No, we don't.

ANSWERS

1. No, he doesn't. 2. Yes, he does. 3. Yes, she does. 4. No, she doesn't. 5. No, he doesn't.

Further practice

Workbook page 33

Online Practice • Unit 4 • Grammar

Lesson Three Song

1 Listen, point, and repeat. 44

10 ten 20 twenty 30 thirty 40 forty 50 fifty
60 sixty 70 seventy 80 eighty 90 ninety 100 one hundred

2 Listen and sing. 45

3 Sing and do.

Let's sing!

Let's count to one hundred!

Let's count to one hundred.
It's time to start.
10, 20, 30 ...
Yes, good start!

Let's count to one hundred.
It's easy to do.
40, 50, 60 ...
Yes, clever you!

Let's count to one hundred.
It's easy if you try.
70, 80 ...
The numbers are high.

Let's count to one hundred.
Counting is fun!
90, 100,
Now we are done.

34 Unit 4 Numbers

Lesson Three

SB page 34

Song

Learning outcomes

To learn the numbers 10–100

To use numbers in the context of a song

Language

Core: *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*

Extra: *start (v + n), easy, if, try, number, high, done*

Materials

CD 44–45; Numbers flashcards 44–53;

Warmer

- Review numbers 1–20. Say *One*. Point to the child nearest you to say *Two*. The next child says *Three*, and so on. When you reach 20, start again.

Lead-in

- Hold up flashcards 44–53 and say the words. Children repeat.
- Show the cards in a different order. Children say the numbers again.

1 Listen, point, and repeat. 44

- Ask children to look at the numbers. Play the first part of the recording. Children point to the numbers and say the words.
- Play the second part for children to repeat the words.

- Play the whole recording. Children listen and point, then repeat.
- Hold up flashcards 44–53 one at a time for individual children to say the words.

2 Listen and sing. 45

- Ask children to look at the pictures. Point to the numbers for the class to say them aloud. Ask children to tell you what they think the song is about (*numbers*).
- Play the song once for children to listen. Play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

3 Sing and do.

- Divide the class into ten groups and give each group one of the flashcards 10–100.
- Play the recording. Children sing and do the actions (see below).
- Switch the cards around and play the song again. Children do new actions for their new number.

Song actions

When children hear their number, they follow the actions in the pictures, e.g. for flashcard number 10, hold up one hand as if waving the card; for flashcard number 20, hold the card up in front.

Differentiation

Below level:

- Ask children to stand up and make pairs. They practice counting to twenty on their fingers.

At level:

- Ask ten children to come to the front. Give each one a flashcard. Ask them to put themselves in order. The class says each number. Children put themselves into a different order. The class calls out the numbers in the new order.
- Repeat with different children.

Above level:

- Put children in pairs to quiz each other. One child writes a number and holds it up. The other child says the number word. Make sure they switch roles. Encourage them to go as fast as they can.

Further practice

Workbook page 34

Picture dictionary, Workbook page 131

Unit 4 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 4 • Song

Lesson Four Phonics

1 Listen, point, and repeat.   
 
 

2 Listen and chant.  

3 Read the chant again. Circle the sounds gr, br, and fr.

4 Listen and complete the words.  
 1 grapes 2 brown 3 green 4 frog 5 isbee 6 brush

Consonant blends gr br fr **Unit 4** **35**

Lesson Four

SB page 35

Phonics

Learning outcomes

To pronounce sounds made by the letter combinations *gr*, *br*, and *fr*

To differentiate between the sounds /gr/, /br/, and /fr/

Language

Core: *grass, grapes, brush, bread, frog, frisbee*

Materials

CD  37, 47–48; Phonics cards 9–11 (*grass, brush, frog*); three plain pieces of paper (optional)

Warmer 37

- Ask children which sounds were in the previous phonics lesson (/æ/, /e/, /i/, /ɒ/, and /ʌ/).
- Play the chant from page 27 to review the sounds that *a*, *e*, *i*, *o*, and *u* make in the middle of words.

Lead-in

- Teach the sounds and letters in this lesson with the phonics cards. Hold up the first card and say *Letters g and r make the sound /gr/*. Say the sound again for children to repeat.
- Repeat with the phonics cards for *br* and *fr*.
- Hold up each card. Say the words for children to repeat.

1 Listen, point, and repeat. 46

- Play the first part of the recording. Children listen and point to the pictures in their books.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

- Hold up each phonics card in turn, showing only the picture. Ask the class for the sound and the word.

2 Listen and chant. 47

- Ask children to look at the picture. Ask *What can you see?*
- Play the recording for children to listen. Say the chant line by line. Ask children to repeat after you.
- Play the recording again, pausing after each line for children to repeat. Play it again for them to follow along.

3 Read the chant again. Circle the sounds *gr*, *br*, and *fr*.

- Ask children to look at the chant again. Write the first line on the board. Ask children to find examples of the sounds from this lesson. Choose a child to come to the front and circle the *gr* in *grapes* and *br* in *bread*.
- Let children complete the activity, then check answers.

ANSWERS

There are **grapes** and **bread**,
 And juice in a glass.
Friends together,
 In the **green**, **green** **grass**.
 Play with a **frisbee**,
 Play with a **ball**.
 The **friends** have fun
 With the **big**, **brown** **ball**.

4 Listen and complete the words. 48

- Children look at the first picture. Play the recording and ask *What's the word? (grapes)*. Draw attention to the example letters *gr* which complete the word.
- Play the rest of the recording. Children write in the other missing sounds and complete the words.
- Ask children to say the missing sounds then the words.

Differentiation

Below level:

- Drill the sounds *gr*, *br*, and *fr*. Ask children to point to each picture and say the word. Say the sounds next to the picture one at a time. Ask children to raise their hand when they hear the correct one. Then children do the exercise independently.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of words with *gr*, *br*, or *fr* at the beginning. If time permits, they can share their words and drawings with the class.

ANSWERS

1. grapes 2. brown 3. green 4. frog 5. frisbee
6. brush

Further practice

Workbook page 33

Online Practice • Unit 4 • Phonics

Skills Time!

Lesson Five

Reading

1 Look at the pictures. What food do they have?

2 Listen and read.



3 What food do they have? Write ✓ or ✗.

chicken bananas tomatoes pizza milkshake

36

Unit 4 Reading: a caption story

1 Look at the pictures. What food do they have?

- Ask children to look at the pictures again and tell you all the different types of food they can see.

ANSWERS

pizza, bananas

2 Listen and read. 49

- Tell children they are going to hear a recording of the text. They should listen and read carefully.
- Play the recording. Children listen and follow along.
- Play the recording a second time. Answer any questions.
- Ask comprehension questions, e.g. *Where is the boy? What food/drink does the boy buy? What's his favorite pizza?*

3 What food do they have? Write ✓ or ✗.

- Explain that children are going to read the text again and see what foods the man in the pizza place has.
- Read the list of words together. Draw attention to the first food. Ask *Do they have chicken? (No)*. Point out the example. Then ask them to do the same for the others.
- Let children complete the activity, then check answers.

Differentiation

Below level:

- Ask children to read the five words in the activity. Ask children to re-read the dialogue, look for those words, and underline them. Encourage children to re-read to help them find the answers. Monitor and help as needed. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- Write the dialogue on the board with blanks for the food and drinks so that children can personalize it. Children copy the text into their notebooks and fill in the blanks about themselves. If time permits, have children read their new dialogues in pairs.

ANSWERS

chicken ✗ bananas ✓ tomatoes ✗ pizza ✓ milkshake ✓

Further practice

Workbook page 36

Online Practice • Unit 4 • Reading

Lesson Five

SB page 36

Skills Time!

Skills development

Reading: read and understand a caption story; find specific information in a text

Language

Recycled: vocabulary and structures seen previously

Extra: *much, olive, sure*

Materials

CD  49; a large piece of paper and a set of colored pencils for each group of six children (optional)

Warmer

- Play a game of *Bingo* (see page 8) to review the numbers from the previous lesson.

Lead-in

- Talk about food with the class. Ask *Do you like pizza / fries / sandwiches? What is your favorite pizza / sandwich?* Encourage children to tell you about any unusual pizza toppings or sandwich fillings they like.
- Ask children to look at the story. Encourage them to make predictions about what they are going to read, e.g. *It's a story. A boy is in a pizza shop.*
- Explain that they are going to read and listen to a story and find out what happens when a boy goes into a pizza place to buy some food and drink.

Lesson Six

Listening

1 Listen and write Yes or No.

apples 1 Yes	bananas 2 _____
grapes 3 _____	pears 4 _____
figs 5 _____	oranges 6 _____

Speaking

2 Point, ask, and answer. bananas pineapples pears apples oranges

Do you have apples?

Yes, we do.

Do you have ...?

No, we don't.

Writing preparation

3 Write a question mark or a period.

Do you have a sandwich? Yes, we do.

1 Does he have an apple <input type="checkbox"/>	2 She has an orange <input type="checkbox"/>
3 We like fruit <input type="checkbox"/>	4 Do you like figs <input type="checkbox"/>
5 Can you ride a bike <input type="checkbox"/>	6 I can't ride a horse <input type="checkbox"/>

Complete the writing task on page 37 of the Workbook.

Listening, speaking, writing Unit 4 37

Lesson Six

SB page 37

Skills Time!

Skills development

Listening: listen for specific information

Speaking: ask and answer questions about fruit

Writing: identify questions and statements; write question marks and periods; write about what's in your lunchbox (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 50; Food flashcards 38–43

Warmer

- Play *Musical cards* (see page 8) with the food flashcards.

Lead-in

- Ask *What can you remember about the story from the last lesson? What food does the man have? What doesn't he have?*
- Ask children to look at the pictures on page 37. Ask what they can see, and whether they like each food.

1 Listen and write Yes or No.

- Tell children that they are going to hear a recording of a boy and girl buying fruit. They need to listen carefully and say which fruits the shop does and doesn't have.
- Play the recording. Children point to the correct fruit.
- Play the recording again. Children write Yes for the food the shop has and No for the food the shop doesn't have.

ANSWERS

1. Yes 2. No 3. No 4. Yes 5. Yes 6. No

2 Point, ask, and answer.

- Ask children to look at the picture and tell you the different kinds of food they can see in the stall.
- Explain that they are going to practice asking for fruit in a fruit and vegetable store. Ask two children to read the example.
- The children work in pairs. They take turns to point to the different fruits in the pictures and ask and answer questions using the words in the box.

3 Write a question mark or a period.

- Ask children to close their books. Copy the two example sentences onto the board.
- Invite two children to come to the front. Say *Where is the question mark?* One child points to the question mark. Then say *Where is the period?* The other child points to the period.
- Write more sentences and questions on the board, leaving out the question marks and periods, e.g. *Can you skate// like pizza / He doesn't have a bike / Do you have fries.* Invite individual children to come to the front of the class to add the question marks and periods.

Differentiation

Below level:

- Write the prompts *I have _____ / He has _____ / Does she have _____ / Do you have _____* on the board. Next to them, write the fruit words from the box in Exercise 2. Call two children to the board. Ask one to pick a fruit and write it in one of the blanks. Ask the other to read the prompt and add a period or a question mark. Continue with new examples until children feel more confident. Then they complete the activity.

At level:

- Children complete the activity. Ask them to swap books and check each other's work. Read the answers and monitor children's work.

Above level:

- After children finish, put them into groups. Ask children to write two sentences and two questions on a piece of paper but leave out the end punctuation. Swap papers with another group. Children add periods or question marks. Make it a game by setting a time limit. The team with the most correct sentences is the winner.

ANSWERS

1. ? 2. . 3. . 4. ? 5. ? 6. .

Further practice

Workbook page 37 (children write about what's in their lunchbox)

Unit 4 values worksheet, Teacher's Resource Center

Unit 4 test, Teacher's Resource Center

Online Practice • Unit 4 • Listening, Speaking, and Writing

Fluency Time! 2

Fluency Time! 2

Everyday English

1 Watch and listen. Read and say.    Watch

What's this in English?
It's a computer.
Sorry? Speak more slowly, please.
A computer

Can you spell it, please?
C-o-m-p-u-t-e-r.
Thank you.

2 Watch and listen. Write.    CD player it's What's this spell

What's this in English?
That's easy. It's a _____.
Good. And _____?
Hmm... a cabinet.
Great. Can you spell it?
It's a table.

3 Speaking Ask and answer.

board table chair
coat hook picture

What's this in English?
It's a table.
Can you spell it, please?
T-a-b-l-e.

38 Fluency Time! 2 © Oxford University Press

Everyday English

SB page 38

Learning outcomes

To learn how to ask for help with new words in English

Language

What's this in English? Speak more slowly, please. Can you spell it, please?

Materials

CD  51–52;  Fluency DVD Fluency Time! 2;
Flashcards / Pictures of known items (optional)

Warmer

- Tell children they are going to learn how to ask for help with new words in English. Ask if they know how to ask for help, e.g. *I don't understand. Sorry, can you say that again? How do you say ...?*

1 Watch and listen. Read and say. 51

- Focus on the pictures. Ask children to say where the people are (*in a kitchen*) and what they are doing (*reading and writing*).
- Play the DVD for children to follow along.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the DVD.

- Children practice the dialogue in pairs.
- Invite children to act out the dialogue for the class.

2 Watch and listen. Write. 52

- Play the DVD. Children watch and listen, then they fill in the blanks using the words in the box.
- Review answers together.

ANSWERS

1. What's 2. CD player 3. this 4. it's 5. spell

3 Ask and answer.

- Ask the children to work in pairs to act out some 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 in the box and ask and answer about them with their partner.

Differentiation

Below level:

- Break the dialogue up into two shorter exchanges. Have children practice the first exchange (*What's this in English? / It's a table.*) a few times, then the second one (*Can you spell it, please? / t-a-b-l-e.*). Make sure children switch roles for even practice.

At level:

- Hand out flashcards of known words to half of the children in the class. The children with the flashcards move around the class, asking the other children to say and spell the word. After a few minutes, ask the children to give their flashcards to children without them. Play again for even practice. Monitor and help as needed.

Above level:

- Do the "at level" activity, but add a third question, *Can you use it in a sentence?* Monitor and elicit as needed.

Further practice

Workbook page 38

Fluency Time! 2,  Fluency DVD

Online Practice • Fluency Time! 2



Craft

SB page 39

Learning outcomes

To make a school word wheel

To ask for the English words for things

Language

Let's spin the wheel! What's this in English? It's a ..., Speak more slowly, please.

Materials

Fluency DVD Fluency Time! 2 (optional); Fluency Craft 2 (see Teacher's Resource Center) (one template for each child); completed word wheel; colored pencils, scissors, and glue for each group

1 Watch the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on page 38. Ask children what they remember about the dialogue.
- 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 page 38.
- Ask children to act out the dialogue (or variations of it).
- In pairs, children act out dialogues about items around the classroom, e.g. A: *What's this in English?* B: *It's a bookcase.* A: *How do you spell it?* B: *B-O-O-K-C-A-S-E.*

2 Make a school word wheel.

- Focus on the pictures. Ask children to say what the girl in the pictures is doing (*making a word wheel*).
- Ask *What do you need to make the word wheel?* Try to elicit *paper, coloured pens, scissors*.

- Divide the class into groups. Give each child a word wheel template (see Fluency Craft 2, Teacher's Resource Center). Give each group colored pencils, scissors, and glue.
- Use the pictures and instructions on page 39 to help children make their word wheels. Demonstrate with your own completed word wheel. Make sure children understand what they have to do.
- Move around the class as children work, asking, e.g. *What color is this? How do you spell (table)?*
- Invite children to tell the class about their finished word wheels, e.g. *The (table) is (blue). The (bag) is (red).*

NOTE: If you do not have enough time, ask children to draw pictures of classroom items on paper. They can flip counters (erasers, coins, or other small items) onto their paper and ask and answer about those pictures.

3 Use your word wheel and say.

- Focus on the photo. Tell children they are going to use their word wheels to make dialogues.
- Ask a pair of children to read the example dialogue.
- In pairs, children take turns to spin their word wheels and ask about the pictures revealed with each spin.
- Encourage children to add language to their dialogue, e.g. *What color is it? How do you spell it?*
- Ask some children to act out dialogues for the class.
- Ask pairs of children to come to the front and use their word wheels to act out the dialogue from Exercise 3.

Differentiation

Below level:

- Simplify the "at level" activity. The child with the word wheel spins and points to a picture. The other child says the word and then spells it. Children switch roles and play again.

At level:

- In pairs, children use their word wheels to play a game. The first child spins their wheel without showing the second child. The second child asks *How do you spell it?* The first child starts to spell the word shown. The second child tries to guess the word as quickly as possible, before it has been fully spelled out. The children then swap roles and play again.

Above level:

- Do the "at level" activity, but make it more challenging. Give students a 10-second time limit to spell the words. If you like, children can tally the number of words spelled correctly. The pair with the most is the winner.

Further practice

Workbook page 39

Skills test 2 Fluency Time!, Teacher's Resource Center

Fluency Time! 1, Fluency DVD

5 We have English!

Lesson One Words

1 Listen, point, and repeat. 2 Listen and chant. 3 Listen and read.

40 Unit 5 School subjects

Lesson One

SB page 40

Words

Learning outcomes

To identify school subjects

To understand a short story

Language

Core: art, math, English, science, P.E., music

Extra: our, their, time, wear

Materials

CD 10, 53–55; Story posters 4 and 5; School subjects flashcards 54–59

Warmer

- Sing *What's in the classroom?* from page 10.

- Retell the Unit 4 story using Story poster 4. Ask *What is Rosy's drink? Where is Billy? What happens to Billy's sandwich?*

Lead-in

- Elicit the vocabulary with flashcards 54–59. Show them one at a time. Ask *What's this?* Model unknown words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 53

- Ask children to look at the school subject pictures. Play the first part of the recording. Children point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point, and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Differentiation

Below level:

- Review the vocabulary words again. Show the flashcards, and ask children to call out the words. Line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching one word to its flashcard. Repeat for the other words.

At level:

- Play *Musical cards* (see page 8) with the new words.

Above level:

- Play the "at level" game, but when the music stops, students must say and spell the word.

2 Listen and chant. 54

- Play the recording and teach the chant.
- Play the recording a second time. Children repeat the words in the blanks in the chant.
- Children say the chant as a class, without the recording.

3 Listen and read. 55

- Use Story poster 5 to present the story. Talk about each frame with the class. Encourage predictions about the story.
- Ask children to look at the story in their books. Play the recording for them to point to the speech bubbles.
- Ask comprehension questions, e.g. *Does Tim like P.E.? Do Rosy and Tim take their P.E. bags to school?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

Workbook page 40

Online Practice • Unit 5 • Words

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



What do we have on Monday?
We have English.



When do we have P.E.?
We have P.E. on Thursday.



These are our P.E. bags.



You can wear their clothes.

3 Write. *our* *their*



These are *our* bags.



Those are bags.



These are T-shirts.



Those are T-shirts.

4 Point, ask, and answer.

	Monday	Tuesday	Wednesday	Thursday
9:00	math	science	art	music

What do we have on Tuesday?
We have ...

When do we have ...?
We have ... on ...

What / When do we have ...? *our* / *their* Unit 5 41

Lesson Two

(SB page 41)

Grammar

Learning outcomes

To write sentences with *our* and *their*

To ask questions about what subjects you have on different days of the week

To act out a story

Language

Core: *our* / *their*; *What do we have on Monday? We have English. When do we have P.E.? We have P.E. on Thursday.*

Materials

CD 55; Story poster 5; School subjects flashcards 55–59

Warmer

- Ask children what happened in the story in the previous lesson. Show Story poster 5 to encourage ideas.
- Cover the poster and ask children which school subjects were mentioned in the story.

1 Listen to the story again and repeat. Act. (55)

- Ask children to turn to the story on page 40. They check how many subjects they remembered in the warmer.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of six to play Rosy, Tim, Grandma, the P.E. teacher, and the two boys. (Note: The two boys don't have speaking parts.)

- Let children practice acting in their groups, and then ask a few groups to act out the story in front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one. Children point to the picture and repeat.
- Write the sentences and questions on the board. Read them again for children to repeat.
- Invite three children to the front. Stand with a child apart from the others. Hold a bag between you. Say *This is our bag*. Give the other children an item such as a pencil. Say *That is their pencil*. Repeat, using different items, until the meanings of *our* and *their* are clear.
- Erase the last word in each sentence. Children suggest other words, e.g. *What do we have on Tuesday? You can wear their hats*. Say the new sentences. Children repeat.

3 Write.

- Ask children to look at the pictures and the word box.
- Children look at the first picture. Ask *Our or their?* Establish that the answer is *our*. Point out the example.
- Children do the activity and read the sentences chorally.

ANSWERS

- These are our bags.
- Those are their bags.
- These are our T-shirts.
- Those are their T-shirts.

4 Point, ask, and answer.

- Ask the class to look at the schedule and read it aloud.
- Draw attention to the speech bubbles. Ask a child to stand up. Ask the questions for him / her to answer.
- Put children in pairs. They take turns asking and answering about the other subjects in the schedule.

Differentiation

Below level:

- Copy the schedule onto the board, but switch the subjects. Ask the question in the first speech bubble and elicit the answer. Then say an answer and elicit the question from the children. Put children in pairs to practice on their own.

At level:

- Children complete the activity.

Above level:

- Ask children to write out their schedule. They may include sports or after-school activities, if you wish. Help with vocabulary if needed. Switch pairs for children to ask and answer again.

Further practice

Workbook page 41

Online Practice • Unit 5 • Grammar

Lesson Three Song

1 Listen, point, and repeat. 



2 Listen and sing. 

3 Sing and do.

Let's sing!

At our school

In the school yard
We have lots of fun.
We play, we talk,
We jump, we run.

At our school. At our school. At our school.

In the art room
We paint and draw.
We put our pictures
On the walls.

At our school ...

In the computer room
We look and hear,
We put the headphones
On our ears.

At our school ...



42 Unit 5 School rooms

- Hold up flashcards 60–64 one at a time for individual children to say the words.
- If you have all of these in your school, ask children *Where do you have P.E./art/computers?*

2 Listen and sing. 57

- Point to the pictures. Children tell you what they see.
- Play the song the whole way through once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song line by line for children to repeat after you.
- Play the recording for children to sing along.

3 Sing and do.

- Ask children to look at the pictures. Decide together on actions for each verse of the song (see below).
- Play the recording. Children listen and do the actions.

Song actions

Verse 1: *In the school yard...* jump and run on the spot

Verse 2: *In the art room...* draw in the air

Verse 3: *In the computer room...* put on headphones and move a mouse

Differentiation

Below level:

- Play *Musical cards* (see page 8) using flashcards 60–64. Then children sing again, paying special attention to those words.

At level:

- Write the song lyrics on the board with blanks for the school rooms. Play the song again and have children recall the words from memory.

Above level:

- In pairs, children change the lyrics to sing about a different room and what they do there, e.g. *In the gym we jump and run.*

Further practice

Workbook page 42

Picture dictionary, Workbook page 131

Unit 5 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 5 • Song

Lesson Three

SB page 42

Song

Learning outcomes

To identify rooms and areas in a school

To use these words in the context of a song

Language

Core: school yard, field, art room, computer room, gym

Extra: paint, headphones

Materials

CD  56–57; School subjects flashcards 54–59; School rooms flashcards 60–64

Warmer

- Play *Jump* (see page 8) with the class using flashcards 54–58 to review school subjects.
- Talk about school subjects with the class. Ask *What do you have today? When do you have art/science/P.E.?*

Lead-in

- Introduce the new vocabulary using flashcards 60–64. Hold up the cards one at a time. Say the words for children to repeat.
- Show the cards in a different order. Children repeat.

1 Listen, point, and repeat. 56

- Ask children to look at the pictures in their books. Play the first part of the recording. Children point to the pictures and say the words.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and repeat.

Lesson Four Phonics

1 Listen, point, and repeat.    
  
  

2 Listen and chant. 
A train and a truck,
A crab and a drum,
I draw with my crayons,
And I have fun.
A girl in a dress,
A bird in a tree,
Get your crayons,
And draw with me.

3 Read the chant again. Circle the sounds dr, tr, and cr.

4 Listen to the sounds and join the letters.  

ANSWERS
A 
A 
I 
And I have fun.
A girl in a 
A bird in a 
Get your 
And 

Consonant blends dr, tr, cr Unit 5 43

Lesson Four

(SB page 43)

Phonics

Learning outcomes

To pronounce sounds made by the letter combinations *dr*, *tr*, and *cr*

To differentiate between the sounds /dr/, /tr/, and /kr/

Language

Core: *drum, dress, truck, tree, crayon, crab*

Materials

CD  47, 58–60; Phonics cards 12–14 (*drum, truck, crayon*)

Warmer 47

- Ask children to tell you which sounds they looked at in the previous phonics lesson (/gr/, /br/, and /fr/).
- Play the chant from page 35 to review the sounds.

Lead-in

- Teach the new sounds and letters for this lesson using the phonics cards.
- Hold up the first card. Say *Letters d and r make the sound /dr/*. Say the sound for children to say several times. Repeat the procedure with the other cards.
- Show each card and say the words for children to repeat.

1 Listen, point, and repeat. 58

- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 59

- Ask children to say what they see in the pictures.
- Play the recording for children to listen to the chant. Say the chant line by line. Ask children to repeat after you.
- Play the recording again, pausing after each line for children to repeat. Play it again for them to follow along.

3 Read the chant again. Circle the sounds *dr*, *tr*, and *cr*.

- Focus on the chant. Write the first line on the board. Ask children to find an example of letters *dr*, *tr*, or *cr*. Ask a child to come up and circle the *tr* in *train* and *truck*.
- Allow children to read the rest of the chant and circle the other examples in their books.

ANSWERS

A 
A 
I 
And I have fun.
A girl in a 
A bird in a 
Get your 
And 

4 Listen to the sounds and join the letters. 60

- Elicit the images in the activity (a boy, a truck, a drum, a crayon). Explain that they will hear different sounds and words from the lesson. They follow the sounds and words in the maze to find out what the boy has.
- Play the recording. Children listen and link the letters.

Differentiation

Below level:

- Ask children to close their books. Elicit the target words, e.g. *drum*. Ask *What is the beginning sound?* Children answer. Write the target sounds on the board for support if needed. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, put them in groups. Together, they think of other words with same beginning sounds and make a list. Make it a game by giving one point for each word. The group with the most words wins.

ANSWER

The boy has a truck.

Further practice

Workbook page 43

Online Practice • Unit 5 • Phonics

Skills Time!

Lesson Five

Reading

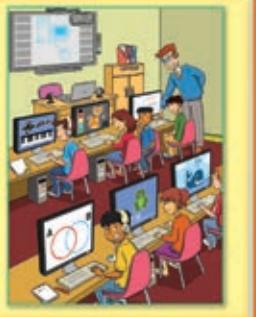
- 1 Look at the picture. What school subjects can you see?
- 2 Listen and read. 

Our Computer Room

At our school we have a big computer room. We have 12 computers in the room, one for every student. The computers have headphones, so the students can listen and speak.

In the computer room, the students can study English, music, and math. They do art here, too; they can draw and color pictures with the computer. The computers also help the students to read and write.

The children come to the computer room every Tuesday and Thursday.



- 3 Read again. Circle the false word and write the correct word.

- 1 We have a small computer room.
- 2 We have 18 computers.
- 3 The pupils can listen and eat.
- 4 The computers help the pupils to run and write.
- 5 The children come every Tuesday and Wednesday.

big

44 Unit 5 Reading: a description

Lesson Five

SB page 44

Skills Time!

Skills development

Reading: read and understand a webpage; find specific details in a text

Language

Recycled: vocabulary and structures seen previously

Extra: *speak, study, read, primary, lesson*

Materials

CD 

Warmer

- Talk about computers with the class. Ask *Do you like computers? Do you have computer lessons?*
- Focus on the picture. Encourage children to make predictions about the reading, e.g. *It's about computer lessons in school!* Explain that they are going to read a webpage about a computer room at a school.

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

- Ask children to look at the picture again and name the subjects children are studying in the computer room.

ANSWERS

English, math, music, art, science

2 Listen and read. 61

- Tell children they are going to listen to the text. Play the recording. Children listen and follow along.
- Play the recording again. Answer any questions.
- Ask comprehension questions, e.g. *What can children do on the computers? How many children can go into the computer room?*

3 Read again. Circle the false word and write the correct word.

- Ask children to close their books. Copy the example sentence onto the board.
- Ask children *Is the sentence correct? (No)*. Ask *What word is wrong?* Invite a child to come up and circle the incorrect word in the sentence (*small*). Invite a second child to come and write the correct word (*big*) next to the sentence.
- Ask children to look at the exercise in their books. Explain that they need to find the word that is wrong in each sentence and circle it. They should then put the correct word at the end of the line.
- Allow time for children to re-read the text, find the incorrect words, and write the correct words for each sentence.
- Check answers by reading each sentence. Children tell you which word is wrong and say the correct word.

Differentiation

Below level:

- Ask children to find these words in the text: *computer room, computer, listen, write, and Tuesday*. Ask children to look for those words and underline them. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- Write the text on the board with blanks for some words. Children copy the text and fill in the blanks about themselves. If they don't have a computer room, they can use their imaginations. Check children's work.

ANSWERS

1. We have a small computer room. (big)
2. We have 18 computers. (12)
3. The pupils can listen and eat. (speak)
4. The computers help the pupils to run and write. (read)
5. The children come every Tuesday and Wednesday. (Thursday)

Further practice

Workbook page 44

Online Practice • Unit 5 • Reading

Lesson Six

Listening

1 Listen and number.

2 Point, ask, and answer about your school.

3 Circle the capital letters at the start of the days of the week.

4 What do we have on Wednesday?

5 We go to the gym on Thursday.

6 We have art on Monday.

7 Do we have P.E. on Tuesday?

Speaking

on the field in the classroom in the art room in the computer room

soccer goals board crayons computers

What do we have in the art room? We have ...

Writing preparation

Complete the writing task on page 45 of the Workbook.

page 45

Listening, speaking, writing Unit 5 45

Lesson Six

SB page 45

Skills Time!

Skills development

Listening: identify school rooms from their descriptions

Speaking: ask and answer questions about different rooms in a school

Writing: identify and write capital letters in days of the week; write about your school subjects (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: break time, learn

Materials

CD 62

Warmer

- Play Bingo (see page 8) with the words children have learned in this unit.

Lead-in

- Ask children what they can remember about the webpage from the previous lesson. Ask *What's the room in the picture? How many computers are in the room? What subjects do children study in the room?*
- Allow children to check the webpage on page 44 of their books to see what they remembered correctly.

1 Listen and number. 62

- Tell children they are going to hear a girl talking about the rooms in her school.

- Play the whole recording. Children listen and point to the rooms as they hear them described.
- Play the recording a second time, stopping after the first item. Show children example answer 1 in the box.
- Continue the recording, stopping after each item.
- Play the recording again. Children complete or check their answers. Go through the answers with the class.

ANSWERS

(top row) 2, 3 (bottom row) 1, 4, 5

2 Point, ask, and answer about your school.

- Ask children to read the words and phrases aloud.
- Focus attention on the speech bubbles. Ask a child to stand up and model the question and answer with you. Children repeat the question and answer chorally.
- Children work in pairs, taking turns to point, ask, and answer questions about what is in the different rooms.
- Monitor the activity and model words where necessary.

3 Circle the capital letters at the start of the days of the week.

- Ask children to close their books. Copy the example sentence onto the board.
- Invite a child to come to the front of the class and circle the capital letter at the start of *Tuesday*.
- Write some of your own sentences on the board, e.g. *Do you have science on Thursday? I have music on Friday.* Invite individual children to come and circle the capital letters at the start of the days of the week.
- Ask children to look at the exercise in their books.
- Monitor the activity and help where necessary.
- Go through the answers with the class.

Differentiation

Below level:

- Write the days of the week on the board with the first letter missing. Call children to the front of the class to write in the letter. Remind them to use a capital letter. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- Ask children to write three more sentences using the days of the week in their notebooks. Then they switch notebooks with a neighbor. Children circle the capital letters, and then give back the notebooks. Children check each other's answers. Monitor and help as needed.

ANSWERS

- What do we have on Wednesday?
- We go to the gym on Thursday.
- We have art on Monday.
- Do we have P.E. on Tuesday?

Further practice

Workbook page 45 (children write about their school subjects)

Unit 5 values worksheet, Teacher's Resource Center

Unit 5 test, Teacher's Resource Center

Online Practice • Unit 5 • Listening, Speaking, and Writing

Art Time!

Art Time!

Topic: Self-portraits

1 Listen, point, and repeat. 



2 Listen and read. 

Self-Portraits

A self-portrait is a picture you draw of yourself. Look in the mirror. What color is your skin? What shape is your face? What shape is your nose and your mouth? What color is your hair? Is it curly or straight?

Some artists like drawing their own face. Rembrandt is a very famous artist. There are many self-portraits of him. Look at the picture. One side of his face is light. The other is dark. There is light behind his head. Why do you think the painting looks like this?

3 Circle T (true) or F (false).

1 A self-portrait is a picture of your friend.	T	F
2 You can look in a mirror to help you draw a self-portrait.	T	F
3 You can see light and dark in Rembrandt's pictures.	T	F
4 The background in Suzanne Valadon's painting is light.	T	F
5 Suzanne Valadon likes red things.	T	F

4 Think! Look at your friend's face. What is light and what is dark?

46  Art Self-portraits

Topic: Self-portraits SB page 46

Learning outcomes

To learn some useful content and language about self-portraits

Language

Core: artist, hand mirror, skin, face, background

Extra: self-portrait, famous, light, dark

Materials

CD  63–64; Art Time! flashcards 65–69; flashlight / desk lamp

Warmer

Critical Thinking

- Ask children if they can think of any famous artists or works of art. Ask children if they like art and what things they like to draw.

Lead-in

- Tell the children that you are going to draw a face on the board. Elicit sentences from children around the class to help you draw your picture, e.g. *What is the nose like? The nose is very big.*

1 Listen, point, and repeat.

- Ask children to look at the 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.

- Play the recording all the way through again for children to listen and point and then repeat the words.
- Put flashcards 65–69 on the board. Tell children to close their eyes. Remove one of the flashcards. Tell children to open their eyes and say which flashcard is missing.

2 Listen and read.

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *What is a self-portrait? What color does Suzanne Valadon like? Who is Rembrandt?* Ask children to say which self-portrait they like best and why.

3 Read again and circle T (true) or F (false).

- Put children into pairs. Explain to children that they are going to work together to decide whether each sentence is true or false.
- Complete the first item together and check understanding.
- Check answers with the class.

ANSWERS

1. F 2. T 3. T 4. F 5. T

4 Think! Look at your friend's face. What is light and what is dark?

Collaboration

- Put children in pairs. They try sitting or standing in different lighting and discussing which parts of their faces are light and which are dark.

Differentiation

Below level:

- Hand out one piece of paper per child with a simple sketch of a face on it, showing the outline of the face, eyes, nose, and mouth.
- Ask children to work in pairs. They position themselves in front of a window / in a shadowy spot / with a desk lamp shining on them from a certain angle, and their partner shades in the picture of the face to show the light and dark parts of their face.
- Move around the class, asking children to say which parts of their partner's faces are light and which are dark.

At level:

- Children complete the activity.

Above level:

- Have children work in pairs to complete the activity, then sketch their partner's face in pencil, shading the parts of the face which are dark.
- Invite children to show their sketches to the class, explaining which parts of the face are light and which are dark.

Further practice

Workbook page 46

Online Practice • Art Time!

Project

SB page 47

Learning outcomes

To listen and identify self-portraits

To paint a self-portrait

Language

This is my self-portrait. My hair is long and blond. My eyes are blue. I like flowers. There are flowers in the background of my picture.

Materials

CD 65; *Art Time!* flashcards 65–69; hand mirrors, card or paper; crayons, paints, scissors, glue

Warmer

- Hold up the flashcards, one at a time. The children say the correct words, then use each word to make a sentence about one of the self-portraits on Student Book page 46.

1 Listen and write the number. 65

- Explain that you are going to play a recording of someone talking about different self-portraits. Children need to listen and number the pictures in the correct order.
- Play the recording once through. Play again, pausing after each item so that children have time to think about their answers.
- Check answers with the class.

ANSWERS

3, 1, 2, 4

2 Project. Paint a self-portrait.

Communication

- Explain that children are going to paint a self-portrait. Ask *What do you need to make this project?* Elicit *hand mirrors, card or paper, crayons, paints, scissors, glue*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Hand out hand mirrors, card or paper, crayons, paints, scissors, and glue to children. The children look at themselves in the hand mirrors. They draw their faces using a pencil, then color their portrait with the crayons.
- Ask children to think about things they like and paint a background with their favorite things / colors in it. Show the children how to cut out the pictures of their faces and glue them onto their painted backgrounds.

Differentiation

Below level:

- Demonstrate the activity on the board first. Show children how to draw an outline of a face, then think about the position of their eyes, ears, nose, and mouth.
- Move around the class as children are drawing and coloring their faces. Ask questions, e.g. *What color is your hair / are your eyes / is your T-shirt?*
- Ask children what their favourite colors are and what things they like.

At level:

- Children complete the activity as suggested.

Above level:

- When children have completed their self-portraits, ask them to write a few sentences about their portraits on a piece of paper. They can glue their sentences to the bottom or back of their portraits.

3 Present your project.

Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up and talking about a completed portrait, or using the example in the Student Book.
- Encourage children to include language from previous units as they talk about their projects, e.g. *My favorite color is red. There is lots of red in my portrait. I like rainbows, too. There's a rainbow in the background.*
- Invite individual children to stand up and present their projects to the class.

Further practice

Workbook page 47

Online Practice • Art Time!

6 Let's play after school!

Lesson One Words

1 Listen, point, and repeat.  2 Listen and chant. 

help my mom do my homework visit my grandma go swimming have a music lesson watch TV

3 Listen and read. 

1 Can you play after school on Monday? 2 Sorry, no. I have a music lesson every Monday.

3 I visit my grandma every Tuesday, Wednesday? 4 Well, I don't have a music lesson. But I help my mom. Thursday?

5 I go swimming every Thursday. Oh dear. 6 Hello, girls. Alice can go swimming with us! Thank you!

48 Unit 6 After-school activities

Lesson One

SB page 48

Words

Learning outcomes

To identify after-school activities

To understand a short story

Language

Core: *help my mom, do my homework, visit my grandma, go swimming, have a music lesson, watch TV*

Extra: *how about, well*

Materials

CD  57, 66–68; Story posters 5 and 6; After-school activities flashcards 70–75

Warmer

- Sing *At our school* from page 42.
- Use Story poster 5 to retell the story with the class. Ask *What do Tim and Rosy have on Thursday? Which bag of clothes does Tim have? What does he wear for his P.E. lesson?*

Lead-in

- Elicit the vocabulary using flashcards 70–75. Show them one at a time and ask *What's this?* Model any unknown phrases.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat.

- Ask children to look at the pictures. Play the first part of the recording for children to point.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the phrases.

Differentiation

Below level:

- Review the vocabulary words again. Show each flashcard, and ask children to say the words. Then line the flashcards on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching each word to its flashcard. Repeat.

At level:

- Play *Mime the word* (see page 8).

Above level:

- Play the “at level” game, but ask children to come to the front. Whisper or show the child the word. He / She mimes the word for others to guess.

2 Listen and chant.

- Play the recording and teach the chant.
- Play the recording again. Children repeat the phrases in the blanks in the chant.
- Children say the chant as a class, without the recording.

3 Listen and read.

- Use Story poster 6 to present the story. Talk about each frame and encourage predictions from the class.
- Ask children to look at the story. Play the recording. Children listen and point to the speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Do Rosy and Alice want to play after school? What is Mom's idea?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

Workbook page 48

Online Practice • Unit 6 • Words

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



I visit my grandma every Tuesday.



I don't have a music lesson.



I go swimming every Thursday.



I don't watch TV.

3 Write. **watch** **go** **visit** **do** **have** **help**



I have a music lesson.



I do my homework.



I go swimming.



I watch TV.



I go to school.



I visit my grandma.

4 Point and say.

Monday	Tuesday	Wednesday	Thursday
 I swim.	 I do my homework.	 I watch TV.	 I play the violin.

Monday. I visit my grandma. I don't go swimming.

Lesson Two

SB page 49

Grammar

Learning outcomes

To make positive and negative sentences about after-school activities

To choose verbs for different after-school activities

To say what you do on different days of the week

To act out a story

Language

Core: I visit my grandma every Tuesday. I go swimming every Thursday. I don't have a music lesson.

Materials

CD 68; Story poster 6; After-school activities flashcards 70–75

Warmer

- Play *Slow reveal* (see page 8) with flashcards 70–75

Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 6 to encourage recall.
- Cover the poster and ask children which after-school activities were mentioned in the story.

1 Listen to the story again and repeat. Act. 68

- Ask children to turn to the story on Student Book page 48. They check how many of the after-school activities they remembered in the lead-in activity.
- Play the recording, pausing for children to repeat.

- Focus on the different actions that the people do in the story. As a class, choose actions.
- Play the recording again for children to mime the actions.
- Divide the class into groups of three to play the parts of Rosy, Alice, and Mom.
- Let children practice acting out the story in their groups, then ask a few groups to act out the story at the front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?* Children identify the different after-school activities.
- Write the sentences on the board.
- Rub out the activity phrases in each sentence and put flashcards in the spaces to elicit new sentences, e.g. *I help my mom every Tuesday. I don't go swimming.* Children repeat.
- Invite different children to make new sentences.

3 Write.

- Ask children to look at the pictures and identify the after-school activities. Ask a child to read out the words in the word pool. Explain that they are going to choose a verb from the word pool to complete the sentences.
- Ask children to look at the first picture. Establish that the missing verb is *have*.
- Allow time for children to complete the activity.
- Ask children to read the complete sentences in chorus.

ANSWERS

- I have a music lesson.
- I do my homework.
- I go swimming.
- I watch TV.
- I help my dad.
- I visit my grandma.

4 Point and say.

- Ask the children to look at the pictures and identify the different after-school activities.
- Draw attention to the speech bubbles. Ask a child to stand up. Read the dialogue together for the class to repeat.
- Children work in pairs. They take turns to say the days and tell each other what they do and don't do on those days.

Differentiation

Below level:

- Re-read the *Let's learn!* box together. Practice making new sentences by using both the positive and negative forms and changing the days, e.g. *I visit my grandma every Saturday.* Then children do the activity independently.

At level:

- Children re-read the story on page 48 and find the activities and the days of the week. Make sentences about the story characters, e.g. *Alice plays the piano every Monday.*

Above level:

- Do the "at level" activity. Then students talk about their own activities with a partner. If time permits, children can come to the front and share about their partner's activities.

Further practice

Workbook page 49

Online Practice • Unit 6 • Grammar

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Unit 6 73

Lesson Three Song

1 Listen, point, and repeat. 

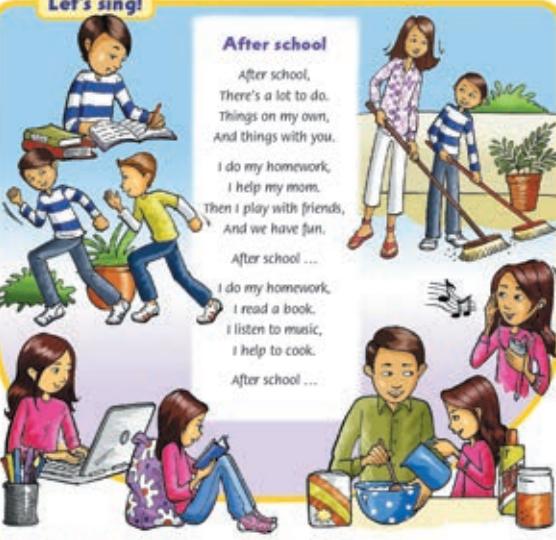


listen to music play with friends read a book write an email

2 Listen and sing. 

3 Sing and do.

Let's sing!



After school

After school,
There's a lot to do.
Things on my own,
And things with you.

I do my homework,
I help my mom.
Then I play with friends,
And we have fun.

After school ...

I do my homework,
I read a book.
I listen to music,
I help to cook.

After school ...

50 Unit 6 After-school activities

Lesson Three

SB page 50

Song

Learning outcomes

To identify more after-school activities

To use phrases for after-school activities in the context of a song

Language

Core: *listen to music, play with friends, read a book, write an email*

Extra: *after, a lot, on my own, cook (v)*

Recycled: after-school activities words

Materials

CD  69–70; After-school activities flashcards 76–79

Warmer

- Play a game to revise the after-school activities children have learned in this unit.
- Choose a child and say *On Monday I visit my grandma*. The child has to repeat the sentence and then add his / her own sentence about Tuesday, e.g. *On Monday I visit my grandma and on Tuesday I go swimming*.
- Continue until you have used all the activities, or until someone forgets the chain.

Lead-in

- Use flashcards 76–79 to introduce the new vocabulary. Hold up the cards one at a time and say the phrases for more after-school activities for children to repeat.

- Hold up the cards in a different order for children to repeat again.

1 Listen, point, and repeat.

- Ask children to look at the after-school activities pictures. Play the first part of the recording for children to point and say the phrases.
- Play the second part for children to repeat.
- Play the recording all the way through for children to listen and then repeat.
- Hold up flashcards 76–79 one at a time for individual children to say the phrases.

2 Listen and sing.

- Ask children to look at the pictures. Point to the different pictures for children to name the after-school activities. Ask children to predict what the song is about (*what children do after school*).
- Play the song the whole way through once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

3 Sing and do.

- Ask children to look at the pictures. Decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions

Things on my own – point to self

Things with you – point to friend

I do my homework – mime writing

I help my mom – mime sweeping

I play with friends – mime running or kicking a ball

I read a book – mime turning a page

I listen to music – touch ears

I help to cook – mime stirring a pot

Differentiation

Below level:

- Give different activities from the song to individual children so there are several children who are *do homework, help mom, etc.* Play the song again. When children hear their action, they wave their arms in the air.

At level:

- Give children different words as above, but instead of waving their arms, they say their words. If you like, they could also mime the actions.

Above level:

- Tell children they're writing a new song called "On the weekend." Write the song lyrics on the board with blanks for the activities. In pairs, children discuss and write new lyrics.

Further practice

Workbook page 50

Picture dictionary, Workbook page 132

Unit 6 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 6 • Song

Lesson Four Phonics

1 Listen, point, and repeat. 71

fl
flower flag

pl
plum plate

bl
blanket blue

2 Listen and chant. 72

Plums on a plate,
Plums on a plate.
Blue plums, black plums,
Plums on a plate.

A blanket on a bed,
A blanket on a bed.
There's a pretty flower
on the blanket on the bed.

3 Read the chant again. Circle the sounds *fl*, *pl*, and *bl*.

4 Listen and complete the words. 73

fl **pl** **bl**

1 plate 2 ue 3 flower 4 anket 5 um

Consonant blends /fl pl bl/ Unit 6 51

Lesson Four

SB page 51

Phonics

Learning outcomes

To pronounce sounds made by the letter combinations *fl*, *pl*, and *bl*

To differentiate between the sounds /fl/, /pl/, and /bl/

Language

Core: flower, flag, plum, plate, blanket, blue

Materials

CD 59, 71–73; Phonics cards 15–17 (flower, plum, blanket)

Warmer

59

- Ask children which sounds were in their previous phonics lesson (/dr/, /tr/, and /kr/). Play the recording and say the chant from page 43 to review.

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card. Say *Letters f and l make the sound /fl/*. Say the sound for children to repeat several times. Repeat with the other cards.
- Show each card and say the words for children to repeat.

1 Listen, point, and repeat.

71

- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.

- Play the whole recording for children to point and then repeat.

2 Listen and chant.

72

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat and encourage children to follow along.

3 Read the chant again. Circle the sounds *fl*, *pl*, and *bl*.

- Write the first line of the chant on the board. Invite a child to come up to the front to find an example of the letters *fl*, *pl*, or *bl*. He / She circles the *pl* in *plums* and *plate*.
- Allow time for children to complete the activity.
- Monitor and help. Then check answers with the class.

Differentiation

Below level:

- Hand phonics cards to different children. Say different phonics words, e.g. *flag*, *plum*. When children hear their word, they raise the card in the air.

At level:

- Divide the class into three groups, one for each sound. Tell children you are going to read some sentences. The groups stand when they hear a word spelled with their sound. Read these aloud: *The plum is purple.* / *Where is the blue crayon?* / *What colors are on the flag?* / *Those flowers are pretty.* / *I have a blanket on my bed.* / *Please put the grapes on the plate.*

Above level:

- Read the sentences from the “at level” activity aloud. After each sentence, children recall words with the sounds *fl*, *pl*, or *bl*, say them, and then spell them.

ANSWERS

Plums on a plate,
Plums on a plate.
Blue plums, black plums,
Plums on a plate.
A blanket on a bed,
A blanket on a bed.
There's a pretty flower
On the blanket on the bed.

4 Listen and complete the words.

73

- Explain that children will hear sounds and words. They listen and complete the words with their starting letters.
- Look at the example. Play the beginning of the recording. Show the word has been completed with the missing letters *pl*.
- Play the rest of the recording. Children complete the remaining words. Play it again to check answers.

ANSWERS

1. pl 2. bl 3. fl 4. bl 5. pl

Further practice

Workbook page 51

Online Practice • Unit 6 • Phonics

Skills Time!

Lesson Five

Reading

- 1 Look at the pictures. Say what the children do.
- 2 Listen and read. 

What do they do after school?



My name's Max. After school, I do my homework. Then I go to the park. I play soccer with my friends. Then I watch TV.



I'm Julia. I love art. After school, I draw and paint pictures. Then I write stories. I put the stories and pictures on my bedroom wall.



I'm Luke. After school, I help my mom and dad. Then I listen to my CDs. I sing the songs. I really like music.



My name's Sara. I like sports. I go swimming every Monday. I play tennis with my brother every Tuesday. And every Thursday I skate in the park with my sister.

- 3 Read again. Who does each activity?

M = Max, J = Julia, L = Luke, S = Sara.

1 go to the park	<u>M</u>	2 write stories	<u></u>
3 go swimming	<u></u>	4 draw	<u></u>
5 listen to CDs	<u></u>	6 help mom and dad	<u></u>
7 play soccer	<u></u>	8 skate in the park	<u></u>

52 Unit 6 Reading: Information texts

Lesson Five

SB page 52

Skills Time!

Skills development

Reading: read and understand a class poster; match children with their after-school activities

Language

Recycled: vocabulary and structures seen previously

Extra: stories, CD, sport

Materials

CD  70, 74; a piece of paper for each child; a set of colored pencils for each group of six (optional)

Warmer 70

- Sing *After school* from page 50.

Lead-in

- Talk about after-school activities with the class. Ask *What do you do after school on Monday / Tuesday / Wednesday? Do you listen to music / go swimming / help your mom?*
- Ask children to look at the pictures. Encourage children to make predictions about what the text is about.

1 Look at the pictures. Say what the children do.

- Ask children to look at the pictures again. Ask them which after-school activities they see in the pictures.
- If you wish, ask children to work in pairs, taking turns to point to the pictures and name the activities.

ANSWERS

play soccer, listen to music, draw, skate

2 Listen and read. 74

- Tell children they are going to hear a recording of the text. Play the recording for children to listen and follow along.
- Play the recording again. Answer any questions. Then ask comprehension questions, e.g. *Does Max go to the park? Does Julia play tennis?*

3 Read again. Who does each activity?

- Look at the example together. Ask children to look back at the text to find where going to the park is mentioned. Ask *Who is it? (Max)*. Show children the letter *M* on the line. Explain that *M* stands for Max. Draw attention to the list of abbreviations for names.
- Ask the class *Who paints pictures / sings songs / watches TV?* Children scan the text for the information and say the answers.
- Ask children to look at the exercise. Allow time for them to re-read the poster and write the correct initial next to each activity.

Differentiation

Below level:

- Make an "after school" poster. Give children paper and colored pencils. Ask them to draw one of the activities they have learned. Divide the poster into four areas. Write the headings "sports", "art", "music", and "home" on a large sheet of poster board. Children glue their pictures in the correct area.

At level:

- Give each child paper and colored pencils to draw a picture of themselves doing an after-school activity, e.g. *playing soccer, doing homework, listening to CDs*. They then write a sentence about themselves under their picture, e.g. *After school, I play soccer*. If time permits, have children stand and ask and answer with other children about their pictures.

Above level:

- Do the "at level" activity, but ask children to write more than one sentence. Encourage them to think about what order they do their activities, e.g. *I do my homework. Then I have a music lesson*. If time permits, have children stand and ask and answer with other children about their pictures.

ANSWERS

1. M 2. J 3. S 4. J 5. L 6. L 7. M 8. S

Further practice

Workbook page 52

Online Practice • Unit 6 • Reading

Lesson Six

SB page 53

Skills Time!

Skills development

Listening: identify which activities children take part in

Speaking: talk about which after-school activities you do

Writing: identify verbs; write about what you do after school (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 75; After-school activities flashcards 70–79

Warmer

- Give flashcards 70–79 to ten children around the class.
- Ask other children *What do you do after school?*
- The children with the flashcards listen carefully. When they hear their activity mentioned, they hold their flashcard up.

Lead-in

- Ask children what they remember about the text from the previous lesson. Ask *Which activities did the children do after school?* Let children check page 52 to see what they remembered.
- Ask children to look at the pictures in Exercise 1 and identify the after-school activities in each one.

1 Listen and write ✓ or X. 75

- Tell children they are going to hear a recording of children talking about what they do after school.
- Play the whole recording. Children listen and point to the activities as they are mentioned.

- Play the recording again, pausing after the first item. Ask children to look at the first two pictures and point to the correct picture (*the book*).
- Continue playing the recording line by line. Children check the activities the children do after school.
- Play the recording again. Children complete their answers, then go through the answers with the class.

ANSWERS

1. story book
2. swimming pool
3. school books
4. mp3 player

2 Look and say.

- Ask children to read the phrases in the word box.
- Ask a child to stand. Read the speech bubbles with him/her. The class repeats chorally, indicating each picture in Exercise 1 as you speak.
- In pairs, children talk as if they are the children from the recording. Children take turns saying the numbers as they say what they do / don't do after school.

3 Circle the verbs.

- Ask children to close their books. Copy the two examples onto the board.
- Invite a child to come and circle the verb in the first sentence. Invite another child to circle the verb in the second sentence.
- Write your own sentences on the board, e.g. *I write an email. I help my dad.* Invite children to circle the verbs.
- Ask children to look at the exercise. Allow time for them to circle the verb in each sentence.

Differentiation

Below level:

- Play *Mime the word* (see page 8) with the action verbs in Exercises 2 and 3. When children feel comfortable, they complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, play track 75 again. Pause after each item for children to tell you the verbs they heard.

ANSWERS

1. I play tennis.
2. I skate in the park.
3. I ride a horse.
4. I visit my cousin.
5. I listen to music.
6. I do my homework.

Further practice

Workbook page 53 (children write about what they do at school)

Unit 6 values worksheet, Teacher's Resource Center

Unit 6 test, Teacher's Resource Center

Online Practice • Unit 6 • Listening, Speaking, and Writing

Review 2

Review 2

1 Circle the odd-one-out. Write.

1 math	milkshake	fries	pizza	math
2 science	background	P.E.	art	
3 forty	English	eighty	one hundred	
4 play	help	visit	skin	

2 Look and match.



1 Does the giraffe have a long neck?
2 Does it have two legs?
3 Does the boy have black hair?
4 Does he have fries?
5 Does the girl have long hair?
6 Does she have a pizza?

a Yes, he does.
b Yes, she does.
c Yes, it does.
d No, she doesn't.
e No, he doesn't.
f No, it doesn't.

3 Look and number.

<input type="checkbox"/> Thank you.	<input type="checkbox"/> It's a board.
<input type="checkbox"/> What's this in English?	<input type="checkbox"/> B-o-a-r-d.
<input type="checkbox"/> Can you spell it, please?	<input type="checkbox"/> You're welcome.



54 Review 2

Review Lesson

SB page 54

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 70; flashcards 38–79

Warmer



- Sing *After School* from Student Book page 50.

Lead-in

- Use a variety of flashcards 38–79 to recycle vocabulary from the previous three units.
- Hold up each flashcard and ask *What's this?* for children to say the word.

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It's a subject, and the other three are food words*). Say *Can you think of other food words?*
- Have children work individually to complete the exercise.
- Put children into pairs and have them compare their answers.
- Check the answers with the whole class.

ANSWERS

1. math 2. background 3. English 4. skin

2 Look and match.

- Do number one with the class. Ask why the example answer is correct. Have children point to the long neck on the giraffe.
- Have children work individually to complete the exercise.
- Have children compare their answers in pairs by taking turns to ask each other the question and then give the answer.
- Check the answers with the whole class.

ANSWERS

1. c 2. f 3. a 4. e 5. b 6. d

3 Look and number.

- Point to the board and elicit the word *board* from the class.
- Ask one or two children how to spell *board*.
- Have children work individually to complete the exercise.
- Put children into pairs and have them check their answers by reading the conversation in the correct order.
- Check answers with the class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- For the second exercise, write the questions and answers on the board. Elicit the answers from students in the class. Practice the questions and answers by reading them aloud, chorally as a class.

At level:

- With Exercise 2, children can change partners and practice the questions and answers two or three more times.

Above level:

- Have children complete the first exercise. Then put students into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Have each pair or small group swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After the third exercise have pairs substitute different words for *board* as they practice the dialogue.
- Ask three or four confident pairs to stand up and say their new dialogue in front of the class.

ANSWERS

What's this in English? It's a board. Can you spell it, please?
B-o-a-r-d. Thank you. You're welcome.

Review 2

4 Check (✓) the two pictures that start with the same sound. Write the letters.

1		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	gr
2		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
4		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

5 Look and circle.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						

1 I go swimming on Wednesday / Thursday.
 2 I watch TV on Friday / Tuesday.
 3 I don't listen to music on Monday / Saturday.
 4 I visit my grandma on Friday / Tuesday.
 5 I don't play soccer on Tuesday / Sunday.
 6 I help my mom on Wednesday / Sunday.

6 Read and color.

My work in Units 4, 5, and 6 is

	OK			Good				Excellent
---	----	---	---	------	---	---	---	-----------

 Play a game!

Review 2 55

Review Lesson SB page 55

4 Check (✓) the two pictures that start with the same sound. Write the letters.

- Elicit the words in number one (*grapes, tree, crab, grass*).
- Drill the first sounds *gr, tr, cr*.
- Have children complete the exercise in pairs. Encourage children to say the words aloud to each other as they do the exercise so they can say and hear the correct sounds.
- Put two pairs together for children to check their answers.
- Check answers with the class, and take time to drill any sounds that children find difficult.

ANSWERS

1. grapes, grass - gr 2. plum, plate - pl
 3. dress, drum - dr 4. flag, flower - fl

5 Look and circle.

- Ask children to say the words for the activities in the pictures (*listen to music, watch TV, help mom, go swimming, visit grandma, do homework, play soccer*).
- Have children complete the exercise individually.
- Put children into pairs to check their answers.
- Check answers with the class.

ANSWERS

1 Thursday 2 Tuesday 3 Saturday 4 Friday 5 Tuesday
 6 Wednesday

6 Read and color.

- Have children color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- Before children begin Exercise 4, go through all the words and elicit the starting sounds in each, and drill them chorally with the class.
- If necessary, cross out one of the wrong words for children (for each number) so that they only have three words / sounds to choose from, rather than four.
- Before children begin Exercise 5, elicit the words for the different activities in the pictures and write them on the board next to the appropriate flashcard. Children can then refer to the written spelling / picture connection to help them complete the exercise successfully.

At level:

- After Exercise 4, elicit all the words for the pictures in the exercise. Have children sound out the right and the wrong sounds.
- Have children talk about what they do on different days of the week with a partner after Exercise 5.

Above level:

- After children have completed Exercise 4, have them work in pairs to find more examples of the target sounds.
- Have children find one more word for each of the correct starting sounds.
- Elicit the words from the class and write them on the board.
- After Exercise 5, have children talk about what they do on different days of the week with a partner.
- Change the pairs and have children report the information about their partner to a new partner, e.g. *Paolo goes swimming on Friday. He plays in the park on Saturday with his brother.*
- Ask some students to report back about their partner to the class.

Further practice

Workbook pages 54 & 55

Writing portfolio 2 worksheet, Teacher's Resource Center

Progress test 2, Teacher's Resource Center

Skills test 2, Teacher's Resource Center

Online Practice • Review 2

7 Let's buy presents!

Lesson One Words

1 Listen, point, and repeat.  2 Listen and chant. 



3 Listen and read. 



56 Unit 7 Special days

Lesson One

SB page 56

Words

Learning outcomes

To identify different party objects

To understand a short story

Language

Core: chocolate, candy, balloon, present, cake, card

Extra: birthday, tomorrow, scared of, asleep, someone

Materials

CD  70, 76–78; Story posters Starter to Unit 7; Special days flashcards 80–85; real objects from the vocabulary list (optional)

Warmer 70

- Sing *After school* from page 50.
- Use Story poster 6 to retell the story with the class. Ask *What does Rosy / Alice do after school? Can Rosy play with Alice after school today?*

Lead-in

- Elicit the vocabulary using flashcards 80–85. Hold them up one at a time for children to say the words. Model any unknown words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 76

- Ask children to look at the party objects pictures. Play the first part of the recording. Children listen and point to the appropriate picture or object.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point. Then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Differentiation

Below level:

- Ask six children to come to the front. Give flashcards 80–85 to each of them, or use real objects. Play the chant. When a child's object is mentioned, they hold it or the flashcard up and wave.

At level:

- Play *What's missing?* (see page 8) with flashcards 80–85, or use real objects.

Above level:

- Ask children to close their books. Scramble the letters of each word on the board. Call children to the board to unscramble the words.

2 Listen and chant. 77

- Play the recording and teach the chant.
- Play the recording a second time. Children repeat the words in the blanks in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

3 Listen and read. 78

- Use Story poster 7 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask questions to check comprehension, e.g. *Whose birthday is it? What does Billy like?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

Workbook page 56

Online Practice • Unit 7 • Words

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

What do you like?
I like balloons.

I don't like candy.

What does he like?
He likes chocolate.

He doesn't like balloons.

3 Write. likes doesn't like like don't like

I like candy.
I don't like balloons.
I presents.
I cake.

He likes candy.
He balloons.
She presents.
She cake.

4 Point, ask, and answer.

What does he like?
He likes candy.

What does she like?
She likes ...

What does he like? He likes / doesn't like... Unit 7 57

Lesson Two

SB page 57

Grammar

Learning outcomes

To express likes and dislikes

To ask and answer questions about what people like

To act out a story

Language

Core: *What do you like? I like / don't like balloons. What does he like? He likes / doesn't like chocolate.*

Materials

CD 78; Story poster 7; Special days flashcards 80–85

Warmer

- Ask children what happened in the story in the previous lesson. Show Story poster 7 to encourage recall.
- Cover the poster. Ask which objects were in the story.

1 Listen to the story again and repeat. Act. 78

- Ask children to turn to the story on page 56 and check how many of the objects they remembered. Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of five to play Rosy, Tim, Billy, Mom, and Dad.
- Let children practice acting out the story in their groups, then ask a few groups to act out the story at the front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one. Children point to the picture and repeat.
- Write the target patterns on the board. Re-read, miming the actions and expressions. Children repeat.
- Replace the last word in each sentence with flashcards to elicit new sentences with the same pattern, e.g. *I like chocolate. I don't like balloons.* Children repeat.

3 Write.

- Ask individual children to read the words in the box.
- Focus on the first picture. Ask *Does he like candy?* to elicit *Yes, he does.* Show that the missing word is *likes*.
- Let children complete the activity, and then ask them to read the complete sentences chorally.

ANSWERS

- He likes candy.
- He doesn't like balloons.
- I like presents. She likes presents.
- I don't like cake. She doesn't like cake.

4 Point, ask, and answer.

- Ask the class to look at the speech bubbles. Ask a child to stand. Point to the pictures and ask the questions for him / her to answer while the class listens.
- Children ask and answer in pairs.

Differentiation

Below level:

- Give flashcards 80–85 to different students. Ask *What do you like?* to elicit *I like / don't like (balloons).* Make questions and sentences together using *he / she*, or have children repeat after you.

At level:

- In pairs, children take turns asking and answering *What do / don't you like?* They record their partner's answers and then tell the class about them.

Above level:

- Ask children what other things they like and dislike. Help with vocabulary if needed. Switch pairs. Children ask and answer again about their likes and dislikes.

Further practice

Workbook page 57

Online Practice • Unit 7 • Grammar

Lesson Three Song

1 Listen, point, and repeat. 



2 Listen and sing. 

3 Sing and do.

Let's sing!

Our neighbors

Our neighbors are very kind.
They are Mr. and Mrs. Guss.
Mr. Guss says, "My dear friends,
Come and have lunch with us."

Let's buy a present for Mr. Guss.
What can we buy?
He likes candy. He likes nuts.
Or let's buy a tie.

Let's buy a present for Mrs. Guss.
What can we take?
She likes candy. She likes fruit.
Or let's take a cake.

Our neighbors are very kind.
They are Mr. and Mrs. Guss.
Mr. Guss says, "My dear friends,
Come and have lunch with us."



58 Unit 7 Special days

Lesson Three

SB page 58

Song

Learning outcomes

- To identify more words for gifts
- To use these words in the context of a song

Language

Core: *neighbor, pastries, nuts, tie, buy*

Extra: *or*

Recycled: special days words

Materials

CD  79–80; Special days flashcards 80–90

Warmer

- Play a game of *Where was it?* (see page 8) using flashcards 80–85.
- Use flashcard 86 to introduce the word *neighbor*. Say the word for children to repeat. Establish that a neighbor is anyone who lives near you, not just the person next door.
- Ask *Who are your neighbors? Do your neighbors ever come to your house? Do you buy presents for your neighbors?*

Lead-in

- Hold up flashcards 86–90 to introduce the rest of the vocabulary. Say the words for children to repeat.
- Show the flashcards in a different order. Children repeat.

1 Listen, point, and repeat. 79

- Ask children to look at the pictures in their books. Play the first part of the recording for children to point to the pictures and say the words.

- Play the second part for children to repeat the words.
- Play the whole recording. Children listen and repeat.
- Show flashcards 86–90 for individuals to say the words.

2 Listen and sing. 80

- Ask children to look at the picture. Ask *What can you see?* Ask them to predict what the song is about (*a family visiting their neighbors*).
- Play the whole recording. Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along. Repeat.

Differentiation

Below level:

- Children underline the vocabulary words they see in the song lyrics. Then they sing again, paying special attention to those words.

At level:

- Write the song lyrics on the board with blanks for the new words. Play the song again, and have children recall the words from memory.

Above level:

- Scramble the lyrics and put them on the board. Children close their books, and write the lyrics in the correct order. If you like, make it a game by putting the children in groups. Tell children they have three minutes. Whoever can put the lyrics in order first is the winner.

3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions

Our neighbors are very kind – stretch out arms to show 'neighbors' on either side

Come and have lunch with us – beckon with arm

He / She likes (candy) – mime eating the foods

Or let's buy a tie – mime tying a tie

Further practice

Workbook page 58

Picture dictionary, Workbook page 132

Unit 7 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 7 • Song

Lesson Four Phonics

1 Listen, point, and repeat. 81

cl cloud, clock **gl** gloves, glue **sl** slide, slippers

2 Listen and chant. 82

I take off my slippers.
I go outside.
I put on my gloves,
And I play on the slide.

I look at the clock,
I see clouds in the sky.
Time to take off my gloves,
Time to say, "Goodbye."

3 Read the chant again. Circle the sounds cl, gl, and sl.

4 Listen to the sounds and join the letters. 83

What does the girl have?

sl cl cl gl gl cl gl
gl gl sl cl sl sl sl
cl sl gl sl cl gl cl

ANSWERS

I take off my slippers,
I go outside.
I put on my gloves,
And I play on the slide.
I look at the clock,
I see clouds in the sky.
Time to take off my gloves,
Time to say, "Goodbye."

Consonant blends cl gl sl Unit 7 54

Lesson Four

SB page 59

Phonics

Learning outcomes

To pronounce sounds made by the letter combinations *cl*, *gl*, and *sl*

To differentiate between the sounds /kl/, /gl/, and /sl/

Language

Core: *cloud, clock, gloves, glue, slide, slippers*

Extra: *take off, outside, sky*

Materials

CD 72, 81–83; Phonics cards 18–20 (*cloud, gloves, slide*); Phonics cards 9–17 (optional)

Warmer



- Ask children which sounds they looked at in the previous phonics lesson (/fl/, /pl/, and /bl/). Play the CD and say the chant from page 51 to review the sounds.

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say *Letters c and l make the sound /kl/*. Say the sound again for children to repeat several times. Repeat the procedure with the other phonics cards.
- Show each card and say the words for children to repeat.

1 Listen, point, and repeat.



- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant.



- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Repeat, with children following along.

3 Read the chant again. Circle the sounds *cl*, *gl*, and *sl*.

- Write the first line of the chant on the board. Ask a child to come to the front of the class to find an example of the letters *cl*, *gl*, or *sl*. He / She circles the *sl* in *slippers*.
- Allow time for children to complete the activity.
- Monitor and help as necessary, then check answers.

ANSWERS

I take off my slippers,
I go outside.
I put on my gloves,
And I play on the slide.
I look at the clock,
I see clouds in the sky.
Time to take off my gloves,
Time to say, "Goodbye."

4 Listen to the sounds and join the letters.



- Elicit the four images in the activity (*girl, gloves, slippers, clock*). Explain that they will hear different sounds and words from the lesson. They follow the sounds and words in the maze to find out what the girl has got.
- Play the beginning of the recording. Show the example.
- Play the recording. Children listen and join the letters.
- Ask *What does the girl have?* Check answers by asking children to call out the letters they heard.

Differentiation

Below level:

- Ask children to close their books. Elicit the target words, e.g. *glue, clock*. Point to each one and ask *What is the beginning sound?* Write the consonant blends *cl*, *gl*, and *sl* on the board if needed. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, put them in groups. Together, they think of other words with the consonant blends *cl*, *gl*, and *sl* and make a list. Make it a game by giving one point for each word. The group with the most words wins.

ANSWER

The girl has slippers.

Further practice

Workbook page 59

Online Practice • Unit 7 • Phonics

Skills Time!

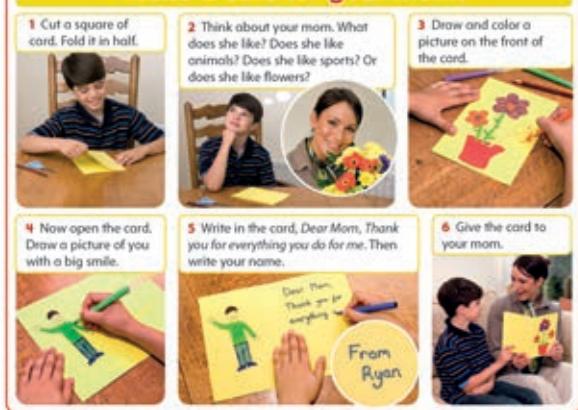
Lesson Five

Reading

1 Look at the pictures. Who is the card for?

2 Listen and read. 

Make a card for your mom!



3 Read again. Circle the correct word.

- 1 Draw a picture on the front of the cake / card.
- 2 Now close / open the card.
- 3 Draw a picture of Grandpa / you.
- 4 Now write / talk on the card.
- 5 Give the card to your mom / dad.

60

Unit 7 Reading: instructions

2 Listen and read. 84

- Tell children they are going to hear a recording of the text. They will hear instructions on how to make the card.
- Play the recording. Children listen and follow along.
- Play the recording a second time. Answer any questions.
- Ask comprehension questions, e.g. *What does the boy draw in the card? What does he write?*

Differentiation

Below level:

- Tell children to focus on the bold words. Ask them to go back to the text to find those words. Monitor and help as needed. Children can circle the words in the text if it helps them. Then they complete the activity.

At level:

- Ask children to close their books to play a memory game. Hold up your construction paper for the class. Ask *What do I do first?* Choose a child to give the first instruction (*fold the card*). Fold the card to demonstrate. Continue with the other stages. Mime all of the instructions.

Above level:

- Ask each child to write their own sentences in their cards to thank their moms. Encourage them to think of what special things their moms do for them. Help with vocabulary and sentence construction as needed.

Lesson Five

SB page 60

Skills Time!

Skills development

Reading: read and follow instructions on making a card; find specific information in a text

Language

Recycled: vocabulary and structures seen previously

Extra: *in half, think about, front, smile (n), everything, give*

Materials

CD  80, 84; a rectangle of card for yourself (optional); a rectangle of card for each child; a set of colored pencils for each group of six children (optional)

Warmer 80

- Sing *Our neighbors* from Student Book page 58 to warm up the class and introduce the theme of gifts.

Lead-in

- Talk about cards with the class. Ask *Who do you send cards to? When do you send cards? Do you make cards or buy them?*
- Ask children to look at the pictures. Ask *What is the boy making?* Point to the pictures. Children tell you what the boy is doing, e.g. *He folds the card. He draws a picture.*

1 Look at the pictures. Who is the card for?

- Ask children to look at the pictures again. Ask *Who is the card for? (the boy's mom).*

3 Read again. Circle the correct word.

- Ask children to close their books. Copy the example sentence onto the board.
- Ask a child to read the sentence aloud. Ask *Which word is correct?* Invite a child to come to the front to circle the correct word from the two options (*card*).
- Write your own sentences on the board, similar to the example. Ask children to choose the correct words, e.g. *Cut a rectangle / circle of card. Draw and color a picture / word. Write your name / age.*
- Ask children to look at the exercise and complete the sentences. Allow time for children to re-read the text and circle the correct word in each sentence.
- Go through the answers together. Children chorus the sentences, saying the correct word each time.

ANSWERS

1. card 2. open 3. you 4. write 5. mom

Further practice

Workbook page 60

Online Practice • Unit 7 • Reading

Lesson Six

Listening
1 Listen and match.

 Harry <input style="width: 15px; height: 15px;" type="checkbox"/>	 Anna <input style="width: 15px; height: 15px;" type="checkbox"/>	 Peter <input style="width: 15px; height: 15px;" type="checkbox"/>	 Kim <input style="width: 15px; height: 15px;" type="checkbox"/>
---	--	---	---

 a	 b	 c	 d
-------	-------	-------	-------

Speaking
2 Point, ask, and answer. tennis art chocolate animals

What does he like?

He likes tennis.

What does she like?

She likes ...

Writing preparation
3 Look and write the long form.
don't = do not doesn't = does not

1 He doesn't like candy.	He <u>does not</u> like candy.
2 She doesn't like balloons.	She <u> </u> like balloons.
3 I don't like bananas.	I <u> </u> like bananas.
4 He doesn't like oranges.	He <u> </u> like oranges.
5 I don't like snakes.	I <u> </u> like snakes.
6 She doesn't like fish.	She <u> </u> like fish.

Complete the writing task on page 61 of the Workbook.

61

Listening, speaking, writing Unit 7 61

Lesson Six

SB page 61

Skills Time!

Skills development

Listening: match children with the presents they would like

Speaking: ask and answer about likes and dislikes

Writing: write long and short forms; write about presents for your mom (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 85; Special days flashcards 80–90

Warmer

- Put flashcards 80–90 on the board. Tell children that it's their birthday / name day next week. They choose the present they would most like from the flashcards and write the word down.
- Ask a child to stand up. Choose a present for them from the board. Say, e.g. *Your present from me is a tie.* If the present is the one the child wanted, put a check mark on the board.
- Repeat the activity with children choosing presents for their friends. Count the check marks at the end of the activity.

Lead-in

- Ask children what they remember about the reading text from the previous lesson. Ask *What does the boy make? How does he make it?* Let children check page 60 of their Student Book to see how much they remembered.

- Focus on the pictures in Exercise 1 and identify the objects. Ask children to predict what they are going to hear.

1 Listen and match.

- Tell children that they are going to hear a girl and boy deciding what they can give their friends as presents. They listen and match the people with the presents.
- Play the whole recording. Children point to the presents as they hear them mentioned.
- Play the recording again, stopping after the first item for children to match the person (*Harry*) to his present (*the tennis racket*). Show them the example, then continue the recording for children to complete their answers.

ANSWERS

1. b 2. c 3. a 4. d

2 Point, ask, and answer.

- Ask children to read the words in the word pool.
- Focus attention on the speech bubbles. Ask a child to stand. Point to the children in Exercise 1. Ask questions for the child to answer. The class repeats chorally.
- In pairs, children take turns to point to the children in Exercise 1, asking and answering about what they like.

3 Look and write the long form.

- Ask children to close their books. Write the two example sentences on the board. Remind children of the abbreviation *n't* and ask what it is short for (*not*).
- Copy the first sentence onto the board. Ask children which word has been shortened (*doesn't*). Erase *doesn't* and ask a child to come to the front of the class and write the long form (*does not*) in the blank.
- Ask children to look at the exercise in their books and fill the blanks with the long forms.

Differentiation

Below level:

- Write *n't* on the board. Ask children what letter is missing. Elicit *o* and write *not* on the board. If possible, have children form a circle. The first child says *don't*, and the next one says *do not*. Repeat with *doesn't*.

At level:

- Children complete the activity.

Above level:

- After children finish, play track 85 again. Pause after each item for children to tell you the short form they heard. Elicit the long forms. Then children write two sentences with the long form on their own. If time permits, they share the sentences with the class

ANSWERS

1. He does not like candy. 2. She does not like balloons.
 3. I do not like bananas. 4. He does not like oranges.
 5. I do not like snakes. 6. She does not like fish.

Further practice

Workbook page 61 (children write about presents)

Unit 7 values worksheet, Teacher's Resource Center

Unit 7 test, Teacher's Resource Center

Online Practice • Unit 7 • Listening, Speaking, and Writing

Fluency Time! 3

Fluency Time! 3

Everyday English

1 Watch and listen. Read and say.

1 Watch and listen. Read and say.  

Can I help you?
Yes. I want four apples, please.
OK, 1 - 2 - 3 - 4. Anything else?
No, thanks.

2 Watch and listen. Number.  

How much is it?
Two dollars, please.
Here you are.

2 Watch and listen. Number.

2 Watch and listen. Number.  

3 Speaking Ask and answer.

3 Speaking Ask and answer.  

Can I help you?
I want three oranges, please.
Anything else?
No, thanks. How much is it?
Two dollars, please.

62 Fluency Time! 3 Shopping

Everyday English

SB page 62

Learning outcomes

To learn some useful language for shopping

Language

Can I help you? I'd like ... Anything else? How much is it?

Materials

CD  86–87; Food flashcards 38–43;  Fluency DVD
Fluency Time! 3 (optional)

Warmer

- Tell the class they are going to learn some useful language for shopping. Ask children what words they know for talking about shopping, e.g. *supermarket, market, money*. Ask the children what fruit they like to eat and which fruits they buy when they go shopping.
- Play *Slow reveal* (see page 8) using the food vocabulary from Unit 4.

1 Watch and listen. Read and say. 86

- Focus on the pictures. Ask children to say where the people are (*at a market*) and what is in the pictures.
- Play the DVD for children to follow along.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the DVD.
- Children practice the dialogue in pairs.
- Invite pairs of children to act out the dialogue for the class.

2 Watch and listen. Number. 87

- 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 DVD. Children number the pictures.
- Invite children to point to the correct pictures and say what the people are saying in each picture.

ANSWERS

3, 1, 4, 2

3 Ask and answer.

- In pairs, children act out dialogues of their own.
- Ask two children to read out the example dialogue.
- In pairs, children read the dialogue, then point to the pictures in the box 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.

Differentiation

Below level:

- Break the dialogue up into two shorter exchanges. Have children practice the first question and answer a few times, then the second and third ones. Encourage children to swap out the fruit and vegetables with other words they know. Make sure children switch roles for even practice.

At level:

- Children complete the activity.

Above level:

- Extend the activity by adding a fourth exchange, *Here's (five) dollars. / Thank you. Here's your change.* If you like, challenge children to subtract and say the exact change, e.g. *Your change is (three) dollars.*

Further practice

Workbook page 62

Fluency Time! 3,  Fluency DVD

Online Practice • Fluency Time! 3



Craft

SB page 63

Learning outcomes

To make a market stall

To act out dialogues about shopping

Language

Can I help you? I'd like ... Anything else?

Materials

Fluency DVD Fluency Time! 3; Fluency Craft 3 (see Teacher's Resource Center) (one template for each child); completed market stall; colored pencils, scissors, and glue for each group of children

1 Watch the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on page 62. Ask children what they can remember about the dialogue.
- Play the Fluency DVD Fluency Time! 3 Everyday English scene. If you don't have time for the DVD, read the dialogue on page 62.
- Invite pairs of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

2 Make a market stall.

- Focus on the pictures. Ask children to say what the boy in the pictures is doing (*making a market stall*).
- Ask *What do you need to make the market stall?* Elicit *colored pens, scissors, glue*.

- Divide the class into groups. Give each child a copy of the market stall template (see Fluency Craft 3, Teacher's Resource Center). Give each group colored pencils, scissors, and glue.
- Use the pictures and instructions to help children make their market stalls. Demonstrate with your own completed stall and make sure children understand what to do.
- Move around the class as children work, asking, e.g. *What color is this? Is there a (car) in your market stall?*

NOTE: If you do not have enough time, ask children to draw a market stall on a piece of paper with their own choices of toys on their stalls.

3 Use the market stall and say.

- Focus on the photo. Tell children they are going to use their market stalls to act out dialogues in pairs.
- Ask two children to read the example dialogue.
- In pairs, children act out dialogues about buying the items in each other's market stalls.
- Encourage children to add language to their dialogues, e.g. *How much is it? (Blue) is my favourite color.*
- Invite some pairs to act out their dialogues for the class.

Differentiation

Below level:

- Simplify the "at level" game. Children say the objects they remember, e.g. *a blue bag*, instead of making complete sentences.

At level:

- In pairs or groups, children play a memory game with their stalls. One child shows their stall to the group for a minute, then turns it so the others can't see it. The rest of the group tries to remember the items and their colors, e.g. *There's a (blue bag)*. The first child keeps a tally of everything remembered. When all the items have been guessed (or when no more items can be remembered), the children swap roles and repeat with another market.

Above level:

- Extend the "at level" game. Children must remember what items and where they are located, e.g. *There's a (blue) (bag) on the (top) shelf / (on) the (left)*. Monitor and help as needed.

Further practice

Workbook page 63

Skills test 3 Fluency Time!, Teacher's Resource Center

Online Practice • Fluency Time! 3

8 What time is it?

Lesson One Words

1 Listen, point, and repeat.  88

2 Listen and chant.  89

3 Listen and read.  90



64 Unit 8 • Everyday activities

Lesson One

SB page 64

Words

Learning outcomes

To identify everyday activities

To understand a short story

Language

Core: *get up, have breakfast, go to school, go home, have dinner, go to bed*

Extra: *at night*

Materials

CD  70, 88–90; Story posters 7 and 8; *Everyday activities* flashcards 81–86

Warmer 70

- Sing *After school* from page 50.
- Retell the Unit 7 story using Story poster 7. Ask *Why are Mom, Rosy, and Tim shopping? Where do Mom and Rosy put Billy's present? What does Billy do?*

Lead-in

- Elicit the vocabulary using flashcards 81–86. Show them one at a time, asking *What's this?* Model any unknown words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 88

- Ask children to look at the everyday activities.
- Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point, then repeat the phrases.
- Hold up the flashcards in a random order and ask the class to say the phrases.

Differentiation

Below level:

- Assign one vocabulary word to each child. Play the chant again. When children hear their word, they mime the action.

At level:

- Write scrambled vocabulary words on the board. Give flashcards 81–86 to different children. Ask them to unscramble, and then match the cards to the words.

Above level:

- Place the flashcards in a row. Above them write blanks for the letters of each word. Call students to the board to write in the letters. Erase and repeat.

2 Listen and chant. 89

- Play the recording and teach the chant.
- Play the recording a second time. Children repeat the phrases in the blanks in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

3 Listen and read. 90

- Use Story poster 8 to present the story. Talk about each frame in turn with the class and encourage predictions.
- Ask children to look at the story in their books. Play the recording for them to point to the speech bubbles.
- Ask comprehension questions, e.g. *What does Alice want to do? Who gets up at seven o'clock?*
- Ask children to find Exercise 1 phrases in the story.

Further practice

Workbook page 64

Online Practice • Unit 8 • Words

Lesson Two Grammar

Let's learn!



What time is it?
It's seven o'clock.



He gets up
at six o'clock.



She goes to bed
at nine o'clock.



He has dinner
at seven o'clock.

3 Write. Draw the time on the clocks.

has breakfast gets up goes to bed goes to school



He gets up
at six o'clock.



He gets up
at seven o'clock.



He goes to school
at eight o'clock.



He goes to bed
at nine o'clock.

4 Point, ask, and answer.



What time is it?
It's ... o'clock.







What's the time? It's ... o'clock. He ... at ... o'clock. Unit 8 65

Lesson Two

SB page 65

Grammar

Learning outcomes

To say what people do at different times of the day

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

To act out a story

Language

Core: *What time is it? It's seven o'clock. He gets up at six o'clock.*

Materials

CD 90; Story poster 8; *Everyday activities* flashcards 81–86; a toy clock (optional)

Warmer

- Ask children what happened in the story in the previous lesson. Show Story poster 8 to encourage ideas.
- Cover the poster and ask children which everyday activities were mentioned in the story.

1 Listen to the story again and repeat. Act.

- Ask children to turn to the story on page 64. They check how many everyday activities they remembered.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of five to play Rosy, Alice, Dad, Mom, and Billy. (Note: Billy is in the background.)

- Let children practice acting out the story in their groups, then ask a few groups to act out the story in front.

2 Look and say.

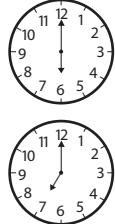
- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences, pausing after each one. Children point to the picture and repeat.
- Write the first question and the sentences on the board. Read them again, miming the actions in the pictures. Children repeat again.
- Replace the activity phrases in each sentence with flashcards to elicit new sentences with the same pattern, e.g. *He has breakfast at six o'clock.*

3 Write. Draw the time on the clocks.

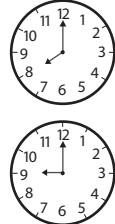
- Ask children to look and identify the different activities.
- Ask a child to read out the example. Show them the time on the clock next to the picture.
- Allow time for children to complete the activity.

ANSWERS

1 He gets up at six o'clock.



3 He goes to school at eight o'clock.



2 He has breakfast at seven o'clock.



4 He goes to bed at nine o'clock.



4 Point, ask, and answer.

- Ask the class to look at the clocks in the pictures. Ask a child to stand. Point to the first clock. Ask *What's the time?* to elicit *It's five o'clock*. The class repeats chorally.
- Using your toy clock, show other times (or draw clocks on the board). Ask *What's the time?* The class answers.
- Ask children to work in pairs. They take turns to ask and answer questions about the times shown on the clocks.

Differentiation

Below level:

- Draw a clock face on the board with the big hand to 12. Ask a child to draw in the little hand to any number on the clock. Ask *What time is it?*, and elicit *It's (six) o'clock*. Repeat with other times.

At level:

- Children complete the activity.

Above level:

- Children switch partners. Write the model *What time do you ...?* on the board. Children ask and answer using the vocabulary words from page 64.

Further practice

Workbook page 65

Online Practice • Unit 8 • Grammar

Lesson Three Song

1 Listen, point, and repeat. 



2 Listen and sing.  3 Sing and do.

Let's sing!

What do you do in the morning?

what do you do? what do you do?
what do you do in the morning?

I get up.
I have my breakfast.
I go to school.
That's what I do. That's what I do.
That's what I do in the morning.

what do you do? what do you do?
what do you do in the afternoon?

I have my lunch.
I learn at school.
I go home.
That's what I do ...
... in the afternoon.

What do you do in the evening?

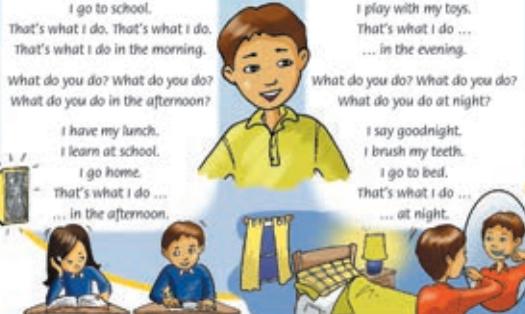
what do you do? what do you do?
what do you do in the evening?

I do my homework.
I have my dinner.
I play with my toys.
That's what I do ...
... in the evening.

What do you do at night?

what do you do? what do you do?
what do you do at night?

I say goodnight.
I brush my teeth.
I go to bed.
That's what I do ...
... at night.



66 Unit 8 Times of the day

2 Listen and sing. 92

- Point to the different pictures for children to name the activities. Ask them to predict what the song is about (*what the boy does at different times of day*).
- Play the whole recording for children to listen. Play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

Differentiation

Below level:

- Give different activities from the song to individual children so there are several students who are have breakfast, learn at school, etc. Play the song again. When children hear their action, they wave their arms in the air.

At level:

- Give children different words as above, but instead of waving their arms, they say their words. If you like, they could also mime the actions.

Above level:

- Tell children they're writing a new song called "What do you do in the evening?" Write the song lyrics on the board with blanks for the activities. In pairs, children discuss and write new lyrics.

3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording. Children listen and do their actions.

Song actions

Divide the class into five groups to do these actions:

Group 1: *What do you do in the morning / afternoon / evening / at night?* – mime a ticking clock

Group 2: *I get up* – stretch

I have my breakfast – eat with a spoon

I go to school – walk

Group 3: *I have my lunch* – eat a sandwich

I learn at school – open a book

I go home – walk

Group 4: *I do my homework* – write

I have my dinner – eat with a knife and fork

I play with my toys – push a train

Group 5: *I say goodnight* – wave

I brush my teeth – brush teeth

I go to bed – pull covers down

Further practice

Workbook page 66

Picture dictionary, Workbook page 133

Unit 8 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 8 • Song

Lesson Four Phonics

1 Listen, point, and repeat.  **sm** smile small 
sn snow snake 
st stairs star 
sk sky skates 

2 Listen and chant.  **Look at the snake
in the snow.
A snake with a smile.
Watch it go.
Look at the stars
in the sky.
It's time for bed, snake.
Say, 'Goodbye.'** 

3 Read the chant again. Circle the sounds sm, sn, st, and sk.

4 Listen and circle the correct sound.  
 1. **sm sn st** 2. **sm st sk** 3. **sm sn st** 4. **sm sn sk** 5. **sn st sk**

Consonant blends *sm sn st sk* Unit 8 **67**

Lesson Four

SB page 67

Phonics

Learning outcomes

To pronounce sounds made by the letter combinations *sm, sn, st, and sk*

To differentiate between the sounds /sm/, /sn/, /st/, and /sk/

Language

Core: *smile, small, snow, snake, stairs, star, sky, skates*

Extra: *time for*

Materials

CD  81, 93–95; Phonics cards 21–24 (smile, snow, stairs, sky)

Warmer 81

- Ask children which sounds they looked at in their last phonics lesson (/kl/, /gl/, and /sl/). Do the chant from page 59 to review the sounds from the previous unit.

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards.
- Hold up the first card and say *Letters s and m make the sound /sm/*. Say the sound. Children repeat several times. Repeat with the other phonics cards.
- Show each card and say the words for children to repeat.

1 Listen, point, and repeat. 93

- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 94

- Play the recording. Children listen to the whole chant.
- Play the chant again, pausing for children to repeat.
- Repeat, as children follow the chant in their books.

3 Read the chant again. Circle the sounds *sm, sn, st, and sk*.

- Ask children to look at the chant again. Write the first line on the board. Ask children to find an example of the letters *sm, sn, st, or sk*. One child comes to the front to circle the *sm* and *sn* in *smile* and *snake*.
- Allow time for children to read and circle.
- Monitor and help as necessary, then check answers.

ANSWERS

Look at the snake

In the snow.

A snake with a smile.

Watch it go.

Look at the stars

In the night sky.

It's time for bed, snake.

Say, 'Goodbye.'

4 Listen and circle the correct sound. 95

- Ask children to look at the pictures and say what they see in each one. Explain that you are going to play a recording of the different words. Children must listen and circle the sounds at the beginning of each word.
- Play the beginning of the recording and ask the class *What's the sound?*
- Play the rest of recording for children to circle the remaining sounds.
- Play the recording again for children to check their answers.

Differentiation

Below level:

- Drill the sounds *sm, sn, st, and sk*. Ask children to point to each picture and say the word. Say the sounds next to the picture one at a time. Ask children to raise their hand when they hear the correct one. Then children do the exercise independently.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of words with *sm, sn, st, or sk* at the beginning. If time permits, they can share their words and drawings with the class.

ANSWERS

1. st 2. sk 3. sm 4. sn 5. st

Further practice

Workbook page 67

Online Practice • Unit 8 • Phonics

Skills Time!

Lesson Five

Reading

- 1 Look at the pictures. Say what the girl and her mom do.
- 2 Listen and read. 



- 3 Read again. Circle the false word and write the correct word.

- 1 Sadie gets up at eight o'clock. seven
- 2 She goes to school in the evening. morning
- 3 Her school bus is yellow. blue
- 4 Sadie's mom is a teacher. doctor
- 5 Sadie's mom goes home at five o'clock. two

68

Unit 8 Reading: Information texts

ANSWERS

Sadie: gets up, has breakfast, takes the bus to school

Sadie's mom: works as a doctor, cooks dinner

2 Listen and read. 96

- Tell children they are going to hear a recording of the text. Play the recording. Children listen and follow along.
- Play the recording again and answer any questions. Then ask comprehension questions, e.g. *How does Sadie travel to school? What does Sadie / Sadie's mom do in the morning / evening?*

3 Read again. Circle the false word and write the correct word.

- Ask children to close their books. Copy the example sentence onto the board. Ask *Is the sentence correct? (No).* Invite a child to come and circle the incorrect word in the sentence (*eight*). Invite a second child to write the correct word (*seven*) next to the sentence.
- Write your own sentences, each with one incorrect word, and repeat, e.g. *She has breakfast – cereal, bread, and eggs. Her mom starts work at two o'clock.*
- Let children complete the activity, then read each sentence. Children say which word is wrong and tell you the correct word.

Differentiation

Below level:

- Ask children to look at the text again and circle the times they see. Then ask them to find the words *school bus* and *mom*, and underline them. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- Write the text on the board with blanks for children to write about themselves and another family member. Children copy the text and fill in the blanks. If time permits, children share their writing with the class.

ANSWERS

1 Sadie gets up at eight o'clock. seven

2 She goes to school in the evening. morning

3 Her school bus is yellow. blue

4 Sadie's mom is a teacher. doctor

5 Sadie's mom goes home at five o'clock. two

Further practice

Workbook page 68

Online Practice • Unit 8 • Reading

Lesson Five

SB page 68

Skills Time!

Skills development

Reading: read and understand information about someone's daily routine; find specific details in a text

Language

Recycled: vocabulary and structures seen previously

Extra: *get dressed, cereal, go by bus, so*

Materials

CD  92, 96

Warmer 92

- Sing *What do you do in the morning?* from page 66.
- Discuss daily routines. Ask *What do you do every day? What time do you get up / have breakfast? What does your mom / dad do every day?*

Lead-in

- Focus on the photo at the top of the reading text. Explain that this is Sadie. She is writing about herself.
- Ask children to look at the pictures. Ask them to identify the different activities and make predictions about what they are going to read, e.g. *It's about a girl and her mom. The girl gets up and goes to school. Her mom goes to work.*

1 Look at the pictures. Say what the girl and her mom do.

- Ask children to look at the pictures again. Ask *What does Sadie / Sadie's mom do every day?*
- In pairs, children take turns pointing to pictures and say what Sadie / her mom does in each one.

Lesson Six

ANSWERS



1



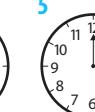
2



3



4



5

Listening
1 Listen and draw the time. 97

Speaking
2 Look and say.

goes to bed
has breakfast
has lunch
gets up
goes to work

It's ten o'clock at night.
He ...

Writing preparation
3 Circle **What** and underline **When**. Draw a square around **Where**.

What do you do in the morning? I have my breakfast.
When do you get up? I get up at seven o'clock.
Where do you go? I go to school.

1 Where's my school bag? It's under the chair.
2 What do you do at night? I go to bed.
3 What's her name? Her name's Rosy.
4 When do we have math? We have math on Tuesday.
5 When do you have dinner? I have dinner at six o'clock.
6 Where's your brother? He's in his bedroom.

Complete the writing task on page 69 of the Workbook.

69

Listening, speaking, writing Unit 8

69

Lesson Six

SB page 69

Skills Time!

Skills development

Listening: listen for times when people do activities

Speaking: talk about what someone does at different times of the day

Writing: identify and write the question words *What*, *When*, and *Where*; write about your day (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *plane*

Materials

CD 97; paper plates

Warmer

- Ask children to stand. Say *It's twelve o'clock*. Children show the time by putting both of their hands in the air.
- Say different times. Children show with their hands.

Lead-in

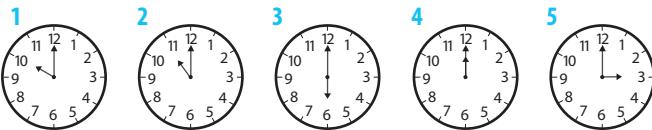
- Ask children what they remember about Sadie and her mom's day from the previous lesson. Ask *What does Sadie do in the morning / afternoon? What does her mom do?*

1 Listen and draw the time. 97

- Tell children that they are going to hear Sadie's dad describing what he does every day. Play the recording. Children point to the pictures as they hear the activities.

- Play the recording a second time, pausing for children to draw the times on the clocks.
- Play the recording again. Children complete their answers. Go through the answers with the class.

ANSWERS



2 Look and say.

- Ask children to read the phrases in the word pool.

- Focus attention on the speech bubbles. Ask a child to stand up. Read the first speech bubble for him / her to respond. Children repeat the dialogue chorally.

- Ask children to work in pairs. They take turns to say the times or say what Sadie's dad does.

Differentiation

Below level:

- Play *Mime the word* (see page 8) with the phrases in the box. In pairs, children complete the activity.

At level:

- Put children in pairs. Give each pair a paper plate and markers. Ask them to write the numbers 1–12 on the plate to make a clock. Using two pencils, children show different times. In pairs, one child sets a time, and the other says what Sadie or her mom does, e.g. *It's eight o'clock in the evening. / Sadie has breakfast.*

Above level:

- Do the 'at level' activity. In pairs, one child sets a time, and the other says what he / she does at that time, e.g. *It's four o'clock in the afternoon. / I play soccer.*

3 Circle **What** and underline **When**. Draw a square around **Where**.

- Ask children to close their books. Copy the three example questions and answers onto the board.
- Ask three children to come to the front of the class. Ask one to circle *What*, another to underline *When*, and the third one to draw a square around *Where*.
- Write up some of your own questions and answers, e.g. *Where's Ana? She's in the garden. / When do you go to bed? I go to bed at six o'clock.* Invite children to come and identify *What*, *Where*, and *When* in the questions.
- Let children complete the activity, then check answers.

ANSWERS

1 **Where's** my school bag? / It's under the chair.

2 **What** do you do at night? / I go to bed.

3 **What's** her name? / Her name's Rosy.

4 **When** do we have math? / We have math on Tuesday.

5 **When** do you have dinner? / I have dinner at six o'clock.

6 **Where's** your brother? / He's in his bedroom.

Further practice

Workbook page 69 (children write about their day)

Unit 8 values worksheet, Teacher's Resource Center

Unit 8 test, Teacher's Resource Center

Online Practice • Unit 8 • Listening, Speaking, and Writing

Science Time!

Science Time!

Topic: Materials

1 Listen, point, and repeat.  





2 Listen and read.  **Does it float or sink?**

Think about a lake...
Can you see stones under the water?
Can you see boats on the water?
Put some objects on the water. Some float on the top. Others sink to the bottom. Why?
To answer this question we need to think about the objects and the water. Is the object light? If it is lighter than water it will float. There is air inside toy ducks. Air is lighter than water. So the ducks float. Or is the object heavy? If it is heavier than water it will sink. A stone is heavier than water. It sinks to the bottom. Sometimes it is easy to tell what will float or what will sink, but not always!

3 Think! Check (✓) the correct answer.

1 Why does it float?
a There is air inside.
b There is water inside.

2 Why does it sink?
a It is lighter than water.
b It is heavier than water.

CLIL: Science Materials

Topic: Materials

SB page 70

Learning outcomes

To learn some useful content and language about different materials

Language

Core: *float, sink, air, light, heavy*

Extra: *lake, tones, object, guess*

Materials

CD  98–99; *Science Time!* flashcards 101–105; balance scales and various items to weigh (optional)

Warmer

Critical Thinking

- Ask children to imagine an ocean. Ask them to suggest things you can see on the water and things you can see under the water. If you like, you can make a sketch of their suggestions on the board.

Lead-in

- Hold up flashcards 101–105 and say the words for children to repeat.
- Write the words *light* and *heavy* on the board. Ask children to name things which are light and things which are heavy. Write the words under the correct headings.
- Ask children to say which of the things on the board they think will float and which they think will sink in water.

NOTE: If you have access to a set of balance scales, you could use these to further demonstrate the meanings of *heavy* and *light* by weighing different items and asking children to guess/say which are heavy and which are light.

1 Listen, point, and repeat.

- Ask children to look at the 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.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Invite a child to come to the board. Hand the child two of the flashcards 101–105. Say the word for one of the flashcards. The child sticks the correct flashcard on the board.

2 Listen and read.

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *Why do the ducks float? Why do stones sink?*
- Ask children to name the items in the pictures.

3 Think! Check (✓) the correct answer.

Critical Thinking

- Explain that we want to find the answers to the questions by looking at the information in the text again. Ask children to say which items in the pictures in Exercise 2 float (ducks, boat) and which items sink (stones).

Collaboration

- Children complete the activity in pairs.
- Have pairs report back to the class.

Differentiation

Below level:

- Complete the activity as a class. Read out the first question and have children look through the text again to find the answer. Tell children to check the box next to the correct answer. Repeat for the second question.

At level:

- Complete the activity as suggested.

Above level:

- Have children work individually to complete the activity by reading the text again and checking the correct answers.
- Have children make a list of three heavy things and three light things. The children then ask and answer questions in pairs about the items on their list e.g. A: *Do soccer balls float?* B: *Yes, they do. They have air inside, so they float.*
- Check answers by inviting pairs of students to ask and answer questions in front of the class.

ANSWERS

1 a 2 b

Further practice

Workbook page 70

Online Practice • Science Time!

Project

SB page 71

Learning outcomes

To listen and number pictures in the correct order

To do a science experiment

Language

These are the results of my experiment. Does the eraser sink or float?

Materials

CD 100; *Science Time!* flashcards 101–106; paper; bowls; water; colored pens or pencils; items from around the classroom

Warmer

- Hold up the flashcards, one at a time. Ask children to say the words, then ask individual children to make sentences using the new words.

1 Listen and write the number. 100

- Explain that you are going to play a recording of a boy and a girl doing a science experiment. Children need to listen and number the pictures in the correct order.
- Play the recording once through. Play again, pausing after each item so that children have time to think about their answers.
- Check answers with the class.

ANSWERS

2, 1, 4, 3

2 Project. Do a science experiment.

Communication

- Explain that children are going to do a science experiment. Ask children to look at the photos and guess what the experiment is about (things that float and things that sink). Ask *What do you need to do the experiment?* Elicit *paper, colored pens or pencils, a bowl of water, lots of different items.*
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into groups of three or four. Hand out paper, colored pencils or pens and a bowl of water to each group. Select items from the classroom, choosing a mixture of things that float and things that sink. Place them on a central table. Children can choose 6–7 items from the table for their experiment.
- Draw the table on the board (with columns for the names of the items, the children’s predictions, the results and whether their guesses were right or wrong) for the children to copy onto their pieces of paper.
- The children list the items in the first column and make their guesses in the second column. They then place the items in the bowl of water, one at a time, and record the results in the third column of their table. If children guessed correctly, they put a tick in the fourth column. If they guessed incorrectly, they put a cross in the fourth column.

Differentiation

Below level:

- Have children work in groups of four or five. Provide each group with the same set of items to test.
- Draw the table on the board and model how to write the names of the objects and your guesses into the table.
- Move around the class, asking questions to help children complete the remaining columns of their tables (e.g. *Does the (eraser) float? Was your guess right?*).

At level:

- Complete the activity as suggested.

Above level:

- When children have completed the experiment, have them write about their findings, saying which items float, which items sink and why they think this is.

3 Talk about your project.

Communication

- Put each group together with another group. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up and talking about a completed table, or using the example in the Student Book.
- Children talk in groups. Encourage children to include language from previous units as they talk about their projects, e.g. *This pencil sharpener is heavy, so it sinks. This bottle is very light. It has air inside, so it floats.*
- Invite individual children to stand up and present their projects to the class.

Further practice

Workbook page 71

Online Practice • Science Time!

9 Where does she work?

Lesson One Words

1 Listen, point, and repeat.  **2 Listen and chant.** 



3 Listen and read. 



72 Unit 9 • Places

1 Listen, point, and repeat.  101

- Ask children to look at the pictures of the different places in their books.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Differentiation**Below level:**

- Ask six children to come to the front to be different places. Give each of them a place flashcard. Play the chant. When a place is mentioned, he / she holds up the flashcard and waves. Give the flashcards to different children and repeat.

At level:

- Play *Musical cards* (see page 8) using the new words.

Above level:

- Ask children to close their books. Scramble the letters of each word on the board. Call children to the board to unscramble the words.

Lesson One SB page 72**Words****Lesson objectives**

To identify different places

To understand a short story

LanguageCore: *hospital, school, airport, police station, fire station, store*Extra: *work (v), fantastic***Materials**CD  92, 101–103; Story posters 8 and 9; *Places* flashcards 106–111**Warmer**  92

- Sing *What do you do in the morning?* from page 66.
- Use Story poster 8 to retell the Unit 8 story with the class. Ask *Where are Rosy and Alice? Why is Dad in bed? How do the girls listen to music?*

Lead-in

- Elicit the vocabulary using flashcards 106–111. Hold them up one at a time for children to name the places. Model any unknown words.
- Hold the flashcards up in a different order and repeat.

2 Listen and chant.  102

- Play the recording and teach the chant.
- Play the recording a second time. Children repeat the words in the blanks in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

3 Listen and read.  103

- Use Story poster 9 to present the story. Talk about each frame and encourage predictions about the story.
- Ask children to look at the story in their books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Where are the boys? Where does Tim's mom work?*
- Ask children to find words from Exercise 1 in the story.

Further practice

Workbook page 72

Online Practice • Unit 9 • Words

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

Where does he work?
He works in a police station.

Does your mom work in an airport?
No, she doesn't.

Does she work in a store?
Yes, she does.

3 Write. **Yes, she does.** **No, she doesn't.** **Yes, he does.** **No, he doesn't.**

Does he work in a hospital?
No, he doesn't.

Does she work in a store?
No, she doesn't.

Does he work in an airport?
No, he doesn't.

Does she work in a school?
No, she doesn't.

Does he work in a fire station?
No, he doesn't.

Does she work in a police station?
No, she doesn't.

4 Point, ask, and answer.

Where does he work?
He works in a ...

Where does she work?
She ...

Does he / she work in a ...? **Unit 9** **73**

Lesson Two

(SB page 73)

Grammar

Lesson objectives

- To ask and answer questions about where people work
- To write short answers
- To act out a story

Language

Core: *Where does she work? She works in a bank. Does she work in a store? Yes, she does. / No, she doesn't.*

Materials

CD (103; Story poster 9; Places flashcards 106–111)

Warmer

- Ask children if they remember what happened in the story from the previous lesson. Show Story poster 9 to encourage recall.
- Cover the poster and ask children which places were mentioned in the story.

1 Listen to the story again and repeat. Act. (103)

- Ask children to turn to the story on page 72 to check how well they remembered the story.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.

- Divide the class into groups of five to play Tim, Tim's friend, his dad, Grandma, and Tim's mom. (Note: Grandma and Tim's friend's dad don't speak.)
- Let children practice acting in their groups, then ask a few groups to act out the story in front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one. Children point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions in the pictures. Children repeat again.
- Replace the places in each sentence with flashcards to elicit sentences with the same pattern, e.g. *He works in a school. Does your mom work in a fire station?* Say the new sentences for children to repeat.
- Ask children to make new sentences.

3 Write.

- Point to the first picture in Exercise 2 again. Ask *What can you see? (a policeman). Does he work in a police station?* Elicit *Yes, he does.* Point to the second picture. Ask *Does she work in a school?* Elicit *No, she doesn't.*
- Ask children to look at Exercise 3. Individual children read the phrases in the word box aloud.
- Look at the first picture together. Elicit what job the man does (*he's a policeman*). Ask *Does he work in a police station / hospital (Yes / No).* Show children the answer in their books.
- Allow time for children to complete the activity.
- Ask the questions for children to answer chorally.

ANSWERS

1. **No, he doesn't.** 2. **No, she doesn't.** 3. **No, he doesn't.**
4. **Yes, she does.** 5. **Yes, he does.** 6. **No, she doesn't.**

4 Point, ask, and answer.

- Focus on the speech bubbles. Ask a child to stand. Point to Exercise 3 and ask the questions for him / her to answer while the class listens. Children repeat chorally.
- In pairs, children take turns to ask and answer.

Differentiation

Below level:

- Play *Simon says* (see page 8). Say *Simon says "Work at a (hospital)"*. Children pretend to work in a hospital. Point to another child and ask *Does he / she work at a (hospital)?* Elicit the response.

At level:

- Children complete the activity.

Above level:

- Elicit other places to work from the class. Write them on the board.
- Have children use these places of work as well as they act out their dialogues.

Further practice

Workbook page 73

Online Practice • Unit 9 • Grammar

Lesson Three Song

1 Listen, point, and repeat.  

2 Listen and sing.  3 Sing and do.

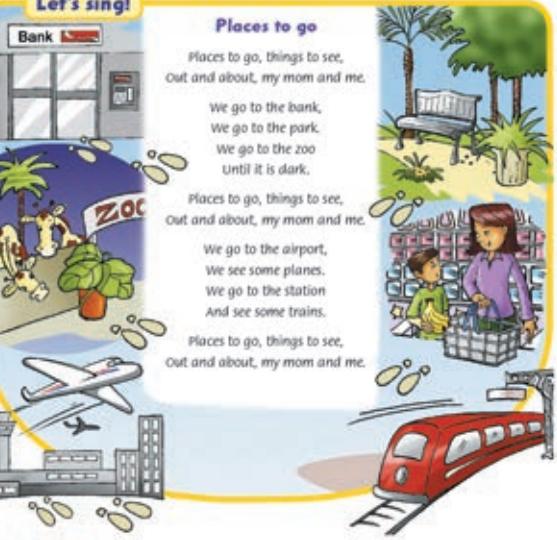
Let's sing!

Places to go

Places to go, things to see,
out and about, my mom and me.
We go to the bank,
We go to the park.
We go to the zoo
Until it is dark.

Places to go, things to see,
out and about, my mom and me.
We go to the airport,
We see some planes.
We go to the station
And see some trains.

Places to go, things to see,
out and about, my mom and me.



74 Unit 9 Places

Lesson Three

SB page 74

Song

Lesson objectives

To identify more words for places

To use place words in the context of a song

Language

Core: station, zoo, supermarket, bank, garage

Extra: place, thing, out and about, dark

Recycled: places words

Materials

CD  104–105; Places flashcards 106–116

Warmer

- Play *Jump* (see page 8) with flashcards 106–111 to review the vocabulary from Lesson 1.

Lead-in

- Use flashcards 112–116 to introduce the new vocabulary. Hold up the cards one at a time. Say the words for children to repeat.
- Show the cards in a different order. Children repeat.

1 Listen, point, and repeat. 104

- Ask children to look at the pictures in their books. Play the first part of the recording for children to point to the pictures and say the words.
- Play the second part for children to repeat the words.
- Play the whole recording for children to listen and then repeat.

- Hold up flashcards 112–116 one at a time for individual children to say the words.

2 Listen and sing. 105

- Ask children to look at the pictures. Point to the different pictures for children to name the places. Ask children to predict what the song is about (*places a boy goes to*).
- Play the whole recording once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions

Two children can come up to be the boy and his mom and do the following actions for each chorus:

Places to go – walk

Things to see – shade eyes as if looking

Out and about, my mom and me – hold out arms towards each other

The rest of the children do the following actions:

to the bank – count money

to the park – mime sitting on a swing

to the zoo – wave arm in front of face, like a trunk

to the airport / some planes – hold out arms like wings

to the station / some trains – move arms in a circular motion at sides to imitate train's wheels

Differentiation

Below level:

- Children underline the places they see in the song lyrics. Play the song again. Children clap when they hear a place.

At level:

- Write the song lyrics on the board with blanks for the places. Play the song again and have children recall the places.

Above level:

- In pairs, children talk about places they go with their families, e.g. *We go to the zoo*. Help with additional vocabulary if needed.

Further practice

Workbook page 74

Picture dictionary, Workbook page 133

Unit 9 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 9 • Song

Lesson Four Phonics

1 Listen, point, and repeat.

Magic e makes the vowel long!

lake gate face plane






2 Listen and chant.

*Open the gate,
The gate, gate, gate.
See the lake,
The lake, lake, lake.
A smile on your face,
Your face, face, face.
Here is a cake,
A cake, cake, cake.*



3 Read the chant again. Circle the sound a_e.

4 Listen and complete the words.







cake a_e gate a_e lake a_e face a_e

Long vowels a_e + magic e • Unit 9 • 75

1 Listen, point, and repeat. 106

- Play the first part of the recording. Children listen and point to the pictures in their books.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 107

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following along.

3 Read the chant again. Circle the sound a_e.

- Write the first line of the chant on the board. Ask a child to come to the front and find an example of the letters a_e. He / She circles the letters ate in gate.
- Allow time for children to complete the activity.
- Monitor and help, then check answers with the class.

ANSWERS

*Open the gate,
The gate, gate, gate.
See the lake,
The lake, lake, lake.
A smile on your face,
Your face, face, face.
Here is a cake,
A cake, cake, cake.*

4 Listen and complete the words. 108

- Ask children to look at the pictures and identify the things they see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters c and k.
- Play the rest of recording. Pause for children to complete the letters.
- Play the recording again for children to check their answers. Then go through the answers with the class.

Differentiation

Below level:

- Drill each sound again. Ask children to point to each picture and say the word. Ask children what letter each word starts with. Read the text aloud with the children. Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of words with the magic e. Put children into pairs and have them look at each other's pictures and say the words aloud.

Further practice

Workbook page 75

Online Practice • Unit 9 • Phonics

Lesson Four SB page 75

Phonics

Lesson objectives

To pronounce the sound /eɪ/ in the middle of words
To understand how *magic e* at the end of words changes the vowel sound

Language

Core: *lake, gate, face, plane*

Materials

CD 94, 106–108; Phonics cards 4 (*cat*), 25–28 (*lake, gate, face, plane*)

Warmer 94

- Ask children which sounds they looked at in their last phonics lesson (/sm/, /sn/, /st/, and /sk/). Do the chant from page 67 to review the sounds.

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards. Hold up phonics card 4 and elicit the word *cat*. Say *What's the sound?* (/æ/). Then hold up card 25 and say the word *lake* and the sound /eɪ/ for children to repeat chorally.
- Say *cat* and *lake* several times so that children can hear the two different vowel sounds. Say *Magic e makes the vowel long*. Point to the *magic e* and move your finger back to the *a*. Repeat with the rest of the cards.
- Show each card and say the words. Children repeat. Say *Magic e makes the vowel long*. Children repeat chorally.

Skills Time!

Lesson Five

Reading

- Look at the picture. Where does she work? What animals can you see?
- Listen and read. 

She works at a zoo!

I'm at the zoo with Molly. Molly works at the zoo. She looks after the big animals; elephants, giraffes, lions, and tigers. Molly says,



"My favorite animals are the elephants. We have six elephants at the zoo."



Molly gets up every day at six o'clock. She starts work at seven o'clock. She feeds the lions and tigers. They eat meat. Then she feeds the giraffes and the elephants. They eat vegetables. Molly says,



"I go home at three o'clock. I'm always happy. I love my job!"

- Read again. Circle the false word and write the correct word.

1 Molly works at a bank.

zoo

2 Her favorite animals are the tigers.

elephants

3 There are four elephants at the zoo.

six

4 Molly gets up at nine o'clock.

six

5 The lions eat salad.

meat

6 Molly is always sad.

happy

76

Unit 9 Reading: an interview

Lesson Five

SB page 76

Skills Time!

Skills development

Reading: read and understand an interview about someone's job; read for specific details

Language

Recycled: vocabulary and structures seen previously

Extra: *at the moment, cute, feed, vegetable, job*

Materials

CD  105, 109; a plain piece of paper for each child; colored pencils for each group of children (optional)

Warmer 105

- Sing *Places to go* from page 74.
- Talk about jobs with the class. Ask *Does anyone in your family work in a store / hospital? What does he / she do?*

Lead-in

- Ask children to look at the pictures on page 76. Encourage children to make predictions about what they are going to read, e.g. *It's an interview. She's at the zoo. She feeds the animals.*

1 Look at the picture. Where does she work? What animals can you see?

- Focus on the pictures again. Ask *Where does she work?*
- Ask children to name the animals they can see.

ANSWERS

She works at the zoo. Elephants, lions, giraffes.

2 Listen and read. 109

- Tell children they are going to hear a recording of the text. Play it. Children listen and follow along.
- Play the recording a second time. Answer any questions. Ask comprehension questions, e.g. *What does Molly do at the zoo? Which animals does she look after?*

3 Read again. Circle the false word and write the correct word.

- Ask children to close their books. Copy the example from the book onto the board.
- Ask children *Is the sentence correct?* Invite a child to come to the front to circle the incorrect word in the sentence (*station*). Invite a second child to come and write the correct word (*zoo*) next to the sentence.
- Write some of your own sentences on the board, each containing one incorrect word, and repeat the process, e.g. *Molly looks after the little (big) animals. Molly gets home at four (three) o'clock.*
- Let children do the activity, then read each sentence, say the incorrect word, and give the correct word.

Differentiation

Below level:

- Give children paper and colored pencils. Ask them to re-read the text and draw the animals at the zoo. If time permits, children share their work.

At level:

- Tell children to close their books for a memory game. Ask the following questions: *How many baby elephants are there? (two) / What time does Molly start work? (seven o'clock) / Do the elephants eat vegetables? (Yes) / What time does Molly go home? (three o'clock) / Does she like her job? (Yes)*
- Write their answers on the board for children to check.

Above level:

- Put children in pairs, one is the reporter and the other works at the zoo. Write the text on the board with blanks for children to personalize, e.g. name, favorite animal, what that animal eats, and the time. Ask children to work together to write a new text. If time permits, children can switch papers and read each other's work. Monitor and help as needed.

ANSWERS

1. Molly works at a bank. (zoo)

2. Her favorite animals are the tigers. (elephants)

3. There are four elephants at the zoo. (six)

4. Molly gets up at nine o'clock. (six)

5. The lions eat salad. (meat)

6. Molly is always sad. (happy)

Further practice

Workbook page 76

Online Practice • Unit 9 • Reading

Listening

1 Listen and circle the correct word. **110**



1 Peter looks after the **big** / **little** animals.
 2 His favorite animals are the **lions** / **parrots** / **monkeys**.
 3 There are **23** / **32** / **17** monkeys at the zoo.
 4 There are **five** / **four** / **seven** parrots at the zoo.
 5 Fred is **blue** and **green** / **black** and **white** / **yellow** and **pink**.
 6 Fred can **write** / **read** / **talk**.

Speaking

2 Ask and answer.

What are Peter's favorite animals? **They're monkeys.**
 How many monkeys are there? **There are ...**

Writing preparation

3 Circle the commas. Underline and.
 She looks after elephants, giraffes, lions, and tigers.
 1 For breakfast I eat bread, cheese, and yogurt.
 2 In my room there is a bed, a cabinet, a rug, and a chair.
 3 I like lions, tigers, monkeys, and zebras.
 4 In my lunchbox I have a sandwich, a drink, and a cookie.

Complete the writing task on page 77 of the Workbook.

Unit 9 **77**

Lesson Six SB page 77

Skills Time!

Skills development

Listening: listen for specific information in an interview

Speaking: ask and answer about someone's job

Writing: identify and write commas and *and* in lists; write about where your family works (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 110

Warmer

- Clean the board and tell children *This is your zoo*. Invite different children to come and draw animals in the zoo.
- When the zoo is finished, ask different children to tell you something about it, e.g. *The monkeys are little*.

Lead-in

- Discuss the text from Student Book page 76. Ask *What does Molly do every day? What do the animals eat?*
- Identify the animals in Exercise 1 on page 77.

1 Listen and circle the correct word. 110

- Point to the man in the picture. Say *This is Peter. He works with Molly at the zoo*. Tell children that they are going to hear a recording of Peter talking to the boy about his job.
- Play the recording for children to point to the animals.
- Play it again. Children circle the correct word.

Differentiation

Below level:

- Before listening, play *Mime the word* (see page 8) using the answer choices in the exercise. For the numbers, children can use their fingers to show the numbers or draw them in the air. Then do the exercise.

At level:

- Children complete the activity.

Above level:

- After children finish, ask children to imagine they work at the zoo with Peter and Molly. They are being interviewed about their job. In pairs, children ask questions, e.g. *Which animal is your favorite? Are they big or small? What colors are they?* etc. Put some model questions on the board for support. Monitor and help.

ANSWERS

1. **little** 2. **monkeys** 3. **23** 4. **four** 5. **blue** and **green** 6. **talk**

2 Ask and answer.

- Focus attention on the speech bubbles. Ask a child to stand. Read the questions for him / her to answer. Children repeat the questions and answers chorally.
- In pairs, children take turns to ask and answer about Peter and his job, using the sentences from Exercise 1.

3 Circle the commas. Underline and.

- Ask children to close their books. Copy the example sentence onto the board.
- Invite a child to come and circle the commas. Invite a second child to come and underline the word *and*.
- Write your own sentences on the board, e.g. *I like cheese, chicken, and bread. My friends are Renata, Eva, and Nina.* Invite individual children to circle the commas and underline the word *and* in each one.
- Ask children to complete the exercise in their books.

ANSWERS

1. For breakfast I eat bread, cheese, and yogurt.
 2. In my room there is a bed, a cabinet, a rug, and a chair.
 3. I like lions, tigers, monkeys, and zebras.
 4. In my lunchbox I have a sandwich, a drink, and a cookie.

Further practice

Workbook page 77 (children write about where their family works)

Unit 9 values worksheet, Teacher's Resource Center

Unit 9 test, Teacher's Resource Center

Online Practice • Unit 9 • Listening, Speaking, and Writing

Review 3

Review 3

1 Circle the odd-one-out. Write.

1	night	hospital	school	airport	night
2	morning	float	afternoon	evening	
3	get up	go to school	go home	planes	
4	zoo	police station	heavy	train station	

2 Read and circle.



1 My name is Maria. I like / likes balloons.
2 I don't like / don't like nuts or candy.
3 This is my brother, Jose. He doesn't like / don't like chocolate or cakes.
4 He like / likes bananas and nuts.
5 My mom really likes / like nuts and pastries.
6 She doesn't like / don't like balloons.

3 Look and write.

Can I help you?	How can I'd Anything
else?	like a lollipop, please.
	No, thanks. much is it?
One dollar, please.	

78 Review 3

Review Lesson SB page 78

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 105; flashcards 80–116

Warmer

- Sing *Places to go* from Student Book page 74.

Lead-in

- Use a variety of flashcards 80–116 to recycle vocabulary from the previous three units.
- Play *Slow reveal* (see page 8).

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It's a time of day, not a place*). Say *Can you think of other places?*
- Have children work individually to complete the exercise.
- Put children into pairs and have them compare their answers.
- Check the answers with the whole class.

ANSWERS

1. night 2. float 3. planes 4. heavy

2 Read and circle.

- Ask children to say as many words as they know in the pictures (*balloons, girl, store, boy, bananas, mom, shopping, pastries*).
- Have children complete the exercise individually.
- Put children into pairs to check their answers.
- Check answers with the class.

ANSWERS

1. like 2. don't like 3. doesn't like 4. likes 5. likes
6. doesn't like

3 Look and write.

- Ask children, *Where is the boy? (In a candy store). What can you see? (man, boy, candy)*
- Have children work individually to complete the exercise.
- Check the answers with the whole class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- Before children begin the second exercise, revise the language of *like / don't like* and *likes / doesn't like*. Use flashcards to revise the words *balloons, candy, chocolate, cake, nuts, and pastries*.

At level:

- With Exercise 3, children can change partners and practice the dialogue two or three more times.

Above level:

- Have children complete the first exercise. Then put students into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Have each pair or small group swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After the second exercise have children work in pairs and say whether they like or don't like the different things named in the exercise.
- After the third exercise have children work in the same pairs and practice the dialogue, changing the *lollipop* for *candy, chocolate, cakes, or pastries*, and changing the amount of money requested.

ANSWERS

Can, I'd, Anything, How

Review 3

4 Look and match.

1 She goes to school at 2 She goes to bed at 3 She goes home at 4 She has breakfast at

a seven o'clock in the morning.
b nine o'clock at night.
c eight o'clock in the morning.
d three o'clock in the afternoon.

5 Say and point.

She goes to school at eight o'clock in the morning. She ...

6 Look and circle the beginning sound.

7 Read and color.

My work in Units 7, 8, and 9 is OK Good Excellent

Play Play a game!

Review 3 74

Review Lesson SB page 79

4 Look and match.

- Do number one with the class. Ask why the example answer is correct. Ask *Can you point to the picture where she is going to school? What time does it say on the clock? (eight o'clock).*
- Have children work individually to complete the exercise.
- Check the answers with the whole class.

ANSWERS

1. c 2. b 3. d 4. a

5 Say and point.

- Put children into pairs and tell them to take turns pointing to the pictures and saying the correct sentences.
- Ask individual students to say the sentences to the class.

6 Look and circle the beginning sound.

- Ask children to look at the pictures and to say the words in the pictures (*gloves, stairs, slide, sky, cloud, snow*).
- Drill any difficult beginning blends chorally with the class.
- Put children into pairs and have them work on the answers together. Encourage them to say the words and the sound aloud so they can hear which sound is correct.
- Check answers with the class.

ANSWERS

1. gl 2. st 3. sl 4. sk 5. cl 6. sn

7 Read and color.

- Have children color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- Revise numbers and time words with children before they begin the exercise. Revise the meaning of *gets up*, *has breakfast at*, *goes to school*, and *goes home*.
- Do Exercise 5 as a class, rather than have children work in pairs. Chorally drill each sentence with all children.
- Before children begin Exercise 6, go through all the words and elicit the starting sounds in each, and drill them chorally with the class.
- If necessary, cross out one of the wrong blends for children (for each number) so that they only have two words / sounds to choose from, rather than three.

At level:

- After Exercise 5, put children in pairs and ask them to tell each other what time they get up, have breakfast, go to school and go home.

Above level:

- After children have completed Exercise 5, have them work in pairs to think of more things we do every day (*have lunch, do homework, go to bed*, for example).
- Put children into pairs and ask them to tell each other what time they do all of these things.
- Change the pairs and have children report to a new partner about their previous partner. For example, *Angela gets up at 6 o'clock. She goes to school at seven o'clock.*
- After Exercise 6, keep children in their new pairs.
- Have the pairs find one more word for each of the correct starting sounds. They can use the Student Book to help them.
- Elicit the words from the class and write them on the board.

Further practice

Workbook pages 78 & 79

Writing portfolio 3 worksheet, Teacher's Resource Center

Progress test 3, Teacher's Resource Center

Skills test 3, Teacher's Resource Center

Online Practice • Review 3

10 It's hot today!

Lesson One Words

1 Listen, point, and repeat.  **2 Listen and chant.** 



3 Listen and read. 



80 Unit 10 Weather

Lesson One SB page 80

Words

Learning outcomes

To identify different types of weather

To understand a short story

Language

Core: *raining, windy, hot, cold, snowing, sunny*

Extra: *weather, like (prep), sun hat, catch, quick, key, wet*

Materials

CD  105, 111–113; Story posters 9 and 10; Weather flashcards 117–122

Warmer 105

- Sing *Places to go* from page 74.
- Use Story poster 9 to retell the Unit 9 story from the previous unit with the class. Ask *Where does Tim's friend's dad work? What's in Tim's kitchen? Where does Tim's mom work?*

Lead-in

- Elicit the vocabulary using flashcards 117–122. Hold them up one at a time and ask *What's the weather like?* Model any unknown words.
- Mime the weather types, e.g. wipe your forehead for *hot*, stand under an imaginary umbrella for *raining*.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 111

- Ask children to look at the weather pictures. Play the first part of the recording for children to point.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Differentiation

Below level:

- Put children in pairs or groups. Scramble the letters of the vocabulary words and write them on the board. Children work together to unscramble the words. They can use their books for support. If you like, make it a game by setting a time limit. Whichever group has unscrambled the most words is the winner.

At level:

- Tell children to look outside. Ask *Is it (raining)?* Elicit yes or no to each weather word. Then play *Snap!* (see page 8) with flashcards.

Above level:

- Ask children to close their books. Place the flashcards in a row along the chalk rail. Above them, write blanks for the letters of each word. Call students to the board to write in the letters. Erase and repeat.

2 Listen and chant. 112

- Play the recording and teach the chant.
- Play the recording a second time. Children repeat the words in the blanks in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

3 Listen and read. 113

- Use Story poster 10 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their books. Play the recording. Children listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *What's the weather like at the beginning / middle / end of the story? Who opens the door?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

Workbook page 80

Online Practice • Unit 10 • Words

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

Let's learn!

3 Write. **Put on** **Don't put on** **Open** **Don't open**



4 Point, ask, and answer. **raining** **windy** **hot** **cold** **snowing** **sunny**



What's the weather like? It's ... Put on ... / Don't put on ... Unit 10

81

Lesson Two

SB page 81

Grammar

Learning outcomes

To ask and answer the question *What's the weather like?*
To give positive and negative commands
To act out a story

Language

Core: *What's the weather like? It's windy/raining/hot. Put on your hat. Don't put on your coat.*

Materials

CD 113; Story poster 10; Weather flashcards 117–122

Warmer

- Ask children what happened in the previous story. Show Story poster 10 to encourage recall.
- Cover the poster and ask which different types of weather are in the story.

1 Listen to the story again and repeat. Act. 113

- Ask children to turn to the story on page 80. They check which kinds of weather they remembered.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of six to play Rosy, Tim, Billy, Grandma, Grandpa, and Mom. (Note: Billy doesn't speak).
- Let children practice acting out the story in their groups, then ask a few groups to act out the story at the front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences and questions, pausing after each one. Children point to the picture and repeat.
- Write the sentences and questions on the board. Read them again, miming the actions. Children repeat again.
- Erase the weather or clothes word in each sentence. Ask children to suggest other words, e.g. *It's sunny. Put on your socks.* Say the new sentences for children to repeat.

3 Write.

- Children look at the pictures. Ask *What can you see?*
- Focus on the first picture. Ask *Does the teacher want the boy to open the window? (Yes).* Point out the example *Open*.
- Look at the other pictures. Discuss what each one shows. Allow time for children to choose the missing words.
- Ask children to read the complete sentences chorally.

Differentiation

Below level:

- Have children stand. If you say *open*, they open their arms wide. If you say *put on*, they mime putting on a coat. If you say *don't open* or *don't put on*, they shake their heads *no*.

At level:

- Play *Simon says* (see page 8). Use the actions from Exercises 2 and 3, plus the story on page 80.

Above level:

- In groups, ask children to think of more things they can open or put on.
- Each group makes a list. Then play *Simon says* with their new words. Monitor and help with vocabulary as needed.

ANSWERS

1. Open the window. 2. Don't put on your coat.
3. Don't open the window. 4. Put on your hat.

4 Point, ask, and answer.

- Ask a child or group of children to read the word box. Ask the class to look at the weather in the pictures.
- Draw attention to the speech bubbles. Ask a child to stand. Ask the question and point to the first picture for him / her to answer. Children repeat chorally.
- In pairs, children take turns to ask and answer.

Further practice

Workbook page 81

Online Practice • Unit 10 • Grammar

Lesson Three Song

1 Listen, point, and repeat. 



2 Listen and sing. 

3 Sing and do.

Let's sing!

What's the weather like today?

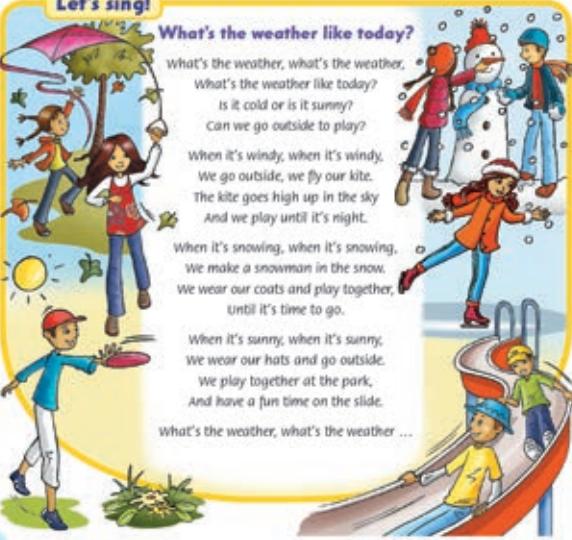
what's the weather, what's the weather,
What's the weather like today?
Is it cold or is it sunny?
Can we go outside to play?

When it's windy, when it's windy,
We go outside, we fly our kite.
The kite goes high up in the sky
And we play until it's night.

When it's snowing, when it's snowing,
We make a snowman in the snow.
We wear our coats and play together,
Until it's time to go.

When it's sunny, when it's sunny,
We wear our hats and go outside.
We play together at the park,
And have a fun time on the slide.

What's the weather, what's the weather ...



82 Unit 10 Weather activities

Lesson Three

SB page 82

Song

Learning outcomes

To identify different weather activities

To use weather words in the context of a song

Language

Core: *fly a kite, make a snowman, wear coats, go outside, go ice skating*

Extra: *high up*

Recycled: weather words

Materials

CD  114–115; Weather flashcards 117–122; Weather activities flashcards 123–127

Warmer

- Play *Slow reveal* (see page 8) using flashcards 117–122 to review the vocabulary learned so far in this unit.

Lead-in

- Introduce the new vocabulary using flashcards 123–127. Hold up the cards one at a time. Say the phrases for children to repeat.
- Show the cards in a different order. Children repeat.

1 Listen, point, and repeat. 114

- Ask children to look at the pictures in their books. Play the first part of the recording. Children point to the pictures and say the phrases.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and repeat.

- Hold up flashcards 123–127 one at a time for individual children to say the phrases.

2 Listen and sing.

- Ask children to look at the pictures. Point to the different pictures for children to say what the weather is like and name the activities. Ask children to predict what the song is about (*what you can do in different kinds of weather*).
- Play the whole recording for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud. Children repeat.
- Play the recording for children to sing along.

3 Sing and do.

- Ask children to look at the pictures and tell you which action they should do for each verse of the song. Play the recording. Children listen and do their actions.

Song actions

What's the weather... sway from side to side
When it's windy... fill cheeks with air and blow
When it's snowing... imitate snow falling with fingers
When it's sunny... point to sun in sky
We fly our kite – hold ropes and look up at kite
We make a snowman – build a snowman
We play together at the park – throw a frisbee

Differentiation

Below level:

- Play the song again. Tell children to clap when they hear the weather activities words and stand when they hear the weather words.

At level:

- In groups, children think of new actions for the song lyrics. Play the song again for children to practice.

Above level:

- Ask children to think of places (in their own country or around the world) where it is hot, cold, etc. Children write a few sentences about the places, its weather, and something you can do there, e.g. *In Mexico City, the weather is hot. We can play outside.*

Further practice

Workbook page 82

Picture dictionary, Workbook page 134

Unit 10 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 10 • Song

Lesson Four Phonics

1 Listen, point, and repeat.  

2 Listen and chant.  

3 Read the chant again. Circle the sound *i_e*.

4 Listen and complete the words.     

line ie ie ie ie

Long vowels *i_e* magic *e* Unit 10 83

Lesson Four SB page 83

Phonics

Learning outcomes

To pronounce the sound /ai/ in the middle of words

To understand how *magic e* at the end of words changes the vowel sound

Language

Core: *bike, kite, nine, white, line*

Extra: *all together*

Materials

CD  107, 116–118; Phonics cards 6 (*pig*), 29–33 (*bike, kite, nine, white, line*); Phonics cards 25–28 (for review), plus eight cards taken at random (optional)

Warmer 107

- Ask children which sound they looked at in their previous phonics lesson (/ei/). Do the chant from page 75 to review the sound /ei/.
- Write the words from the lesson (*lake, gate, face, and plane*) on the board. Point to the *e* at the end of each word. Ask *What does magic e do?*

Lead-in

- Hold up phonics card 6 and elicit the word *pig*. Say *What's the sound? (i)*. Then hold up card 29 and say the word *bike* and the sound /ai/. Children repeat chorally.
- Say *pig* and *bike* several times so that children can hear the two different vowel sounds. Remind children, *Magic e makes the vowel long*. Point to *magic e* and move your

finger back to the *i* as you do so. Say the vowel sound. Children repeat. Repeat with the other cards.

1 Listen, point, and repeat. 116

- Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 117

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following the chant in their books.

3 Read the chant again. Circle the sound *i_e*.

- Write the first line of the chant on the board. Ask a child to come and find an example of the sound *i_e*. He / She finds and circles *ide* in *ride*, *ike* in *bike*, and *ite* in *kite*.
- Allow time for children to read and circle the sound.

ANSWERS

Ride your bike. Fly your kite.
The bike is red. The kite is white.
White kite, white kite.
Count the children in the line.
All together there are nine.
Nine in the line. Nine in the line.

4 Listen and complete the words. 118

- Ask children to look at the pictures and identify the things they see. Tell them they are going to hear a recording of the words. They listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters *l* and *n*.
- Play the rest of the recording. Children complete the remaining words.
- Play the recording again. Children complete their answers, then check.

Differentiation

Below level:

- Ask children to point to each picture and say the word. Ask children what letter each word starts with. Read the words aloud with the children. Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of words with *i* and the *magic e*. In pairs, children look at each other's pictures, saying the words and the correct sounds aloud.

Further practice

Workbook page 83

Online Practice • Unit 10 • Phonics

Skills Time!

Lesson Five

Reading

1 Look at the pictures. What is the weather like?

2 Listen and read. 



Here is the weather ...

- It's six o'clock in the morning. Here is the weather news. It's very cold outside. Wear warm coats and hats. Have a nice morning.
- Here is the weather at nine o'clock. It's raining now. Don't forget your umbrellas and your raincoats. Don't get wet!
- It's two o'clock in the afternoon. The weather now is sunny and hot. Don't forget your sun hats and sunglasses. Have a nice afternoon in the sun.
- It's seven o'clock and here is the weather. It's very windy outside now. It's a good time to fly a kite. But don't let your hats fly away!

3 Read again. Match.

1 six o'clock 2 nine o'clock 3 two o'clock 4 seven o'clock



a



b



c



d

84

Unit 10 Reading: a weather report

Lesson Five

SB page 84

Skills Time!

Skills development

Reading: read and understand a weather report; match images with information from the text

Language

Recycled: vocabulary and structures seen previously

Extra: news, warm, raincoat, sun, sunglasses, fly away

Materials

CD  115, 119; paper and colored pencils (optional)

Warmer

 115

- Sing *What's the weather like today?* from page 82.

Lead-in

- Talk about the weather with the class. Ask *What's the weather like today?* Ask children to predict the weather for this evening / tomorrow. Write the weather types on the board as children suggest them.
- Ask children to look at the pictures. Encourage them to make guesses about what they are going to read, e.g. *It's about the weather. The man is on TV.*

1 Look at the pictures. What is the weather like?

- Ask children to look at the pictures again. Ask them to name the different types of weather they can see.
- Ask children to work in pairs. They take turns to point to the different pictures and say what the weather is like.

ANSWERS

cold, raining, sunny, windy

2 Listen and read.



119

- Tell children they are going to hear a recording of the text. Play the recording. Children listen and follow silently in their books.
- Play the recording again. Answer any questions.
- Ask comprehension questions, e.g. *What's the weather like in the morning? What clothes do you need in the afternoon? What can you do in the evening?*

3 Read again. Match.

- Ask children to close their books. Write *six o'clock* on the board. Ask children to scan the weather report and tell you what the weather is like at six o'clock.
- Ask children to look at the exercise in their Class Books. Follow the blue line with your finger to show how six o'clock is linked to the cold weather symbol.
- Point to the other symbols for children to tell you what weather they show.
- Allow time for children to complete the activity, then go through the answers with the class.

Differentiation

Below level:

- Tell children you are going to read some sentences. When they hear a time, they hold up their fingers to show what time it is. When they hear the weather, they do an action. Decide on actions together, or use the ones from Lesson Three. Read these sentences: *It's seven o'clock in the evening. It's raining outside. / It's five o'clock in the morning. It's snowing! / It's two o'clock in the afternoon. It's hot. / It's ten o'clock at night. It's cold.* If you like, make additional sentences.

At level:

- Make a weather chart. Give children paper and colored pencils. Divide the poster into three columns. Write times of day at the top of each column. Children draw in a picture for the weather in each column. Children talk about their charts in pairs, e.g. *It's rainy at six o'clock.*

Above level:

- Do the "at level" activity, but ask children to make five columns and write a sentence for each one, e.g. *It's eight o'clock in the morning. It's sunny.* If time permits, put children in pairs to talk about their charts.

ANSWERS

1. b 2. c 3. d 4. a

Further practice

Workbook page 84

Online Practice • Unit 10 • Reading

Lesson Six

Listening

1 Listen and check (✓) the correct picture. 89

Here is the weather ...

1 Monday 2 Wednesday 3 Friday 4 Sunday

Speaking

2 Point, ask, and answer.

	sunny	raining	windy	cold	hot	snowing
--	-------	---------	-------	------	-----	---------

1 Monday 2 Tuesday 3 Wednesday 4 Thursday 5 Friday 6 Saturday

It's Monday. What's the weather like? It's ...

Writing preparation

3 Circle the verbs. Underline the adjectives.

He wears his big coat.

1 She opens her yellow umbrella. 2 He eats a hot pizza.
3 I drink a cold milkshake. 4 We have small hats.

Remember!
Adjectives are describing words.

Complete the writing task on page 85 of the Workbook.

Listening, speaking, writing Unit 10 85

Lesson Six SB page 85

Skills Time!

Skills development

Listening: identify different types of weather from a report

Speaking: talk about the weather on different days of the week

Writing: identify verbs and adjectives; write about the weather (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *be careful, get wet, keep*

Materials

CD 115, 120; Weather / Weather activities flashcards 117–127

Warmer 115

- Play *Musical cards* (see page 8) with *What's the weather like today?* from page 82 and flashcards 117–127.

Lead-in

- Ask children what they remember about the weather report. Ask *What kinds of weather does the man talk about? What's the weather like at six o'clock in the morning?*
- Focus on the pictures in Exercise 1 and identify the weather. Ask them to predict what they might hear.

1 Listen and check (✓) the correct picture. 120

- Tell children they are going to hear a weather report for different days of the week. They need to choose whether the presenter is describing weather *a* or weather *b*, and check the correct picture.
- Play the recording for children to listen and point to the different types of weather as they hear them described.
- Play the recording again, stopping after the first item. Show children the checkmark next to picture *b*.
- Continue the recording, pausing for children to check.
- Play the recording again for children to check their answers, then go through the answers with the class.

ANSWERS

1. b 2. b 3. b 4. a

2 Point, ask, and answer.

- Ask a child to read the words in the word box. Ask children to look at the pictures and say what the weather is like in each one.
- Focus attention on the speech bubbles. Ask a child to stand. Read the question for the child to say the answer. The class repeat the question and answer chorally.
- In pairs, children take turns to ask and answer about the weather on different days of the week.

3 Circle the verbs. Underline the adjectives.

- Ask children to close their books. Copy the example onto the board.
- Ask children to tell you what a verb is (*an action or "doing" word*). Invite a child to identify and circle the verb (*wears*). Explain that *wears* is the thing he is doing.
- Invite a second child to come and underline the adjective in the sentence (*big*). Explain that *big* describes the coat.
- Write your own sentences on the board and repeat the exercise, e.g. *She goes to school on a blue bus*.
- Ask children to complete the exercise in their books.

Differentiation

Below level:

- Play *Bingo* (see page 8) with adjectives from the unit. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to write at least two more sentences with adjectives. Have them switch their papers with another student. Ask them to circle the verbs and underline the adjectives as they did in Exercise 3.

ANSWERS

- She opens her yellow umbrella.
- He eats a hot pizza.
- I drink a cold milkshake.
- We have small hats.

Further practice

Workbook page 85 (children write about the weather)

Unit 10 values worksheet, Teacher's Resource Center

Unit 10 test, Teacher's Resource Center

Online Practice • Unit 10 • Listening, Speaking, and Writing

Fluency Time!

4

Fluency Time! 4

Everyday English

1 Watch and listen. Read and say.

Are you free after school today?
Sorry, I'm not free today.
How about on Tuesday?
Yes, that's fine.

We can play with my doll's house.
Great, I'll ask my mom. Oops!
Sorry, Mrs. Smith.

Watch

2 Watch and listen. Write.

1 Oh, are you **free** after school?
We **play** catch.
2 No, I'm not free.

3 OK, I'll **ask** my friend, Alice. She **likes** sports.

sorry free That's can

3 Speaking Ask and answer.

Monday Tuesday Wednesday mom dad grandma grandpa

Are you free after school on Tuesday?
Sorry, I'm not free on Tuesday.
How about Wednesday?
Yes, that's fine. I'll ask my dad.

Fluency Time! 4 Making plans

Everyday English SB page 86

Learning outcomes

To learn some useful language for making plans with friends

Language

Are you free ...? I'm not free ... How about ...? I'll ask ...

Materials

CD 121–122; Fluency DVD Fluency Time! 4

Warmer

- Tell children they are going to learn some useful language for making plans with friends. Ask the children when they usually see their friends and what activities they usually do.
- Play *Simon Says* (see page 8) using the activities vocabulary from Unit 6.

1 Watch and listen. Read and say. 121

- Focus on the pictures. Ask children to say where the people are (*on the school playground*) and who the woman in the pictures is (*a teacher*). Ask children what is happening in the pictures.
- Play the DVD for children to follow along.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the DVD.
- Children practice the dialogue in groups of three.
- Invite groups of children to act for the class.

2 Watch and listen. Write. 122

- Play the recording. Children watch and listen, then write the correct word in the blank.
- Check answers together.

Differentiation

Below level:

- Break the dialogue up into two shorter exchanges. Have children practice the first question and answer a few times, then the second one. Encourage children to change the days of the week and the family members. Make sure children switch roles for even practice.

At level:

- Children complete the activity.

Above level:

- Extend the activity by having children suggest an activity and / or a time, e.g. *Are you free after school on Tuesday to watch a movie? / How about Wednesday at 4:30?* Monitor and help as needed.

ANSWERS

1. free, can 2. sorry 3. That's

3 Ask and answer.

- In pairs, children make their own dialogues. Ask two children to read the example dialogue.
- In pairs, children read the dialogue, then choose one word from the box to make new dialogues.
- Ask some pairs to act out their dialogues for the class.

Further practice

Workbook page 86

Fluency Time! 4, Fluency DVD

Online Practice • Fluency Time! 4



Craft SB page 87

Learning outcomes

To make a mini book

To use your mini book to act out dialogues

Language

Are you free ...? I'm not free ... How about ...?

Materials

Fluency DVD Fluency Time! 4; *Outdoor activities* flashcards 28–33; Fluency Craft 4 (see Teacher's Resource Center) (one template for each child); completed mini book; colored pencils, scissors, and glue for each group of children

1 Watch the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 of the Everyday English lesson on page 86. Ask children what they remember about the story.
- Play the Fluency DVD Fluency Time! 4 Everyday English scene. If you don't have time for the DVD, read the dialogue on page 86.
- Invite groups of children to act out the dialogue. Encourage them to use different days and activities to make their own variations of the dialogue.

2 Make a mini book.

- Focus on the pictures. Ask children to say what the boy in the pictures is doing (*making a mini book*).
- Ask *What do you need to make the mini book?* to elicit *colored pens, scissors, glue*.

- Divide the class into groups. Give each child a copy of the mini book template (see Fluency Craft 4, Teacher's Resource Center). Give each group colored pencils, scissors, and glue.
- Use the pictures and instructions to help children make their mini books. Demonstrate with your own completed mini book and make sure children understand what to do.
- Move around the class as children work, asking questions, e.g. *What's this? What's happening in this picture? What do you do on (Wednesdays)?*

NOTE: If you do not have enough time, ask children to draw eight activities on a piece of paper, then write a sentence under each. Then children can refer to their pictures in Exercise 3.

3 Use the mini book and say.

- Focus on the photo. Tell children they are going to use their mini books to make dialogues.
- Ask two children to read the example dialogue aloud.
- In pairs, children act out dialogues to make plans with their friends, deciding what to do together and telling each other what they are doing on the days when they are not free.
- Encourage children to add language to their dialogues, e.g. *I don't like (listening to music). Can we (play soccer)?*
- Invite some pairs to act out their dialogues for the class.

Differentiation

Below level:

- Have children switch partners and practice asking and answering again. Monitor and help as needed.

At level:

- Write a day of the week on the board. Ask a child to come to the front of the class and mime an activity they do on that day. The rest of the class asks questions to guess the activity, e.g. *Do you (ride your bike) on (Saturday)?* The child miming the activity answers *Yes, I do./No, I don't.* The first child to guess the correct activity comes to the front and mimes an activity for another day of the week.

Above level:

- After children talk, they come to the front and tell the class about what their partner does on different days and when they are both free to meet, e.g. *(Marco) (goes swimming) on (Saturday). (He) (does his homework) on (Sunday). We are free on (Friday). We are going to (play soccer).*

Further practice

Workbook page 87

Skills test 4 Fluency Time!, Teacher's Resource Center

Fluency Time! 4, Fluency DVD

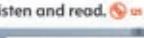
Online Practice • Fluency Time! 4

11 What are you wearing?

Lesson One Words

1 Listen, point, and repeat.  **2 Listen and chant.** 



3 Listen and read. 



88 Unit 11 Clothes

Lesson One

SB page 88

Words

Learning outcomes

To identify different types of clothing

To understand a short story

Language

Core: skirt, scarf, gloves, jeans, boots, shirt

Extra: people

Materials

CD  115, 123–125; Story posters 10 and 11; Clothes flashcards 128–133

Warmer



115

- Sing *What's the weather like today?* from Student Book page 82.
- Use Story poster 10 to retell the Unit 10 story with the class. Ask *Where do the family go? What do they wear? Why is everyone wet?*

Lead-in

- Use flashcards 128–133 to elicit the vocabulary for this lesson. Hold them up one at a time and ask *What's this?* Model any words that children do not know.
- Hold the flashcards up in a different order and repeat.

- Say the words again. Children repeat and point to any of the clothing items that are wearing.

1 Listen, point, and repeat.



123

- Ask children to look at the pictures of the different clothes.
- Play the first part of the recording for children to listen and point. Hold up the appropriate flashcard as each word is said.
- 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 the flashcards in a random order and ask the class to say the words.

Differentiation

Below level:

- Ask six children to come to the front. Give each of them a clothes flashcard. Play the chant. When a child's word is mentioned, they hold up the flashcard and wave.

At level:

- Play *What's the picture?* (see page 8). Elicit responses from children. Make it a game by dividing the class into two teams. One child from each team comes to the board to draw. The team that guesses the word first gets a point. The team with the most points wins.

Above level:

- Ask children to close their books. Scramble the letters of each word on the board. Call children to the board to unscramble the words. Then ask children to point to the body part where they wear that piece of clothing to check understanding.

2 Listen and chant.



124

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

3 Listen and read.



125

- Use Story poster 11 to present the story. Talk about each frame with the class and encourage predictions.
- Ask children to look at the story in their Student Books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Why are Rosy, Tim and Grandma at the station? Can they find Tim's aunt and cousins? What does Grandma do?* Establish that the aunt and cousins that Rosy and Tim are waiting for are new characters that the class haven't seen before.
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

Workbook page 88

Online Practice • Unit 11 • Words

Lesson Two Grammar

Let's learn!



What are you wearing?
I'm wearing a blue skirt.



What's he wearing?
He's wearing a yellow shirt.



What's she wearing?
She's wearing red pants.

3 Match and write. skirt gloves jeans boots shirt

1 What are you wearing?	<input type="checkbox"/>	a He's wearing blue _____.	
2 What's Joe wearing?	<input type="checkbox"/>	b I'm wearing a black _____.	
3 What's Milly wearing?	<input type="checkbox"/>	c He's wearing a red _____.	
4 What's Tim wearing?	<input type="checkbox"/>	d She's wearing green _____.	
5 What's Rosy wearing?	<input type="checkbox"/>	e She's wearing brown _____.	

4 Ask and answer.

What's Joe wearing? He's wearing ...

Tom / She's / He's wearing ... Unit 11 89

Lesson Two

SB page 89

Grammar

Learning outcomes

To ask and answer about what people are wearing

To act out a story

Language

Core: *What are you wearing? I'm wearing a blue skirt. What's she wearing? She's wearing red trousers.*

Materials

CD 125; Story poster 11; Clothes flashcards 128–133

Warmer

- Play *What's the picture?* (see page 8) with the new clothes vocabulary.

Lead-in

- Ask children what happened in the story in the previous lesson. Show Story poster 11 to encourage recall.
- Cover the poster and ask which types of clothing were in the story.

1 Listen to the story again and repeat. Act. 125

- Ask children to turn to the story on page 88 of their Student Books to check how well they remembered the story.
- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions.
- Play the recording again for children to mime the actions.

- Divide the class into groups of six to play the parts of Rosy, Tim, Grandma, the aunt, and cousins Milly and Joe. (Note that Milly and Joe don't speak.)
- Let children practice acting out the story in their groups, then ask a few groups to act out the story at the front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the questions and answers, pausing after each one for children to point to the picture and repeat.
- Write the questions and answers on the board. Read them again, miming the actions in the pictures to reinforce meaning. Children repeat again.
- Rub out the clothes words and replace them with flashcards to elicit sentences with the same pattern, e.g. *I'm wearing a blue scarf. He's wearing yellow gloves. She's wearing a red scarf.* Say the new sentences for children to repeat.
- Ask children to change the words to make new sentences.

3 Match and write.

- Look at the first sentences together. Read the question and show how the blue line links to the correct answer. Read the answer, pausing at the end for children to call out the missing word.
- Let children complete the activity, then check answers.

ANSWERS

1. b, skirt 2. a, jeans 3. e, boots 4. c, shirt 5. d, gloves

4 Ask and answer.

- Focus on the speech bubbles. Ask a child to stand up. Ask the question for him / her to answer while the class listen.
- Children work in pairs. They take turns to ask and answer questions about what the people are wearing in Exercise 3.
- If you wish, you can extend this activity by telling children to ask and answer questions about the clothes which other children in the room are wearing.

Differentiation

Below level:

- Write colors and clothing items on separate pieces of paper. Put the papers into two bags. Ask a child to take one from each bag. Ask *What are you wearing?* Elicit the response based on the papers, e.g. *I'm wearing a green scarf.* Continue until all the children have had a turn.

At level:

- Children complete the activity.

Above level:

- Put children in groups of three to talk about each other's clothing. If children are wearing uniforms, they can use flashcards, pictures, or written words for variety. Children ask and answer using other clothing items, e.g. *hat, coat.* Help with additional vocabulary if needed. You may also want to suggest that children use *and*, e.g. *He's wearing a red hat and black gloves.*

Further practice

Workbook page 89

Online Practice • Unit 11 • Grammar

Lesson Three Song

1 Listen, point, and repeat.  

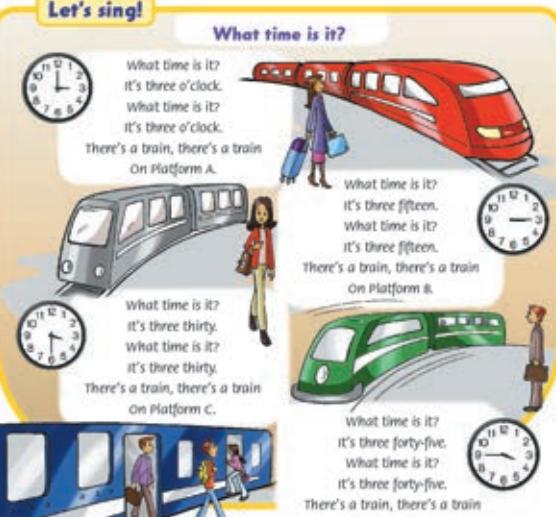
2:00 two o'clock 2:15 two fifteen 2:30 two thirty 2:45 two forty-five

2 Listen and sing.  

3 Sing and do.

Let's sing!

What time is it?



What time is it?
It's three o'clock.
What time is it?
It's three o'clock.
There's a train, there's a train
On Platform A.

What time is it?
It's three fifteen.
What time is it?
It's three fifteen.
There's a train, there's a train
On Platform B.

What time is it?
It's three thirty.
What time is it?
It's three thirty.
There's a train, there's a train
On Platform C.

What time is it?
It's three forty-five.
What time is it?
It's three forty-five.
There's a train, there's a train
On Platform D.

Lesson Three

SB page 90

Song

Learning outcomes

To say what time it is

To use time words in the context of a song

Language

Core: o'clock, two fifteen, two thirty, two forty-five

Extra: platform, here comes..., slow

Materials

CD  126–127; Time flashcards 134–137; a toy clock (optional)

Warmer

- Play *Mime the word* (see page 8) with words from Lesson 1. Children mime putting on the different clothes.

Lead-in

- Introduce the new vocabulary using flashcards 134–137. Show the cards one at a time and say the phrases. Children repeat.
- Hold up the cards in a different order. Children repeat again.

1 Listen, point, and repeat. 126

- Play the first part of the recording. Children point to the pictures and say the phrases.
- Play the second part for children to repeat.
- Play the whole recording for children to listen and then repeat.
- Hold up flashcards 134–137 one at a time for individual children to say the phrases.

- Use the toy clock, or draw one on the board. Move the big hand, or draw it in different positions, and ask children to tell you whether it's o'clock, fifteen, thirty, or forty-five.

2 Listen and sing. 127

- Ask children to look at the pictures. Point to the clocks for children to say the times. Ask children to predict what the song is about (*trains arriving at a station*).
- Play the whole song for children to listen. Play it again as they follow along.
- Read each line of the song aloud for children to repeat.
- Play the recording again for children to sing along.

Differentiation

Below level:

- Children underline the times they see in the song lyrics. Then they sing again, paying special attention to those words.

At level:

- Write the song lyrics on the board with blanks for the times. Play the song again, and have children recall the words from memory.

Above level:

- Scramble the lyrics and put them on the board. Children close their books, and write the lyrics in the correct order. If you like, make it a game by putting the children in groups. Tell children they have three minutes. Whoever can put the lyrics in order first is the winner.

3 Sing and do.

- Ask children to look at the pictures. Decide on actions for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions

On Platform ... / There's a train – move arms in a circular motion by sides, imitating the action of a train.

What time is it? – look (or mime looking) at watch

It's three o'clock / three fifteen, etc. – put arms in the correct positions to show the time on the clock.

Further practice

Workbook page 90

Picture dictionary, Workbook page 134

Unit 11 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 11 • Song

Lesson Four Phonics

1 Listen, point, and repeat.  **nose** **rope** **stone** **bone** **home**



2 Listen and chant.  **The fox has my rope.**
The fox is on a stone.

Hurry up, fox.
I want to go home.

My nose is cold.
Here is a bone.

Hurry up, fox.
I want to go home.



3 Read the chant again. Circle the sound o_e.

4 Listen and complete the words.  **rope** **o_e** **o_e** **o_e** **o_e**

Long vowels o + magic e Unit 11 91

Lesson Four SB page 91

Phonics

Learning outcomes

To pronounce the sound /əʊ/ in the middle of words

To understand how *magic e* at the end of words changes the vowel sound

Language

Core: *nose, rope, stone, bone, home*

Extra: *hurry up*

Materials

CD  117, 128–130; Phonics cards 7 (*mop*), 34–38 (*nose, rope, stone, bone, home*); Phonics card 29 (*bike*) (optional)

Warmer 117

- Ask children which sound was in their last phonics lesson (/aɪ/). Do the chant from page 83 to review the sound /aɪ/.
- Write the Unit 10 words on the board (*bike, kite, nine, white, line*). Say the words chorally, and ask *What does magic e do?*

Lead-in

- Teach the sound and letters for this lesson using the phonics cards. Hold up phonics card 7 and elicit the word *mop*. Say *What's the sound?* (/ɒ/). Then show card 34 and say the word *nose* and the sound /əʊ/ for children to repeat chorally.
- Say *mop* and *nose* several times so children can hear the two different vowel sounds. Remind children, *Magic e makes the vowel long*. Point to *magic e* and move your finger back to the *o* as you do so. Say the vowel sound for children to repeat. Repeat with the rest of the cards.

1 Listen, point, and repeat. 128

- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 129

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, and encourage children to follow along.

3 Read the chant again. Circle the sound o_e.

- Ask children to look at the chant again. Write the first line on the board.
- Ask a child to come to the front and find an example of the sound o_e. The child circles the o_e in *rope*.
- Let children read the chant and circle, then check answers.

ANSWERS

The fox has my **rope**.

The fox is on a **stone**.

Hurry up, fox.

I want to go **home**.

My **nose** is cold.

Here is a **bone**.

Hurry up, fox.

I want to go **home**.

4 Listen and complete the words. 130

- Ask children to look at the pictures and say what they see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters *r* and *p*.
- Play the rest of recording. Children complete the remaining words.
- Play the recording again. Children complete their answers. Then review answers together.

Differentiation

Below level:

- Ask children to point to each picture and say the word. Ask children to close their books. Say each word for them to spell chorally. Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- Have children draw three more pictures of words with *o* and the *magic e*. Put children into pairs. Have them look at each other's pictures and say the words and the correct sounds aloud.

Further practice

Workbook page 91

Online Practice • Unit 11 • Phonics

Skills Time!

Lesson Five

Reading

1 Look at the picture. What can you see?



2 Listen and read.

At the airport.
Planes come and planes go.
Where are they going?
I don't always know.

There are lots of people.
Some are short, some are tall.
Adults and children,
I can't count them all.
They have red coats, green coats,
Yellow coats, blue.
They have long hair, short hair,
And curly hair too.

I look through the window.
Planes go up, planes go down.
Some are not moving.
Some are turning around.
The plane is here now.
It's two thirty.
And here come my cousins,
I love my family.

3 Read again. Circle the correct word.

1 They are at the airport / station.

2 It's eleven / two thirty.

3 Some people are happy / tall.

4 The boy can see planes / trains.

92

Unit 11 Reading: a poem

Lesson Five SB page 92

Skills Time!

Skills development

Reading: read and understand a poem; find specific information in a text

Language

Recycled: vocabulary and structures seen previously

Materials

CD 127, 131; a copy of the poem, cut into verses, for each group of five children (optional)

Warmer 127

- Sing *What time is it?* from page 90 with the class to prepare for the theme of the lesson.

Lead-in

- Ask *Do you travel by plane? Where do you go by plane? Do you like going to the airport? What can you see/do at the airport?*
- Ask children to look at the pictures and make predictions about what they are going to read, e.g. *It's about the airport. The boy and his mom are meeting people.*
- Ask them to look at the layout of the text on the page. Elicit that it looks like a poem because it is divided into verses.

1 Look at the picture. What can you see?

- Ask children to look at the picture and name the items they can see. Point to items and ask *What's this? What color is it?*
- If you wish, ask more questions, e.g. *How many people can you see? What do they have?*

2 Listen and read. 131

- Tell children they are going to hear a recording of the poem.
- Play the recording. Children listen and follow along.
- Play the recording a second time. Answer any questions.
- Ask comprehension questions, e.g. *Where are the boy and his mom? What does the boy look at?*

3 Read again. Circle the correct word.

- Read the first sentence. Ask children to look at the poem and find the information which gives them the answer (*At the airport ...*). Show children how *airport* is circled as an example.
- Move around the class as children complete the activity, helping if necessary.
- Invite children to read the sentences with the correct words.

Differentiation

Below level:

- Ask children to listen to the words you say and underline them in the text: *at, some, here come, it's, and look*. Ask different children to read the lines with those words. Encourage children to look for the answers. Then children complete the activity.

At level:

- Ask children to work in groups of five. They close their books. Give each group a copy of the poem which has been cut into five verses. Children work together to put the verses in the correct order.

Above level:

- Ask children to find the rhyming words in each verse and circle them. In pairs, children work together to write one or two verses of their own poem, using the one in their book as a model. If time permits, children read their poems for the class.

ANSWERS

1. airport 2. two 3. tall 4. planes 5. cousins

Further practice

Workbook page 92

Online Practice • Unit 11 • Reading

Lesson Six

Listening

1 Listen and number. 



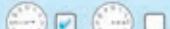
Speaking

2 Point, ask, and answer.

What's he wearing? He's wearing...
She's wearing white socks. Who is it? It's number...

Writing preparation

3 Check (✓) the correct clock.

It's two forty-five.  

1 It's nine fifteen.  

2 It's six forty-five.  

3 It's three forty-five.  

4 It's eight fifteen.  

Complete the writing task on page 93 of the Workbook.

page 93

Listening, speaking, writing Unit 11 93

Lesson Six SB page 93

Skills Time!

Skills development

Listening: identify people from descriptions of their clothing

Speaking: describe what people are wearing

Writing: differentiate between *fifteen* and *forty-five*; write about your clothes (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD  132; paper plates and markers (optional)

Warmer

- Ask children to say any clothing words they know. Write them on the board.
- Play *Bingo* (see page 8) using the words on the board.

Lead-in

- Ask children what they remember about the poem from the previous lesson. Ask *Where are the people? What does the boy see at the airport? Who is the boy meeting?*
- Ask children to look at the picture on page 93, Exercise 1 and tell you what they see.

1 Listen and number. 132

- Tell children they are going to hear a conversation between a girl and her mother who are looking for their relatives at the airport.
- Play the recording. Children listen and point to the people as they hear them described.

- Play the recording again. Stop after item 1 for children to find the person. Show them the example answer. Continue, pausing after each item. Children number the people.
- Play the recording again. Children check their answers. Then review them together.

ANSWERS

(from left to right) 3, 2, 1, 4, 5

2 Point, ask, and answer.

- Focus attention on the speech bubbles. Ask a child to stand. Read the questions for the child to say the answers, referring to the picture in Exercise 1.
- In pairs, take turns asking and answering about the people in the picture.

3 Check (✓) the correct clock.

- Children close their books. Copy the example sentence and the clocks from the book onto the board.
- Invite a child to check the correct clock. Ask what they would say for the second clock. (*It's three fifteen.*)
- Write more time sentences on the board and repeat.
- Ask children to look at the exercise. Allow time for them to check the correct clock.

Differentiation

Below level:

- In pairs, one child writes the numbers 1–12 and the other writes *o'clock*, *fifteen*, *thirty*, and *forty-five*. If you like, give children scissors to cut these into small flashcards, or they can just point. Children pick a time, and then practice saying it, e.g. *It's four fifteen*. Monitor and help as needed.

At level:

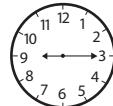
- Give each pair a paper plate and markers. Ask them to write the numbers 1–12 on the plate to make a clock. Using two pencils as clock hands, children show different times. In pairs, one child sets a time, and the other says what time it is. Make sure children switch roles.

Above level:

- Do the “at level” activity. Encourage children to try other times as well, e.g. *It's two twenty*, *It's six fifty*. Monitor and elicit as needed.

ANSWERS

1. It's nine fifteen



3. It's six forty-five



2. It's three forty-five.



4. It's eight fifteen.



Further practice

Workbook page 93 (children write about their clothes)

Unit 11 values worksheet, Teacher's Resource Center

Unit 11 test, Teacher's Resource Center

Online Practice • Unit 11 • Listening, Speaking, and Writing

Social Studies Time!

Social Studies Time!

Topic: Exercise

1 Listen, point, and repeat.      

2 Listen and read.  

Exercise is fun and really good for you. It is very good for your heart. When you breathe, you take in oxygen from the air. Your heart sends the oxygen around your body. When you exercise, your body gets more oxygen and your heart gets strong.

Exercise also makes your muscles strong. You can lift heavier things. Some exercises also make you flexible. This means you can bend your body more easily. It's good to have a strong, flexible body. Find exercises you like. This can be running in the park, playing soccer, swimming, or riding your bike. Exercise every day for an hour or more.

3 Match.

1 A strong heart means...	<input type="checkbox"/>	a ...you can bend your body.
2 Strong muscles mean...	<input type="checkbox"/>	b ...more oxygen in the body.
3 A flexible body means...	<input type="checkbox"/>	c ...fun and good for you.
4 Exercise is...	<input type="checkbox"/>	d ...you can lift heavy things.

4  **What exercise is good for: your heart / your muscles / bending?**

94 CLIL: Social Studies – Exercise

Topic: Exercise

SB page 94

Learning outcomes

To learn some useful content and language about exercise

Language

Core: *heart, oxygen, muscles, breathe, bend*

Extra: *strong, lift, flexible*

Materials

CD  133–134; *Social Studies Time!* flashcards 138–142

Warmer

Critical Thinking

- Ask children to name all the types of exercise they do. Write their answers on the board. Ask children how often / when they do each kind of exercise.

Lead-in

- Say words for different parts of the body. The children point to the correct parts of their own bodies.
- Ask children which parts of the body they exercise when they do each of the activities on the board.

1 Listen, point, and repeat.

- Ask children to look at the 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.

- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hand flashcards 138–142 to a child. Say the new words in random order. Tell the child to stick the flashcards on the board in the correct order.

2 Listen and read.

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *What does your heart send around your body? How does exercise help your body? What can you do when you are flexible?*
- Ask children to name the kinds of exercise shown in the pictures.

3 Match.

- Put children into pairs. Explain to children that they are going to work together to match the sentence halves.
- Complete the first item together and check understanding.
- Monitor and help, then check answers with the class.

ANSWERS

1. b 2. d 3. a 4. c

4 Think! What exercise is good for your heart / your muscles / bending?

Critical Thinking

- Explain that we want to think of kinds of exercise which help us in different ways. Explain that exercise that makes you breathe faster is good for your heart, exercise that makes your arms or legs work hard is good for your muscles, and exercise that make you stretch is good for bending. Ask children to suggest kinds of exercise for each category.

Collaboration

- Children work in pairs to discuss different kinds of exercise and list three kinds of exercise for each category.

Differentiation

Below level:

- Divide the class into three groups. Assign one category (*good for your heart / good for your muscles / good for bending*) to each group.
- Have children in each group work together to think of three or four kinds of exercise for their category.
- Have each group report back to the class.

At level:

- Children complete the activity.

Above level:

- Have children work individually to list three kinds of exercise for each category.
- Have students work in pairs to think of a kind of exercise which is good for your heart, muscles, and bending all at the same time, e.g. *swimming*. Have students tell the class why their chosen exercise is good for the body.

Further practice

Workbook page 94

Online Practice • Social Studies Time!

1 Listen and check (✓) three activities you don't hear about.

Project

2 Project. Do a class survey.

- 1 Make the survey chart.
- 2 Ask your classmates about the exercise they do. Fill in the survey chart.
- 3 Use the results to make a bar graph.
- 4 Write.

3 Talk about your project.

Exercise is very important. In my class, five students ride a bike. This is good for your heart. It's also good for your muscles and makes you flexible...

Project: a bar graph 95

Project

SB page 95

Learning outcomes

To listen and check three ideas you don't hear about
To do a class survey

Language

Exercise is very important. In my class, five students ride a bike. This is good for your heart. It's also good for your muscles and makes you flexible...

Materials

135; Social Studies Time! flashcards 138–142; paper; colored pens or pencils

Warmer

- Stick the flashcards on the board. Say a sentence about one of the flashcards, e.g. *This sends oxygen around your body*. Children say the correct word, or point to the correct flashcard.

1 Listen and check (✓) three activities you don't hear about.

- Explain that you are going to play a recording of a boy and a girl talking about exercising. Children need to listen and check the three activities that are not mentioned in the recording.
- Play the recording once through. Play again, pausing after each exchange so that children have time to think about their answers.
- Invite children to say which activities are not mentioned.

ANSWERS

Checked items: tennis, skateboarding, swimming

2 Project. Do a class survey.

Communication

- Explain that children are going to do a class survey about exercise, then make a bar graph to show the results of their survey. Ask *What do you need to make this project?* Elicit, *paper, colored pens or pencils*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Hand out sheets of paper (two for each child) and colored pens or pencils. Model the survey grid on the board for children to copy onto their first sheet of paper. Tell children to write the names of the children in their class in the first column. Children then move around the class, asking and answering questions with each other and writing what exercise each child does in the second column.
- The children use the information in their survey grid to make a bar graph on their second piece of paper. Model a bar graph on the board and show children how we record information in this way.
- Children write about their class at the bottom of their bar graphs.

NOTE: If you have a large class, you can divide students into two or three groups to complete the survey.

Differentiation

Below level:

- Children can work in pairs to complete the survey.
- Ask children to suggest types of exercise, e.g. *swimming, playing soccer, playing in the park, riding a bike, running, etc.* Tell children to choose the two activities they do most to answer questions for the survey.
- Model asking and answering questions with a child, e.g. *What exercise do you do? I swim and ride a bike.* Then move around the class and monitor the activity as children ask, answer, and complete their survey grids.

At level:

- Children complete the activity.

Above level:

- Encourage children to write about how each kind of exercise in their bar graph is good for you. They can write in the colored bars, or under the name of each kind of exercise.

3 Talk about your project.

Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed bar graph, or using the example in the Student Book. Read out the example text and point to any sections of the bar graph you mention.
- Invite individual children to stand up and present their projects to the class.

Further practice

Workbook page 95

Online Practice • Social Studies Time!

12 You're sleeping!

Lesson One Words

1 Listen, point, and repeat.  **wedding** **guests** **cake** **bride** **band** **invitation**

2 Listen and chant.    

3 Listen and read. 

1 We're watching our wedding. Can we watch, too? OK.

2 Look. The band is playing music. And I'm dancing with Dad.

3 What's he doing? He's eating the wedding cake.

4 Look at Grandma and Grandpa. They're talking.

5 Look it's you, Milly. Oh, I'm so little. And now I'm ten!

6 Everyone is singing and talking. And you're sleeping!

96 Unit 12 Celebrations

1 Listen, point, and repeat.  136

- Play the first part of the recording for children to listen and point to the appropriate picture. Hold up the flashcard as each word is said.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words.

2 Listen and chant.  137

- Play the recording and teach the chant.
- Play the recording a second time. Children repeat the words in the blanks in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

Differentiation**Below level:**

- Assign one vocabulary word to each child. Play the chant again. When children hear their word, they wave their hands in the air.

At level:

- Play *What's missing* (see page 8) with the new words.

Above level:

- Place the flashcards in a row. Above them write blanks for the letters of each word. Call students to the board to write in the letters. Erase and repeat.

3 Listen and read.  138

- Use Story poster 12 to present the story. Talk about each frame with the class and encourage predictions.
- Ask children to look at the story in their books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *What are Mom and Dad watching? What is Milly doing?*
- Ask children to find Exercise 1 words in the story.

Further practice

Workbook page 96

Online Practice • Unit 12 • Words

Lesson One

SB page 96

Words**Learning outcomes**

To identify words related to weddings

To understand a short story

LanguageCore: *wedding, guests, cake, bride, band, invitation*Extra: *watch (v), video (n), dance (v), sleep***Materials**CD  127, 136–138; Story posters 11 and 12; *Celebrations* flashcards 143–148**Warmer**  127

- Sing *What time is it?* from Student Book page 90.
- Use Story poster 11 to retell the Unit 11 story with the class. Ask *Where are Rosy, Tim, and Grandma? Can Tim see his aunt and cousins? How does Grandma find them?*

Lead-in

- Elicit the celebrations vocabulary using flashcards 143–148. Hold them up one at a time and ask *What's this?* Model any unknown words.
- Show the flashcards in a different order and repeat.

Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



What **are** you **doing**?
I'm **dancing** with Dad.



What **are** you **doing**?
We're **watching** our wedding.



What's **he** **doing**?
He's **eating** the cake.

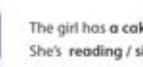


What **are** they **doing**?
They're **talking**.

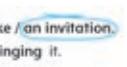
3 Look and circle.



The girl has a **cake** / **an invitation**.
She's **reading** / **singing** it.



Listen to the **band** / **wedding**.
They're **eating** / **playing music**.



Look at the **guests** / **bride**.
She's **wearing** / **eating** a white dress.



Look at the **invitations** / **guests**.
They're **sleeping** / **talking**.



This is the **wedding cake** / **band**.
We're **reading** / **eating** it.

What are you / they doing? What is he / she doing? Unit 12 47

Lesson Two

SB page 97

Grammar

Learning outcomes

To ask and answer questions about what people are doing

To act out a story

Language

Core: *What are you / they doing? I'm / We're / They're talking.
What's he / she doing? He / She's eating.*

Materials

CD (138; Story poster 12; *Celebrations* flashcards 143–148

Warmer

- Ask children what happened in the story in the previous lesson. Show Story poster 12 to encourage ideas.
- Cover the poster and ask children which celebrations words were mentioned in the story.

1 Listen to the story again and repeat. Act. (138)

- Ask children to turn to the story on page 96 of their books to check what they remembered.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.

- Divide the class into groups of seven to play Mom, Dad, Rosy, Tim, Milly, Grandma, and Aunt Jane. (Note that Grandma and Aunt Jane don't have speaking parts.)
- Let children practice acting out the story in their groups, then ask a few groups to act out the story in front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the questions and answers, pausing after each one. Children point to the picture and repeat.
- Write only the answers on the board. Read them again, miming the actions. Children repeat again.
- Erase the final word in each sentence and ask children to suggest words to replace them, e.g. *I'm dancing with Rosy. He's eating pizza.* Say the new sentences for children to repeat.
- Ask children to change the words to make new sentences.

3 Look and circle.

- Point to each picture. Children say the wedding words.
- Look at the first picture again. Ask *What does she have?* Establish that the girl has an invitation. Read the two options aloud and ask children which is correct (*The girl has an invitation*). Point out the example circle.
- Ask *Is she reading or singing?* Children circle *reading*.
- Allow time for children to read the rest of the sentences and circle the correct words.
- Monitor and help, then go through the answers.

Differentiation

Below level:

- Ask children to close their books.
- Play *Mime the word* (see page 8) to review the verbs in the activity. Then play *Slow reveal* (see page 8) to review the nouns. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- Play a miming game. Ask a child to stand up. Whisper an action to him / her, e.g. *Do your homework / brush your teeth / eat your lunch.* Ask the class *What's he / she doing?* Encourage them to respond using the structure *He's / She's ...ing.* The first child to answer correctly does the next mime.

ANSWERS

- an invitation, reading
- band, playing music
- bride, wearing
- guests, talking
- wedding cake, eating

Further practice

Workbook page 97

Online Practice • Unit 12 • Grammar

Lesson Three Song

1 Listen, point, and repeat. 



make a cake wash the car brush my hair take photos choose a dress

2 Listen and sing. 

3 Sing and do.

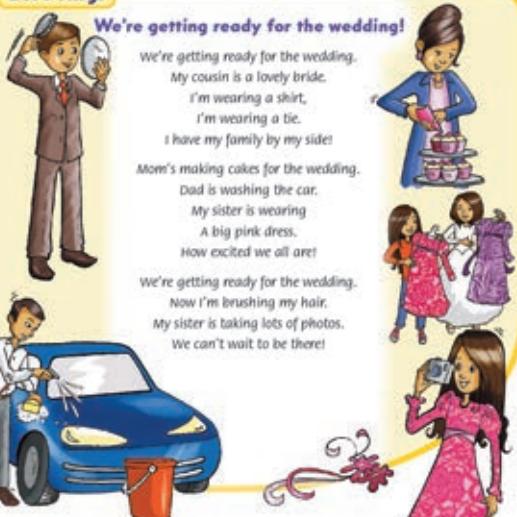
Let's sing!

We're getting ready for the wedding!

We're getting ready for the wedding.
My cousin is a lovely bride.
I'm wearing a shirt,
I'm wearing a tie.
I have my family by my side!

Mom's making cakes for the wedding.
Dad is washing the car.
My sister is wearing
A big pink dress.
How excited we all are!

We're getting ready for the wedding.
Now I'm brushing my hair.
My sister is taking lots of photos.
We can't wait to be there!



48 Unit 12 Getting ready

Lesson Three

SB page 98

Song

Learning outcomes

To identify things people do to get ready for a celebration
To use these words and phrases in the context of a song

Language

Core: *make a cake, wash the car, brush my hair, take photos, choose a dress*

Extra: *get ready, suit (n), by my side, excited, can't wait*

Materials

CD  139–140; *Celebrations* flashcards 143–148; Getting ready flashcards 149–153

Warmer

- Play *Where was it?* (see page 8) using flashcards 143–148 to review the vocabulary from Lesson 1.

Lead-in

- Teach the new vocabulary using flashcards 149–153. Show the cards one at a time and say the phrases. Children repeat. Use mime to reinforce the meaning.
- Show the cards in a different order for children to repeat.

1 Listen, point, and repeat. 139

- Ask children to look at the pictures in their books. Play the first part of the recording. Children point to the pictures and say the phrases.
- Play the second part for children to repeat the phrases.
- Play the whole recording. Children listen and repeat.

- Hold up flashcards 149–153 one at a time for individual children to say the phrases.

2 Listen and sing. 140

- Ask children what the people are doing in each picture.
- Play the song all the way through for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

Differentiation

Below level:

- Play the song again and tell children to clap when they hear the getting ready words and stand when they hear the wedding words.

At level:

- Put children in groups and ask them to think of new actions for the song lyrics. Play the song again for children to practice. If time permits, children can perform for the class.

Above level:

- Ask children to draw a picture of a wedding, either one they have been to or an imaginary one. Ask children to write a few sentences about the wedding and what is happening in the picture, e.g. *My cousin is the bride. My dad is taking photos. I am eating cake.* Monitor and help as needed.

3 Sing and do.

- Ask children to look at the pictures and tell you which action to do for each verse of the song (see below).
- Play the recording for children to listen and do their actions.

Song actions

I'm wearing a shirt / tie – button up jacket and straighten tie

I have my family by my side – put hands out either side

Mom's making cakes – ice a cake

Dad is washing the car – clean the car with a cloth

My sister is wearing a big, pink dress – girls show off their dress; boys extend hand as if to show sister

I'm brushing my hair – brush hair

My sister is taking lots of photos – hold up a camera and press the button

Further practice

Workbook page 98

Picture dictionary, Workbook page 135

Unit 12 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 12 • Song

Lesson Four Phonics

1 Listen, point, and repeat.     

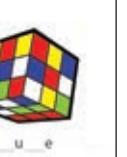
2 Listen and chant.  

This month is June
And it's my birthday.
I have a fun cube,
I can play all day.

I have a new flute
For my birthday,
And a poster in a tube,
What a happy day!



3 Read the chant again. Circle the sound *u_e*.

4 Listen and complete the words.     

Long vowels *u* + magic *e* Unit 12 99

Lesson Four SB page 99

Phonics

Learning outcomes

To pronounce the sound /u:/ in the middle of words

To understand how *magic e* at the end of words changes the vowel sound

Language

Core: June, flute, tube, cube

Extra: month

Materials

CD  129, 141–143; Phonics cards 8 (bus), 39–42 (June, flute, tube, cube); Phonics cards 25–38 (optional)

Warmer 129

- Ask children which sound they looked at in the previous phonics lesson (/əʊ/). Play the CD and say the chant from page 91 to review the sound /əʊ/.
- Write the words from the lesson (nose, rope, stone, bone, and home). Say the words, and ask *What does magic e do?*

Lead-in

- Teach the sound and letters for this lesson using the phonics cards. Show phonics card 8. Elicit the word *bus*. Say *What's the sound?* (/ʌ/). Hold up card 39. Say the word *June* and the sound /u:/. Children repeat chorally.
- Say *bus* and *June* several times to highlight the two vowel sounds. Remind children, *Magic e makes the vowel long*.

- Point to *magic e* and move your finger back to the *u* as you do. Say the vowel sound. Children repeat. Continue with the rest of the cards.

1 Listen, point, and repeat. 141

- Play the first part of the recording. Children listen and point to the pictures in their books.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 142

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, encouraging children to follow in their books.

3 Read the chant again. Circle the sound *u_e*.

- Write the first line on the board. Ask a child to come to the front and find and circle an example of the sound *u_e*. He / She circles *une* in *June*.
- Allow time for children to read the chant and circle.

ANSWERS

This month is *June* / And it's my birthday! / I've have a fun *cube*, I can play all day. / I have a new *flute* For my birthday, And a poster in a *tube*. / What a happy day!

4 Listen and complete the words. 143

- Ask children to identify what they see. Tell them they are going to hear a recording. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters *t* and *b*.
- Play the rest of the recording for children to complete the remaining words.

Differentiation

Below level:

- Ask children to point to each picture and say the word. Ask children to close their books. Say each word for them to spell chorally. Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- Ask children to draw three more pictures of words with *u* and the *magic e*. Put children into pairs and have them look at each other's pictures and say the words and the correct sounds aloud.

Further practice

Workbook page 99

Online Practice • Unit 12 • Phonics

Skills Time!

Lesson Five

Reading

1 Look at the pictures. What are they doing? 2 Listen and read. 

3 Read again. Write.

- 1 Who is Bella helping? She's helping her mom and dad.
- 2 What is her aunt's name? Her name's Lola.
- 3 What color is Bella's party dress? It's green and white.
- 4 What color are the invitations? They're yellow and purple.
- 5 What cakes does Bella's brother like? He likes the little cakes.
- 6 What cake does Bella like? She likes the big chocolate cake.

100

Unit 12 Reading: a descriptive email

Lesson Five

SB page 100

Skills Time!

Skills development

Reading: read and understand a descriptive email; complete questions with information from the text

Language

Recycled: vocabulary and structures seen previously
Extra: *summer, party, clean (v), letters, think, send, soon*

Materials

CD  140, 144; a hand-drawn picture of people doing different things at a party; a plain piece of paper for each child (optional)

Warmer



1 Sing *We're getting ready for the wedding!* from page 98.

Lead-in

- Discuss parties with the class. Ask the class *Do you like parties? When do you have parties? What do you do to get ready for a party?*
- Ask children to look at the text and tell you what kind of text it is (*an email*). Children look at the first and last lines. Ask who it is to (*Hannah*) and from (*Bella*).
- Ask children to look at the pictures and tell you what they think the text is about (*getting ready for a party*).

1 Look at the pictures. What are they doing?

- Children look at the pictures again. Point to each one and ask *What are they doing?* Encourage them to respond using the construction *They're ...ing*.
- If you wish, ask children to work in pairs. They take turns to point to the pictures and ask and answer questions about what the people are doing.

ANSWERS

cleaning the flat, choosing a dress, looking at cakes

2 Listen and read.



144

- Tell children that they are going to hear a recording of Bella reading her email.
- Play the recording. Children listen and follow along.
- Play the recording a second time. Answer questions.
- Ask comprehension questions e.g. *What's Bella doing with her aunt? What are Bella and her brother choosing?*

3 Read again. Write.

- Ask children to close their books. Copy the example and answer with blanks onto the board.
- Children scan the text, find the missing words, and write them in the blanks.
- Write some of your own sentences with blanks on the board, and repeat, e.g. *What is Bella getting ready for? She's getting ready for the _____.*
- Ask children to complete the exercise in their books.
- Ask the questions for individual children to answer.

Differentiation

Below level:

- Give children paper to draw a party scene. Ask children to write vocabulary words they used. Encourage them to use as many new words as they can.

At level:

- Draw a picture of a party. Give each child a piece of paper. They should listen and draw what they hear. Describe the picture to the class, e.g. *There are two girls dancing. They are wearing party hats. Behind the girls, there is a table with a big cake on it ...*
- After children finish, show your picture. Children compare it with their own.

Above level:

- Ask children about a recent party. Write the text on the board with blanks for children to personalize. Have them write their own email to a friend. Use the text in Exercise 1 as a model. If time permits, children can read their emails to the class.

ANSWERS

- 1 She's helping her mom and dad.
- 2 Her name's Lola.
- 3 It's green and white.
- 4 They're yellow and purple.
- 5 He likes the little cakes.
- 6 She likes the big chocolate cake.

Further practice

Workbook page 100

Online Practice • Unit 12 • Reading

Listening

1 Listen and number. 100



Speaking

2 Point, ask, and answer.

eating	dancing	taking photos	drinking	talking
--------	---------	---------------	----------	---------



What's he doing? He's dancing.

What's she ...?

Writing preparation

3 Read and circle *ing*.

I'm **eating** my breakfast.

1 We're **singing** songs. 2 He's **talking** to his friend.
 3 They're **listening** to music. 4 She's **watching** the band.
 5 She's **choosing** a dress. 6 I'm **taking** photos.

Complete the writing task on page 101 of the Workbook.

page 101

Listening, speaking, writing Unit 12 101

1 Listen and number. 145

- Tell children they are going to listen to Bella's next email to Hannah. Bella talks about the party photos.
- Play the recording. Children listen and point to the people as they hear them described.
- Play it a second time for children to number the people.
- Play the recording again for children to complete their answers, then go through the answers with the class.

Differentiation

Below level:

- Play *Mime the word* (see page 8) with these verb phrases: *eating cake, singing, wearing a dress, talking, laughing*. Play the recording again. Then children complete the activity.

At level:

- Children complete the activity and switch books with a partner to check each other's work.

Above level:

- After children finish, children listen again and write the verbs ending in *-ing* that they hear. Check answers together.

ANSWERS

(left to right) 3, 1, 2, 4, 5

2 Point, ask, and answer.

- Ask children to read the words in the word box.
- Focus on the speech bubbles. Ask a child to stand. Point to the first picture and read the question for the child to answer. Children repeat the question and answer chorally.
- In pairs, children take turns to point to the pictures, asking and answering questions about what the people are doing.

3 Read and circle *ing*.

- Ask children to close their books. Copy the example sentence from the book onto the board.
- Invite a child to come to the front of the class to circle the *-ing* in the sentence.
- Write some sentences on the board and repeat the process, e.g. *He's eating a cake. They're sleeping.*
- Ask children to look at the exercise in their books. Allow time for them to circle the *-ing* in each sentence.
- Monitor and help as necessary, then check answers.

ANSWERS

- We're **singing** songs.
- He's **talking** to his friend.
- They're **listening** to music.
- She's **watching** the band.
- She's **choosing** a dress.
- I'm **taking** photos.

Further practice

Workbook page 101 (children write about their family at a party)

Unit 12 values worksheet, Teacher's Resource Center

Unit 12 test, Teacher's Resource Center

Online Practice • Unit 12 • Listening, Speaking, and Writing

Lesson Six SB page 101

Skills Time!

Skills development

Listening: identify people from their descriptions

Speaking: talk about what people are doing

Writing: identify and write *-ing* at the end of present continuous verbs; write about a party (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 145; Getting ready flashcards 149–153

Warmer

- Play *Jump* with the class (see page 8).
- Discuss the email from the previous lesson. Ask *What's the email about? What does Bella do to get ready for the party?* Let children check page 100 to see how much they remembered.

Lead-in

- Ask children to look at the pictures in Exercise 1. Tell them *These are the photos from Bella's party.* Ask *Who's this? What's he / she doing?* Ask children to predict what they are going to hear.

Review 4

Review 4

1 Circle the odd-one-out. Write.

1 bride	wedding	guest	oxygen	<u>oxygen</u>
2 boots	sunny	shirt	gloves	
3 band	raining	windy	cold	
4 fifteen	muscles	o'clock	thirty	

2 Write.

o'clock thirty forty-five fifteen
hot cold raining snowing windy sunny

1 2 3
It's seven forty-five. It's nine . It's eight .
It's cold. It's . It's .

4 5 6
It's eleven . It's three . It's five .
It's . It's . It's .

3 Look and number.

How about on Saturday? Yes, that's fine.
 Are you free on Friday? Great! I'll ask my grandma.
 We can play soccer. No, sorry. I'm not free.

102 Review 4

Review Lesson

SB page 102

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 140; flashcards 117–153

Warmer



- Sing *We're getting ready for the wedding!* from Student Book page 98.

Lead-in

- Use a variety of flashcards 117–153 to recycle vocabulary from the previous three units.
- Play *What's missing?* (see page 8).

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It has nothing to do with weddings. We breathe oxygen*). Say *Can you think of other words about weddings?*
- Have children work individually to complete the exercise.
- Put children into pairs and have them compare answers.
- Check the answers with the whole class.

ANSWERS

1. oxygen 2. sunny 3. band 4. muscles

2 Write.

- Draw a clock on the board and revise the time words (*o'clock, thirty, forty-five, fifteen*) by drawing the hands on the clock and eliciting the times. Mime the weather words (*hot, cold, raining, snowing, windy, sunny*) or draw pictures on the board and elicit the words from the class.
- Ask children to complete the exercise individually.
- Check answers with the class.

ANSWERS

1. forty-five, cold 2. o'clock, raining 3. forty-five, snowing
4. thirty, windy 5. forty-five, sunny 6. fifteen, hot

3 Look and number.

- Elicit the days of the week from the class. Ask different children to come up to the board and write the days of the week in the correct order on the board.
- Have children work individually to complete the exercise.
- Put children into pairs and have them check their answers by reading the conversation in the correct order.
- Check answers with the class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- Before children begin the second exercise, write the time words on the board next to the different clock faces. Put the weather flashcards on the board and write the weather words under the cards.

At level:

- With Exercise 3, children can change partners and practice the dialogue two or three more times.

Above level:

- Have children complete the first exercise. Then put students into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Have each pair or small group swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After the second exercise have children draw different clock faces with different times on them.
- Put children in pairs and have them look at each other's clock faces and say the times.
- After the third exercise have children work in the same pairs and practice the dialogue, changing the days of the week and the activity each time.

ANSWERS

Are you free on Friday? No, sorry. I'm not free. How about on Saturday? Yes, that's fine. We can play soccer. Great! I'll ask my grandma.

Review 4

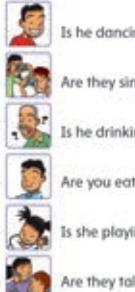
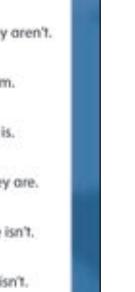
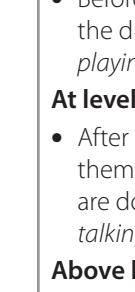
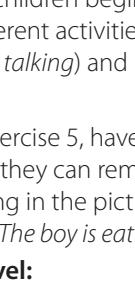
4 Say the word and circle the correct sound.

1  a_e i_e o_e u_e 2  a_e i_e o_e u_e

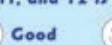
3  a_e i_e o_e u_e 4  a_e i_e o_e u_e

5  a_e i_e o_e u_e

6 Look and match.

1  Is he dancing? a No, they aren't.
2  Are they singing? b Yes, I am.
3  Is he drinking? c Yes, he is.
4  Are you eating? d Yes, they are.
5  Is she playing? e No, she isn't.
6  Are they talking? f No, he isn't.

7 Read and color.

My work in Units 10, 11, and 12 is   

Play Play a game! Review 4 103

Review Lesson SB page 103

4 Say the word and circle the correct sound.

- Ask children to look at the pictures and to say the words in the pictures (*bike, flute, rope, gate, kite*).
- Drill the words chorally with the class.
- Put children into pairs and have them work on the answers together. Encourage them to say the words and the sound aloud so they can hear which sound is correct.
- Check answers with the class.

ANSWERS

1. i_e 2. u_e 3. o_e 4. a_e 5. i_e

5 Look and match.

- Do number one with the class. Ask why the example answer is correct. Ask *Can you point to the boy in the red t-shirt in the picture? What is he doing? What is happening in this picture? Where are they?*
- Have children work individually to complete the exercise.
- Check the answers with the whole class.

ANSWERS

1. c 2. a 3. f 4. b 5. e 6. d

6 Read and color.

- Have children color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- Before children begin Exercise 4, write the different sound combinations on the board and drill the pronunciation with the class.
- If necessary, cross out one of the wrong blends for children (for each number) so that they only have three words / sounds to choose from, rather than four.
- Before children begin Exercise 5, show the flashcards of the different activities (*dancing, singing, drinking, eating, playing, talking*) and revise pronouns.

At level:

- After Exercise 5, have children shut their books. Ask them if they can remember what the different people are doing in the picture. For example, *The girls are talking. The boy is eating.*

Above level:

- After children have completed Exercise 4, put children into pairs. Ask the pairs to find one more word for each of the different sound combinations. They can use the Student Book to help them.
- Elicit the words from the class and write them on the board.
- After children have completed Exercise 5, have them shut their books and work in the same pairs as for the previous exercise. Have each child tell their partner what they remember the people doing in the picture.
- Have the pairs work together to find one more example in the Student Book of a picture of someone doing the activities from this exercise (*dancing, talking, eating, etc.*).
- The first pair to find an example of all the activities wins a point.

Further practice

Workbook pages 102 & 103

Writing portfolio 4 worksheet, Teacher's Resource Center

Progress test 4, Teacher's Resource Center

Skills test 4, Teacher's Resource Center

Online Practice • Review 4

13 Look at all the animals!

Lesson One Words

1 Listen, point, and repeat.  

2 Listen and chant.  

3 Listen and read. 

1 Wow! Look at all the animals, Billy.
2 Look. This cow is bigger than that cow.
3 And this sheep is smaller than that sheep.
4 Look. A baby donkey and a mommy donkey.
5 Look, that goat is bigger than the other goats.
6 Is it a daddy goat?

104 Unit 13 Farm animals

- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

Differentiation

Below level:

- Ask six children to come to the front. Give each of them a Farm animals flashcard. Play the chant. When a child's animal is mentioned, they hold up the flashcard and wave.

At level:

- Play *Snap!* (see page 8) using flashcards 154–159 to practice the farm animal words.

Above level:

- Ask children to close their books. Scramble the letters of each word on the board. Call children to the board to unscramble the words. If you like, ask children *What sound does a (cow) make?* to further reinforce the animals.

Lesson One

SB page 104

Words

Learning outcomes

To identify different animals

To understand a short story

Language

Core: cow, goat, horse, sheep, donkey, goose

Extra: than, mommy, daddy, other

Materials

CD  140, 146–148; Story posters 12 and 13; Farm animals flashcards 154–159

Warmer 140

- Sing *We're getting ready for the wedding!* from page 98.
- Use Story poster 12 to retell the Unit 12 story with the class. Ask *What are Mom and Dad doing? What happens in the video?*

Lead-in

- Elicit the vocabulary using flashcards 154–159. Show them one at a time and ask *What's this?* Model any unknown words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 146

- Ask children to look at the farm animal pictures.

2 Listen and chant. 147

- Play the recording and teach the chant.
- Play the recording a second time for children to repeat the words in the gaps in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

3 Listen and read. 148

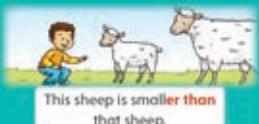
- Use Story poster 13 to present the story. Talk about each frame in turn with the class. Encourage predictions about the story from different members of the class.
- Ask children to look at the story in their books. Play the recording for them to listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Where is the family? What animals do they see?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

Further practice

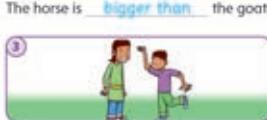
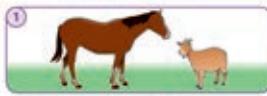
Workbook page 104

Online Practice • Unit 13 • Words

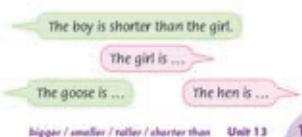
- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!

- 3 Write. **bigger than** **smaller than** **taller than** **shorter than**



- 4 Point and say.



bigger / smaller / taller / shorter than

Unit 13

105

Lesson Two

SB page 105

Grammar**Learning outcomes**

To compare animals' sizes and people's height

To write comparative sentences

To act out a story

LanguageCore: *This cow is bigger than that cow. The girl is taller than the boy.*Extra: *hen***Materials**CD 148; Story poster 13; *Farm animals* flashcards 154–159**Warmer**

- Ask children if they remember what happened in the story. Show Story poster 13 to encourage ideas.
- Cover the poster. Ask which animals were in the story.

1 Listen to the story again and repeat. Act. 148

- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of four to play Rosy, Tim, Billy, and Grandpa. If you like, some children can pretend to be animals: two cows, two sheep, two donkeys, and three goats.

- Let children practice acting in their groups. Then ask a few groups to act out the story in front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the comparative sentences, pausing after each one. Children point to the picture and repeat.
- Write the sentences on the board. Read them again, using gestures to show big or small. Children repeat.
- Replace the animal words in each sentence with different farm animals flashcards. Elicit sentences with the same pattern, e.g. *This horse is bigger than that horse.* Say the new sentences for children to repeat.

3 Write.

- Read the words in the box together. Show the relative sizes with gestures. Ask a tall and a short child to come to the front. Say *(Julia) is taller / shorter than (Miranda)*. Ensure children know we use *tall* and *short* for people.
- Put the flashcards of the horse and the goat on the board. Read the first sentence with the class, pointing to the horse and then to the goat. Show with your arms the horse is big and the goat is small.
- Allow time for children to complete the activity.
- Monitor and help as necessary, then check answers.

ANSWERS

- 1 The horse is bigger than the goat.
- 2 The girl is taller than the boy.
- 3 The boy is shorter than the girl.
- 4 The sheep is smaller than the cow.

4 Point and say.

- Focus on the pictures and elicit the word *hen*. Ask a child to read the first sentence in the speech bubbles.
- In pairs, children take turns to compare the girl and the boy, and the goose and the hen.

Differentiation**Below level:**

- Write scrambled sentences on the board, e.g. *goat / than / is / smaller / The / horse / the*.
- Call children to the board to unscramble.

At level:

- Children complete the activity.

Above level:

- Ask children to draw two animals, a bigger one and a smaller one.
- In pairs, children make sentences about their pictures. Monitor and help as needed.

Further practice

Workbook page 105

Online Practice • Unit 13 • Grammar

Lesson Three Song

1 Listen, point, and repeat. 



2 Listen and sing. 

3 Sing and do.

Let's sing!

On the farm

The chick is quiet on the farm.
"Cheep, cheep, cheep," says the chick.
The chick is quiet on the farm.
"Cheep, cheep, cheep."

The hen is louder than the chick.
"Cluck, cluck, cluck," says the hen.
The hen is louder than the chick.
"Cluck, cluck, cluck."

The goose is louder than the hen.
"Honk! Honk! Honk!" says the goose ...

Honk!

The chick is quiet on the farm.
"Cheep, cheep, cheep," says the chick.
The chick is quiet on the farm.
"Cheep, cheep, cheep."

The hen is louder than the chick.
"Cluck, cluck, cluck," says the hen.
The hen is louder than the chick.
"Cluck, cluck, cluck."

The goose is louder than the hen.
"Honk! Honk! Honk!" says the goose ...

The cow is slow on the farm.
"Clop, clop," goes the cow.
The cow is slow on the farm.
"Clop, clop, clop."

The goat is faster than the cow.
"Clip, clip, clip," goes the goat ...

The horse is faster than the goat.
"Trot, trot, trot," goes the horse ...

The cow is slow on the farm.
"Clop, clop," goes the cow.
The cow is slow on the farm.
"Clop, clop, clop."

The goat is faster than the cow.
"Clip, clip, clip," goes the goat ...

The horse is faster than the goat.
"Trot, trot, trot," goes the horse ...

106 Unit 13 Adjectives

Lesson Three SB page 106

Song

Learning outcomes

To identify adjectives for describing animals

To use these adjectives in the context of a song

Language

Core: *loud, quiet, fast, slow*

Extra: *farm, cheep, cluck, honk, clop, clip, trot*

Recycled: farm animals words

Materials

CD  149–150; *Adjectives* flashcards 160–163; *Farm animals* flashcards 154–159 (optional)

Warmer

- Play a sentence chain game with the class, using the farm animals and any other animals they know in English. Begin by saying *On the farm there's a goat*. The first child continues *On the farm there's a goat and a goose...* etc.

Lead-in

- Introduce the new vocabulary with flashcards 160–163. Use mime to reinforce meaning.
- Hold up the cards one at a time and say the words for children to repeat.
- Show the cards in a different order. Children repeat.

1 Listen, point, and repeat. 149

- Play the first part of the recording. Children point to the pictures in their books and say the words.
- Play the second part for children to repeat the words.
- Play the whole recording. Children listen and repeat.
- Show flashcards 160–163 for individual children to say.

2 Listen and sing. 150

- Ask children to look at the pictures. Point to the animals for children to name them. Ask them to predict what the song is about (*animals on a farm*).
- Play the song all the way through while children listen. Play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

3 Sing and do.

- Ask children to look at the pictures and think of an action they could do for each verse (see below).
- Play the recording. Children listen and do their actions.

Song actions

Divide the class into groups of six, one for each animal. The children do the actions as shown below:

Verse 1 – chicks flap their wings

Verse 2 – hens move their necks backwards and forwards

Verse 3 – geese open and shut their hands like beaks

Verse 4 – cows slowly move their feet up and down

Verse 5 – goats spring from foot to foot

Verse 6 – horses trot along quickly

Differentiation

Below level:

- Children underline the vocabulary words they see in the song lyrics. Then they sing again, paying special attention to those words.

At level:

- Write the song lyrics on the board with blanks for the new words. Play the song again, and have children recall the words from memory.

Above level:

- Scramble the lyrics and put them on the board. Children close their books, and write the lyrics in the correct order. If you like, make it a game by putting the children in groups. Tell children they have three minutes. Whoever can put the lyrics in order first is the winner.

Further practice

Workbook page 106

Picture dictionary, Workbook page 135

Unit 13 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 13 • Song

Lesson Four Phonics

1 Listen, point, and repeat.      

2 Listen and chant.   

Look up at the green tree.
What can you see?
Two feet and a tail.
Count them: one, two, three!

What's in the green tree?
What's hiding there?
A monkey with a piece of cheese.
That's what's hiding there!

3 Read the chant again. Circle the sound ee.

4 Listen and complete the words.      

Long vowels ee Unit 13 107

Lesson Four SB page 107

Phonics

Learning outcomes

To pronounce the sound /i:/ at the end and in the middle of words

Language

Core: tree, green, three, cheese, feet

Extra: piece

Materials

CD  142, 151–153; Phonics cards 43–47 (tree, green, three, cheese, feet)

Warmer 142

- Ask children which sound they looked at in their last phonics lesson (/u:/). Do the chant from page 99 to review the sound /u:/.

Lead-in

- Teach the sound and letters for this lesson using the phonics cards.
- Hold up phonics card 44 (green). Ask *What are the sounds?* to elicit gr-ee-n. Practice the sounds several times together. Then say green for children to repeat. Do the same with the other cards.

1 Listen, point, and repeat. 151

- Ask children to look at the pictures in their books. Tell them they are going to hear a recording of the different words.

- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 152

- Play the recording for children to listen to the chant.
- Play the chant again, pausing for children to repeat.
- Repeat, with children following the chant in their books.

3 Read the chant again. Circle the sound ee.

- Write the first line of the chant on the board. Ask two children to come up and each find an example of the ee sound. Children find and circle the ee in green and tree.
- Allow time for children to read the rest of the chant and circle the other examples in their books.
- Monitor and help as necessary, then check answers.

ANSWERS

Look up at the green tree.

What can you see?

Two feet and a tail.

Count them: one, two, three!

What's in the green tree?

What's hiding there?

A monkey with a piece of cheese,

That's what's hiding there!

NOTE: If children notice the /i:/ sound in monkey and piece, congratulate them. Explain that these are other ways of spelling the same sound. They will see other spellings for this sound in later levels.

4 Listen and complete the words. 153

- Ask children to look at the pictures and identify what they see. Tell them they are going to hear a recording of the words. They listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters gr and n.
- Play the recording for children to complete the words.
- Play the recording again and check answers.

Differentiation

Below level:

- Ask children to close their books. Play *Musical cards* (see page 8) using the phonics cards and chant on page 107. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, put them in groups. Together, they think of other words with the long e spelled ee and make a list. Make it a game by giving one point for each word. The group with the most words wins.

Further practice

Workbook page 107

Online Practice • Unit 13 • Phonics

Skills Time!

Lesson Five

Reading

1 Look at the pictures. What animals can you see?

2 Listen and read.

Dear Parents,

We are happy to say that there's a trip to Apple Farm for all the children in Class 2S. The trip is on Wednesday. On this trip, the children learn about farm life and have fun in the open air.

There are lots of animals on the farm. In the morning, the children can feed the hens and the ducks. They can also see the cows, horses, and goats. The farmer, Mr. James, is very friendly. He teaches the children about life on the farm and about where food comes from. The children can also ride in his big tractor. This is always very popular.

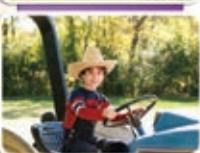
We are traveling by school bus. The bus goes at 9 o'clock, so please don't be late.

Please bring lunchboxes and drinks. Also bring boots, as the farm can be muddy! It is also sunny at the farm, so bring a sun hat too.

Here are some photos of last year's trip.

Best wishes,

Mrs. Evans, Class Teacher (Class 2S)



3 Read again. Circle the correct word.

- 1 The school trip is on **Monday** / **Wednesday**.
- 2 They are traveling by **bus** / **train**.
- 3 The children can ride on a **horse** / **tractor**.
- 4 They can feed the **hens** / **goats**.
- 5 It is **sunny** / **raining** at the farm.

108 Unit 13 Reading: a parents' letter

2 Listen and read. 154

- Tell children that they are going to hear a recording of the text in the letter.
- Play the recording. Children listen and follow along.
- Play the recording again. Answer any questions.
- Ask comprehension questions, e.g. *What animals can the children see? What trees can they see? What must the children wear? What must they bring?*

3 Read again. Circle the correct word.

- Ask children to close their books. Copy the example onto the board. Invite a child to come to the front of the class to circle the correct word.
- Write more sentences on the board, each with two options for children to choose from, e.g. *There are elephants / cows at the farm. The children are going to a farm / market.*
- Allow time for children to complete the activity.
- Ask children to read the correct sentences.

Differentiation

Below level:

- Tell children to focus on the bold words. Ask them to look at the text to find those words. Monitor and help as needed. Children can circle the words in the text if it helps them. Then they complete the activity.

At level:

- After children finish, ask them to close their books. Ask comprehension questions based on the sentences in Exercise 3, e.g. *When is the school trip?* Children answer, then open their books to check their answers. Monitor and help.

Above level:

- In pairs, children write a letter to parents about a school trip. Write the letter from page 108 on the board with blanks for children to personalize. If they are confident, they can free write, using the letter in their book as a model. Help as needed. If time permits, they read their letters to the class.

ANSWERS

1. **Wednesday** 2. **bus** 3. **tractor** 4. **hens** 5. **sunny**

Further practice

Workbook page 108

Online Practice • Unit 13 • Reading

Lesson Five SB page 108

Skills Time!

Skills development

Reading: read and understand a letter; read for specific details

Language

Recycled: vocabulary and structures seen previously

Extra: *trip, bring*

Materials

CD  154; Farm animals flashcards 154–159

Warmer

- Play *Bingo* (see page 8) to review the farm animal words.

Lead-in

- Talk about farms with the class. Ask *What animals live on a farm? Are there any farms near here? Do you ever visit farms?*
- Ask children to look at the pictures and guess what kind of text it is (*a letter about a school trip to a farm*).

1 Look at the pictures. What animals can you see?

- Ask children to look at the pictures. Ask *Where are the children? What animals can you see?* Encourage children to tell you about anything else they see.

ANSWERS

horses, hens

Listening

1 Listen and number.

Hello! I'm Mr. James.



Lesson Six

Speaking

2 Look and say. nervous hungry friendly thirsty hot scared

It's nervous. What is it? It's the horse. It's number 2.

Writing preparation

3 Write and to connect the sentences.

This is a cow. This is a goat. This is a cow **and** this is a goat.

1 I am seven. My sister is nine.
I am seven **and** my sister is nine.

2 There is a sheep. There are chicks.
There is a sheep **and** there are chicks.

3 We play soccer. They go swimming.
We play soccer **and** they go swimming.

Complete the writing task on page 109 of the Workbook.

109

Lesson Six SB page 109

Skills Time!

Skills development

Listening: listen to rules and match them to pictures

Speaking: talk about how animals feel

Writing: connect sentences using *and*; write about a farm visit (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 155; Farm animals flashcards 154–159

Warmer

- Play *What's missing?* (see page 8) to review the farm animal words.

Lead-in

- Ask children what they remember about the farm in the text from the previous lesson. Ask *What can you see at the farm? What can the children do there?*
- Ask the children which farm animals they like best and why.

1 Listen and number. 155

- Point to the pictures and ask the children to say which animals they see. Ask them whether each animal looks friendly or not. Ask the children to suggest an adjective for each animal.
- Play the first part of the recording. Ask children to point to the correct picture. Focus attention on the example.

- Play the rest of the recording for the children to listen and number the pictures.
- Ask *What animal is (nervous)?* Encourage children around the class to answer and say the number for that picture.

Differentiation

Below level:

- Before listening, play *Mime the word* (see page 8) with these adjectives: *nervous, scared, thirsty, friendly, and hot*. Then children listen and complete the activity.

At level:

- Children complete the activity. Have children switch books. Play the recording again so they can check their classmate's answers.

Above level:

- After children finish, children listen again and write the adjectives they hear. Check answers together. If time permits, children can write sentences for each adjective. Monitor and check children's answers.

ANSWERS

4, 2, 1

6, 3, 5

2 Look and say.

- Point to the pictures in Exercise 1. Ask the children to name the animals and suggest how each animal feels. Ask a child to read out the words in the box.
- Ask a pair of children to read out the example dialogue.
- Children work in pairs. They take turns to choose an adjective from the box to describe an animal for their partner to guess.

3 Write and to connect the sentences.

- Ask children to close their books. Copy the first two example sentences from the book onto the board, leaving a small space between them.
- Invite a child to come to the front of the class to erase the period and write *and* in its place to connect the two sentences. Ask the child to change the uppercase *T* on *This* in the middle of the sentence to a lowercase *t*, explaining that it is no longer the beginning of a sentence.
- Write more sentences on the board and repeat the process, e.g. *This is Amy. This is Toby; I like eggs. My brother likes apples; Wash your hands. Eat your lunch.*
- Let children complete the activity, then check answers.

ANSWERS

1. I am seven **and** my sister is nine.

2. There is a sheep **and** there are chicks.

3. We play soccer **and** they go swimming.

Further practice

Workbook page 109 (children write about a farm visit)

Unit 13 values worksheet, Teacher's Resource Center

Unit 13 test, Teacher's Resource Center

Online Practice • Unit 13 • Listening, Speaking, and Writing

Fluency Time! 5

Fluency Time! 5

Everyday English

1 Watch and listen. Read and say.  

1 Welcome to the party.
This is for you.
Thank you.
Everyone's in the living room.

2 Thank you for having me.
You're welcome.
See you soon, Ellie.
Bye!

2 Watch and listen. Number.  

3 Speaking Point and say.

kitchen dining room living room upstairs downstairs

Welcome to the party. Everyone's in the living room.
This is for you.
Thank you.
Thank you for having me.
You're welcome.

110 Fluency Time! 5 - At a party

Everyday English

SB page 110

Learning outcomes

To learn some useful language for at a party

Language

Everyone's in the ... This is for you. Thank you for having me.
You're welcome.

Materials

CD  156–157;  Fluency DVD Fluency Time! 5; Rooms flashcards 96–101 from Level 1 (optional)

Warmer

- Tell the class they are going to learn some useful language for at a party. Ask children when they have parties, what they usually do before a party and what they usually do at a party. Ask the children to suggest party activities. Write their ideas on the board.
- Play *Bingo* (see page 8) using the words and phrases on the board.

1 Watch and listen. Read and say.

- Focus on the pictures. Ask children to say where the people are (*at a party / at Ellie's house*) and what items they can see in the pictures.

- Play the DVD for children to watch and follow in their Student Books.
- Play the DVD again, pausing if necessary for children to say the dialogue.
- Children practice the dialogue in groups of three.

2 Watch and listen. Number.

- Show children the pictures. 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 number the pictures.
- Ask children what the people are saying in each picture.

ANSWERS

(from left to right) 2, 3, 1, 4

3 Point and say.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose a room word from the box and make their own dialogue.
- Encourage the children to mime pointing to the room where everyone is and handing the host a present as they say the corresponding lines of their dialogue.

Differentiation

Below level:

- Review room words using flashcards 96–101 from level 1. Then give each child a flashcard. In pairs, one child pretends to be welcoming her friend to her party, saying *Welcome to the party. Everyone's in the _____*. The other child responds with *Thank you*. Have students switch roles.

At level:

- Hand out the rooms flashcards from Level 1. Play a song from the Class CD. The children pass the flashcards around the class while the music is playing.
- Stop the music at random intervals. The children with the flashcards choose a partner and act out a dialogue, using the room on their flashcard and the Exercise 3 dialogue.

Above level:

- Children work in pairs to create their own dialogues. Ask children to add sentences, for example *See you soon!* or *I had a great time!*
- Have students switch roles.

Further practice

Workbook page 109

Fluency Time! 5,  Fluency DVD

Online Practice • Fluency Time! 5



Craft SB page 111

Learning outcomes

To make and wrap a present

To use your present to act out a dialogue

Language

This is for you. What is it? Open it. Thank you very much.

Materials

Fluency DVD Fluency Time! 5; Fluency Craft 5 (Teacher's Resource Center) (one template for each child); completed present; colored pencils, scissors, and glue for each group of children; glitter (optional); re-usable adhesive (optional)

1 Look at the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on Student Book page 110. Ask children what they can remember about the dialogue.
- Play the Fluency DVD Fluency Time! 5 Everyday English scene. If you don't have time for the DVD, read the dialogue on Student Book page 110.
- Invite groups of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

2 Wrap a present.

- Focus on the pictures. Ask children to say what they think the girl in the pictures is doing (*wrapping a picture as a present*).
- Ask *What do you need to make and wrap the present?* to elicit *colored pens, scissors, glue, (glitter)*.

- Divide the class into groups. Give each child a copy of the present template (see Fluency Craft 5, Teacher's Resource Center). Give each group colored pencils, scissors, and glue.
- Use the pictures and instructions to talk children through the process of making and wrapping their present. Demonstrate with your own completed present and make sure children understand what they have to do.
- If you like, you can tell the children to use re-usable adhesive to stick their wrapping paper closed, so that they can give and open presents more than once.
- Move around the class as children work, asking questions, e.g. *What's this? What color is this? What's on your wrapping paper?*

NOTE: If you do not have time to use photocopies in class, you can ask children to draw a present on a piece of paper and fold it in another piece of paper.

3 Use the present and say.

- Focus on the photo. Tell children they are going to use their presents to act out dialogues in pairs.
- Ask two children to read out the example dialogue.
- Children can then act out dialogues in pairs, taking turns to give each other their presents.
- Children can swap pairs to act out dialogues with new presents, or color and cut out other presents from the template to make new dialogues.
- Invite some pairs to act out their dialogues for the class.

Differentiation

Below level:

- Have children continue to practice the present words first and then build up to sentences. Monitor and elicit to help children gain confidence.

A1 level:

- Children complete the activity as suggested.

Above level:

- Play a guessing game in pairs. Ask a child to choose and wrap a present from the template.
- The children take turns to guess what is in their partner's present. They can make this part of a dialogue, (e.g. A: *This is for you.* B: *What is it?* A: *It's a present. Guess!* B: *Is it a (puzzle)?* A: *No!* B: *Is it a (doll)?* A: *Yes, it is!* *Open it!* B: *Wow! Thanks very much!*)
- You can ask some pairs to play the game in front of the class.

Further practice

Workbook page 111

Skills test 5 Fluency Time!, Teacher's Resource Center

Fluency Time! 5,  Fluency DVD

Online Practice • Review 5

14 **Look at the photos!**

Lesson One Words

1 Listen, point, and repeat.   **2 Listen and chant.**  



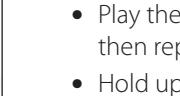
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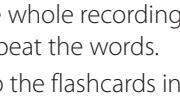
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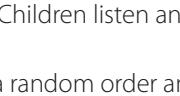
wet



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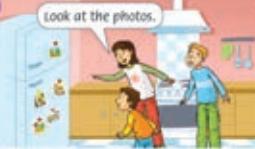
fridge



photo

3 Listen and read.  

1



Look at the photos.

2



Look. We were in the park.
You were good, Tim.

The babies weren't sad.
They were hungry.

3



We were outside. We were very wet.

Mom wasn't wet. She was dry!

4



Look at this one.
It was Billy's birthday.

5



Look. These birds were bad.
This goat was hungry.

6



I was little then.
but I'm not little now.

Yes, you're very tall now!

112 Unit 14 Memories

Lesson One

(SB page 112)

Words

Learning outcomes

To identify adjectives for describing people

To understand a short story

Language

Core: *kind, bad, wet, dry, fridge, photo*

Extra: *just, duck*

Materials

CD  150, 158–160; Story posters 13 and 14; *Memories* flashcards 164–169; four pieces of plain paper (optional)

Warmer

 150

- Sing *On the farm* from page 106.
- Use Story poster 13 to retell the Unit 13 story with the class. Ask *Where do the children go? What different animals do they see? Do they see a daddy goat?*

Lead-in

- Elicit the vocabulary using flashcards 164–169. Show the cards one at a time. Ask *What's this?* Model any unknown words.
- Hold the flashcards up in a different order and repeat.
- Say the words again. Children repeat.

1 Listen, point, and repeat.



158

- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.
- Ask children if they remember what nouns are (*things*) and what adjectives are (*describing words*). Ask which four words are adjectives (*kind, bad, wet, dry*) and which two words are nouns (*fridge, photo*).

Differentiation

Below level:

- Assign one vocabulary word to each child. Play the chant again. When children hear their word, they pretend to eat it.

At level:

- Write the vocabulary on the board. Give flashcards 164–169 to different children. Ask children to match the pictures to the words.

Above level:

- Place the flashcards in a row. Above them write blanks for the letters of each word. Call students to the board to write in the letters. Erase and repeat.

2 Listen and chant.



159

- Play the recording and teach the chant.

- Play the recording again. Children repeat the words in the blanks in the chant. Repeat as necessary.

- Children say the chant as a class, without the recording.

3 Listen and read.



160

- Use Story poster 14 to present the story. Talk about each frame with the class and encourage predictions.

- Ask children to look at the story in their books. Play the recording. Children listen and point to the different speech bubbles as they hear the words.

- Ask comprehension questions, e.g. *Why are the children looking at the fridge?*

- Ask children to find words from Exercise 1 in the story.

Further practice

Workbook page 112

Online Practice • Unit 14 • Words

Lesson Three Song

1 Listen, point, and repeat.  



2 Listen and sing.   3 Sing and do.

Let's sing!

The house was so messy!

Hello, Mom,
The party was fun.
Everyone was happy,
Each and every one.

But after the party,
Balloons were on the door.
Food was on the table,
And cards were on the floor.

The house was so messy,
So here is your surprise ...
Open the door,
And open your eyes!

The food is in the kitchen,
The house is very neat.
There is no more work to do,
So come and take a seat.

Thank you!

114 Unit 14 Cleaning up

Lesson Three

SB page 114

Song

Learning outcomes

To identify words for describing rooms

To use these words in the context of a song

Language

Core: *neat, messy, floor, trash, dirty*

Extra: *each, clean up*

Recycled: special days words

Materials

CD  161–162; Cleaning up flashcards 170–174; Special days flashcards 80–85 (optional)

Warmer

- Tell the class *Today you're having a party. What do you need?* Write their suggestions on the board. If necessary, use *Special days* flashcards 80–85 from Unit 7 to help generate ideas.

Lead-in

- Introduce the new vocabulary using flashcards 170–174. Show the cards and say the words. Children repeat.
- Hold up the cards in a different order. Children repeat.

1 Listen, point, and repeat. 161

- Play the first part of the recording. Children point to the pictures in their books and say the words.
- Play the second part for children to repeat the words.

- Play the whole recording. Children listen and repeat.
- Hold up flashcards 170–174 one at a time for individual children to say the words.

2 Listen and sing. 162

- Ask children to look at the pictures. Point to the different things. Children say the words they know. Ask children to predict what the song is about (*cleaning up after a party*).
- Play the whole song for children to listen. Then play it again as they follow along.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

Differentiation

Below level:

- Play the song again and tell children to clap when they hear the cleaning up words.

At level:

- Play *Musical cards* (see page 8) with *Cleaning up* flashcards 170–174.

Above level:

- Write the lyrics on the board with blanks for the new words. If you like, also put blanks for *balloons, food, and cards*. In pairs, children work together to write a new version of the song. If time permits, children read or sing their songs for the class.

3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording. Children listen and do their actions.

Song actions

Divide the class into four groups. Each group will act out a different verse.

Verse 1 – talk, eat, and dance as if at a party

Verse 2 – point to imaginary balloons, cards and food

Verse 3 – neat things away, and open a door

Verse 4 – cover eyes then open them, looking happy and surprised

Further practice

Workbook page 114

Picture dictionary, Workbook page 136

Unit 14 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 14 • Song

Lesson Four Phonics

1 Listen, point, and repeat.
2 Listen and chant.
3 Circle the short vowels. Underline the long vowels.

1 Tim
2 cube
3 cap
4 pin
5 cape
6 time
7 cub
8 pine

4 Listen and circle the correct word.

1 cub / cube
2 pin / pine
3 cap / cape
4 cub / cube
5 pin / pine

Short and long vowels Unit 14 115

Lesson Four SB page 115

Phonics

Learning outcomes

To understand how *magic e* at the end of words changes the vowel sound

To recognize the sounds of long and short vowels

Language

Core: *cub, cube, cap, cape, pin, pine*

Materials

CD 152, 163–165; Phonics cards 42, 48–52 (cube, cub, cap, cape, pin, pine)

Warmer 152

- Do the chant from page 107 with the class to review the /i:/ sound from the previous phonics lesson.
- Tell children that today's lesson is about long vowels with *magic e* and short vowels without *magic e*. Ask children to name *magic e* words from previous lessons. Write the words on the board.
- Say the words with the class. Move your finger back from the *magic e* to the middle vowel as you say each one. Ask the class *What does magic e do?*

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards. Hold up the *cub* card and say the word for children to repeat. Say *Is this a magic e word?* (No).

- Next hold up the *cube* card and say the word. Say *Is this a magic e word?* (Yes). Say the sound and the word, moving your finger back from the *magic e* to the middle vowel as you do so. Repeat with the other phonics cards.

1 Listen, point, and repeat. 163

- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 164

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following the chant in their books.

3 Circle the short vowels. Underline the long vowels.

- Ask which five letters are vowels (*a, e, i, o, and u*).
- Explain that words with a *magic e* are long vowels and words without a *magic e* are short vowels.
- Show children how the short vowel in *Tim* is circled and the long vowel in *cube* is underlined.
- Let children complete the activity, then check answers.

Differentiation

Below level:

- Read the chant lyrics. Ask children to raise one hand when they hear a short vowel sound and two hands when they hear a long vowel sound. For more practice, ask them to circle the short vowels and underline the long vowels in the lyrics. Check answers together. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to think of other words with short and long vowel sounds. Put children into teams and give them three minutes to write as many as they can.

ANSWERS

1. Tim 2. cube 3. cap 4. pin 5. cape 6. time
7. cub 8. pine

4 Listen and circle the correct word. 165

- Ask children to look at the pictures and say what they see. Tell them they are going to hear a recording of each word. They listen and circle the correct word.
- Play the beginning of the recording and pause after the first word. Show how the word *cube* is circled as an example.
- Play the rest of the recording. Children complete the remaining words.
- Play the recording again. Children check their answers. Then review answers with the class.

Further practice

Workbook page 115

Online Practice • Unit 14 • Phonics

Skills Time!

Lesson Five

Reading

1 Look at the pictures. What are the children wearing?

2 Listen and read. 

Our school play

by Katie Evans

This year, our school play was *Little Red Riding Hood*. The play was in the classroom on Thursday afternoon. Our families were there.

I was the girl. Sidney was the wolf and Zoe was the grandma.

My costume was a big, red coat with a hood.

The play was lots of fun. Our families were happy and proud of us.



We love English. And we love acting English stories. Thank you to our English teacher, Mrs. Hope, for her hard work. Thank you to our families for their help. Second grade was great. Now we are ready for third grade.



3 Read again. Circle the false word and write the correct word.

1 The play was on Tuesday.

Thursday

2 The play was in the morning.

afternoon

3 The play was in the school yard.

classroom

4 Katie's costume was blue.

red

5 Mrs. Hope is the art teacher.

English

116

Unit 14 Reading: a school article

Lesson Five

SB page 116

Skills Time!

Skills development

Reading: read and understand a review of a school play; read for specific details

Language

Recycled: vocabulary and structures seen previously

Extra: *wolf, hood, proud*

Materials

CD  166; flashcards 164–174

Warmer

- Play *Jump* (see page 8) to review the new words from this unit.

Lead-in

- Ask children to look at the text, guess what kind it is, and where they think it is (*a review of a school play, on a school website*). Ask what the play is about.
- Ask children if they have been in a play, what it was about, and what they wore in their school play.

1 Look at the pictures. What are the children wearing?

- Ask children to look at the pictures and say what each child is wearing (*a wolf costume / a red hood / slippers*). Ask the children what character they think each child is playing.

2 Listen and read. 166

- Play the recording. Children listen and follow along.
- Play the recording again. Ask comprehension questions, e.g. *Who was the wolf? What was Zoe's costume?*

3 Read again. Circle the false word and write the correct word.

- Explain that one word in each sentence is false. The children re-read the text, find the information, circle the false word, and write the correct one.
- Ask a child to read the first sentence. Encourage children to find the information and say which word is false and what the correct word is. Show the children the example.
- Allow the children time to complete the activity. Monitor and help if necessary.
- Check answers by asking children to read the sentences with the correct words.

Differentiation

Below level:

- Ask children to look at the text again. Ask different children to read the sentences in Exercise 3. Together, look for the answers in the text. Elicit and help as needed. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask about their school play, if there is one. If not, ask children to use their imaginations. Write the text on the board with blanks. Children write their own article. If they are confident, they can simply use the text on the page as a model. If time permits, children can read their articles to the class.

ANSWERS

1. Tuesday Thursday 2. morning afternoon
3. school yard classroom 4. blue red 5. art English

Further practice

Workbook page 116

Online Practice • Unit 14 • Reading

Lesson Six

Listening

1 Listen and write T (true) or F (false).

1 2 3 4 5

Speaking

2 Look and say.

He was a ... 1. 2. 3. 4.

She was a ... 1. 2. 3. 4.

They were ... 1. 2. 3. 4.

Writing preparation

3 Read. Circle and. Underline or.

I like donkeys and horses. I don't like dogs or cats.

1 I don't like tennis or soccer.
2 I like cakes and bananas.
3 I can't swim or ride a bike.
4 The living room was dirty and messy.
5 Today we have English and math.
6 We don't have science or P.E.

Complete the writing task on page 117 of the Workbook.

page 117

Listening, speaking, writing Unit 14

117

Lesson Six SB page 117

Skills Time!

Skills development

Listening: listen for specific detail

Speaking: talk about people's costumes

Writing: identify and write *and* and *or* in positive and negative sentences; write about yourself and your friends (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 167

Warmer

- Play *Snap!* (see page 8) using the words from this unit.

Lead-in

- Ask children what they remember about the text from the previous lesson. Allow children to check the article on page 116 of their books to see how much they remembered correctly.
- Ask children to look at the pictures of the children in their costumes on page 116, Exercise 1 and say what they see. Ask them to predict what they might hear.

1 Listen and write T (true) or F (false). 167

- Tell children they are going to hear a recording of a boy talking about his school play. Play the recording. Children listen and point to the pictures.

- Play the recording a second time. Children decide whether the pictures contain the correct information. Stop the recording after the first sentence. Show children the first picture and ask *Is this true? (Yes)*. Point out the letter *T* in the box.

- Play the recording again. Children listen and write *T* or *F* in the boxes. Then check answers with the class.

ANSWERS

1. T 2. F 3. F 4. T 5. T

2 Look and say.

- Children look at the pictures and name the animals.

- Read the words in the word box aloud with the class.

- Focus on the three speech bubbles. Point to the first picture. Ask a child to begin the sentence using the appropriate speech bubble, and finish it with the correct animal.

- In pairs, children take turns to point to the pictures and make sentences about what the children were in the play.

3 Read. Circle and. Underline or.

- Ask children to close their books. Copy the two examples onto the board.
- Invite a child to come up and circle the word *and* in the first sentence. Invite a second child to underline the word *or* in the second sentence. Ask which sentence is positive (a 'yes' sentence) and which is negative (a 'no' sentence). Explain that the word *and* goes with positive sentences, and *or* goes with negative ones.
- Write your own sentences on the board, and repeat the process, e.g. *I have a sandwich and a cookie. I can't draw or sing.*
- Let children complete the activity, then check answers.

Differentiation

Below level:

- Tell children you will read some new sentences. If they hear *or*, they should raise one hand. If they hear *and*, they should raise both hands. Read these: *Our friends and family came to the school play. / Her costume was blue and yellow. / His costume didn't have ears or a tail. / No one danced or sang.*

At level:

- Children complete the activity.

Above level:

- Ask children to write two or three sentences of their own using *and* or *or*. Children switch papers with a classmate to circle or underline as they did in Exercise 3.

ANSWERS

1. I don't like tennis or soccer. 2. I like cakes and bananas.
3. I can't swim or ride a bike. 4. The living room was dirty and messy.
5. Today we have English and math.
6. We don't have science or P.E.

Further practice

Workbook page 117 (children write about themselves and their friends)

Unit 14 values worksheet, Teacher's Resource Center

Unit 14 test, Teacher's Resource Center

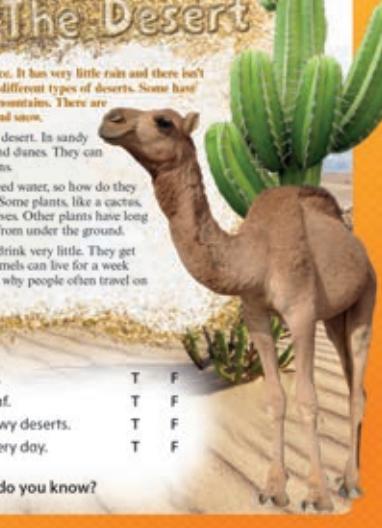
Online Practice • Unit 14 • Listening, Speaking, and Writing

Geography Time!

Geography Time!

Topic: The Desert

1 Listen, point, and repeat.      
camel sand dune leaf plant rock

2 Listen and read.  
The Desert
A desert is a very dry place. It has very little rain and there isn't much water. There are different types of deserts. Some have sand, others have rocks or mountains. There are also deserts covered in ice and snow.
It can be very windy in the desert. In sandy deserts, the wind makes sand dunes. They can look like big mountains.
Plants and animals need water, so how do they survive in the desert? Some plants, like a cactus, keep water in their leaves. Other plants have long roots and take water from under the ground.
Some desert animals drink very little. They get water from plants. Camels can live for a week without water. This is why people often travel on camels in the desert.

3 Circle T (true) or F (false).

1 It is always hot in the desert.	T	F
2 There is water in a cactus leaf.	T	F
3 There are sand dunes in snowy deserts.	T	F
4 Camels don't drink water every day.	T	F

4 Think! What desert animals do you know?

118 CLIL: Geography – The Desert

Topic: The Desert SB page 118

Learning outcomes

To learn some useful content and language about deserts

Language

Core: camel, sand dune, leaf, plant, rock

Extra: dry, mountains, ice, survive, cactus, roots, ground

Materials

CD  168–169; *Geography Time!* flashcards 175–179

Warmer

Critical Thinking

- Ask children to say what they know about deserts. Ask them if there are any deserts in their country and what you can find in a desert. Translate their answers if necessary and write them on the board.

Lead-in

- Tell children that they are going to learn about deserts in this lesson.
- Hold up flashcards 175–179 and say the words for children to repeat.
- Shuffle all the flashcards and hold them up in a different order for children to chorus the words.

1 Listen, point, and repeat. 168

- Ask children to look at the 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.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Show flashcards 175–179 one at a time and very quickly, so that children only catch a glimpse of each flashcard. Children call out the correct words.

2 Listen and read. 169

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *What's the weather like in the desert? Where does a cactus keep water? How long can camels live without water?*

3 Read again and circle T (true) or F (false).

- Complete the first item together and check understanding.
- Monitor the activity, helping children as necessary.
- Check answers with the class.

ANSWERS

1. F 2. T 3. F 4. T

4 Think! What desert animals do you know?

Differentiation

- Ask children to say what desert animals they already know, e.g. *camel, tortoise, kangaroo*.

Collaboration

- Children discuss their answers in pairs and try to think of other animals that live in the desert. Remind them to think about birds and insects as well, and to remember that some deserts are cold and snowy.
- Invite pairs to report back to the class.

Differentiation

Below level:

- Complete the activity as a class. Suggest animals and ask them to say whether or not they think each animal lives in the desert.

At level:

- Children complete the activity.

Above level:

- Children work in pairs to discuss how each of the animals is adapted to its environment. Tell them to think about body shape and features, eating and drinking habits, etc. They can use reference books or the Internet to help them.

SUGGESTED ANSWERS

camel, tortoise, kangaroo, eagle, lizard, snake, spider, fox, bear

Further practice

Workbook page 118

Online Practice • Geography Time!

1 Listen and write the number.  

1 Listen and write the number. 
2 
3 
4 

2 Project. Make a desert scene.

1 
Paint the background of your box with a desert scene.

2 
Make desert animals and glue them into the box.

3 
Make desert plants and glue them into the box.

4 
Put sand, rocks, or cotton wool in your box.

3 Talk about your project.

This is my desert. It is a sandy desert and very windy. There are sand dunes in the background. This is a cactus and it has water in its leaves.

Project

SB page 119

Learning outcomes

To listen and identify photos

To make a desert scene

Language

This is my desert. It is a sandy desert and very windy. There are sand dunes in the background. This is a cactus and it has water in its leaves.

Materials

CD  170; *Geography Time!* flashcards 175–179; cardboard boxes, paints, card, scissors, glue, colored pens or pencils, sand, pebbles, cotton wool

Warmer

- Hand out flashcards 175–179 to children around the class.
- Write one of the new words from the vocabulary set on Student Book page 118 on the board, with the vowels missing. The child with the matching flashcard holds up their flashcard, says the word, then comes to the board to complete the word with the missing vowels.

1 Listen and write the number. 170

- Explain that you are going to play a recording of someone talking about deserts. Children need to listen and number the pictures in the correct order.
- Play the recording once through. Play again, pausing after each item so that children have time to think about their answers.
- Check answers with the class.

ANSWERS

(from left to right) 2, 4, 1, 3

2 Project. Make a desert scene.

Communication

- Explain that children are going to make a desert scene. Ask *What do you need to make this project?* Elicit / Teach the words *cardboard box, paints, card, scissors, glue, colored pens or pencils, sand, pebbles, cotton wool*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Children work in pairs to decide what their desert scene is going to show (a snowy / sandy / rocky desert), choose the materials they need, and make their desert scene.
- Move around the class, asking questions about the scenes, e.g. *What's this? What animals / plants live in your desert?*
- Ask children to write a few sentences about their desert scene.

Differentiation

Below level:

- As a class, discuss what animals / plants / other things you might find in a sandy desert. Write children's suggestions on the board.
- Elicit suggestions about what materials the children can use to make each of the items in their desert scene.
- Children work in groups of three or four to complete their desert scenes.

At level:

- Complete the activity as suggested.

Above level:

- Have children write additional sentences in their descriptions of their desert scenes, explaining what each of the animals and plants they have included looks like and how each animal / plant survives in the desert. You can display the desert scenes and the descriptions around the classroom.

3 Talk about your project.

Communication

- Put pairs of children together with other pairs. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either pointing to a completed desert scene, or using the example in the Student Book. Describe the scene or read out the text.
- Encourage children to include language from previous units as they talk about their projects, e.g. *It's very hot and dry in my desert. There isn't any rain. There is lots of sand and there are some big rocks.*
- Invite children to stand up and present their projects to the class.

Further practice

Workbook page 119

Online Practice • *Geography Time!*

15 Good job!

Lesson One Words

1 Listen, point, and repeat. **2 Listen and chant.**

3 Listen and read.

120 Unit 15 People

Lesson One

SB page 120

Words

Learning outcomes

To use singular and plural forms of *man*, *woman*, and *child*

To understand a short story

Language

Core: *man, men, woman, women, child, children*

Extra: *awards, ceremony, winner, some, any*

Materials

CD 162, 171–173; Story posters 8–15; *People* flashcards 180–185

Warmer

162

- Sing *The house was so messy!* from page 114.
- Use Story poster 14 to retell the Unit 14 story with the class. Ask *What are the children looking at? Who are the people in the photos? What are they doing?*

Lead-in

- Elicit the vocabulary using flashcards 180–185. Show them for children to say the words for people. Model any unknown words.
- Hold the flashcards up in a different order and repeat.

NOTE: Make sure that children understand that the words *man*, *woman*, and *child* have irregular plurals. They need to learn these carefully as they will use them often.

1 Listen, point, and repeat. 171

- Play the first part of the recording. Children listen and point to the pictures in their books.
- Play the second part, pausing for children to repeat.
- Play the whole recording. Children listen and point and then repeat the words.
- Show the flashcards in random order and ask the class to say the words.

Differentiation

Below level:

- Ask six children to come to the front. Give each of them a *People* flashcard. Play the chant. When a child's word is mentioned, they hold up the flashcard and wave.

At level:

- Play *What's the picture?* (see page 8). Elicit responses from children. Make it a game by dividing the class into two teams. One child from each team comes to the board to draw. The team that guesses the word first gets a point. The team with the most points wins.

Above level:

- Ask children to close their books. Scramble the letters of each word on the board. Call children to the board to unscramble the words. Then ask children to say if that word is used for one person or many.

2 Listen and chant. 172

- Play the recording and teach the chant.
- Play the recording a second time. Children repeat the words in the blanks in the chant. Repeat as necessary.
- Children say the chant as a class, without the recording.

3 Listen and read. 173

- Use Story poster 15 to present the story. Talk about each frame with the class and encourage predictions.
- Ask children to look at the story in their books. Play the recording. Children listen and point to the speech bubbles.
- Ask comprehension questions, e.g. *Where were Rosy and Tim and their families? Where was the awards ceremony?*
- Ask children to find words from Exercise 1 in the story.

Further practice

Workbook page 120

Online Practice • Unit 15 • Words

Lesson Two: Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



There **weren't any** children.



There **were some** teachers.

3 Write. some any



There **weren't any** men.
There **weren't any** children.
There **were some** women.



There **were some** children.
There **weren't any** men.
There **weren't any** women.

4 Point, ask, and answer.





Picture 1. How many men were there?
There were two men.
How many ...?
weren't any / were some

121

- Let children practice acting out the story in their groups, then ask a few groups to act out the story at the front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences, pausing after each one for children to point to the pictures and repeat.
- Write the sentences on the board. Read them again for children to repeat.
- Replace the last word in each sentence with flashcards (of plural groups). Elicit sentences with the same pattern, for children to repeat, e.g. *There weren't any men. There were some women.*

3 Write.

- Ask children to read the words in the word box. Look at the first sentence together. Ask *weren't some* or *weren't any*? to elicit *any*. Read the complete sentence.
- Allow time for children to read the rest of the sentences and complete each of them with *some* or *any*.
- Monitor and help as necessary, then check answers.

ANSWERS

1. There weren't any men. **2. There were some children.**
There weren't any children. **There weren't any men.**
There were some women. **There weren't any women.**

Lesson Two

(SB page 121)

Grammar

Learning outcomes

To talk about situations in the past

To use *some* and *any* in positive and negative sentences

To ask and answer questions with *How many...*

To act out a story

Language

Core: *There were some teachers. There weren't any children.*
How many men were there?

Materials

CD (173; Story poster 15; People flashcards 180–185

Warmer

- Ask children what happened in the story in the previous lesson. Show Story poster 15 to encourage recall.
- Ask which flashcard words were in the story.

1 Listen to the story again and repeat. Act. (173)

- Ask children to check the story on page 120 to see how many of the flashcard words they remembered.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of nine to play Grandma, Rosy, Tim, Billy, Rosy's mom and dad, Tim's mom and dad, and the man giving the prizes. (Note: Tim, Rosy's mom, and Tim's dad don't have speaking parts.)

4 Point, ask, and answer.

- Ask children to look and tell you what they see.
- Draw attention to the speech bubbles. Ask a child to stand. Ask the question for him / her to answer while the class listens.
- In pairs, children take turns asking and answering questions about how many men / women / children were in the each of the pictures.

Differentiation

Below level:

- Read the examples in the *Let's Learn!* box and have children repeat. Make more sentences using the new words from Lesson One for extra practice. Then look at the example in Exercise 4 together. Children complete the activity independently. Monitor and help as needed.

At level:

- Children complete the activity.

Above level:

- Ask them to draw a picture of a group of people, like the ones in Exercise 4. Switch the pairs for children to ask and answer about their pictures. Children can swap pictures with their classmates for even more practice. Monitor and help as needed.

Further practice

Workbook page 121

Online Practice • Unit 15 • Grammar

Lesson Three Song

1 Listen, point, and repeat. 174



2 Listen and sing. 175

3 Sing and do.

Let's sing!

The race

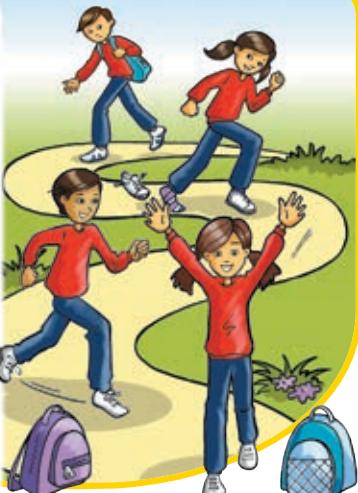
There was a race.
Go, go, go!
Some children were fast,
And some were slow.

Joe was fourth.
He wasn't very fast.
His bag was very heavy,
So he was last.

Emily was third.
She was faster than Joe.
But she lost her shoe,
So she was a little slow.

Oscar was second.
Just behind Kim.
He was very fast,
But she was faster than him.

Kim was first.
Run, run, run!
What a fast runner.
She was number one!



122

Unit 15 Ordinal numbers

Lesson Three

SB page 122

Song

Learning outcomes

To identify ordinal numbers

To use ordinal numbers in the context of a song

Language

Core: *finish line, first, second, third, fourth*

Extra: *race, heavy, lose, runner*

Materials

CD  174–175; *Ordinal numbers* flashcards 186–190

Warmer

- Review numbers by playing *Forwards and backwards* (see page 8).
- Draw a circle on the board and write the comparative adjective *faster* inside it. Around the circle, write the words *bus, car, train, bike, and horse*.
- Point to the words *bus* and *bike* and say *A bus is faster than a bike*. Then point to other combinations of words to elicit more comparative sentences from the class.
- Rub out the word in the circle and change it to other comparative adjectives they know, e.g. *louder, bigger*.

Lead-in

- Use flashcards 186–190 to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Show the cards in a different order. Children repeat.

1 Listen, point, and repeat. 174

- Play the first part of the recording for children to point to the pictures in their Student Books and say 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 flashcards 186–190 one at a time for individual children to say the words.

2 Listen and sing. 175

- Ask children to look at the pictures. Teach the word *race*, using the pictures on the page.
- Ask them to predict what the song is about (*children are running in a race*).
- Play the whole recording for children to listen. Play it again as they follow along.
- Read each line of the song aloud for children to repeat.
- Play the recording for children to sing along.

3 Sing and do.

- Ask children to look at the pictures and decide together on actions for each verse of the song (see below).
- Play the recording. Children listen and do their actions.

Song actions

Children jog on the spot in the manner of the child described in each verse: Joe jogs very slowly, as if carrying a heavy bag; Emily hops along without one of her shoes; Oscar jogs quite fast; Kim jogs very fast.

Differentiation

Below level:

- Play the song again and tell children to clap when they hear the ordinal numbers.

At level:

- Put children in groups and ask them to think of new actions for the song lyrics. Play the song again for children to practice. If time permits, children can perform for the class.

Above level:

- Ask children to think of other activities or sports where people come in first, second, etc. Children write a few sentences about the event and who the winners were, e.g. *There was an art contest at school. Kevin came in first, Cindy came in second.*

Further practice

Workbook page 122

Picture dictionary, Workbook page 136

Unit 15 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 15 • Song

Lesson Four Phonics

ng

ring king swing

nk

bank drink pink

1 Listen, point, and repeat.

ring king swing

bank drink pink

2 Listen and chant.

sing a song while you swing, swing, swing.
Look at the king with his ring, ring, ring.
Now you're thirsty, have a drink, drink, drink.

3 Read the chant again. Circle the sounds **ng and **nk**.**

4 Listen and complete the words.

1	2	3	4	5
ring	ba _	swi _	ki _	pi _

ng / nk Unit 15 123

Lesson Four

SB page 123

Phonics

Learning outcomes

To pronounce the sounds /ŋ/ and /ŋk/ at the end of words

To differentiate between the sounds /ŋ/ and /ŋk/

Language

Core: *king, ring, swing, bank, drink, pink*

Materials

CD 164, 176–178; Phonics cards 53–56 (*ring, king, bank, pink*)

Warmer 164

- Ask children which words they looked at in the previous phonics lesson (*cub, cube, cap, cape, pin, and pine*). Write the words on the board. Point to each word. Children say the word and tell you the vowel sound.
- Do the chant from page 115.

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards. Hold up the first card and say, *Letters n and g make the sound /ŋ/*. Say the sound again for children to repeat. Repeat with the second phonics card.
- Hold up the third card and say, *Letters n and k make the sound /ŋk/*. Say the sound again for children to repeat several times. Repeat with the final phonics card.

1 Listen, point, and repeat. 176

- Ask children to look at the pictures in their books. Tell them they are going to hear a recording of the different sounds.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 177

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following the chant in their books.

3 Read the chant again. Circle the sounds **ng** and **nk**.

- Write the first line of the chant on the board. Ask a child to come to the front and find an example of the sound *ng* or *nk*. He / she circles the *ng* in *sing* and *song*.
- Allow time for children to read the rest of the chant and circle the other examples of *ng* and *nk*.
- Monitor and help where necessary, then check answers.

ANSWERS

Sing a song while you

swing, swing, swing.

Look at the king with his

ring, ring, ring.

Now you're thirsty, have a

drink, drink, drink.

4 Listen and complete the words. 178

- Ask children to look at the pictures and identify what they can see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show how the word has been completed with *ng*. Play the rest of the recording for children to complete the words.
- Play the recording again. Children complete their answers, then go through the answers with the class.

Differentiation

Below level:

- Ask children to close their books. Play *Musical cards* (see page 8) using the phonics cards and chant on page 123. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, put them in groups. Together, they think of other words with *ng* or *nk* at the end and make a list. Make it a game by giving one point for each word. The group with the most words wins.

Further practice

Workbook page 123

Online Practice • Unit 15 • Phonics

Skills Time!

Lesson Five

Reading

1 Look at the pictures. What is the horse doing?

2 Listen and read.

Suzy is a carousel horse. She is behind a red horse and in front of a blue horse. She goes round and round every day.



But Suzy isn't happy. "I want to run in the fields," she says. "I want to eat the green grass. I want to be a real horse!"



The next day Suzy moves her head. She moves her tail. "Hurrah!" says Suzy. "I'm a real horse now!"



Suzy runs to the field. She eats the green grass. She drinks the fresh water. She is very, very happy.



But that night, Suzy isn't happy. She's cold. She's wet. And she's scared. "I miss my friends." "I miss the red horse and the blue horse," she says.



In the morning, Suzy says goodbye to the green grass. She says goodbye to the fresh water. Suzy goes back to the carousel. "I'm a happy horse," she says. "I can go round and round every day with my friends, the red horse and the blue horse."



124 Unit 15 Reading: a fairytale

Lesson Five

SB page 124

Skills Time!

Skills development

Reading: read and understand a fairytale; develop reading comprehension skills

Language

Recycled: vocabulary and structures seen previously

Extra: *carousel, round and round, field, move, hurrah!, real, fresh, miss (v), go back*

Materials

CD  175, 179

Warmer 175

- Sing *The race* from page 122.

Lead-in

- Teach the word *carousel* and point to the pictures on the page to demonstrate. Ask *What is on the carousel? (horses). What happens? (You hear music). What do the horses do? (They go round and round).*
- Ask children to look at the pictures in their books and make predictions, e.g. *It's a story about a carousel ride. The horse is from a carousel. There are red, yellow, and blue horses.*

1 Look at the pictures. What is the horse doing?

- Ask children to look at the pictures again. Explain that the horse is called Suzy. Point to each picture and ask *What is Suzy doing?*

- In pairs, children take turns to point to the pictures and say what the horse is doing in each one.
- Extend the activity by asking *How does Suzy feel in picture 2? (sad); In pictures 3 and 4? (happy); In picture 5? (sad, lonely); In picture 6? (happy).*

ANSWERS

Picture 2 – she is thinking

Picture 3 – she is smiling

Picture 4 – she is running

2 Listen and read. 179

- Tell children that they are going to hear a recording of the story about Suzy. Play the recording for children to listen and follow silently in their books.
- Play the recording a second time. Answer any questions they have.
- Ask comprehension questions, e.g. *What does Suzy do every day? Where does she go?*

Differentiation

Below level:

- Ask children to look at the text again and underline the words you say. Read these words: *carousel, round and round, real, field, grass, cold, friends, and back*. Review any unknown words.

At level:

- Ask children to circle all of the feelings (adjectives) they can find in the story. Ask *How did Suzy feel first / second / third / fourth? (sad, happy, sad, happy)*. Encourage children to tell you how they found their answers.

Above level:

- Ask children what other fairytales they know. Give children paper and colored pencils. Tell them to draw a scene from their favorite fairytale. Encourage them to write at least one sentence about the story. Help with vocabulary and sentence construction.

Further practice

Workbook page 124

Online Practice • Unit 15 • Reading

Lesson Six

Listening

1 Listen and number.

1 2 3 4 5

Speaking

2 Point, ask, and answer.

drinking	running	eating
----------	---------	--------

What's Suzy doing?
She's ...

cold	happy	scared
sad	hot	brave

Is she sad?
No, she isn't. She's ...

Writing preparation

3 Circle the *ies* endings. Underline the *s* endings.

baby	babies
party	parties

boy	boys
monkey	monkeys

Look at the babies. There aren't any boys.

1 There are lots of toys in my bedroom.
2 She likes parties.
3 Look at the funny monkeys.

Complete the writing task on page 125 of the Workbook.

page 125

Listening, speaking, writing Unit 15 125

Lesson Six

SB page 125

Skills Time!

Skills development

Listening: put events into chronological order

Speaking: describe what something is doing; ask and answer questions about feelings

Writing: differentiate between plural forms *s* and *ies*; write about a school open day (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 180

Warmer

- Play *Mime the word* (see page 8) with action words from the course.

Lead-in

- Ask children what they remember about the story from the previous lesson. Ask *Where does Suzy live? What does she do? What happens to Suzy?*
- Ask children to look at the pictures in Exercise 1 on page 125 and tell you what they see in each one. Ask them to predict what they are going to hear (*the story about Suzy*).

1 Listen and number. 180

- Tell children they are going to hear a short version of the story about Suzy. They number the pictures in order.

- Play the recording. Children listen and point to the pictures as they hear them described. They can compare the pictures with the story on page 125 to help them.
- Play the recording again, pausing after the first item for children to find the correct picture. Play the rest of the recording, pausing for children to number.

ANSWERS

(left to right) 4, 1, 6, 2, 5, 3

2 Point, ask, and answer.

- Ask children to look at the pictures and words
- Ask a child to stand. Point to picture 1. Ask the question in the first speech bubble for the child to answer.
- Children repeat the question and answer chorally.
- In pairs, children take turns to point to the top row of pictures (1–3) and ask and answer questions using the words in the first word box.
- Point to the first picture in the second row and ask a different child the question in the next speech bubble. Then children ask and answer about the second row of pictures, using the words in the second word box.

3 Circle the *ies* endings. Underline the *s* endings.

- Ask children to close their books. Explain that they are going to look at words ending in *y* and there are two different spellings for these words when you are talking about more than one of them.
- Copy the two examples onto the board. Invite a child to the front to circle the *ies* ending. Invite a second child to come and underline the *s* ending.
- Write further examples on the board and repeat, e.g. *There are seven days in a week. Where are the lollies?*
- Ask children to complete the exercise in their books.

Differentiation

Below level:

- Put two columns on the board. Write singular nouns in the left column. Be sure to include words that end in *-s* and *-ies* when plural. Then ask different children to come to the board and write the plurals in the right column.

At level:

- Children complete the activity.

Above level:

- Put children into groups and ask them to think of other plural nouns they know that end in *-s* or *-ies*. Ask the groups to share their lists with the class. Make it a game by giving one point for each correct plural noun. The group with the most points wins.

ANSWERS

- There are lots of toys in my bedroom.
- She likes parties.
- Look at the funny monkeys.

Further practice

Workbook page 125 (children write about a school open day)

Unit 15 values worksheet, Teacher's Resource Center

Unit 15 test, Teacher's Resource Center

Online Practice • Unit 15 • Listening, Speaking, and Writing

Review 5

Review 5

1 Circle the odd-one-out. Write.

1 camel	goat	horse	man	man
2 kind	wet	dirty	sand dune	
3 photo	second	fourth	first	
4 loud	quiet	leaf	fast	

2 Look and circle the correct word.



1 The girl is taller / shorter than her brother.
2 Her coat is smaller / bigger than her brother's coat.
3 She is faster / slower than her brother.
4 The boy is faster / slower than his sister.

3 Look and write.

Hello, welcome. Everyone's in the living room.	You're Everyone's having is
OK. This for you, Grandma.	Thanks for me.
welcome.	see you soon.



Review 5

Review Lesson

SB page 126

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 175; flashcards 154–190

Warmer



- Sing *The race* from Student Book page 122.

Lead-in

- Use a variety of flashcards 154–190 to recycle vocabulary from the previous three units.
- Play *Jump* (see page 8).

1 Circle the odd-one-out. Write.

- Do number one with the class. Ask why the example answer is correct. (*It isn't an animal*). Say *How many other animals can you name?*
- Have children work individually to complete the exercise.
- Put children into pairs and have them compare their answers.
- Check the answers with the whole class.

ANSWERS

1 man 2 sand dune 3 photo 4 leaf

2 Look and circle the correct word.

- Ask children *What do you see in the picture? What are they doing?* (*They are running in a race*).
- Revise the language of *tall, short, small, fast, big*. Revise comparatives and how they are formed (by adding *-er*).
- Ask children to complete the exercise individually.
- Check answers with the class.

ANSWERS

1 taller 2 bigger 3 slower 4 faster

3 Look and write.

- Ask children, *What do you see in the picture? Why do you think the girl is giving the old lady a present?* (*It might be her birthday*).
- Have children work individually to complete the exercise.
- Check the answers with the whole class.

Differentiation

Below level:

- Do the first exercise with the whole class. Write the words on the board and demonstrate why certain words belong together and other words don't. Elicit other examples of words that belong in each group.
- Before children begin the second exercise, revise comparatives and demonstrate examples of *smaller, shorter, slower*, etc. so that children can complete the exercise confidently.

At level:

- With Exercise 3, children can change partners and practice the dialogue two or three more times.

Above level:

- Have children complete the first exercise. Then put students into pairs or small groups and tell them to do three more examples of odd-one-out. To help them, put a variety of the flashcards on the board so that they can choose from the different vocabulary they have learned throughout the previous three units.
- Have each pair or small group swap their odd-one-out exercises with another pair or small group. They can then check their answers together.
- After the second exercise ask children to write one or two more comparative sentences about the girl and boy in the picture. For example, *The boy is taller than his sister*.
- Elicit the sentences and write them on the board. Check accuracy with the class.
- After the third exercise have children work in pairs and practice the dialogue with each other, using each other's names rather than *grandma*.

ANSWERS

Everyone's, is, having, You're

Review 5

4 Check (✓) the picture that contains the sound.

1 <i>u_e</i>				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 <i>i_e</i>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 <i>u</i>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 <i>o_e</i>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 <i>i</i>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Read and circle the correct word.

1 On Wednesday, it was / were our school play.
 2 The children wasn't / weren't in the classroom.
 3 They was / were in the school yard.
 4 Our mom's and dad's was / were there too.
 5 Our teacher wasn't / weren't sad.
 6 He was / were very proud of us.
 7 All the children was / were very happy!

6 Read and color.

My work in Units 13, 14, and 15 is

 OK
 Good
 Excellent

Play [Play a game!](#)

Review 5 127

Review Lesson SB page 127

4 Check (✓) the picture that contains the sound.

- Ask children to look at the pictures in number 1 and to say the words. (*lion, flute, nine*).
- Drill the words chorally with the class.
- Elicit the sound *u_e* in *flute*.
- Put children into pairs and have them work on the answers together. Encourage them to say the words and the sound aloud so they can hear which sound is correct.
- Check answers with the class.

ANSWERS

1. flute 2. bike 3. bus 4. stone 5. pin 6. dog

5 Read and circle the correct word.

- Tell children to look at the picture and ask *What do you see? What are the children doing?* (*They are in a play*).
- Do number one with the class. Ask why the example answer is correct.
- Have children work individually to complete the exercise.
- Check the answers with the whole class.

ANSWERS

1. was 2. weren't 3. were 4. were 5. wasn't 6. was
 7. were

6 Read and color.

- Have children color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- Before children begin Exercise 4, write the different sound combinations on the board and drill the pronunciation with the class.
- If necessary, cross out one of the wrong pictures for children (for each number) so that they only have two words / sounds to choose from, rather than three.
- Before children begin Exercise 5, revise the language of *was/wasn't* and *were/weren't*.

At level:

- After Exercise 5, have children shut their books. Ask them if they can remember what the different people are doing in the picture. For example, *The teacher was smiling. The parents were watching the play*.

Above level:

- After children have completed Exercise 4, put children into pairs. Ask the pairs to find one more word for each of the different sounds. They can use the Student Book to help them.
- Elicit the words from the class and write them on the board.
- After children have completed Exercise 5, have them shut their books and work in the same pairs as for the previous exercise. Have each child tell their partner what they remember the people doing in the picture.
- Have the pairs work together to find one more example in the Student Book of a picture of someone doing the activities from this exercise (*smiling, watching, etc.*).
- The first pair to find an example of all the activities wins a point.

Further practice

Workbook pages 126 & 127

Writing portfolio 5 worksheet, Teacher's Resource Center

Progress test 5, Teacher's Resource Center

Skills test 5, Teacher's Resource Center

Online Practice • Review 5

Workbook answer key

Starter Unit Page 4

1 1 Rosy, long, brown
2 Tim, short, green
3 Billy, curly
2 brother, cousin, grandma, mom, grandpa, dad

Page 5

1 Children's own answers
2 1 This is Rosy's mom. c
2 This is Rosy's dad. b
3 Tim is Rosy's cousin. a

Page 6

1 1 b 2 d 3 e 4 a 5 c
2 This is my sister. Her name's Jasmin. She's seven.
This is my friend. His name's Sam. He's nine.

3

T	S	a	t	u	r	d	a	y	S
h	★	★	★	★	★	★	★	u	
u	★	T	u	e	s	d	a	y	n
r	★	F	r	i	d	a	y	★	d
s	★	★	★	★	★	★	★	★	a
d	W	e	d	n	e	s	d	a	y
a	★	★	★	★	★	★	★	★	★
y	★	★	★	M	o	n	d	a	y

Page 7

1 1 There are two cars.
2 There is a train.
3 There are three balls.
4 There is a puzzle.
5 There is a teddy.
6 There are two kites.
2 1 11 2 twelve 3 13 4 fourteen
5 15 6 sixteen 7 17
8 eighteen 9 19 10 twenty

Unit 1 Page 8

1 1 classroom 2 table
3 pegs 4 computers
5 pencil cases 6 board
2 1 classroom 2 table
3 pegs 4 computers
5 pencil cases 6 board

Page 9

1 1 d 2 c 3 b 4 a
2 That is, This is, These are, Those are
3 1 These are tables and chairs.
2 Those are pegs.
3 This is a computer.
4 That is a board.

Page 10

1 cabinet, picture, poster, drawers
2 1 picture 2 pencil case
3 computer 4 chair 5 CD player

6 drawers 7 pegs 8 books
9 board 10 cupboard 11 poster

Page 11

1 b, c, f, g, h, j, m, n, o, q, r, u, v, x, z
2 1 h 2 k 3 g 4 a 5 p
6 u 7 t 8 y 9 s 10 o
3 B b E e G g H h R r T t

Page 12

1 Children read the text.
2 Children circle the following: table, whiteboard, computer, poster, picture
3 1 The girl's name is Tina. (Layla)
2 She's in class 4B. (2A)
3 The tables are short. (long)
4 There's a blackboard. (whiteboard)
5 There are four computers. (two)
6 Layla's picture is of her friends. (family)
7 The teacher's name is Miss White. (Green)

Page 13

1 1 This is Layla.
2 Layla's teacher is Miss Green.
3 His name's Tim.
4 Rosy is Tim's cousin.
5 Billy is her little brother.
6 They're a happy family.
2 Children's own answers
3 Children's own answers

Fluency Time! 1 Page 14

1 1 I can't find my pen.
2 I can't find my rucksack.
3 Look on the chair.
4 Look on the cabinet.
2 I can't find my shoes. Look in the living room.
They aren't there. Look in the kitchen.
Here they are. Thanks, Grandpa.
Now I can't find my hat. Oh Lucy!

Page 15

1 (left to right) 4, 1, 3, 2
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.
3 Children's own answers

Unit 2 Page 16

1 1 b 2 a 3 f 4 c 5 e 6 d
2 1 He's happy. 2 She's hungry.
3 He's sad. 4 He's cold. 5 She's hot. 6 She's thirsty.

Page 17

1 1 I'm cold. 2 She's happy.
3 He's thirsty. 4 They're sad.
5 We're hungry.

2 1 Are, aren't 2 they 3 they're
4 They're, we're

Page 18

1 1 This boy is tired. d
2 These girls are hungry. c
3 Are they angry? e
4 These boys aren't cold. a
5 We aren't tired. b

2	h	u	n	g	r	y	★	s
	a	b	r	a	v	e	t	c
	p	t	★	★	★	★	★	h
	p	i	c	o	l	d	i	r
	y	r	★	h	o	t	r	e
	n	e	r	v	o	u	s	d
	★	d	★	★	★	★	★	t
	★	★	a	n	g	r	y	★

1 hungry 2 happy 3 angry
4 scared 5 brave 6 cold
7 thirsty 8 hot 9 tired
10 nervous

Page 19

1 1 shoes 2 teacher 3 thumb
4 fish
2 1 shoes 2 thumb 3 chair
4 teacher 5 bath 6 fish
3 1 teacher 2 chair 3 shoes
4 bath 5 fish 6 teacher

Page 20

1 Children read the poem.
2 Picture 1: sad, angry, bad
Picture 2: happy, brave, good
3 1 F 2 T 3 T 4 F 5 T 6 F

Page 21

1 1 I'm happy.
2 She's tired.
3 They are sad.
4 We're scared.
5 You are hungry.
6 I'm thirsty.
7 He is cold.
8 They're nervous.

2 Children's own answers
3 Children's own answers

Math Time! Page 22

1 1 third 2 half 3 whole
4 quarter
2 Children's own answers

Page 23

1 1 square, quarter
2 circle, third
3 rectangle, three quarters
4 diamond, half
2 Children's own answers

Unit 3 Page 24

1 1 ride a horse 2 skate
3 play tennis 4 ride a bike
5 play football 6 skateboard
2 1 ride a bike, skateboard, skate
2 play tennis, play soccer

Page 25

1 1 Yes, he can.
2 No, she can't.
3 Yes, they can.
4 No, they can't.
5 Yes, she can.
6 No, he can't.
2 1 He can ride a bike.
2 She can't skate.
3 They can play tennis.
4 They can't skateboard.
5 She can swim.
6 He can't ride a horse.

Page 26

1 1 a 2 d 3 e 4 c 5 f 6 b
2 1 The book is next to the teddy bear.
2 The teddy bear is on the bed.
3 The ball is under the chair.
4 The kite is behind the chair.
5 The skateboard is in front of the bed.
6 The toy box is between the bed and the chair.
(clockwise from left) 2, 1, 6, 4, 3, 5

Page 27

1 1 cat 2 bed 3 fig 4 dog
5 bus
2 1 jug 2 cat 3 dog 4 fig
5 van 6 pig 7 bus 8 peg
3 1 bug 2 van 3 bed 4 fig
5 dog

Page 28

1 Children read the text.
2 1 It has two wheels.
2 It has one seat.
3 1 Bike A: It has one wheels. / It has two wheels.
2 Bike B: It has a little wheel. / It has a big wheel.
3 Bike A: Four people can ride this bike. / Two people can ride this bike.
4 Bike B: It has two seat. / It has one seat.
5 Bike A: You can sit between. / You can sit behind.
6 Bike B: The man can't ride this bike. / The man can ride this bike.

Page 29

1 1 This is an orange.
2 I have a bike.
3 He has a skateboard.
4 This is an umbrella.
5 It's an apple.
6 She has an egg.
7 I have a teddy bear.
8 My sister has an ice pop.
2 Children's own answers
3 Children's own answers

Review 1 Pages 30–31

1 1 This is my bedroom. This is my bed.
2 That is my cabinet.
3 Those are my pictures.
4 And these are my toys.
2 school: computer, board, coat hooks, posters
feelings: hungry, scared, tired, nervous
toys: bike, skateboard, skates, teddy bear
3 1 sh 2 ch 3 th 4 sh
4 1 No, he isn't.
2 Yes, she is.
3 Yes, he is.
4 No, she isn't.
5 Yes, they are.
6 No, they aren't.

Unit 4 Page 32

1 (clockwise from left) 5, 1, 6, 4, 3, 2
2 1 salad 2 sandwich 3 chicken
4 milkshake 5 pizza 6 fries

Page 33

1 1 Yes, he does. 2 Yes, she does.
3 No, he doesn't. 4 No, she doesn't.
2 1 Do you have a pizza? d
2 They like the sandwiches. c
3 He doesn't have his fries. b
4 I'm not hungry. a

Page 34

1 30, 50, 100, 70, 20, 40, 90, 80, 60
2 ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred
3 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

Page 35

1 1 grapes 2 brush 3 frog
4 grass
2 1 gr 2 br 3 fr 4 fr
3 1 grapes 2 bread 3 juice
4 grass 5 frisbee 6 friends

Page 36

1 Children read the text.
2

	Simon	Kate
1 cookie	✓	✗
2 egg sandwich	✓	✗
3 salad	✓	✗
4 chicken	✗	✗
5 cheese and tomato sandwich	✗	✓
6 yogurt	✗	✓

3 1 F 2 T 3 F 4 F 5 T 6 T

Page 37

1 1 Can you skateboard?
2 I have an apple.
3 Do you have a sandwich?
4 No, I haven't.
5 Do you like yogurt?
6 Does he have a pizza?
2 Children's own answers
3 Children's own answers

Fluency Time! 2 Page 38

1 1 What's, in 2 board, slowly
3 spell
2 1 What's this in English?
2 I don't remember.
3 Speak more slowly, please.
4 Can you spell it, please?

Page 39

1 Children tick a, b, c, f
2 1 What's this in English? d
2 It's a computer. c
3 Sorry? Speak more slowly, please. a
4 Can you spell it? b
3 Children's own answers

Unit 5 Page 40

1 art, math, English, science, P.E., music
2 1 art 2 music 3 P.E.
4 English 5 math 6 science
3 I have music and science. / I have P.E., English and math.

Page 41

1 1 These are our P.E. bags.
2 Those are their P.E. bags.
3 Those are their lunchboxes.
4 These are our lunchboxes.
2 1 b 2 d 3 a 4 c
3 1 We have English on Tuesday.
2 We have art on Monday.
3 We have science on Thursday.
4 We have math on Wednesday.

Page 42

1 1 art room 2 field
3 school yard 4 computer room
5 gym
2 1 b 2 d 3 c 4 a 5 e
3 1 We have a garbage can in the school yard.
2 We have computers in the computer room.
3 We have a ball in the gym.
4 We have pictures in the art room.
5 We have books in the classroom.

Page 43

1 1 tree, truck
2 dress, drum
3 crab, crayon
2 1 tree 2 crab 3 drum
4 dress 5 crayon 6 truck
3 1 train 2 truck 3 crab
4 drum 5 crayons 6 dress
7 tree 8 crayons

Page 44

1 Children read the text.
2 Children circle: jungle gym, garbage can, squares, ball
3 1 school yards 2 big
3 garbage can 4 squares
5 ball 6 friends

Page 45

1 1 We have science on Tuesday.
2 What do we have on Thursday?

- 3 Do we have math on Monday?
- 4 We don't have school on Saturday.
- 5 What do we have on Wednesday?
- 6 We have art on Wednesday.

2 Children's own answers
3 Children's own answers

Art Time! Page 46

- 1 mirror 2 skin 3 face 4 artist
5 background
- 2 face 2 background 3 skin
4 mirror 5 artist

Page 47

- 1 hat, background, dark
2 painting, paint, paintbrushes
3 hat, light
4 pencil, color
- 2 Children's own answers

Unit 6 Page 48

- 1 1 b 2 d 3 f 4 a 5 e 6 c
- 2 1 go swimming 2 watch TV
3 help my mom 4 do my
homework 5 visit my grandma
6 have a music lesson

Page 49

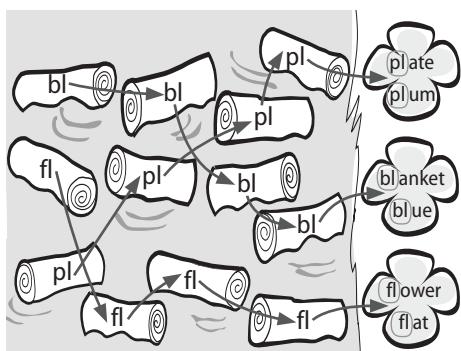
- 1 1 I help my mom. c
2 I visit my grandma. a
3 I do my homework. b
4 I don't watch TV. d
- 2 1 I do my homework. I don't watch TV.
2 I go swimming. I don't visit my
grandma.
3 I help my mom. I don't go
swimming.
4 I have a music lesson. I don't watch
TV.

Page 50

- 1 After school, I listen to music.
2 I read a book.
3 I play with my friends.
4 I write an email.
- 2 1 I listen to music.
2 I read a book.
3 I watch TV.
4 I write an email.
5 I play with my friend.
6 I help my mom.
(clockwise from left) 4, 1, 6, 5, 3, 2

Page 51

1



- 2 1 bl 2 fl 3 pl 4 pl 5 fl
- 3 1 Plums 2 Plums 3 plate
4 blanket 5 flower

Page 52

- 1 Children read the text.
- 2 1 I'm Tony. (Alex)
2 After school, I help my sister.
(mom)
3 Every Tuesday, I play basketball.
(soccer)
4 Every Wednesday, I visit my
cousins. (Thursday)
5 Zac and Abby are my friends.
(cousins)
6 I've got four cousins. (two)
7 Zac is six. (ten)
8 Abby is a boy. (girl)

Page 53

- 1 1 I visit my cousins. a
2 I play soccer. d
3 I help my mom. f
4 I have a music lesson. e
5 We play with our toys. b
6 We watch TV. c
- 2 Children's own answers
- 3 Children's own answers

Review 2 Pages 54–55

- 1 1 our 2 their 3 my 4 your
- 2 numbers: twenty, forty, thirty, eighty
food: chicken, salad, fries, pizza
subjects: math, English, science, music
- 3 (from left) 81, 24, 37, 79, 46
- 4 1 What 2 When 3 When
4 What 5 What 6 When
- 5 1 fr 2 dr 3 fl 4 br 5 tr 6 cr

Unit 7 Page 56

- 1 cake, balloon, present, chocolate,
candy, card
- 2 1 b, candy 2 d, balloon
3 a, chocolate 4 e, cake
5 c, card 6 f, present

Page 57

- 1 1 I like chocolate.
2 I don't like candy.
3 She likes balloons.
4 She doesn't like chocolate.
- 2 1 Billy likes trains and cars.
2 And he likes chocolate.
3 I like these balloons.
4 Billy doesn't like balloons.

Page 58

- 1 1 pastries 2 buy 3 tie
4 neighbour
- 2 1 card 2 tie 3 neighbor
4 candy 5 nuts 6 chocolate
7 pastries 8 cake 9 balloon

Page 59

- 1 1 clock 2 cloud 3 glue
4 slide 5 glue
- 2 1 gl 2 cl 3 sl 4 cl 5 sl
6 gl

- 3 1 slippers 2 gloves 3 slide
4 clock 5 clouds

Page 60

- 1 Children read the text.
- 2 a 6 b 2 c 5 d 1
e 7 f 3 g 4

Page 61

- 1 1 I don't like candy.
2 He does not like balloons.
3 She doesn't like eggs.
4 I do not like tigers.
5 I don't like snakes.
6 My mom does not like cats.
7 My grandpa doesn't like cake.
- 2 Children's own answers
- 3 Children's own answers

Fluency Time! 3 Page 62

- 1 1 I want three carrots, please.
2 I want two apples, please.
3 I want four bananas, please.
4 I want one fig, please.
- 2 1 Can, want 2 else
3 Anything 4 much

Page 63

- 1 a 1-2-3 (2) b Here you are (3)
c four apples (1)
- 2 want, Anything, dollars, Here,
welcome
- 3 Children's own answers

Unit 8 Page 64

- 1 1 have dinner 2 have
breakfast 3 go to school 4 get
up 5 go to bed 6 go home
- 2 1 I go to school. 3
2 I go home. 6
3 I get up. 4
4 I have dinner. 1
5 I go to bed. 5
6 I have breakfast. 2

Page 65

- 1 1 It's seven o'clock.
2 It's three o'clock.
3 It's ten o'clock.
4 It's six o'clock.
5 It's one o'clock.
6 It's twelve o'clock.
- 2 1 c 2 a 3 d 4 b
- 3 1 He gets up at six o'clock.
2 He has breakfast at seven o'clock.
3 He goes to school at eight o'clock.
4 He has dinner at six o'clock.

Page 66

- 1 1 b 2 d 3 a 4 c
- 2 1 I have breakfast in the morning.
2 I go to bed at night.
3 I have dinner in the evening.
4 I have lunch in the afternoon.
5 I get up in the morning.
6 I play with my toys in the afternoon.
- 3 Children say the sentences.

Page 67

1 1 sky 2 snow 3 star
4 small 5 skates
2 1 stairs 2 smile 3 snake
4 star 5 sky 6 snow
7 skates 8 small
3 1 snake 2 snow 3 smile
4 stars 5 sky

Page 68

1 Children read the text.
2 1 D, H 2 H, D 3 D, H
4 D, H 5 D, H

Page 69

1 1 What's 2 Where's 3 Where
4 When 5 What 6 When
2 Children's own answers
3 Children's own answers

Science Time! Page 70

1 1 float 2 air 3 light 4 heavy
5 sink
2 1 F 2 T 3 T 4 F 5 F 6 T

Page 71

1 a air, water
b floats, you
c no, sink, think
d balloon, float, teacher
2 Children's own answers

Unit 9 Page 72

1 1 school 2 police station
3 hospital 4 store
5 airport 6 fire station
2 1 hospital 2 police station
3 airport 4 fire station
5 store 6 school

Page 73

1 He works in a police station.
2 She works in a school.
3 He works in an airport.
4 He works in a fire station.
5 He works in a store.
6 She works in a hospital.
2 1 b 2 c 3 a 4 d

Page 74

1 zoo, supermarket, station, bank
2 1 police station
2 garage 3 school
4 supermarket 5 station 6 store
7 zoo 8 airport 9 hospital
10 fire station

Page 75

1 1 face 2 lake 3 plane
4 gate
2 1 gate 2 lake 3 face 4 cake
3 1 There is a cat next to the lake.
2 Open the gate. Here comes a van.
4 a_e: lake, gate
a: cat, van

Page 76

1 Children read the text.
2 Children circle: shirt, pants, tie
Children underline: dad, mom, sister
3 1 Jason's dad works in a school.
(an office)
2 He gets up at nine o'clock. (six)
3 He puts on green pants. (black)
4 He goes to work by train. (car)
5 There are pens and apples in the
box. (pencils)
6 He goes home at three o'clock.
(five)
7 They have lunch at seven
o'clock. (dinner)

Page 77

1 1 I like apples, grapes, and bananas.
2 There are birds, monkeys, lions, and
tigers.
3 We've got English, math, science,
and music.
4 He likes chicken, pizza, and salad.
5 I get up, have breakfast and go to
school.

2 Children's own answers
3 Children's own answers

Review 3 Pages 78-79

1 1 Does, Yes
2 work, doesn't
3 she, does
4 nurse, No
2 places: school, garage, supermarket,
fire station
times: morning, night, afternoon,
evening
presents: balloons, nuts, candy,
pastries
3 1 cat 2 lake 3 gate 4 hat
4 1 No, he doesn't.
2 Yes, he does.
3 No, he doesn't.
4 Yes, he does.

Unit 10 Page 80

1 1 c 2 a 3 f 4 d 5 e 6 b
2 1 It's windy.
2 It's cold.
3 It's snowing.
4 It's hot.
5 It's sunny.
6 It's raining.

Page 81

1 1 What's the weather like?
2 Put on your sun hats.
3 Don't put on your coat.
4 We don't have our umbrellas.
5 Don't close the window.
6 Open the door.
2 1 Put on 2 Don't put on
3 Put on 4 Put on
5 Don't put on 6 Don't put on

Page 82

s	n	o	w	i	n	g	★
u	r	a	i	n	i	n	g
n	h	w	i	n	d	y	★
n	o	★	c	o	l	d	★
y	t	★	★	★	★	★	★

1 1 windy 2 sunny 3 raining
4 cold 5 snowing 6 hot
2 1 When it's windy, we fly a kite.
2 When it's snowing, we make a
snowman and we go ice skating.
3 When it's sunny, we play outside.

Page 83

1 1 bike 2 line 3 white
4 kite 5 nine
2 1 bike 2 kite 3 white
4 line 5 nine
3 1 Here are nine figs in a line.
2 There's a pig on my kite.
4 i_e: nine, line, kite
i: figs, pig

Page 84

1 Children read the text.
2 1 It's (very) hot and sunny.
2 It's hot.
3 It's raining and windy.

3

	Play time	P.E. time	Home time
1 Don't put on your coats.	✓		
2 Don't wear your hats.			✓
3 Put on your raincoats.			✓
4 Wear your sun hats.	✓		
5 Don't put on your tracksuits.		✓	
6 Put on your shorts and T-shirts.		✓	
7 Take your umbrellas.			✓

Page 85

1 verbs: wear, go, ride, eat, drink
adjectives: cold, tired, hungry, thirsty,
sunny
2 Children's own answers
3 Children's own answers

Fluency Time! 4 Page 86

1 1 Are, after, free 2 about, fine
3 ask 4 listen
2 1 Are you free after school?
2 Sorry, I'm not free.
3 How about on Wednesday?
4 I'll ask my mom.

Page 87

- 1 1 c 2 b 3 a
- 2 free, not 2 about
- 3 can, ask 4 Oops
- 3 Children's own answers

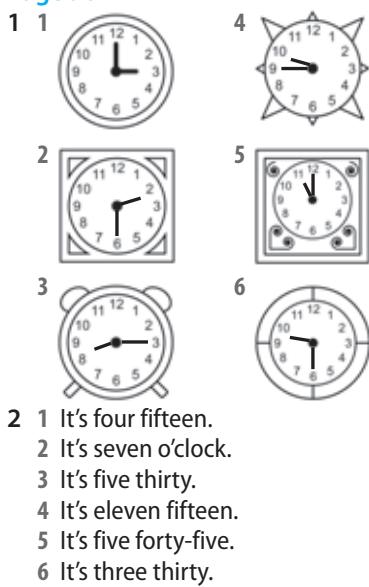
Unit 11 Page 88

- 1 (clockwise from left) 6, 3, 2, 1, 5, 4
- 2 These are gloves.
- 2 This is a shirt.
- 3 These are jeans.
- 4 This is a scarf.
- 5 This is a skirt.
- 6 These are boots.

Page 89

- 1 He's wearing jeans.
- 2 She's wearing gloves.
- 3 She's wearing boots.
- 4 He's wearing a shirt.
- 5 He's wearing a scarf.
- 6 She's wearing a skirt.
- 2 1 What are you wearing?
- 2 I'm wearing a dress.
- 3 And Jim? What is he wearing?
- 4 He's wearing a T-shirt.

Page 90



- 2 1 It's four fifteen.
- 2 It's seven o'clock.
- 3 It's five thirty.
- 4 It's eleven fifteen.
- 5 It's five forty-five.
- 6 It's three thirty.

Page 91

- 1 1 home 2 nose 3 rope
- 4 bone 5 stone
- 2 1 rope 2 stone 3 home
- 4 nose 5 bone
- 3 1 A fox has a bone.
- 2 There is a mop in my home.
- 4 o_e: bone, home
- o: fox, mop

Page 92

- 1 Children read the poem.
- 2 clothes words: skirt, jeans, shirt
- toy: cow
- 3 1 station 2 friend 3 Lucy
- 4 train 5 cow 6 happy

Page 93

- 1 It's six forty-five.
- 2 It's three fifteen.
- 3 It's nine fifteen.
- 4 It's ten forty-five.
- 5 It's three forty-five.
- 6 It's two fifteen.

- 2 Children's own answers
- 3 Children's own answers

Social Studies Time!

Page 94

- 1 1 heart 2 breathe 3 bend
- 4 muscle 5 oxygen
- 2 1 fun 2 breathe 3 oxygen
- 4 muscles 5 bend 6 exercises

Page 95

- 1 Exercise, muscles, run, park, play, skate, sister, horses

Unit 12 Page 96

- wedding, cake, bride, band, invitation, guests
- 2 1 cake 2 invitation 3 eat
- 4 guests 5 wedding
- 6 dance 7 dress 8 bride
- 9 band 10 sing

Page 97

- 1 Are they dancing? / Yes, they are.
- 2 Is she singing? / No, she isn't.
- 3 Is he eating? / No, he isn't.
- 4 Is she sleeping? / Yes, she is.
- 5 Are they drinking? / No, they aren't.
- 2 Children point to the pictures and say the sentences.

Page 98

- 1 1 b 2 d 3 a 4 c
- 2 1 Mom is making cakes.
- 2 Dad is washing the car.
- 3 My cousin is taking lots of photos.
- 4 My sister is choosing a dress.
- 5 I'm brushing my hair.

Page 99

- 1 1 June 2 cube 3 flute 4 tube
- 2 1 June 2 cube 3 flute 4 tube
- 3 1 This mule can run.
- 2 I've got a flute and I'm sitting on a rug.
- 4 u_e: mule, flute
- u: run, rug

Page 100

- 1 Children read the letter.
- 2 1 Hannah likes Bella's jeans. (dress)
- 2 Hannah's aunt has got a new car. (baby)
- 3 The baby is very big. (small)
- 4 The baby is a girl. (boy)
- 5 His name is Max. (James)
- 6 He has brown eyes. (blue)
- 7 He's wearing a scarf. (hat)
- 8 His boots are red. (white)

Page 101

- 1 1 He's wearing white boots.
- 2 We're watching TV.
- 3 My sister is doing her homework.
- 4 She's eating her dinner.
- 5 We're listening to music.
- 6 We're looking at cakes.
- 2 eating, drinking, dancing, listening to music, talking, singing
- 3 Children's own answers

Review 4 Pages 102–103

- 1 1 I'm wearing jeans and a shirt.
- 2 I'm wearing boots and a hat.
- 3 I'm wearing gloves and a scarf.
- 2 weather: windy, raining, sunny, hot
- wedding: cake, invitation, present, bride
- clothes: jeans, skirt, boots, scarf
- 3 1 tube, cube
- 2 stone, bone
- 3 line, nine
- 4 (clockwise from left) 3, 2, 1, 5, 6, 4
- 1 He's drinking.
- 2 She's eating.
- 3 They're talking.
- 4 She's singing.
- 5 They're dancing.
- 6 He's playing.

Unit 13 Page 104

- 1 (clockwise from left) 1, 5, 6, 4, 2, 3
- 2 1 There's a cow behind the gate.
- 2 There's a goat next to the gate.
- 3 There's a horse in front of the house.
- 4 There's a sheep between the horse and the van.
- 5 There's a donkey behind the tree.
- 6 There's a goose on the van.

Page 105

- 1 1 bigger than 2 smaller than
- 3 shorter than 4 taller than
- 2 bigger – smaller; taller – shorter
- 1 A horse is bigger than a goose. / A goose is smaller than a horse.
- 2 Rosy is taller than Billy. / Billy is shorter than Rosy.
- 3 A pizza is bigger than a sandwich. / A sandwich is smaller than a pizza.

Page 106

- 1 fast, loud, quiet, slow
- 2 1 louder 2 faster 3 slower
- 4 quieter
- 3 1 The goose is louder than the hen.
- 2 The sheep is faster than the cow.
- 3 The cow is slower than the sheep.
- 4 The hen is quieter than the goose.

Page 107

- 1 1 feet 2 tree 3 three
- 4 cheese
- 2 1 tree 2 feet 3 three
- 4 cheese
- 3 1 This pen is green.
- 2 There are three monkeys in the tree.
- 3 My bed is red.
- 4 ee: green, three, tree
- e: pen, bed, red

Page 108

- 1 Children read the text.
- 2 1 carrots, potatoes 2 figs, plums
- 3 cows, goats 4 two 5 four

Page 109

- 1 Harry is seven **and** Katie is nine. /
Harry is seven. Katie is nine.
- 2 This is a **donkey** **and** these are hens. /
This is a donkey. These are hens.
- 3 I like bananas **and** he likes apples. /
I like bananas. He likes apples.
- 4 There is a **slide** **and** there are swings. /
There is a slide. There are swings.
- 2 cow, sheep, donkey, horse, hen, chick, goat, goose
- 3 Children's own answers

Fluency Time! 5 Page 110

- 1 party, in, Everyone's, room
- 2 for, Thank 3 having, welcome
- 2 Welcome to my house.
- 2 This is for Grandpa.
- 3 Everyone's in the kitchen.
- 4 Your aunt is in the kitchen.

Page 111

- 1 Children check a, c, e, f
- 2 Welcome to the party. d
- 2 This is for you, Ellie. b
- 3 Thank you for having me. a
- 4 See you soon, Ellie. c
- 3 Children's own answers

Unit 14 Page 112

- 1 kind 2 wet 3 dry
- 4 photo 5 bad 6 fridge
- 2 There are some photos on the fridge.
- 2 This boy is kind.
- 3 This duck is very bad.
- 4 Her hands are wet.
- 5 His hands are dry.

Page 113

- 1 The ducks were bad.
- 2 This boy was kind.
- 3 We were in the park.
- 4 The babies weren't sad.
- 5 They were hungry.
- 6 Mom was dry.
- 7 She wasn't wet.
- 8 Billy was little then.
- 2 Rosy and Tim were in the park.
- 2 Tim was very kind. The babies weren't cold. They were hungry.
- 3 It was raining. Rosy and Tim were very wet. Mom wasn't wet. She was dry.
- 4 The ducks were very bad. The goat was bad too.
- 5 Billy was a bad boy. But he's a good boy now.

Page 114

- 1 floor, messy, trash, neat
- 2 1 hungry 2 happy 3 photo
- 4 party 5 messy 6 wet
- 7 floor 8 dry 9 neat

Page 115

- 1 1 cape 2 cube 3 pine
- 2 1 cube 2 Cub 3 Cube 4 pin
- 5 pine 6 cap 7 cape

Page 116

- 1 Children read the text.
- 2 1 b 2 a 3 c
- 3 1 Robin is in class 2L.
- 2 Robin and his friends were farm animals.
- 3 Charles was a sheep.
- 4 Nicola was a hen.
- 5 Everyone was very good.
- 6 The moms and dads were happy.

Page 117

- 1 1 and 2 or 3 and 4 or 5 or 6 or 7 and 8 and
- 2 Children's own answers
- 3 Children's own answers

Geography Time! Page 118

- 1 1 b 2 d 3 e 4 a 5 c
- 2 sand, rocks, snow, rain, camel, plant, leaves

Page 119

- 1 This is a hot and sandy desert.
- 2 Camels can walk on the sand.
- 3 There is ice and snow everywhere.
- 4 There are foxes and bears in the cold desert.
- 5 This desert has lots of big rocks.
- 6 There are usually sand dunes in windy deserts.
- 2 (left to right) 3, 4, 1, 6, 3, 5
- 3 Children's own answers

Unit 15 Page 120

- 1 1 child 2 man 3 women
- 4 woman 5 children 6 men
- 2 1 There are two men.
- 2 There are three children.
- 3 There are two boys.
- 4 There is one woman.

Page 121

- 1 1 some
- 2 any
- 3 any
- 4 some
- 2 1 were
- 2 any; some
- 3 wasn't; school yard
- 4 was

Page 122

- 1 1 c 2 d 3 a 4 b
- 2 finish line, first, second, third, fourth
- 3 The hen was fourth.
The rabbit was third.
The cow was second.
The horse was first.

Page 123

- 1 1 swing 2 ring 3 drink
- 4 pink 5 drink
- 2 1 drink 2 king 3 ring 4 bank
- 3 1 sing 2 swing 3 king
- 4 ring 5 drink

Page 124

- 1 a 4 b 1 c 6 d 2 e 5 f 3
- 2 1 b 2 d 3 f 4 a 5 e 6 c
- 3 1 Suzy is a **cow**. (horse)
2 She's behind a **green** horse. (red)
3 She's in front of a **blue** **goat**. (horse)
4 She drinks **milk** in the field. (water)
5 She eats **ice cream** in the field.
(grass)
6 At night she's **hot**. (cold)

Page 125

- 1 1 families 2 boys 3 babies
- 4 turkeys 5 parties 6 monkeys
- 2 Check: men, women, children, teachers
- 3 Children's own answers

Review 5 Pages 126–127

- 1 1 The boy is shorter than the girl.
2 His coat is smaller than the girl's coat.
3 But he is faster than the girl.
4 And he is louder than the girl.
5 The girl is quieter than the boy.
- 2 adjectives: bad, dry, dirty, wet
animals: cow, goat, horse, sheep
numbers: fourth, first, third, second
- 3 women 2
dolls 0
men 0
children 3
teddy bears 2
toy cars 0
- 4 1 There are some women.
2 There aren't any dolls.
3 There aren't any men.
4 There are some children.
5 There are some teddy bears.
6 There aren't any toy cars.
- 5 Children's own answers

Wordlist

Words in **bold** are 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

black /blæk/
bump /bʌmp/
down /daʊn/
end /end/
learning /'lɜːnɪŋ/
week /wɪk/
welcome back /'welkəm bæk/
white /waɪt/

Unit 1

board /bɔːd/
bright /braɪt/
cabinet /kæbɪnət/
classroom /'klaːsruːm/
coat hooks /kəʊt həks/
computer /kəm'pjʊ:tə/
drawers /drɔːz/
feet /fiːt/
game /geɪm/
have a look /hæv ə 'lʊk/
knee /niː/
pencil case /'pensl keɪs/
picture /'pɪktʃə(r)/
poster /'pəʊstə(r)/
sit /sɪt/
swimming pool /'swɪmɪŋ puːl/
table /'teɪbl/
that /ðæt/
these /ðiːz/
this /ðɪs/
those /ðəuz/
touch /tʌtʃ/
wall /wɔːl/
what /wɒt/
whiteboard /'waɪtbɔːd/
with /wɪð/
work (n) /wɜːk/
Wow! /wau/

Unit 2

always /'ɔːlwɪz/
angry /æŋgrɪ/
baby (babies) /baːbɪ (ɪz)/
bath /baːθ/
behave /bɪ'hɛv/
brave /brɛv/
broken /'brəʊkən/
carry on /'kæri ɔːn/

chair /tʃeə/
cold /kɔːld/
cry /kraɪ/
fear /fiː(r)/
feel /fiːl/
feelings /fiːlɪŋz/
fish /fɪʃ/
go to sleep /gəʊ tə sliːp/
gone /gɔːn/
happy /'hæpi/
hot /hɒt/
hug /hʌg/
hungry /'hʌŋgrɪ/
laugh (v) /laɪf/
nearly /'nɪəli/
nervous /'nɜːvəs/
poor /pɔː(r)/
sad /sæd/
scared /skeəd/
shoes /ʃuːz/
snore /snoː(r)/
sometimes /'sʌmtaɪmz/
stamp (v) /stæmp/
teacher /'tiːtʃə(r)/
thirsty /'θɜːsti/
thumb /θʌm/
tired /'taɪəd/
together /tə'geðə(r)/
twins /twinz/
until /ən'tɪl/
wake up /'weɪk ʌp/
yourself /jɔːf 'self/

Unit 3

activity /æk'tɪvəti/
aged /eɪdʒd/
anywhere /'enɪweə(r)/
bed /bed/
behind /bɪ'haind/
between /bɪ'twiːn/
bug /bʌg/
by /baɪ/
cat /kæt/
children /tʃɪldrən/
dog /dɒg/
fig /fɪg/
grass /graːs/
hiding /haɪdɪŋ/
in front of /ɪn 'frənt əv/
mop /mɒp/

next to /'nekst tuː/
outdoor (adj) /'aʊtdɔː(r)/
perfect /'pɜːfɪkt/
play soccer /pleɪ 'sɒkə/
play tennis /'pleɪ tenɪs/
ride a bike /raɪd ə baɪk/
ride a horse /raɪd ə hɔːs/
sand /sænd/
seat /sɪ:t/
skate (v) /skate/
skateboard (n) /'skate bɔːd/
skateboard (v) /'skate bɔːd/
skates (n) /skeɪts/
stop /stɒp/
take /teɪk/
teach /tiːf/
van /væn/
wheel /wiːl/
young /jʌŋ/

Unit 4

bread /bred/
brush /brʌʃ/
buy /baɪ/
cheese sandwich /tʃiːz 'sænwɪʃ/
chicken /tʃɪkin/
don't worry /dəʊnt 'wʌri/
done /dʌn/
easy /'iːzi/
eighty /'eɪti/
fifty /'fɪfti/
forty /'fɔːti/
fries /fraɪz/
frisbee /'frɪzbi/
frog /frɒg/
grapes /greɪps/
grass /graːs/
high /haɪ/
if /ɪf/
late /leɪt/
milkshake /'milkʃeɪk/
much /mʌtʃ/
naughty /'nɔːti/
ninety /'naineiti/
number /'nʌmbə(r)/
olive /'ɒliv/
one hundred /wʌn 'hʌndrəd/
pizza /'piːtsə/
salad /'sæləd/

seventy /'sevnti/
sixty /'sɪksti/
start (v + n) /stɑːt/
sure /ʃuːr/
ten /ten/
thirty /'θɜːti/
try /trai/
twenty /'twenti/

Unit 5

art /ɑːt/
art room / 'ɑːt ruːm/
computer room / kəm'pjuːtə ruːm/
crab /kræb/
crayon /'kreɪən/
dress /dres/
drum /drʌm/
English /'ɪŋglɪʃ/
field /'fiːld/
gym /dʒim/
headphones /'hedfəʊnz/
learn /lɜːn/
lesson /'lesn/
math /mæθ/
music /'mjuːzɪk/
our /'auə(r)/
paint /peɪnt/
P.E. /piː ɛ:/
play time /pleɪ taɪm/
primary /'praɪməri/
read /riːd/
school yard /skuːl yaːd/
science /saɪəns/
speak /spɪːk/
study /'stʌdi/
subject /'sʌbdʒɪkt/
their /ðeə(r)/
time /taɪm/
tree /triː/
truck /trʌk/
wear /weə(r)/

Unit 6

a lot /ə 'lɔːt/
after /'aːftə(r)/
blanket /'blæŋkit/
blue /bluː/
CD /sɪ ˈdiː/
cook (v) /kʊk/

do my homework /du:
mai 'həʊmwɜ:k/
flat /flæt/
flower /'flaʊə(r)/
go swimming /geu
'swimɪŋ/
have a music lesson /hæv
ə 'mju:zɪk lesn/
help my mom /help mai
'mɒm/
how about /'haʊ əbaʊt/
listen to music /lɪsn tə
'mju:zɪk/
on my own /ɔ:n mai 'əʊn/
plate /pleɪt/
play with friends /pleɪ wið
'frendz/
plum /plʌm/
read a book /ri:d ə buk/
sport /'spɔ:t/
stories /stɔ:ri:z/
visit my grandma /vɪsɪt
mai 'grænma:/
watch TV /wɒtʃ tɪ:'vi:/
well /wel/
write an email /raɪt ən
'i:meil/

Unit 7

asleep /ə'slɪ:p/
balloon /bə'lju:n/
birthday /'bɜ:θdeɪ/
buy /bʌɪ/
cake /keɪk/
candy /'kændi/
card /ka:d/
chocolate /'tʃɒklət/
clock /klɒk/
cloud /klaʊd/
everything /'evrɪθɪŋ/
front /frənt/
give /giv/
gloves /glʌvz/
glue /glu:/
in half /ɪn 'ha:f/
neighbor /'neɪbə(r)/
nuts /nʌts/
or /ɔ:(r)/
outside /aut'saɪd/
pastries /'peɪstrɪz/
present /'prezənt/
scared of /skeəd əv/
sky /skai/
slide /slайд/
slippers /'slɪpə(r)z/
smile (n) /smail/
someone /'sʌmweɪn/
take off /'teɪk əf/
think about /'θɪŋk əbaʊt/

tie /taɪ/
tomorrow /tə'mɒrəʊ/

Unit 8

at night /ət 'naɪt/
brush my teeth /brʌʃ mai
'ti:θ/
cereal /'sɪəriəl/
get dressed /get 'drest/
get up /get 'ʌp/
go by bus /gəʊ bər 'bʌs/
go home /gəʊ 'həʊm/
go to bed /gəʊ tə 'bed/
go to school /gəʊ tə
'sku:l/
goodnight /gʊd'nait/
have breakfast /hæv
'brekfəst/
have dinner /hæv 'dɪnə/
in the afternoon /ɪn ðə
a:ftə'nu:n/
in the evening /ɪn ðə
'i:vnɪŋ/
in the morning /ɪn
ðə 'mɔ:nɪŋ/
plane /pleɪn/
skates /skeɪts/
sky /skai/
small /smɔ:l/
smile /smail/
snake /sneɪk/
snow /snəʊ/
so /səʊ/
stairs /steəz/
star /sta:(r)/
time for /'taɪm fɔ:/

Unit 9

airport /'eəpɔ:t/
at the moment /ət ðə
'məʊmənt/
bank /bæŋk/
basket /'ba:skɪt/
cute /kjut/
dark /da:k/
face /feɪs/
fantastic /fæn'tæstɪk/
feed /fi:d/
fire station /'faɪər steɪʃn/
garage /'gærɪdʒ/
gate /geɪt/
hospital /'hɒspɪtl/
job /dʒɒb/
lake /leɪk/
out and about /'aʊt n
əbaʊt/
place /pleɪs/
plane /pleɪn/

police station /'pəli:s
steɪʃn/
school /sku:l/
shopping (n) /'ʃɒpɪŋ/
station /'steɪʃn/
store /stɔ:/
supermarket /
'su:pəmə:kɪt/
thing /θɪŋ/
vegetable /'vedʒtəbl/
work (v) /wɜ:k/
zoo /zu:/

Unit 10

all together /ɒl tə'geðə(r)/
be careful /bɪ: 'ke:fɪl/
bike /baɪk/
catch /kætʃ/
cold /kəuld/
fly a kite /flaɪ ə 'kaɪt/
fly away /flaɪ əwei/
get wet /get 'wet/
go ice skating /gəʊ aɪs
'sketɪŋ/
go outside /gəʊ aut'saɪd/
high up /haɪ ʌp/
hot /hɒt/
keep /ki:p/
key /ki:/
kite /kaɪt/
like (prep) /laɪk/
line /laɪn/
make a snowman /meɪk ə
'sneʊmæn/
news /nju:z/
nine /naɪn/
quick /kwik/
raincoat /'reɪnko:t/
raining /'reɪnɪŋ/
snowing /'snəʊɪŋ/
sun /sʌn/
sun hat /'sʌn hæt/
sunglasses /'sʌŋglə:sɪz/
sunny /'sʌni/
warm /wɔ:m/
wear coats /weə(r) kəuts/
weather /'weðə(r)/
wet /wet/
white /waɪt/
windy /'wɪndi/

Unit 11

bone /bəʊn/
boots /bu:ts/
coach /kəʊtʃ/
get on /get ən/
gloves /glʌvz/
half past /'ha:f pa:st/

here comes... /hɪə 'kʌmz/

home /həʊm/
hurry up /hvri 'ʌp/

jeans /dʒi:nz/
nose /nəʊz/

o'clock /ə'klɒk/
pass by /'pæs baɪ/

people /'pi:pl/
platform /'plætʃfɔ:m/

rope /rəup/
scarf /ska:f/

seaside /'sɪ:səd/
shirt /ʃɜ:t/
sit down /'sɪt daʊn/
skirt /skɜ:t/
slow /sləʊ/
stone /stəʊn/
town /taʊn/
wave /weɪv/

Unit 12

band /bænd/
bride /braɪd/
brush my hair /brʌʃ mai
'he/ə/
by my side /baɪ mai 'saɪd/
cake /keɪk/
can't wait /kən't wəit/
celebration /selɪ'bretʃn/
choose a dress /tʃəuz ə
dres/
clean (v) /kli:n/
cube /kju:b/
dance (v) /dɑ:ns/
excited /ɪk'saɪtɪd/
flute /flu:t/
get ready /get 'redi/
guests /gests/
invitation /invi'teɪʃn/
June /dʒu:n/
letters /'letə(r)s/
make a cake /meɪk ə
'keɪk/
month /mʌnθ/
party /pa:ti/
send /send/
sleep /sli:p/
soon /su:n/
suit (n) /su:t/
summer /'sʌmə(r)/
take photos /teɪk
'fəʊtəʊs/
think /θɪŋk/
tube /tju:b/
video (n) /'vɪdiəu/
wash the car /wɒʃ ðə 'ka:/
watch (v) /wɒtʃ/
wedding /'wedɪŋ/

Unit 13

bite (v) /baɪt/
bring /brɪŋ/
cheep /tʃɪ:p/
cheese /tʃɪ:z/
clip /klɪp/
clop /klɒp/
cluck /klʌk/
cow /kau/
daddy /'dædi/
donkey /'dəŋki/
farm /fɑ:m/
fast /fa:st/
feet /fi:t/
finally /'fainəli/
friendly /'frendli/
goat /gəut/
goose /gu:s/
green /grɪ:n/
hen /hen/
honk /hɒŋk/
horse /hɔ:s/
leave /lɪv/
loud /laud/
other /'ʌðə(r)/
piece /pi:s/
quiet /'kwaɪət/
rule /ru:l/
run away /rʌn ə'wei/
scare /skeə/

sheep /ʃi:p/
sink (n) /sɪŋk/
slow /sləʊ/
than /ðen/
three /θri:/
tree /tri:/
trip (n) /trɪp/
trot /trɒt/

Unit 14

act (v) /ækt/
bad /bæd/
brilliant /'brɪliənt/
costume /'kɒstju:m/
cap /kæp/
cape /keɪp/
cub /kʌb/
cube /kju:b/
dirty /'dɜ:tɪ/
dry /draɪ/
duck /dʌk/
each /ɪxtʃ/
floor /flɔ:(r)/
fridge /frɪdʒ/
hard work /ha:d 'wɜ:k/
hood /hud/
kind /kaɪnd/
memory /'meməri/
messy /'messi/
neat /ni:t/

photo /'fəʊtəʊ/
pin /pɪn/
pine /paɪn/
play (n) /pleɪ/
ready /'redi/
scary /'sceəri/
trash /traʃ/
untidy /ʌn'taɪdi/
wet /wet/
wolf /wʊlf/
year /jɪə(r)/

Unit 15

any /'eni/
bank /bæŋk/
child /tʃaɪld/
children /tʃɪldrən/
drink /drɪŋk/
fairground /'feəgraʊnd/
field /fɪeld/
finish line /'fɪnɪʃ laɪn/
first /fɜ:st/
fourth /fɔ:θ/
fresh /fref/
go back /gəʊ 'bæk/
heavy /'hevi/
hurrah! /hə'ra:/
king /kɪŋ/
lose /lu:z/
man /mæn/

men /men/

miss (v) /mɪs/
move /mu:v/
pink /pɪŋk/
prize /praɪz/
prize-giving /'praɪz ɡɪvɪŋ/
race /reɪs/
real /rɪ:əl/
ring /rɪŋ/
round and round /'raʊnd
ən raʊnd/
runner /'rʌnə/
second /'sekənd/
some /sʌm/
swing /swɪŋ/
third /θ:d/
winner /'wɪnə/
woman /'wʊmən/
women /'wɪmɪn/

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